

McCord Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

McCord Elementary serves kindergarten through fifth-grade students and also houses a full-day, year-round State Preschool Program. It is one of three elementary schools in the city of Orange Cove. Our students transfer to Citrus Middle School and eventually Reedley Middle College, Orange Cove, or Reedley High Schools. The school serves approximately 460 students in preschool through fifth grade with a teaching staff of 21 certificated teachers and 1 classified preschool teacher. McCord Elementary School teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. KCUSD serves approximately 10,000 students with 8 elementary K-5 schools, 4 elementary K-8 schools, 3 middle schools, 2 high schools, one continuation high school, one Middle College high school, an online high school, and an Adult School program. KCUSD is located in the San Joaquin Valley in and around the cities of Reedley and Orange Cove. The total area of the District is over 600 square miles.

The mission of McCord Elementary:

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	68
Grade 2	69
Grade 3	77
Grade 4	90
Grade 5	64
Total Enrollment	436

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.8
Male	48.2
American Indian or Alaska Native	0.2
Asian	0.0
Black or African American	0.2
Filipino	0.0
Hispanic or Latino	97.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	2.1
English Learners	48.6
Foster Youth	0.0
Homeless	0.2
Migrant	3.4
Socioeconomically Disadvantaged	94.0
Students with Disabilities	3.9

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	84.21	303.20	73.79	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	15.79	17.30	4.22	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	51.90	12.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	15.10	3.68	12115.80	4.41
Unknown	0.00	0.00	23.30	5.68	18854.30	6.86
Total Teaching Positions	19.00	100.00	410.90	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district convenes a committee to provide input and feedback in the textbook adoption process. The committee meets the year prior to the adoption in order to review State adopted material. They complete an exhaustive process to review and evaluate the adopted material. They compare the curriculum to state and district standards and complete an evaluation of the extent to which the material covers each standard. The committee provides information to teachers and prepares a shortlist of publishers to consider for adoption. Publishers then send samples to the district in order to have teachers, administrators, and parents provide input. The material is selected based on teacher, administration, and parent input. The choice is put before the School Board and upon approval adopted by the district. At McCord School, there are sufficient textbooks and instructional materials for each core content area. Each pupil, including English Learners, has access to district-adopted texts, workbooks, or other supplemental instructional materials to use in class and to take home.

Year and month in which the data were collected

August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade K-5 - Engage NY, adopted 2014	Yes	0%
Mathematics	Grade K-5 - Engage NY, adopted 2014	Yes	0%
Science	Grades K-5 Amplify Science, 2020	Yes	0%
History-Social Science	Scott Foresman, It's Revolutionary, 2005 edition	Yes	0%

School Facility Conditions and Planned Improvements

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

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

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

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed promptly. A work order process is used to provide efficient service, and emergency repairs are given the highest priority.

The Director of Maintenance, Custodial Supervisor, and the site principals work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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

Recent facility improvements and additions include solar panel installation in the staff parking lot and added cement between the cafeteria and room 16. The added cement has enhanced the appearance of the area and provided additional space for events that students, staff, and parents can enjoy.

New flooring was installed in the Cafeteria in the summer of 2022.

School Facility Conditions and Planned Improvements

The front and back parking lot and playground blacktop were resurfaced in 2022.

New shelving and furniture were installed in the Library in September 2022.

Year and month of the most recent FIT report

08/2022

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			<p>Preschool play area. Broken sprinkler-flooded corner of play area. Fixed 8-24-22</p> <p>School is beautiful and shows pride of staff and students. Raul head of maintenance has done a fantastic job keeping this facility in top condition. All the staff at McCord need to be commended.</p>

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	28	N/A	47	N/A	47
Mathematics (grades 3-8 and 11)	N/A	28	N/A	34	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	234	232	99.15	0.85	27.59
Female	115	114	99.13	0.87	28.07
Male	119	118	99.16	0.84	27.12
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	226	224	99.12	0.88	28.57
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	106	105	99.06	0.94	13.33
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	214	212	99.07	0.93	26.89
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	9.09

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	234	233	99.57	0.43	27.90
Female	115	115	100.00	0.00	26.09
Male	119	118	99.16	0.84	29.66
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	226	225	99.56	0.44	28.89
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	106	105	99.06	0.94	15.24
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	214	213	99.53	0.47	26.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	17.19	NT	22.54	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	64	64	100	0	17.19
Female	33	33	100	0	21.21
Male	31	31	100	0	12.9
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	62	62	100	0	17.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	23	23	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	60	100	0	15
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.

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	60	60	60	61	61

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.

2022-23 Opportunities for Parental Involvement

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

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

Our annual Community Winter Program event is enjoyed in December.

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

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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	469	456	95	20.8
Female	242	235	43	18.3
Male	227	221	52	23.5
American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	456	443	93	21.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	11	11	1	9.1
English Learners	242	233	40	17.2
Foster Youth	0	0	0	0.0
Homeless	3	2	1	50.0
Socioeconomically Disadvantaged	445	432	91	21.1
Students Receiving Migrant Education Services	19	18	3	16.7
Students with Disabilities	21	21	4	19.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.21	2.38	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.35	0.53	4.65	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.35	0.00
Female	1.65	0.00
Male	3.08	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	2.19	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	1.65	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.47	0.00
Students Receiving Migrant Education Services	5.26	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The safety of students and staff is a primary concern of McCord Elementary School. The campus is monitored by assigned staff before, during, and after school. All visitors must sign in at the office and wear appropriate identification while on campus. The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identifying security needs, developing prevention and intervention techniques, evaluating physical facilities, and communicating with staff and students. McCord School has a total of six surveillance cameras around campus. Components of the plan include child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. A copy of the plan is on file with the Orange Cove Police Department. The plan was last reviewed/updated on 10-28-22 and last shared and discussed with staff on 9/4/22. The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Emergency preparedness drills are regularly conducted, and the school staff is appropriately trained.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	26		3	
2	26		3	
3	25		3	
4	31		2	
5	26		3	
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	17	4		
2	17	4		
3	26		3	
4	24		3	
5	32		2	
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	17	4		
2	17	4		
3	26		3	
4	30		3	
5	32		2	
6				

2021-22 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

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.9

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$8,306.61	\$1,786.44	\$6,520.17	\$64,678.78
District	N/A	N/A	\$7,845.40	\$76,869
Percent Difference - School Site and District	N/A	N/A	-18.5	-17.2
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-1.1	-24.9

2021-22 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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,971	\$52,478
Mid-Range Teacher Salary	\$71,355	\$80,810
Highest Teacher Salary	\$104,176	\$101,276
Average Principal Salary (Elementary)	\$129,325	\$127,080
Average Principal Salary (Middle)	\$133,728	\$134,264
Average Principal Salary (High)	\$151,172	\$147,200
Superintendent Salary	\$232,843	\$242,351
Percent of Budget for Teacher Salaries	27%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Professional development at McCord Elementary School is designed to meet the individual needs of teachers as well as broader school concerns. Data is used to determine the needs of students and staff, which in turn provides us with a focus for professional development. Professional development may take the form of training, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. Principal, teachers, instructional aides, and other support personnel may take part in these activities.

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

Buy-back and early release days provided time for quality professional development and collaboration. All district and site professional development is monitored by student progress and classroom formal and informal walkthroughs.

In 2021-2022, McCord staff received district-provided professional development, which focused on the iReady intervention program, Science, SEL curriculum, as well as many resources as we return to full-time on campus. As a school site, McCord is focusing on Comprehension. Utilizing our Leadership Team we have selected high-leverage teaching practices to monitor and constantly improve over the year. New teachers also attended Kagan training. Science Professional Development continues to be a focus as well. We utilize Safety Care training for necessary staff. Special Education staff received training on the new curriculum SPIRE.

McCord Elementary utilizes its Guiding Coalition, consisting of teachers and administrators, to monitor and guide the work of its Instructional Action Plan (IAP). McCord's instructional focus is that students will be able to respond orally and in writing using relevant text evidence. McCord's Guiding Coalition meets monthly. Teachers are given designated time weekly to collaborate with colleagues, create common assessments that are aligned to a rubric, and plan for instruction.

Professional Development

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42