



# McCord Elementary School

333 Center Street • Orange Cove, CA 93646 • (559) 305-7250 • Grades K-5

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<http://mccord.kcusd.com/>

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Kings Canyon Joint Unified School District

675 W. Manning Avenue  
Reedley, CA 93654  
559.305.7010  
[www.kcusd.com](http://www.kcusd.com)

#### District Governing Board

Floyd Smith  
Robin Tyler  
Manuel Ferreira  
Noel Remick  
Sarah Rola  
Clotilda Mora  
Connie Brooks

#### District Administration

Juan Garza  
**Superintendent**  
John Campbell  
**Deputy Superintendent, Human  
Resources**  
Dr. John Quinto  
**Assistant Superintendent, Business  
Services**  
Monica Benner  
**Assistant Superintendent, Curriculum  
and Instruction**  
Sheila Wiebe  
**Administrator, Educational Programs**  
Mary Ann Carousso  
**Administrator, Student Services**

### School Description

McCord Elementary serves students in Kinder through fifth grade. It is one of three elementary schools in the city of Orange Cove. Our students feed into Citrus Middle School and eventually Orange Cove and Reedley High Schools. The school served approximately 460 students in Kinder through fifth grade during the 2014-2015 school year and included a teaching staff of 19 teachers. McCord Elementary School teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience.

### School Mission Statement

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 the academic, social and emotional development of every child. We are prepared to work collaboratively with colleagues, students, parents and community to achieve this shared educational purpose.

## About the SARC

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 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 at (559) 305-7250 or the district office.

| 2014-15 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Kindergarten                              | 79                 |
| Grade 1                                   | 76                 |
| Grade 2                                   | 80                 |
| Grade 3                                   | 89                 |
| Grade 4                                   | 84                 |
| Grade 5                                   | 63                 |
| <b>Total Enrollment</b>                   | <b>471</b>         |

| 2014-15 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| American Indian or Alaska Native    | 0.4                         |
| Hispanic or Latino                  | 97.9                        |
| White                               | 1.7                         |
| Socioeconomically Disadvantaged     | 97.9                        |
| English Learners                    | 64.8                        |
| Students with Disabilities          | 5.7                         |
| Foster Youth                        | 0.2                         |

## 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                                |       |       |       |
|--|-------|-------|-------|
| McCord Elementary School                           | 13-14 | 14-15 | 15-16 |
| <b>With Full Credential</b>                        | 19    | 19    | 18    |
| <b>Without Full Credential</b>                     | 0     | 0     | 0     |
| <b>Teaching Outside Subject Area of Competence</b> | 0     | 0     | 0     |
| Kings Canyon Joint Unified School District         | 13-14 | 14-15 | 15-16 |
| <b>With Full Credential</b>                        | ♦     | ♦     | 376   |
| <b>Without Full Credential</b>                     | ♦     | ♦     | 18    |
| <b>Teaching Outside Subject Area of Competence</b> | ♦     | ♦     | 0     |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| McCord Elementary School   | 13-14 | 14-15 | 15-16 |
| <b>Teachers of English Learners</b>                                | 0     | 0     | 0     |
| <b>Total Teacher Misassignments</b>                                | 0     | 0     | 0     |
| <b>Vacant Teacher Positions</b>                                    | 0     | 0     | 0     |

\* "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

| 2014-15 Percent of Classes In Core Academic Subjects<br>Core Academic Classes Taught by Highly Qualified Teachers |                                     |   |
|---|-------------------------------------|---|
| Location of Classes   | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| <b>This School</b>  | 100.0                               | 0.0                                     |
| Districtwide  |                                     |   |
| <b>All Schools</b>  | 84.6                                | 15.4                                    |
| <b>High-Poverty Schools</b>   | 84.6                                | 15.4                                    |
| <b>Low-Poverty Schools</b>  | 0.0                                 | 0.0                                     |

\* 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 2015-16)

McCord has sufficient textbooks and instructional materials for all students in all classrooms. All instructional materials are standards-aligned and scientifically research-based as adopted by the KCUSD Board of Trustees.

#### Textbooks and Instructional Materials Year and month in which data were collected: 2015

| Core Curriculum Area          | Textbooks and Instructional Materials/Year of Adoption  |
|-------------------------------|---|
| <b>Reading/Language Arts</b>  | Grade K-5 - Engage NY, adopted 2014<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%                     |
| <b>Mathematics</b>            | Grade K-5 - Engage NY, adopted 2014<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%                     |
| <b>Science</b>                | MacMillan/McGraw-Hill: California Science, 2007 edition<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0% |
| <b>History-Social Science</b> | Scott Foresman, It's Revolutionary, 2005 edition<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%        |

### School Facility Conditions and Planned Improvements (Most Recent Year)

The district custodial and maintenance staff takes 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 21 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 in a timely manner. A work order process is used to ensure efficient service and that 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 a 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.

#### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 09/04/2015

| System Inspected   | Repair Status |      |      | Repair Needed and Action Taken or Planned   |
|--|---------------|------|------|---|
|  | Good          | Fair | Poor |   |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                 |               | X    |      | Kitchen Cooler doesn't work   |
| <b>Interior:</b><br>Interior Surfaces                                | X             |      |      |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation | X             |      |      |   |
| <b>Electrical:</b><br>Electrical                                     |               | X    |      | office light out in Nr.<br>Corridor n 7-12 lense covering missing<br>cafeteria 4 set of lights hav more light<br>tubes out<br>staff Rm, Library Light tube on set of lights<br>out. |

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 09/04/2015

| System Inspected   | Repair Status    |             |             | Repair Needed and Action Taken or Planned  |
|--|------------------|-------------|-------------|--|
|  | Good             | Fair        | Poor        |  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 |                  | X           |             | Rm 1-4 Clogged drain & leak by rm 1. W. side of staff Rm 2 faucet handles loose. Rm 1-4 Boys & Girls Toilet will not flush in each. Rm 7-12 Girls 2 Toilets leak   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | X                |             |             | Rm 16-19 Dry rot between 16-17 n.side, n e corner 16.  |
| <b>Structural:</b><br>Structural Damage, Roofs                             |                  | X           |             | Rm 19 W.side down spout opening crushed. Rms 1-4, 7-12 Gutters need to be cleaned out  |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences |                  | X           |             | Rm 1-4 Broken window rm 1 n.side Rms 16-19 opening between sidewalk and wall needs to be filled in. South field Standing H2O s.e. corner of backstop. Rms 20-22 Holes between sidewalk & wall need to covered. |
| <b>Overall Rating</b>  | <b>Exemplary</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b>  |
|  |                  | 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], Science California Standards Tests); and
- The percentage of pupils 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

| Grade Level | 2014-15 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 5           | 19.70   | 32.80  | 18.00  |

\* 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.

| 2014-15 CAASPP Results for All Students |  |          |       |
|---|--|----------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |          |       |
|   | School   | District | State |
| ELA                                     | 20   | 37       | 44    |
| Math                                    | 9  | 22       | 33    |

\* 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.

| 2014-15 CAASPP Results by Student Group       |   |
|---|---|
| Group   | Percent of Students Scoring at Proficient or Advanced |
|   | Science (grades 5, 8, and 10)                         |
| All Students in the LEA                       | 45  |
| All Student at the School                     | 13  |
| Male  | 23  |
| Female  | 3   |
| Hispanic or Latino                            | 13  |
| English Learners                              | 0   |
| Students with Disabilities                    | 10  |
| Students Receiving Migrant Education Services | --  |
| Foster Youth                                  | --  |

\* 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 Results for All Students - Three-Year Comparison |  |       |       |          |       |       |       |       |       |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |       |          |       |       |       |       |       |
|   | School   |       |       | District |       |       | State |       |       |
|   | 12-13  | 13-14 | 14-15 | 12-13    | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Science   | 20   | 24    | 13    | 55       | 51    | 45    | 59    | 60    | 56    |

\* Results are for grades 5, 8, and 10. 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                                 | Grade | Number of Students |        | Percent of Students |                  |                     |              |                   |
|---|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
|   |       | Enrolled           | Tested | Tested              | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students                                  | 3     | 85                 | 84     | 98.8                | 48               | 30                  | 14           | 8                 |
|   | 4     | 77                 | 76     | 98.7                | 55               | 25                  | 12           | 8                 |
|   | 5     | 65                 | 62     | 95.4                | 56               | 26                  | 15           | 3                 |
| Male  | 3     | 85                 | 55     | 64.7                | 60               | 27                  | 9            | 4                 |
|   | 4     | 77                 | 40     | 51.9                | 58               | 18                  | 13           | 13                |
|   | 5     | 65                 | 31     | 47.7                | 58               | 23                  | 16           | 3                 |
| Female  | 3     | 85                 | 29     | 34.1                | 24               | 34                  | 24           | 17                |
|   | 4     | 77                 | 36     | 46.8                | 53               | 33                  | 11           | 3                 |
|   | 5     | 65                 | 31     | 47.7                | 55               | 29                  | 13           | 3                 |
| Hispanic or Latino                            | 3     | 85                 | 84     | 98.8                | 48               | 30                  | 14           | 8                 |
|   | 4     | 77                 | 75     | 97.4                | 55               | 25                  | 12           | 8                 |
|   | 5     | 65                 | 62     | 95.4                | 56               | 26                  | 15           | 3                 |
| White   | 4     | 77                 | 1      | 1.3                 | --               | --                  | --           | --                |
| Two or More Races                             | 3     | 85                 | 0      | 0.0                 | --               | --                  | --           | --                |
| Socioeconomically Disadvantaged               | 3     | 85                 | 79     | 92.9                | 44               | 32                  | 15           | 9                 |
|   | 4     | 77                 | 75     | 97.4                | 55               | 25                  | 12           | 8                 |
|   | 5     | 65                 | 60     | 92.3                | 58               | 27                  | 12           | 3                 |
| Students with Disabilities                    | 3     | 85                 | 2      | 2.4                 | --               | --                  | --           | --                |
|   | 4     | 77                 | 5      | 6.5                 | --               | --                  | --           | --                |
|   | 5     | 65                 | 2      | 3.1                 | --               | --                  | --           | --                |
| Students Receiving Migrant Education Services | 3     | 85                 | 7      | 8.2                 | --               | --                  | --           | --                |
|   | 4     | 77                 | 5      | 6.5                 | --               | --                  | --           | --                |
|   | 5     | 65                 | 4      | 6.2                 | --               | --                  | --           | --                |
| Foster Youth                                  | 3     | --                 | --     | --                  | --               | --                  | --           | --                |
|   | 4     | --                 | --     | --                  | --               | --                  | --           | --                |
|   | 5     | --                 | --     | --                  | --               | --                  | --           | --                |

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                                 | Grade | Number of Students |        | Percent of Students |                  |                     |              |                   |
|---|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
|   |       | Enrolled           | Tested | Tested              | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students                                  | 3     | 85                 | 84     | 98.8                | 48               | 37                  | 13           | 2                 |
|   | 4     | 77                 | 76     | 98.7                | 61               | 37                  | 3            | 0                 |
|   | 5     | 65                 | 62     | 95.4                | 71               | 23                  | 6            | 0                 |
| Male  | 3     | 85                 | 55     | 64.7                | 49               | 38                  | 11           | 2                 |
|   | 4     | 77                 | 40     | 51.9                | 53               | 43                  | 5            | 0                 |
|   | 5     | 65                 | 31     | 47.7                | 71               | 19                  | 10           | 0                 |
| Female  | 3     | 85                 | 29     | 34.1                | 45               | 34                  | 17           | 3                 |
|   | 4     | 77                 | 36     | 46.8                | 69               | 31                  | 0            | 0                 |
|   | 5     | 65                 | 31     | 47.7                | 71               | 26                  | 3            | 0                 |
| Hispanic or Latino                            | 3     | 85                 | 84     | 98.8                | 48               | 37                  | 13           | 2                 |
|   | 4     | 77                 | 75     | 97.4                | 60               | 37                  | 3            | 0                 |
|   | 5     | 65                 | 62     | 95.4                | 71               | 23                  | 6            | 0                 |
| White   | 4     | 77                 | 1      | 1.3                 | --               | --                  | --           | --                |
| Two or More Races                             | 3     | 85                 | 0      | 0.0                 | --               | --                  | --           | --                |
| Socioeconomically Disadvantaged               | 3     | 85                 | 79     | 92.9                | 47               | 37                  | 14           | 3                 |
|   | 4     | 77                 | 75     | 97.4                | 61               | 36                  | 3            | 0                 |
|   | 5     | 65                 | 60     | 92.3                | 72               | 23                  | 5            | 0                 |
| Students with Disabilities                    | 3     | 85                 | 2      | 2.4                 | --               | --                  | --           | --                |
|   | 4     | 77                 | 5      | 6.5                 | --               | --                  | --           | --                |
|   | 5     | 65                 | 2      | 3.1                 | --               | --                  | --           | --                |
| Students Receiving Migrant Education Services | 3     | 85                 | 7      | 8.2                 | --               | --                  | --           | --                |
|   | 4     | 77                 | 5      | 6.5                 | --               | --                  | --           | --                |
|   | 5     | 65                 | 4      | 6.2                 | --               | --                  | --           | --                |
| Foster Youth                                  | 3     | --                 | --     | --                  | --               | --                  | --           | --                |
|   | 4     | --                 | --     | --                  | --               | --                  | --           | --                |
|   | 5     | --                 | --     | --                  | --               | --                  | --           | --                |

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 students that did not receive a score; 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 students with scores.

**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**

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

There are numerous and varied opportunities for parent involvement. Parents attend school functions grade-level parent programs, participate in parent-teacher conferences, volunteer in classrooms, and chaperone field trips. Parents may also serve on advisory committees and leadership teams, including the Parent Teacher Club (PTC), English Learners Advisory Council (ELAC), District English Learners Advisory Council (DELAC), District Advisory Council (DAC), GATE Advisory Committee, and School Site Council (SSC). Parent education resources include the Latino Family Literacy Project and Parenting Partners Workshops.

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

Parents who would like more information on how to become involved may contact Bilingual Community Aide Maria Chapa at (559) 305-7250.

**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.

**School Safety Plan**

Safety of students and staff is a primary concern of McCord Elementary School. Before, during, and after school, the campus is monitored by assigned staff. 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 identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. 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 2-24-15 and last discussed with staff on 8-13-15. An updated copy is available to the public at the school office. The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained.

| Suspensions and Expulsions |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate           | 0.98    | 0.76    | 0.00    |
| Expulsions Rate            | 0.00    | 0.00    | 0.00    |
| District                   | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate           | 3.94    | 5.37    | 4.22    |
| Expulsions Rate            | 0.00    | 0.00    | 0.00    |
| State                      | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate           | 5.07    | 4.36    | 3.80    |
| Expulsions Rate            | 0.13    | 0.10    | 0.09    |

**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.

| 2014-15 Adequate Yearly Progress Overall and by Criteria |        |          |       |
|--|--------|----------|-------|
| AYP Criteria   | School | District | State |
| <b>English Language Arts</b>                             |        |          |       |
| Met Participation Rate                                   | Yes    | Yes      | Yes   |
| Met Percent Proficient                                   | N/A    | N/A      | N/A   |
| <b>Mathematics</b>                                       |        |          |       |
| Met Participation Rate                                   | Yes    | Yes      | Yes   |
| Met Percent Proficient                                   | N/A    | N/A      | N/A   |
| Made AYP Overall   | Yes    | No       | Yes   |
| Met Attendance Rate                                      | Yes    | Yes      | Yes   |
| Met Graduation Rate                                      | N/A    | No       | Yes   |

| 2015-16 Federal Intervention Program                |           |           |
|---|-----------|-----------|
| Indicator   | School    | District  |
| Program Improvement Status                          | In PI     | In PI     |
| First Year of Program Improvement                   | 2010-2011 | 2008-2009 |
| Year in Program Improvement                         | Year 3    | Year 3    |
| Number of Schools Currently in Program Improvement  | 11        |           |
| Percent of Schools Currently in Program Improvement | 64.7      |           |

**Average Class Size and Class Size Distribution (Elementary)**

| Average Class Size |         |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|--------------------|---------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
|                    |         |         |         | 1-20                  |         |         | 21-32   |         |         | 33+     |         |         |
| Grade              | 2012-13 | 2013-14 | 2014-15 | 2012-13               | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| K                  | 26      | 26      | 26      |                       |         |         | 3       | 3       | 3       |         |         |         |
| 1                  | 25      | 26      | 25      |                       |         |         | 3       | 3       | 3       |         |         |         |
| 2                  | 26      | 24      | 25      |                       |         |         | 3       | 4       | 3       |         |         |         |
| 3                  | 30      | 28      | 29      |                       |         |         | 3       | 3       | 3       |         |         |         |
| 4                  | 25      | 32      | 27      | 1                     |         |         | 2       | 2       | 3       |         |         |         |
| 5                  | 29      | 26      | 30      |                       | 1       |         | 2       | 2       | 2       |         |         |         |
| Other              |         |         | 12      |                       |         | 1       |         |         |         |         |         |         |

**Average Class Size and Class Size Distribution (Secondary)**

| Average Class Size |         |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|--------------------|---------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
|                    |         |         |         | 1-22                  |         |         | 23-32   |         |         | 33+     |         |         |
| Subject            | 2012-13 | 2013-14 | 2014-15 | 2012-13               | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |

\* 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 at this School**

| Number of Full-Time Equivalent (FTE)                |      |
|---|------|
| Academic Counselor                                  | 0    |
| Counselor (Social/Behavioral or Career Development) | 0    |
| Library Media Teacher (Librarian)                   | 0    |
| Library Media Services Staff (Paraprofessional)     | 1    |
| Psychologist  | 0.20 |
| Social Worker                                       | .20  |
| Nurse   | .20  |
| Speech/Language/Hearing Specialist                  | .40  |
| Resource Specialist                                 | 0    |
| Other   | 0    |
| Average Number of Students per Staff Member         |      |
| 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.

**Professional Development provided for Teachers**

Professional development at McCord Elementary School is designed to meet the individual needs of teachers as well as broader school concerns. 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.

During the 2012-2013 school year, professional development was focused in the areas of Direct Instruction, Common Core Standards, and the new English Language Arts Pearson curriculum. A minimum of 3 days were dedicated to professional development. Teachers were trained at three buy-back days and will continue to receive ongoing training with on-site and district wide collaboration. The 2013-2014 school year, McCord staff participated in 4 sessions of school culture professional development through T.A.L.K Associates. In order to support teachers with the transition to Common Core, they participated in training for Thinking Maps, Kagan Structures, and Number Talks. Teachers received a minimum of 4 training dates. In the 2014-2015 school year, staff received professional development primarily in Guided Reading and Common Core Math.

Site and district grade level team Professional Learning Communities also provided regular opportunities for professional collaboration on a weekly and monthly basis. Buy-back and early release days provided time for quality professional development. All district and site professional development is monitored by student progress and classroom formal and informal walkthroughs.



| FY 2013-14 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$40,026        | \$42,315                                     |
| Mid-Range Teacher Salary                       | \$60,363        | \$66,451                                     |
| Highest Teacher Salary                         | \$85,147        | \$85,603                                     |
| Average Principal Salary (ES)                  | \$102,484       | \$105,079                                    |
| Average Principal Salary (MS)                  | \$104,924       | \$111,005                                    |
| Average Principal Salary (HS)                  | \$118,662       | \$121,310                                    |
| Superintendent Salary                          | \$189,093       | \$189,899                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 32%             | 39%  |
| Administrative Salaries                        | 5%              | 6%   |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

General State of California - State Lottery -Title I

### 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, the county, and the state. 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.

| FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | \$2,863                | \$706      | \$2,157      | \$62,096               |
| District   | ♦                      | ♦          | \$2,774      | \$64,663               |
| State  | ♦                      | ♦          | \$5,348      | \$69,257               |
| Percent Difference: School Site/District                           |                        |            | -22.2        | -6.1                   |
| Percent Difference: School Site/ State                             |                        |            | -61.0        | -16.8                  |

\* Cells with ♦ do not require data.