McPherson Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	McPherson Elementary School
Street	2670 Yajome Street
City, State, Zip	Napa, CA 94558
Phone Number	(707) 253-3488
Principal	Troy Knox
Email Address	tknox@nvusd.org
Website	https://mcpherson.nvusd.org
County-District-School (CDS) Code	28662666026850

Entity	Contact Information
District Name	Napa Valley Unified School District
Phone Number	(707) 253-3511
Superintendent	Dr. Rosanna Mucetti
Email Address	rmucetti@nvusd.org
Website	www.nvusd.org

School Description and Mission Statement (School Year 2019-20)

Description: The students at McPherson Elementary School are served by seventeen credentialed classroom teachers and a support staff that includes a half-time academic specialist, intervention teacher, resource specialists, a speech therapist, a part-time school psychologist, a part-time nurse, three instructional assistants, a part-time Spanish teacher, and a part-time librarian. The campus is a community orientated facility - used after hours for the after school program sponsored by the Boys and Girls Club which serves over two hundred students, Parent University classes, and little league baseball. McPherson Elementary School also has a full-time Family Resource Center with a staff that includes a Director, a Parent Engagement Coordinator and a Case Manager. The Family Resource Center is open daily (including summer and other school vacations) Monday-Friday, 8:00 am - 4:00 pm, and serves people throughout the community.

Mission Statement: Learn from my past, work hard in my present to succeed in my future.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	58
Grade 1	66
Grade 2	75
Grade 3	69
Grade 4	73
Grade 5	87
Total Enrollment	428

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	0.7
Filipino	0.5
Hispanic or Latino	93.9
White	3.7
Two or More Races	0.5
Socioeconomically Disadvantaged	90
English Learners	66.8
Students with Disabilities	14.5
Foster Youth	0.2
Homeless	0.9

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	22	19	749
Without Full Credential	0	0	0	29
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2011

Under the Williams Act, McPherson Elementary School is monitored yearly by the Napa County Office of Education, there were no adverse findings this year.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Q: Good C: Houghton Mifflin Reading: A Legacy of Literacy (K-5) – 2002 Macmillan/McGraw-Hill, California Treasures (K-6) - 2008 ELD: Hampton Brown: Avenues (2-5) - 2002 Macmillan/McGraw-Hill, California Treasures (K-6) - 2008 A: All students	Yes	0%
Mathematics	Q: Good C: Scott Foresman – enVision Math (K-5) - 2007 A: All students	Yes	0%
Science	Q: Good C: Harcourt Brace: Harcourt Science (K-5) - 2006 A: All students	Yes	0%
History-Social Science	Q: Good C: Pearson Scott Foresman: History-Social Studies for California (K-5) - 2005 A: All students	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

McPherson School was constructed in 1964 to house 6 classrooms, kindergarten, multi-use room, cafeteria, library, and office, with portable classrooms being added over the years to attain its current size of 28 classrooms, computer lab, state preschool, and instructional/office space for special education support staff. Additional construction for a new multi-use room was completed in summer 2006. Heating, air-conditioning and building interiors were upgraded for the 2000-2001 school year. Each classroom has full access to the internet. Under the Williams Act, McPherson's facilities are inspected by Napa County Office of Education every year, the site was found to be compliant in all areas dealing with facilities.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 12/19/17

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Poor	Repairs have been addressed and corrected.
Interior: Interior Surfaces	Poor	Repairs have been addressed and corrected.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

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. 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); 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	27	24	47	48	50	50
Mathematics (grades 3-8 and 11)	21	19	34	35	38	39

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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	225	225	100.00	0.00	24.00
Male	119	119	100.00	0.00	20.17
Female	106	106	100.00	0.00	28.30
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	215	215	100.00	0.00	23.72
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	208	208	100.00	0.00	22.12
English Learners	182	182	100.00	0.00	21.43
Students with Disabilities	29	29	100.00	0.00	6.90
Students Receiving Migrant Education Services	30	30	100.00	0.00	23.33
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	227	227	100.00	0.00	18.94
Male	120	120	100.00	0.00	18.33
Female	107	107	100.00	0.00	19.63
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	217	217	100.00	0.00	18.89
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	210	210	100.00	0.00	17.62
English Learners	184	184	100.00	0.00	16.85
Students with Disabilities	29	29	100.00	0.00	6.90
Students Receiving Migrant Education Services	30	30	100.00	0.00	16.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	9.5	6.0	2.4

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are educated about programs and their roles through participation in the School Site Council (SSC), the Family Resource Center, Parent Leadership Committee, English Language Advisory Committee for English language learners (ELAC), Kindergarten parent/student orientation, and teacher-parent communication. Parents and students are invited to attend Back-to-School Night in the fall and Open House in the spring. Parents are encouraged to volunteer in classrooms and help with extracurricular activities including field trips and school events. With the addition of grant funding from the SH Cowell Foundation and the Queen of the Valley Hospital, parent education classes are offered through the Parent University program. For more information on parent involvement, please contact the school principal, Troy Knox, at 707-253-3488.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.6	0.0	3.6	3.1	3.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Our Comprehensive School Safety Plan (CSSP), modeled on the Incident Command System, addresses all components of SB187 including biannual Crime Reports, Student Discipline, Sexual Harassment, Dealing with Dangerous Pupils, Crises Response Plan, Dress Code, and Alternative Programs. The CSSP is reviewed annually by Staff and shared with parents via Parent University. Emergency equipment has been supplied for each classroom and for the school as a whole. Evacuation drills are held monthly. Teachers have been trained in "Run, Hide, Fight" scenarios by the Napa Police Department. All staff members have been trained in annual Mandated Reporter training. During the first weeks of school, teachers and the principal explain policies about student safety, playground, rules, classroom behavior, bullying, and harassment. Discipline follows the NVUSD "Standards for Student Behavior".

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		3		23		3		19	3		
1	23		3		24		3		24		2	
2	22		3		24		3		24		4	
3	23		4		23		3		24		2	
4	31		3		30		3		32		2	
5	31		3		31		3		31		3	
Other**									25		1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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	1.0
Resource Specialist (non-teaching)	2.0
Other	5.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,589	$675	$5,913	$72,264
District	N/A	N/A	$6,632	$78,177
Percent Difference - School Site and District	N/A	N/A	-11.5	-7.6
State	N/A	N/A	$11,101	$82,465
Percent Difference - School Site and State	N/A	N/A	-18.6	-9.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Local Control Accountability Plan (LCAP) includes site base and supplemental funding, Title 1, and private funding from the SH Cowell Foundation.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,601	$51,374
Mid-Range Teacher Salary	$75,145	$80,151
Highest Teacher Salary	$97,792	$100,143
Average Principal Salary (Elementary)	$127,381	$126,896
Average Principal Salary (Middle)	$134,954	$133,668
Average Principal Salary (High)	$142,305	$143,746
Superintendent Salary	$258,343	$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2.5	2.5	2.5

With the support from district and SH Cowell Foundation funding, teachers meet twice a week in their grade level Professional Learning Communities; the model is based exclusively on the DuFour model. Teachers use essential standards and data from formative assessments in the areas of English Language Arts and Math to write SMART goals. They design instruction using best practices that include AVID and Project GLAD strategies.