

MCCABE ELEMENTARY SCHOOL

McCabe Union School District

2008-09 School Accountability Report Card | Published During the 2009-10 School Year



GRADES K-8

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Amanda Brooke
Superintendent

Laura Dubbe
Principal

Principal's Message

McCabe Elementary School occupies approximately 35 acres of property at the corner of McCabe and Austin Roads in Imperial County. This includes 20 acres west of the main McCabe campus that was purchased from Mr. And Mrs. Virgil Corfman in 2006. The development of this property was completed during the summer of 2008 and the Corfman portion of McCabe School is used to house students in grades 4-8 and was officially opened in the fall of 2008.

McCabe School is located just southwest of the City of El Centro. This K-8 school is considered a rural school that feeds into the Central Union High School District. California Basic Educational Data System (CBEDS) enrollment for fall 2008 was 1,126 students. The socio-economics of the school community are comprised of a wide range of occupations, from professionals to unskilled laborers. One indicator of the economic status is the number of federally funded free or reduced lunches served at McCabe School. During the 2008-09 school year, 21.9% of the student population received free or reduced lunches.

The District had experienced a significant amount of growth due to several new housing developments. Although student population has more than doubled since the 2004-05 school year, housing construction has returned to a moderate pace, but the increase in student population is expected to continue.

McCabe School was designated a California Distinguished School during the 2005-06 school year.

Parental Involvement

Parent involvement represents an important strategy in promoting student achievement. Teachers, office staff, and administrators keep parents informed as to student progress and attendance. In addition to quarterly report cards, mid-quarter grade checks are sent out. Parents with seventh and eighth grade students are also able to check grades on McCabe's Website. The School Site Council (SSC) and the District English Language Advisory Committee (DELAC) continue to provide more opportunities for parent participation in the school.

In order to increase communication and understanding between the school and home, information is provided to parents through flyers, notices and pamphlets given to students to take home and occasionally through e-mail. News and other important events are also posted on the McCabe Website and electronic marquee.

Back-to-School Night was held in September and Open House was in May. These events provide opportunities for parents and the community to visit the school and be part of the programs sponsored by the PTO.

Many McCabe parents take an active part in the school by volunteering to help in the classroom and with programs such as R.I.F., the Halloween Carnival, the See's Candy fundraiser, McCabe Olympics, upper grade athletics, field trips, eighth grade trip, sixth grade camp program, and school projects.

During November of each year, formal conferences are scheduled for every child's parents. These conferences continue to be highly successful in providing communication and registering concerns about each child's progress and educational opportunities and programs for which they may be eligible.

For more information on how to become involved, contact Laura Dubbe, Principal, at (760) 352-5443.



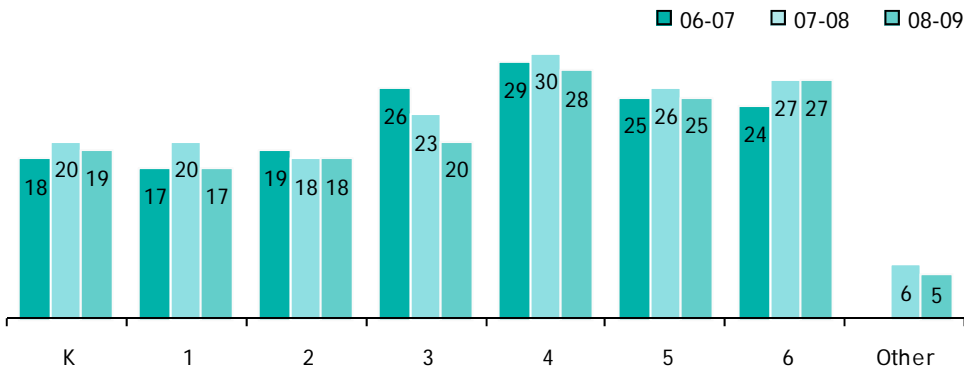
Mission Statement

The mission of McCabe School is to provide every student an academic and social foundation that will enable them to be responsible, productive citizens and strive to their maximum potential.



Class Size

The bar graph displays the three-year data for average class size.

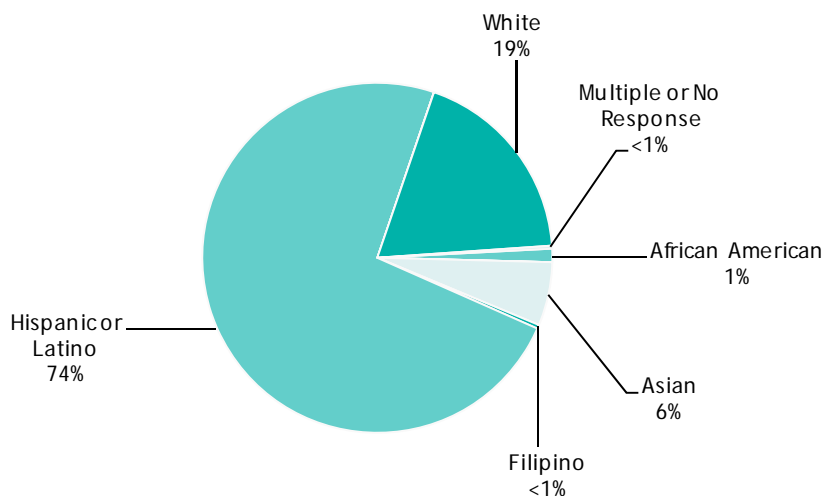


Class Size Distribution — Number of Classrooms By Size

Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	5			4	2		6		
1	6			3	2		8		
2	6			6			6		
3		4		1	4		6		
4		4			4			4	
5	1	4			5			5	
6		5			5			5	
Other				1			1		

Enrollment and Demographics

The total enrollment at the school was 1,126 students for the 2008-09 school year.



Types of Services Funded

McCabe School District received special funds for supplementary educational programs in 2008-09.

These categorical funds can only be used for programs and purposes as designated by State or Federal guidelines.

The following is a list of the special programs at McCabe School during the 2008-09 school year:

- Title I
- Title II
- Title III
- Title VI
- Economic Impact Aid (EIA)/ limited English proficient (LEP)
- Special Education Program: resource specialist program (RSP) and special day class (SDC)
- Class Size Reduction

In addition, the District received grants and entitlements. The following is a list of the grants and entitlements received for 2007-08:

- Reading/Materials and Staff Development
- Lottery
- School Community Violence Prevention Grant

Tier III Categoricals Classified as Unrestricted Dollars

- Gifted and Talented Education (GATE)
- Physical Education Incentive Grant
- Arts and Music Block Grant
- Middle and High School Counseling
- School and Library Block Grant



Textbooks and Instructional Materials

It is a priority at McCabe School that there are sufficient textbooks and other instructional materials to appropriately support each student's educational program. Each student is supplied with textbooks that have been adopted by the State of California, for use at home and in the classroom. New textbooks in specific subject areas are purchased according to a schedule prescribed by the State. Staff members make recommendations for textbooks and instructional materials to the administration for the final decision. On the average, textbooks are expected to last from five to six years. Prior to the first year of implementation, teachers, administrators, and instructional support personnel are trained in the use of the new textbooks and materials.

New science books were purchased in 2007-08 for K-8 grades. In 2008-09, new mathematics textbooks were purchased for 3-6 grades from McGraw-Hill, and for 7-8 grades from McDougal-Littell. Houghton Mifflin Math was used in K-2 grades. Beginning in the 2001-02 school year, the District adopted the Houghton Mifflin Reading/Language Arts program in K-6 grades and McDougal Littell Literature Connection for 7-8 grades. Scott Foresman Social Studies textbooks were adopted in 2006-07 for K-5 grades and 6-8 grades adopted Holt-Rinehart. All textbooks being used are on the most recent State-approved list.

Visual and Performing Arts activities and curriculum are covered and conducted in general education classes.

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin (K-6)	2001-02
English-Language Arts	McDougal Littell (7-8)	2001-02
Mathematics	Houghton Mifflin (K-2)	2008-09
Mathematics	McGraw-Hill (3-6)	2008-09
Mathematics	McDougal Littell (7-8)	2008-09
Science	Macmillan/McGraw-Hill (K-5)	2007-08
Science	Prentice Hall (6-7)	2007-08
History-Social Science	Scott Foresman (K-5)	2006-07
History-Social Science	Holt-Rinehart (6-8)	2006-07

Note: This data was most recently collected and verified in August 2009.

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates

	McCabe ES			McCabe USD		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspension Rate	0.030	0.020	0.022	0.030	0.020	0.022
Expulsion Rate	0.000	0.020	0.004	0.000	0.020	0.004

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

School Safety

McCabe School is committed to providing a safe, attractive, and orderly environment that promotes learning. Staff members are issued the emergency procedures plan and are in-serviced on the following: child abuse reporting, procedures for campus disasters and crisis, sexual harassment, dress code, and school discipline. Students are held accountable for attendance and tardies. The school has created a positive climate for students and staff where parents are welcomed partners in their child's education. The School Safety Plan is distributed to all staff at the beginning of each school year and it is continuously revised as the need arises each year.

The McCabe School District is also a participant in the School Community Violence Prevention Program Grant. The District's focus is cyber bullying and character development. Character development is anchored in the Peace Builders Program.

The McCabe School Safety Plan was rewritten during the summer of 2009. The plan was last reviewed and discussed with the school faculty in August 2009.

School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	✓			
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior)	✓			
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs	✓			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred on August 19, 2009, and the inspection form was most recently completed on August 19, 2009.

School Facilities

General: The District takes great efforts to ensure that McCabe School is clean, safe, and functional. Below is more specific information on the condition of the school and the efforts made to insure students are provided with a clean, safe, and functional learning environment.

Safety: Staff members supervise students during morning, lunch, and other normally scheduled recesses. Considering the school site is located in the country, staff members are on constant alert for vehicles or visitors that appear out of place. Visitors are required to check in at the main office prior to proceeding to their destination. For students who participate in sports or other after-school activities, supervision is provided until they are picked up or other means of transportation/supervision is arranged. All other students either ride the bus or are picked up during their scheduled dismissal time.

Parents can provide temporary permission for alternative travel. This process is monitored through the McCabe School blue note process. Fire drills are conducted monthly and evacuation maps are posted throughout the school. Safety meetings are conducted throughout the year and administration is available to staff, parents, and students concerning all issues addressing safety.

Adequacy of School Facilities/Age of School Buildings: McCabe School was originally constructed in 1948 and consisted of two wings. The multipurpose room/kitchen and bus barn were added to the campus in 1952 and a third wing was constructed in 1960. The two kindergarten classes and an additional class on the third wing were added in 1966. Two classrooms, one office, and new toilet facilities were added to wing #2 in 1990.

The older portion of wing #2, wing #1, and the multipurpose room/kitchen underwent modernization in 1993. Wing #3, including the two kindergarten classes and the classes added in 1966, were modernized during the 2003-04 school year. Wing #4, with five classes and two new kindergarten rooms, opened for students at the beginning of the 2005-06 school year.

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School Facilities

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The McCabe School Library was placed on the campus in 1988. The campus has an additional 20 portable structures used for instructional purposes and a portable toilet facility.

There are two main playgrounds on the McCabe School Campus. The primary playground is for students in grades K-1 and the upper grade playground is for students in grades 2-3. There is adequate playground and classroom space for all grades on campus. Staff members are provided with a workroom/lounge area for preparing materials for class use and all machines are maintained in working order.

The Corfman portion of the campus opened during the fall of 2008 and a new bus shed was constructed on the southeast portion of the property; the old bus shed was removed from the property during the 2008-09 school year.

The Corfman side has four main wings with 30 classrooms and a science lab, a cafeteria/multipurpose room with attached band room, a library building with two attached classrooms, and a school/district administrative building. Students in grades 4-8 attend classes in the Corfman section of the campus.

Maintenance and Repair: District maintenance staff ensures that 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. In accordance with *Education Code* Section 17592.72, McCabe School did not experience any emergency concerns related to gas leaks, nonfunctioning heating, ventilation, or air conditioning systems, electrical power failure, major sewer line stoppage, pest or vermin infestation, broken gates or windows that pose a security risk, undiscovered hazardous materials, or structure damage creating a hazardous or uninhabitable condition.

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National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

School Facilities

Continued from page 4

The District water plant was upgraded to meet the needs of the new construction and a new bus facility was constructed south of the current campus. All facilities were funded by a hardship grant provided by the State. The District's sewer plant was also relined during the summer of 2009.

The Corfman project also included an upgrade in the water processing facility, a new bus shed, and the widening of McCabe Road. Funds were provided by a California hardship grant.

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. For the 2009-10 school year, the District budgeted \$222,600 for the Deferred Maintenance Program. This represents 3% of the District's general fund budget.

NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tq/nr/.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

	McCabe ES			McCabe USD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	57%	63%	66%	57%	63%	66%	43%	46%	50%
Mathematics	62%	66%	67%	62%	66%	67%	40%	43%	46%
Science	45%	56%	57%	45%	56%	57%	38%	46%	50%
History-Social Science	45%	45%	53%	45%	45%	53%	33%	36%	41%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	62%	67%	53%	58%
Female	69%	66%	62%	49%
Economically Disadvantaged	58%	57%	53%	48%
English Learners	10%	37%	7%	❖
Students with Disabilities	39%	50%	38%	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	81%	93%	83%	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	61%	63%	49%	48%
Pacific Islander	❖	❖	❖	❖
White	78%	75%	80%	60%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (ie. The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (ie. The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

Academic Performance Index Ranks

API Ranks – Three Year Comparison

	2006	2007	2008
Statewide API Rank	8	8	8
Similar Schools API Rank	7	5	7

Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison

Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	6	21	16	856
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	7	28	15	834
Pacific Islander	■	■	■	■
White	-5	23	8	905
Socioeconomically Disadvantaged	17	45	24	809
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools" API rank reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.



Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percent of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	McCabe ES		McCabe USD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	McCabe ES	McCabe USD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0.0%	

✧ Not applicable.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education (SBE) designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percent of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	18.5%
Five of Six Standards	23.1%
Six of Six Standards	31.5%
Grade 7	
Four of Six Standards	26.2%
Five of Six Standards	27.5%
Six of Six Standards	21.5%



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	McCabe USD	McCabe ES		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	48	33	32	48
Without Full Credential	6	15	17	6
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	McCabe ES		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
McCabe ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	100.0%	0.0%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.



Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	◆
◆ Not applicable.	

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (paraprofessional)	0.50
Psychologist	0.05
Social Worker	0.00
Nurse	0.05
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	1.50
Other	0.50

District Financial Data

District Salary Data		
Category	McCabe USD	Similar Sized District
Beginning Teacher Salary	\$39,504	\$41,031
Mid-Range Teacher Salary	\$65,847	\$63,366
Highest Teacher Salary	\$78,304	\$80,596
Average Principal Salary	\$88,577	\$100,937
Superintendent Salary	\$121,305	\$147,438
Teacher Salaries – Percent of Budget	45.6%	40.6%
Administrative Salaries – Percent of Budget	5.7%	6.1%

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

Professional Development

Staff members are encouraged to take advantage of conferences, workshops, college courses, and other means of professional development. Within the year, the District has provided in-service opportunities for the McCabe staff in the following areas: the Reading Strategies, CPR/first aid, Local Improvement Plan, Reading Renaissance, Accelerated Reader, language arts Standards and Assessments, mathematics Standards and Assessments, child abuse recognition, and abuse training. Individual staff members attended bus driver training, Crosscultural Language and Academic Development (CLAD) certification training, mathematics and science conferences, career education awareness, Literacy Leaders, classroom management, and other trainings.

Teachers are afforded the opportunity to request training that appropriately meets their individual needs and other trainings are assigned as designated by administrative discretion. For the previous three school years, seven days were dedicated to staff and professional development each year.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	McCabe ES
Total Expenditures Per Pupil	\$6,818
Expenditures Per Pupil From Restricted Sources	\$1,273
Expenditures Per Pupil From Unrestricted Sources	\$5,545
Average Teacher Salary	\$58,904

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
McCabe ES	\$5,545	\$58,904
McCabe USD	\$5,545	\$58,904
California	\$5,512	\$63,421
School and District – Percent Difference	◆	◆
School and California – Percent Difference	+0.6%	-7.7%

◆ Because McCabe USD is a single-site district, the percent difference does not apply.

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

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