

McCabe Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	McCabe Elementary School
Street	701 West McCabe Rd.
City, State, Zip	El Centro, CA 92243
Phone Number	(760) 335-5200
Principal	Gina Sanchez-Macias
Email Address	gina.sanchezmacias@muesd.net
School Website	https://www.muesd.net
County-District-School (CDS) Code	13631806008593

2023-24 District Contact Information

District Name	McCabe Union Elementary School District
Phone Number	(760) 335-5200
Superintendent	Mary Kay Monson
Email Address	mary.monson@muesd.net
District Website	https://www.muesd.net

2023-24 School Description and Mission Statement

McCabe Union Elementary School District (MUESD) 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 were purchased from Mr. And Mrs. Virgil Corfman in 2006. The development of this property was completed during the summer of 2008 and opened in Fall of 2008. The Corfman campus houses students grade 4th through 8th.

McCabe Union Elementary School District is located just southwest of El Centro. Our TK through 8th Grade district is considered a rural school that feeds into the Central Union High School District. California Longitudinal Pupil Achievement Data System (CALPADS) enrollment for Fall 2023 was 1164 students. The Fall 2023 Unduplicated Pupil Percentage (UPP) was 49%. The Socioeconomic Disadvantaged population was 42% and the English Learners population was 14%. Student enrollment continues to decline, and it is the District's goal to continue with a TK 12:1 ratio and 24:1 ratio in Kinder through 3rd Grade. The District was designated a California Distinguished School during the 2005-2006, and 2011-2012 school years. The California Department of Education recognized the McCabe Union Elementary School District for providing an outstanding educational program and awarded the District the California Gold Ribbon Schools Award during the 2015-2016 school year.

MUESD's mission is to be a model of educational excellence, innovation and leadership. We are committed to work collectively with students, families, and the community. We are dedicated to providing a safe and conducive environment for learning.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	143
Grade 1	118
Grade 2	117
Grade 3	123
Grade 4	111
Grade 5	151
Grade 6	158
Grade 7	135
Grade 8	153
Total Enrollment	1,209

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.4%
Asian	2.5%
Black or African American	0.2%
Filipino	0.2%
Hispanic or Latino	86.2%
Two or More Races	0.6%
White	8.4%
English Learners	14.1%
Foster Youth	0.5%
Homeless	0.1%
Migrant	0.8%
Socioeconomically Disadvantaged	39%
Students with Disabilities	10.7%

A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	49.90	89.28	49.90	89.28	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	5.36	3.00	5.36	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	3.57	2.00	3.57	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	1.00	1.79	1.00	1.79	18854.30	6.86
Total Teaching Positions	55.90	100.00	55.90	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47.00	90.38	47.00	90.38	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	1.92	1.00	1.92	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	5.77	3.00	5.77	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	1.92	1.00	1.92	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	52.00	100.00	52.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	1.00
Misassignments	1.00	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	3.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.9	6.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other 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 school board from the approved list from 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 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.

A new six-year K-8th grade subscription for ELA (Journey/Collections) and mathematics (GoMath) was purchased at the beginning of the 2019-2020 school year. In 2019-20 Houghton Mifflin Harcourt science curriculum was purchased for K-8. Pearson Social Studies textbooks were adopted in 2018-19 for K-8 grades. All textbooks being used are on the most recent State-approved list. Through the Strong Workforce Consortium, 7th-8th grade students are provided with Building Bridges and CTE Exploration supplemental curriculum. Visual and Performing Arts activities and curriculum are covered and conducted in general education classes. An additional enrichment component of the Visual and Performing Arts is the Band and Orchestra program offered after school. The District obtained licenses for supplemental digital programs and applications for teachers and students. MUESD provides a one-to-one access to technology for all students.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt Journeys (K-6) 2014-15 Houghton Mifflin Harcourt Collections (7-8) 2014-15	Yes	0
Mathematics	Houghton Mifflin Harcourt Go Math (K-8) 2014-15	Yes	0
Science	Houghton Mifflin Harcourt (K-8) 2019-20	Yes	0
History-Social Science	Pearson (K-8) 2018-19	Yes	0

Foreign Language	None		
Health	None		
Visual and Performing Arts	None		

School Facility Conditions and Planned Improvements

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

Safety: Staff members supervise students during morning, lunch, and recess. Considering the school site is located in a rural area, 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 through our Raptor- Visitor Management System. The Raptor System allows the school to screen visitors, contractors, and volunteers in our schools and provides us with a safer environment for our students and staff. The safety of our students is our highest priority, and the Raptor Visitor Management System allows us to quickly identify those that may present a danger to them. For incident reporting and escalation, we have implemented Raptor Alert- software enhances the safety of students and staff with real-time communication and information management. For students who participate in sports or other after-school activities, supervision is provided until students 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. 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.

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 an attached band room, a library building with two attached classrooms, two portable classrooms on the west side of the campus, and a school/district administrative building. A school gym was added in 2017. Students in grades 4th through 8th attend classes in the Corfman section of the campus. The original McCabe campus is over 100 years old and houses Tk through 3rd grade.

Maintenance and Repair: District maintenance staff ensures the necessary repairs to keep the school in good condition and working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. McCabe School did not experience any emergency concerns related to gas leaks, non-functioning 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.

The school was awarded with the Full Day Kindergarten Facilities Grant Program (FDKFGP) and at the beginning of the 2021-2022 school year, the construction of three new Kindergarten classrooms was completed in April of 2022. In addition, the current 2022-2023 school was awarded with the Full Day TK and Kindergarten Facilities Grant Program for an additional four classrooms. Construction will begin in March of 2024.

Year and month of the most recent FIT report

12/27/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Building M200 MPR: DEFICIENCIES - Marks given for exterior doors needing to be replaced, while the second one being cited for the acoustical ceiling coating that is peeling off above the stage. Building M600

School Facility Conditions and Planned Improvements

			<p>Boys Restroom: DEFICIENCY - Mark given for missing wall tile under urinal. Overall condition is good.</p> <p>Building M800</p> <p>Boys Restroom: DEFICIENCIES - Marks given for missing ceiling tile and missing lock/vandalized electrical panel cover. Will be addressed ASAP.</p> <p>Building M800</p> <p>Room M808</p> <p>Portable Classroom: DEFICIENCY - Mark given for interior finish conditions at ceiling (tiles damaged & missing), wall damage needing repair, door and frame need to be repainted. This room was previously used as a storage room, thus the reason for the damage. It has not been used for student instruction. Repairs have been quoted and are currently pending approval, work anticipated to be completed by Spring 2024.</p> <p>Trailer is exhibiting signs of age (25+ years). Roofing recoating project completed this year in May 2023.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		:
Electrical	X		<p>Building M800</p> <p>Boys Restroom: DEFICIENCIES - Marks given for missing ceiling tile and missing lock/vandalized electrical panel cover. Will be addressed ASAP.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>Building M100</p> <p>Girls Restroom: DEFICIENCY - Mark given for restroom stall needing repair(plumbing rework). Toilet is currently out of service. Second stall is still in service. Overall condition is good and these facilities are maintained relatively well, but they are aging and may not meet current ADA compliance. Planning for future renovation is recommended.</p>
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	<p>Building M100</p> <p>Room M101</p> <p>Office: DEFICIENCY - Mark given concerning ADA accessibility at door entry. Existing rubber threshold transition is not allowed and must be corrected. Overall condition is good. As noted on 2018, 2029, 2020, 2021 and 2022 reports, carpet and VCT flooring are showing wear and are in need of future replacement. More suitable surfacing would be ideal in this area.</p> <p>Building M100</p> <p>Room M102</p> <p>Staff Lounge: DEFICIENCY - Mark given concerning ADA accessibility at door entry. Existing rubber threshold transition is not allowed and must be corrected. Overall condition is good.</p> <p>Building M200</p>

School Facility Conditions and Planned Improvements

			<p>MPR: DEFICIENCIES - Marks given for exterior doors needing to be replaced, while the second one being cited for the acoustical ceiling coating that is peeling off above the stage.</p> <p>Building M200: DEFICIENCY - Mark given for exterior doors. Some doors are exhibiting severe signs of weather damage and are in need of immediate replacement. Steel clad door would be more suitable in these locations.</p> <p>Building M300</p> <p>Boys Restroom: DEFICIENCY - Mark given due to exterior door condition. Wood veneer is cracked and peeling. Door needs to be replaced. Restrooms are clean and in decent condition, but are showing age. Recommend future repainting or remodel.</p> <p>Building M300</p> <p>Girls Restroom: DEFICIENCY - Mark given due to exterior door condition. Wood veneer is cracked and peeling. Door needs to be replaced. Restrooms are clean and in decent condition, but are showing age. Recommend future repainting or remodel.</p> <p>Building M300</p> <p>Room M305</p> <p>Classroom: DEFICIENCY - Mark given regarding north door condition. Although function is not affected, the bottom of the wood door laminate is peeling back due to water damage. Besides that, the overall condition is good.</p> <p>Building M300</p> <p>Room M306</p> <p>Classroom: DEFICIENCY - Mark given regarding north door condition. Although function is not affected, the bottom of the wood door laminate is peeling back due to water damage. Besides that, the overall condition is good.</p> <p>Building M300</p> <p>Staff Restroom: DEFICIENCY - Mark given due to exterior door condition. Wood veneer is cracked and peeling. Door needs to be replaced. Restrooms are clean and in decent condition, but are showing age. Recommend future repainting or remodel.</p> <p>Building M500</p> <p>Room M503</p> <p>Portable Classroom: DEFICIENCY - Mark given for condition of entry ramp (sheeting warped/delaminated). Needs to be replaced.</p> <p>Building M500</p> <p>Room M506</p> <p>Portable Classroom: DEFICIENCY - Mark given for condition of paint on exterior ramp & handrails. Paint is peeling/flaking off.</p>
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Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	59	57	59	57	47	46
Mathematics (grades 3-8 and 11)	44	47	44	47	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	834	825	98.92	1.08	56.73
Female	387	382	98.71	1.29	55.76
Male	446	442	99.10	0.90	57.47
American Indian or Alaska Native	0	0	0	0	0
Asian	24	24	100.00	0.00	87.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	734	726	98.91	1.09	55.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	50.00
White	59	58	98.31	1.69	63.79
English Learners	93	89	95.70	4.30	16.85
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	338	338	100.00	0.00	45.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	76	74	97.37	2.63	24.32

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	834	829	99.40	0.60	47.10
Female	387	386	99.74	0.26	37.66
Male	446	442	99.10	0.90	55.20
American Indian or Alaska Native	0	0	0	0	0
Asian	24	24	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	734	730	99.46	0.54	44.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	41.67
White	59	58	98.31	1.69	62.07
English Learners	93	92	98.92	1.08	18.48
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	338	338	100.00	0.00	33.23
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	76	74	97.37	2.63	17.57

CAASPP Test Results in Science for All Students

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

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	39.62	32.12	39.62	32.12	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	306	305	99.67	0.33	32.46
Female	149	148	99.33	0.67	28.38
Male	156	156	100.00	0.00	35.90
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	280	279	99.64	0.36	31.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	33.33
English Learners	34	34	100.00	0.00	5.88
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	120	120	100.00	0.00	21.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	28	100.00	0.00	14.29

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97	98	100	100	100
Grade 7	100	100	99	99	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for 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 progress reports are sent out. Parents with 1st through 8th grade students are also able to check grades on Aeries Parent Portal which can be accessed through the District's website at www.muesd.net. The School Site Council (SSC), the District English Language Advisory Committee (DELAC), and Title 1 continue to provide more opportunities for parent participation in the school. Parent/guardian and family engagement opportunities can be found through the district school communication platform (Parent Square), phone calls, website, and home mailings. The District's outreach is coordinated at the Back-to-School Night in August and Open House in May. Parents are invited to participate in our PeaceBuilder Award's Ceremony, special grade level programs, after school sports, and volunteer in the classrooms.

Parents and community partners are coordinated through the PTO, DELAC, Title 1 and School Site Council. Parent/guardian and family engagement activities include the collaboration of student academic achievement and school performance, reviewing state and local assessments, technology use, personnel updates, available resource centers, and external support services. Parent/guardian and family engagement is scheduled regularly throughout the year. Parents/guardians may access school resources and learning software from home. Parents/guardians may also access student progress through our Student Information System, Aeries Parent Portal. Parent/guardian requests for support services are voiced and addressed through the stakeholder meetings, face-to-face meetings, surveys, etc. Historically, many McCabe parents take an active part in the school by volunteering to help in the classroom and with programs such as the Halloween Carnival, the See's Candy Fundraiser, Olympics, upper grade athletics, field trips, eighth grade Catalina Environmental Leadership Program, sixth grade Cuyamaca Camp, and school projects. Parent/guardian conferences are embedded in the school calendar to provide an opportunity to meet individually with teachers to discuss student progress, state/local assessments, and any potential achievement gaps.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1239	1233	204	16.5
Female	600	598	110	18.4
Male	638	634	94	14.8
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	32	31	2	6.5
Black or African American	3	3	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	1063	1061	180	17.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	9	2	22.2
White	105	102	14	13.7
English Learners	176	176	41	23.3
Foster Youth	8	7	0	0.0
Homeless	3	2	1	50.0
Socioeconomically Disadvantaged	503	501	115	23.0
Students Receiving Migrant Education Services	14	14	2	14.3
Students with Disabilities	143	143	26	18.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.77	0.73	0.00	0.77	0.73	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.73	0
Female	0.83	0
Male	0.63	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.66	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.9	0
English Learners	0.57	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.39	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.7	0

2023-24 School Safety Plan

Our District 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 by the School Safety Plan Committee. The District practices our Emergency Preparedness Drills, which includes modified and full lock down drills, evacuation drills, and reunification drills with the use of the Standard Response Protocols that are being implemented county wide. The District utilizes Raptor Alert, our school emergency alert notification and communication system, that keeps staff informed and accounted for at all times. This allows all departments to know their role in the event of an emergency.

Our District also participated in the California Healthy Kids Survey. The District's focus was cyber bullying and character development. Character development is anchored in the Peace Builders Program in addition to the Leader in Me Program. The McCabe School Safety Plan is updated annually by March 1st and is available to view on the District's website.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	5	
1	21	1	5	
2	24		5	
3	22		7	
4	26	1	5	
5	25	1	4	
6	28		5	
Other	3	1		

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	5	
1	23	1	4	
2	23		5	
3	22	1	4	
4	29		5	
5	29		5	
6	31		4	
Other	12	2	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	5	0
1	24	0	5	0
2	19	1	5	0
3	18	2	5	0
4	28	0	4	0
5	30	0	5	0
6	26	1	4	0
Other	6	1	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	604.5

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,858	3,062	8,796	\$86,770.52
District	N/A	N/A	8,796	\$86,770.52
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	14.5	-1.7

Fiscal Year 2022-23 Types of Services Funded

The District's budget is comprised of:

- General operations: salaries/benefits, materials/supplies, services, equipment, capital outlay
- LCFF/Supplemental: increase or improve services to unduplicated pupils
- Transportation
- Facilities, Maintenance and Operations
- District administration

Grants and Categorical allocations are restricted for the purposes as designated by State or Federal guidelines.

- Title I
- Title II
- Special Education (programs offering appropriate, individualized education to students with special needs)
- Mandated Block Grant
- California Lottery
- ELO-P
- COVID Relief Funding
- Education protection Account
- Mental Health Related Services
- Other Local: Locally Defined

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,369	\$54,046
Mid-Range Teacher Salary	\$82,828	\$84,515
Highest Teacher Salary	\$114,959	\$110,867
Average Principal Salary (Elementary)	\$159,999	\$136,841
Average Principal Salary (Middle)	\$0	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$197,335	\$217,473
Percent of Budget for Teacher Salaries	33.4%	32.43%
Percent of Budget for Administrative Salaries	6.61%	5.62%

Professional Development

Staff members are encouraged to take advantage of conferences, workshops, college courses, and other means of professional development. Within the last four year period, the District has provided in-service opportunities for the District staff in the following areas: English Language Learner Development, CPR/first aid, Accelerated Reader, Accelerated Math, Response to Intervention (PRIME ELA Program), physical education, strategies for responding to bullying, Individualized Education Plans, Crisis Prevention Institute, child abuse recognition, abuse training, Teacher Induction Program, Close Reading Strategy, classroom management, GATE, CCSS Mathematics in a Secondary classroom, New Generation Science Standards, New Generation History Standards, Aeries Student Information System (SIS), Nonviolent Crisis Intervention, Healthy Kids, Leader in Me, and various other trainings, Google applications, and tech support. Teachers are supported during implementation via in-class coaching, and team meetings, teacher-principal meetings. Individual staff members attended bus driver training. Most trainings are offered during the summer, after school, or during minimum days during PD time.

Teachers are afforded the opportunity to request training that appropriately meets their individual needs and other trainings are assigned as designated by administrative discretion. Four staff days were dedicated to professional development, while additional training is offered during weekends or after-school. The District also provides seven (7) minimum days dedicated to Staff Development.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4