

McCabe 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 | McCabe Elementary School |
| Street | 701 West McCabe Rd. |
| City, State, Zip | El Centro, CA 92243 |
| Phone Number | (760) 335-5200 |
| Principal | Armando Lopez |
| Email Address | armando.lopez@muesd.net |
| Website | http://www.muesd.net |
| County-District-School (CDS) Code | 13631806008593 |

| Entity | Contact Information |
|-----------------------|---|
| District Name | McCabe Union Elementary School District |
| Phone Number | (760) 335-5200 |
| Superintendent | Laura Dubbe |
| Email Address | laura.dubbe@muesd.net |
| Website | http://www.muesd.net |

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

McCabe Union Elementary School District 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 the Corfman portion of the District is used to house students in 4th through 8th Grade and was officially opened in the fall of 2008.

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 2018 was 1,365 students. The socioeconomics 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 in the District. The Fall 2018 Unduplicated Pupil Percentage (UPP) was 37.39%. Student enrollment continues to hold steady at a moderate pace and it is the District's goal to continue with a 24:1 in TK through 3rd Grade. The 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 as an outstanding educational program and awarded the District the California Gold Ribbon Schools Award during the 2015-2016 school year.

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

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 163 |
| Grade 1 | 149 |
| Grade 2 | 137 |
| Grade 3 | 119 |
| Grade 4 | 144 |
| Grade 5 | 166 |
| Grade 6 | 151 |
| Grade 7 | 163 |
| Grade 8 | 173 |
| Total Enrollment | 1,365 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Black or African American | 0.4 |
| Asian | 3 |
| Filipino | 0.3 |
| Hispanic or Latino | 85.4 |
| White | 10.1 |
| Two or More Races | 0.5 |
| Socioeconomically Disadvantaged | 29.9 |
| English Learners | 14.6 |
| Students with Disabilities | 7.3 |
| Foster Youth | 0.3 |
| Homeless | 0.2 |

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 | 50 | 48 | 58 | 58 |
| Without Full Credential | 9 | 8 | 4 | 4 |
| Teaching Outside Subject Area of Competence (with full credential) | 1 | 1 | 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: August 2019

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 Macmillan/McGraw-Hill science books were purchased for K-5 and Prentice Hall for 6-8 in 2007-08. In 2019-20 Houghton Mifflin Harcourt science curriculum was purchased for K-8. In 2014-15, new mathematics textbooks were purchased for K-8 grades, Go Math, from Houghton Mifflin Harcourt. Beginning in the 2014-15 school year, the District adopted the Houghton Mifflin Harcourt Reading/Language Arts program in K-6 grades, Journeys, and Collections for grades 7-8. 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. The Science, Technology, Engineering, Mathematics (STEM)/Computer Science are provided through the Business and Finance pathway. 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 before and after school.

| 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 |

School Facility Conditions and Planned Improvements (Most Recent Year)

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 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 through our Raptor- Visitor Management System. The Raptor system allows us 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 our students. For incident reporting and escalation we have implemented Catapult EMS- 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. 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.

During the 2019-20 school year, the dirt lot behind the McCabe Campus which is used for overflow parking was approved to receive funding through the APCD Clean Air Trust Fund for a Dust Abatement Pilot Project. The site preparation and sealant materials funded through this project resulted in a significant improvement to our campus, with regard to safety and especially to the air quality.

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, two portable classrooms on the west side of the campus, 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. 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.

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: August, 2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| 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 | Good | |

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) | 67 | 67 | 67 | 67 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 59 | 58 | 59 | 58 | 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 | 904 | 894 | 98.89 | 1.11 | 67.11 |
| Male | 444 | 440 | 99.10 | 0.90 | 65.23 |
| Female | 460 | 454 | 98.70 | 1.30 | 68.94 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | 28 | 28 | 100.00 | 0.00 | 92.86 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 775 | 767 | 98.97 | 1.03 | 65.19 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 90 | 88 | 97.78 | 2.22 | 73.86 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 339 | 335 | 98.82 | 1.18 | 57.31 |
| English Learners | 207 | 203 | 98.07 | 1.93 | 52.22 |
| Students with Disabilities | 73 | 71 | 97.26 | 2.74 | 32.39 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| 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 | 903 | 896 | 99.22 | 0.78 | 58.48 |
| Male | 443 | 440 | 99.32 | 0.68 | 59.77 |
| Female | 460 | 456 | 99.13 | 0.87 | 57.24 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | 28 | 28 | 100.00 | 0.00 | 85.71 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 774 | 769 | 99.35 | 0.65 | 55.40 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 90 | 88 | 97.78 | 2.22 | 73.86 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 338 | 336 | 99.41 | 0.59 | 48.51 |
| English Learners | 207 | 206 | 99.52 | 0.48 | 41.26 |
| Students with Disabilities | 73 | 71 | 97.26 | 2.74 | 22.54 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| 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 | 22.0 | 23.2 | 17.1 |
| 7 | 17.6 | 29.1 | 25.5 |

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)

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 4th through 8th Grade students are also able to check grades on District'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. Parent/guardian and family engagement opportunities are distributed through the district school mass email notifications, phone calls, website, home mailings, and Friday letters. The District's outreach is coordinated at the Back-to-School Night in August and Spring Fling in May.

Parents and community partners are coordinated through the PTO 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 through our School Site Council and Parent Teacher Organization.

Parents/guardians may access school resources and learning software from home. Parents/guardians may also access student progress through our Student Information System-Synergy ParentVUE. Parent/guardian requests for support services are voiced and addressed through the stakeholder meetings, face-to-face meetings, surveys, etc.

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 trip, sixth grade camp program, 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. Parents/guardians may access school resources and learning software from home. Parents/guardians may also access student progress through our Student Information System-Synergy ParentVUE. Google classroom is in the "phase-in" stage to support additional online services for students and parents/guardians.

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 | 2.5 | 3.2 | 1.6 | 2.5 | 3.2 | 1.6 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.1 | 0.0 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

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 Safety Plan Committee.

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. 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

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 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 21 | 4 | 5 | | 19 | 7 | 2 | | 20 | 5 | 3 | |
| 1 | 21 | | 6 | | 21 | 2 | 5 | | 21 | 1 | 6 | |
| 2 | 23 | | 6 | | 20 | 6 | | | 20 | 6 | 1 | |
| 3 | 24 | | 6 | | 23 | | 6 | | 24 | | 5 | |
| 4 | 30 | | 5 | | 32 | | 5 | | 23 | 2 | 5 | |
| 5 | 33 | | | 5 | 30 | | 5 | | 26 | 2 | | 5 |
| 6 | 28 | | 6 | | 23 | 2 | 6 | | 22 | 2 | 5 | |
| Other** | | | | | 8 | 2 | | | | | | |

*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 | 1.0 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1.0 |

*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 | 8370 | 1138 | 7,232 | \$75,182.00 |
| District | N/A | N/A | 7,232 | \$75,182.00 |
| Percent Difference - School Site and District | N/A | N/A | 0.0 | 0.0 |
| State | N/A | N/A | \$7,506.64 | \$77,619.00 |
| Percent Difference - School Site and State | N/A | N/A | -3.7 | -3.2 |

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)

The District's budget is comprised of:

- General operations: salaries/benefits, materials/supplies, services, equipment, capital outlay
- LCFE/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. Our District

- Title I
- Title II
- Special Education (programs offering appropriate, individualized education to students with special needs)
- Mandated Block Grant
- California Lottery
- Classified Professional Development Block Grant
- Low-Performing Block Grant

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$53,525 | \$49,378 |
| Mid-Range Teacher Salary | \$78,147 | \$77,190 |
| Highest Teacher Salary | \$103,643 | \$96,607 |
| Average Principal Salary (Elementary) | \$0 | \$122,074 |
| Average Principal Salary (Middle) | \$132,696 | \$126,560 |
| Average Principal Salary (High) | \$0 | \$126,920 |
| Superintendent Salary | \$169,340 | \$189,346 |
| Percent of Budget for Teacher Salaries | 36% | 36% |
| Percent of Budget for Administrative Salaries | 6% | 6% |

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 | 4 | 4 | 4 |

According to student achievement data from the 2017-18 Smarter Balanced Summative Assessments, the identified area of focus for staff development was in the area of Math. Math training by Mindy Shacklett was provided for whole staff during the week prior to the 2018-19 school year. A couple of grade levels also benefited from math training throughout the school year. Staff members are also encouraged to take advantage of conferences, workshops, college courses, and other means of professional development. Within the last three 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 and Excel, physical education, strategies for responding to bullying, Individualized Education Plans, child abuse recognition, abuse training, Teacher Induction Program, Close Reading Strategy, classroom management, GATE, PRIME math grant, CCSS Mathematics in a Secondary classroom, New Generation Science Standards, New Generation History Standards, Synergy Student Information System (SIS), Nonviolent Crisis Intervention, Healthy Kids, and various other trainings. Teachers are supported during implementation via in-class coaching, and team meetings, teacher-principal meetings. Individual staff members attended bus driver training.

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.