



McCabe Elementary School

250 South Derrick St. • Mendota, CA 93640-2049 • (559) 655-4262 • Grades 2-6

Surjit Virdi, Principal
svirdi@mendotaschools.org
<http://mes.musdaztecs.com>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Mendota Unified School District

115 McCabe Avenue
Mendota, CA 93640-2000
(559) 655-4942
www.musdaztecs.com

District Governing Board

Jose Zavala

Adrian Perez

Lupe Flores

Alma Durazo

Sergio Valdez

Angelic Salinas

Isabel Maldonado

District Administration

Dr. Paul Lopez
Superintendent

Jose Alcaide
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Jose M. Ochoa
Director of State and Federal Programs

Glen Wall
Director of Human Resources

Manuel Bautista
Director of Curriculum and Instruction

Dr. Jose Reyes
Director of Special Education Services

School Description

McCabe Elementary School is one of 7 schools within the Mendota Unified School District, a rural area located 40 miles west of Fresno. According to CBEDS information taken in October 2018, student enrollment for the 2019-2020 school year totals 927 students in grades 2, 3, 4, 5, and 6. The student population is made up of approximately 98% Hispanic students and 2% other. Poverty is apparent in the agriculture-based community, where 97% of the students qualify for the Free or Reduced Lunch Program. The English learner population makes up 69% of the total student population. Migrant students make up 8% of the total student population.

The McCabe Elementary program builds upon its strengths. The teaching staff is stable with minimal turnover in the past fifteen years.

The district and site administration are dedicated in providing the necessary forum, time, and structure to allow for staff development, workshops, and curriculum planning. Teachers at McCabe Elementary are currently CLAD or BCLAD certified. Our staff is also involved in ongoing professional development through the Fresno County Office of Education, Bridges to Leadership Program, T4 Lesson Delivery Training, Kagan Structures, the Teacher Induction Program, Guided Reading Strategies, and SWUN Math strategies and other district developed professional development. Additionally, we have a leadership team that is composed of teachers and administration that is a key component in the decision-making process. Our paraprofessionals are also committed to continuing their education.

The majority of our student data is recorded using Illuminate which serves as an ongoing evaluation tool of student progress. The staff uses classroom data to follow the progress of each student, to provide focused Response to Intervention instruction, and to develop differentiated curriculum and instruction delivery for our students.

Our one to one chrome-book student computers are internet ready which provide access to our Accelerated Reader and Math Programs, the Jiji math program, benchmark assessments, Common Formative Assessments, and Smarter Balanced Assessment Component. Additionally, every classroom is equipped with SMART Technology or Promethean Boards, which includes a document camera, an infrared sound system, and a microphone. We have also added the program Imagine Learning, which targets our Migrant, students in our Intensive groups, and EL population.

On a regular school day, students in 4th – 6th grade are afforded a 345 instructional minute day, 3rd grade is afforded a 335-minute day, and 2nd grade is afforded a 325 instructional minute day. Several minimum days have been scheduled throughout the 2018-2019 school year for Professional Development, which include but are not limited to English Language Development, technology, instructional strategies and methods, test-taking preparation, literacy, common core, math and/or curriculum

McCabe Elementary School will build upon student individual strengths while addressing challenges by providing the highest quality education. We are dedicated to reaching all students through data driven collaboration and reflective instruction. We provide opportunities for students to succeed, evaluate, and build problem solving skills that will prepare them for their future.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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.

2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 2 | 209 |
| Grade 3 | 170 |
| Grade 4 | 179 |
| Grade 5 | 186 |
| Grade 6 | 169 |
| Total Enrollment | 913 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Asian | 0.1 |
| Hispanic or Latino | 97.4 |
| White | 0.7 |
| Two or More Races | 0.1 |
| Socioeconomically Disadvantaged | 98.9 |
| English Learners | 64.7 |
| Students with Disabilities | 4.6 |
| Homeless | 3.4 |

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 for McCabe Elementary | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 26 | 28.5 | 34.5 |
| Without Full Credential | 8 | 8 | 5 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Mendota Unified | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 151 |
| Without Full Credential | ♦ | ♦ | 10 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

Teacher Misassignments and Vacant Teacher Positions at McCabe Elementary School

| Indicator | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| 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)

All materials used were selected from the most recent list of materials adopted by the state; then were adopted by the local governing board. No students lack their own assigned textbooks or instructional materials.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|-------------------------------|--|
| Reading/Language Arts | 2nd - 5th Grade: McGraw Hill "Wonders" /2017-2018 6th Grade McGraw Hill "StudySync" 2017/2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Mathematics | 2nd - 6th Grades: Houghton Mifflin Harcourt Go Math! / 2014-2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science | 2nd - 5th Grade: Scott Foresman/ 2007-2008 6th Grade:Harcourt /2007-2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | 2nd - 5th Grade: Scott Foresman /2006-2007 6th Grade: Holt /2006-2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The safety, cleanliness, and adequacy of the school facility is a priority. Classroom space is adequate to support the school's instructional program. The site's custodians and maintenance personnel maintain a planned program that ensure routine maintenance functions are performed on a scheduled basis. Members of the custodial staff clean classrooms and restrooms daily.

Per the Williams Facilities report, all areas within the McCabe Elementary Site are in good condition.

For the 2019/20 school year the site is currently under construction (remodel) and will continued to be worked on throughout the 2020/21 school year. The data below is indicative of the 2017/18 school year.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: August 2019

| System Inspected | Repair Status | 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 | |
| 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 | school looks good, only several small areas need attention |

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 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|-----------------|-----------------|-------------------|-------------------|----------------|----------------|
| ELA | 37 | 36 | 37 | 41 | 50 | 50 |
| Math | 26 | 31 | 24 | 29 | 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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|-----------------|-----------------|-------------------|-------------------|----------------|----------------|
| Science | 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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|----------------|--------|--------|--------|
| 5 | 17.9 | 13.0 | 13.6 |

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 720 | 688 | 95.56 | 36.34 |
| Male | 362 | 339 | 93.65 | 31.86 |
| Female | 358 | 349 | 97.49 | 40.69 |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 708 | 677 | 95.62 | 36.04 |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 711 | 680 | 95.64 | 35.88 |
| English Learners | 623 | 598 | 95.99 | 34.62 |
| Students with Disabilities | 29 | 29 | 100.00 | 3.45 |
| Students Receiving Migrant Education Services | 74 | 69 | 93.24 | 26.09 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 24 | 21 | 87.50 | 12.50 |

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 719 | 700 | 97.36 | 30.62 |
| Male | 362 | 349 | 96.41 | 29.89 |
| Female | 357 | 351 | 98.32 | 31.34 |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 707 | 688 | 97.31 | 30.23 |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 710 | 691 | 97.32 | 29.81 |
| English Learners | 623 | 612 | 98.23 | 28.31 |
| Students with Disabilities | 28 | 27 | 96.43 | 7.41 |
| Students Receiving Migrant Education Services | 74 | 72 | 97.30 | 23.61 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 24 | 23 | 95.83 | 4.17 |

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.

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)

Our parents are invited to attend School Site Council Meetings, English Language Advisory Council Meetings, to participate in Parent Nights, workshops from FCOE, workshops for PIQE (Parent Institute for Quality Education, Parent Teacher Conferences, Coffee Chats, be aware of and help with homework, and visit our school site. All parents are also invited to participate in free ESL classes held here at our site, and are encouraged to go to visit their child's classroom to talk to teachers on scheduled visits. Parents also attend movie nights at McCabe and Paint Nights. The last two years we have added Family Fun Paint Nights. During this time McCabe Admin shares information that they have been trying to get out to parents.

There is continuous information shared with parents via BlackboardConnect, our monthly school calendars, the school new electronic marquee, our school website, and teacher calls. Our Parent Involvement Policy is updated yearly (last update October 2019). Our Home School Compact is provided to parents every year and is signed by all participants. All students have a PowerSchool log-in that is used to keep parents informed of their students' academic progress via the PowerSchool student information system.

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.

School Safety Plan

The School Safety Plan is revised on an annual basis. Included in our safety plan is an emergency organization plan for our site and a phone tree of all site staff members. Vice Principal is in charge of getting the Emergency Plan laid out and ready to go. The Emergency Organization Plan outlines duties for all staff members in the case of an emergency and/or disaster. The following teams are formed: Emergency Operation Center Team, First Aid Team, Sweep and Rescue Team, Security Team, Students Accounting Team (Teachers), and our Parent Communication Team. All personnel have specific responsibilities in the event that a practice or real drill is present. Specific areas are designated for parent/student reunification, first aid administering, and lock-down situations.

Our Site Safety Plan was last updated and Board approved in November 2019.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 3.7 | 2.3 | 2.7 |
| Expulsions Rate | 0.3 | 0.1 | 0.7 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 5.1 | 4.9 | 3.7 |
| Expulsions Rate | 0.1 | 0.2 | 0.4 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.5 | 3.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

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.

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

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | .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 Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| 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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| 2 | 21 | 3 | 5 | | 24 | | 7 | | 26 | | 8 | |
| 3 | 25 | | 7 | | 25 | | 7 | | 24 | | 7 | |
| 4 | 26 | | 6 | | 29 | | 6 | | 30 | | 6 | |
| 5 | 33 | | | 5 | 28 | | 6 | | 31 | | 6 | |
| 6 | 31 | | 5 | | 35 | | | 5 | 28 | | 6 | |
| Other** | 7 | 1 | | | 6 | 1 | | | 8 | 1 | | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-22 | 2016-17 # of Classes* Size 23-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-22 | 2017-18 # of Classes* Size 23-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-22 | 2018-19 # of Classes* Size 23-32 | 2018-19 # of Classes* Size 33+ |
|----------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| Mathematics | | | | | | | | | | | | |
| Social Science | | | | | | | | | | | | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |

Annually at the start of every school year, the district provides at a minimum three (3) full days of professional development for teachers. The first day being dedicated to district-human resources topics such as sexual harassment and mandated reporting obligations. The other two days are dedicated address site specific matters and student needs.

In order to provide our staff with the most up to date training, our district has provided several minimum days during the school year. Below is a list of the minimum days that coincide with the trainings:

2019/2020

Guided Reading all grades
 SWUN training all grades
 Google Classroom from Fresno County and district coach
 Imagine Learning
 Imagine Mat
 RIME Magic
 Site PLCs
 Training by Academic Coaching
 DOK level trainings

2018/2019

Guided Reading all grades
 SWUN training all grades
 Wonder Trainings
 Google Classroom from Fresno County
 Imagine Learning
 Imagine Math
 Corrective Reading for Aides
 Reading Mastery for Aides
 Site PLCs
 Training by Academic Coaching
 DOK level trainings

2017/2018

- Small Group Guided Reading Grades 2, 3, & 4
- 1. September 5, 11, & 12 (2017)
- 2. November 7, 2017
- 3. January 9 & 10, (2018)
- 4. February 6, 8, & 26
 - T 4 Training
 -
- 1. September 20, 21, & 22 (2017)
- 2. January 24, 25, & 26 (2018)
- 3. March 21, 22, & 23 (2018)
 - Google Training
- 1. October 2, 3, & 5 (2017)
 - Site PLC's
- 1. Every Wednesday
 - IABIs Interim Assessment Blocks
- 1. October - March

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$45,872 | \$46,208 |
| Mid-Range Teacher Salary | \$72,209 | \$72,218 |
| Highest Teacher Salary | \$92,407 | \$92,742 |
| Average Principal Salary (ES) | \$96,915 | \$134,864 |
| Average Principal Salary (MS) | \$106,398 | \$118,220 |
| Average Principal Salary (HS) | \$118,215 | \$127,356 |
| Superintendent Salary | \$175,000 | \$186,823 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 30% | 33% |
| Administrative Salaries | 4% | 6% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|----------|------------|--------------|------------------------|
| School Site | \$12,821 | \$2,561 | \$10,260 | \$61,154 |
| District | N/A | N/A | \$10,213 | \$68,749 |
| State | N/A | N/A | \$12,068 | \$80,680 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 0.5 | -11.7 |
| School Site/ State | -16.2 | -27.5 |

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

McCabe Elementary offers various types of services and programs to support and assist students both socially and academically. District/school personnel is available to serve all students, which includes a district psychologist, an on-site counselor (as needed) to assist students with any social emotional concerns, a library technician, a district nurse, and a siite LVN. Teachers offer after school tutorial to students as needed. Embedded programs within the regular school day includes, leveled classroom intervention provided by credentialed teachers (RTI) and additional intervention is also provided by qualified instructional paraprofessionals.

English Language Learners are provided services by district staff that focuses on language development and grade level proficiency. ELD strategies are used by teachers to ensure ELA/ ELD standards are used with fidelity. Teachers are required to teach ELD for 30 minutes daily (Designated ELD), EL students are also taught language development throughout the day (Integrated ELD). Students new to the country are assigned extra tutorial with instructional aides focusing on acquiring the English language and acclimation to the California Education system.

Parent training programs designated for Parent Outreach are provided for parents consistently throughout the year. The focus is for parents to be equal partners in education. Parent Nights are another parent involvement opportunity focusing on teachers teaching parents "take home activities". SSC, DELAC, and ELAC are also major parent outreach programs.

The FRESH after school program is conducted daily for 84 students. The program provides an academic component, an enrichment component, and a nutrition component. The academic component consists of reading comprehension by way of Accelerated Reader.

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.