

# McCabe Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	McCabe Elementary School
<b>Street</b>	701 West McCabe Rd.
<b>City, State, Zip</b>	El Centro, CA 92243
<b>Phone Number</b>	(760) 335-5200
<b>Principal</b>	Armando Lopez
<b>E-mail Address</b>	armando.lopez@muesd.net
<b>Web Site</b>	<a href="http://www.muesd.net">http://www.muesd.net</a>
<b>CDS Code</b>	13631806008593

<b>District Contact Information</b>	
<b>District Name</b>	McCabe Union Elementary School District
<b>Phone Number</b>	(760) 335-5200
<b>Superintendent</b>	Laura Dubbe
<b>E-mail Address</b>	<a href="mailto:laura.dubbe@muesd.net">laura.dubbe@muesd.net</a>
<b>Web Site</b>	<a href="http://www.muesd.net">http://www.muesd.net</a>

### **School Description and Mission Statement (School Year 2017-18)**

McCabe Elementary School occupies approximately 35 acres of property at the corner of McCabe and Austin Roads in Imperial County. This includes 20 acres west of the main McCabe campus that 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 McCabe School is used to house students in grades 4-8 and was officially opened in the fall of 2008.

McCabe School is located just southwest of El Centro. This K-8 school is considered a rural school that feeds into the Central Union High School District. California Basic Educational Data System (CBEDS) enrollment for fall 2016-17 school year was 1,320 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 at McCabe School. During the 2016-17 school year, 31.74% of the student population received free or reduced lunches. Student enrollment continues to increase at a moderate pace and it is the District's goal to continue with Class Size Reduction in grades K-3. McCabe School was designated a California Distinguished School during the 2005-2006, and 2011-2012 school years. The California Department of Education recognized McCabe School as an outstanding educational program and awarded McCabe the California Gold Ribbon Schools Award during the 2015-2016 school year.

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

### **Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	187
<b>Grade 1</b>	127
<b>Grade 2</b>	137
<b>Grade 3</b>	145
<b>Grade 4</b>	151
<b>Grade 5</b>	165
<b>Grade 6</b>	170
<b>Grade 7</b>	170
<b>Grade 8</b>	137
<b>Total Enrollment</b>	1,389

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0
Asian	3.2
Filipino	0.2
Hispanic or Latino	84.5
Native Hawaiian or Pacific Islander	0.1
White	11.4
Two or More Races	0.2
Socioeconomically Disadvantaged	31
English Learners	18.1
Students with Disabilities	6
Foster Youth	0.3

## 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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	46	45	50	50
Without Full Credential	13	14	9	9
Teaching Outside Subject Area of Competence (with full credential)	0	2	1	1

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	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 2017-18)

Year and month in which data were collected: August 2017

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 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. Scott Foresman Social Studies textbooks were adopted in 2006-07 for K-5 grades and 6-8 grades adopted Holt-Rinehart. All textbooks being used are on the most recent State-approved list. Science, Technology, Engineering, Mathematics (STEM) curriculum units are provided through Pitsco Education.

Visual and Performing Arts activities and curriculum are covered and conducted in general education classes. The McCabe School Band program meets before and after school. Orchestra meets after school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt Journeys (K-6) 2014-15 Houghton Mifflin Harcourt Collections (7-8) 2014-15	Yes	0
<b>Mathematics</b>	Houghton Mifflin Harcourt Go Math (K-8) 2014-15	Yes	0
<b>Science</b>	Macmillan/McGraw-Hill (K-5) 2007-08 Prentice Hall (6-8) 2007-08	Yes	0
<b>History-Social Science</b>	Scott Foresman (K-5) 2006-7 Holt-Rinehart (6-8) 2006-07	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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

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

Adequacy of School Facilities/Age of School Buildings: McCabe School was originally constructed in 1948 and consisted of two wings. The multipurpose room/kitchen and bus barn were added to the campus in 1952 and a third wing was constructed in 1960. The two kindergarten classes and an additional class on the third wing were added in 1966. Two classrooms, one office, and new toilet facilities were added to wing #2 in 1990. The older portion of wing #2, wing #1, and the multipurpose room/kitchen underwent modernization in 1993. Wing #3, including the two kindergarten classes and the classes added in 1966, were modernized during the 2003-04 school year. Wing #4, with five classes and two new kindergarten rooms, opened for students at the beginning of the 2005-06 school year. The McCabe School Library was placed on the campus in 1988. The McCabe portion of the campus has an additional 15 portable structures used for instructional purposes and a portable toilet facility. There are two main playgrounds on the McCabe site. The primary playground is for students in grades K-1 and the upper grade playground is for students in grades 2-3. There is adequate playground and classroom space for all grades on campus. Staff members are provided with a workroom/lounge area for preparing materials for class use and all machines are maintained in working order.

The Corfman portion of the campus opened during the fall of 2008 and a new bus shed was constructed on the southeast portion of the property; the old bus shed was removed from the property during the 2008-09 school year. The Corfman side has four main wings with 30 classrooms and a science lab, a cafeteria/multipurpose room with attached band room, a library building with two attached classrooms, 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. A

Maintenance and Repair: District maintenance staff ensures that repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. In accordance with Education Code Section 17592.72. McCabe School did not experience any emergency concerns related to gas leaks, 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. Construction began on a new gym during the 2015-16 school year with the completion of construction projected for the 2016-17 school year, due to the passing of the Measure G Bond in 2014. A gymnasium was added available for student and community use during the 2017-18 school year.

**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

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: August, 2017</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August, 2017				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	64	65	64	65	48	48
Mathematics (grades 3-8 and 11)	56	61	56	61	36	37

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	937	920	98.19	64.57
Male	477	472	98.95	65.04
Female	460	448	97.39	64.06
Black or African American	--	--	--	--
Asian	28	25	89.29	92
Filipino	--	--	--	--
Hispanic or Latino	790	779	98.61	61.75
Native Hawaiian or Pacific Islander	--	--	--	--
White	111	108	97.3	78.7
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	291	286	98.28	53.15
English Learners	236	225	95.34	50.22
Students with Disabilities	62	61	98.39	60.66

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>Students Receiving Migrant Education Services</b>	16	15	93.75	26.67
<b>Foster Youth</b>	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	937	933	99.57	60.77
<b>Male</b>	477	475	99.58	64.21
<b>Female</b>	460	458	99.57	57.21
<b>Black or African American</b>	--	--	--	--
<b>Asian</b>	28	28	100	96.43
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	790	789	99.87	57.29
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	111	108	97.3	75.93
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	291	290	99.66	49.66
<b>English Learners</b>	236	235	99.58	47.66
<b>Students with Disabilities</b>	62	61	98.39	55.74
<b>Students Receiving Migrant Education Services</b>	16	15	93.75	46.67
<b>Foster Youth</b>	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	78	78	78	78	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**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 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	20.4	26.5	23.5
<b>7</b>	23.2	30.5	20.1

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.

**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 schoolsite.

**Opportunities for Parental Involvement (School Year 2017-18)**

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 fourth through eighth grade students are also able to check grades on McCabe’s website. The School Site Council (SSC) and the District English Language Advisory Committee (DELAC) continue to provide more opportunities for parent participation in the school. In order to increase communication and understanding between the school and home, information is provided to parents through flyers, notices, and pamphlets given to students to take home and occasionally through e-mail. News and other important events are also posted on the McCabe Website and electronic marquee. Back-to-School Night is held in September and Open House in May. These events provide opportunities for parents and the community to visit the school and be part of the programs sponsored by the PTO.

Many McCabe parents take an active part in the school by volunteering to help in the classroom and with programs such as the Halloween Carnival, the See’s Candy fundraiser, McCabe Olympics, upper grade athletics, field trips, eighth grade trip, sixth grade camp program, and school projects. During November of each year, formal conferences are scheduled for every child’s parents. These conferences continue to be highly successful in providing communication and registering concerns about each child’s progress and educational opportunities and programs for which they may be eligible.



## 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	1.1	1.6	2.5	1.1	1.6	2.5	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

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

The McCabe School District also participated in the School Community Violence Prevention Program Grant. 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 McCabe'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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	Not In PI
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement*</b>		
<b>Number of Schools Currently in Program Improvement</b>	N/A	0
<b>Percent of Schools Currently in Program Improvement</b>	N/A	0

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	4	4		20	5	3		21	4	5	
1	22	2	5		21	1	5		21		6	
2	23		6		22	1	6		23		6	
3	24		6		24		6		24		6	
4	33		3	2	30		5		30		5	
5	30		5		27		6		33			5
6	26		5		32		3	2	28		6	

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

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	.10	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	.21	N/A
Speech/Language/Hearing Specialist	1.00	N/A
Resource Specialist	3.00	N/A
Other	1.0	N/A

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

\*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,625	\$1,107	\$7,518	\$68,603
District	N/A	N/A	\$7,518	\$68,603
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	14.4	-7.5

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

### Types of Services Funded (Fiscal Year 2016-17)

McCabe School District received special funds for supplementary educational programs in 2016-17. These categorical funds can only be used for programs and purposes as designated by State or Federal guidelines. The following is a list of the special programs at McCabe School during the 2015-16 school year:

- Title I
- Title II
- Special Education

In addition, the District received grants and entitlements. The following is a list of the grants and entitlements received for 2016-17:

- Mandated Block Grant
- Educator Effectiveness Grant
- Prop 39
- California Lottery

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,250	\$47,034
Mid-Range Teacher Salary	\$71,906	\$73,126
Highest Teacher Salary	\$91,233	\$91,838
Average Principal Salary (Elementary)		\$116,119
Average Principal Salary (Middle)	\$107,007	\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$148,307	\$178,388
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	7%	6%

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

**Professional Development (Most Recent Three Years)**

According to student achievement data from the 2015-16 Smarter Balanced Summative Assessments, the identified area of focus for staff development was English Language Learner Development (ELD). ELD training was provided for whole staff during the week prior to the 2016-2017 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 McCabe 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 training, while other training is offered during weekends or after school.