

**School Report Card
A Profile For The Community
1996-97 School Year**

McCabe Union Elementary School District
701 West McCabe road, El Centro, CA 92243
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Dan Eddins, Principal/Superintendent
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Mission Statement

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

SCHOOL DESCRIPTION

McCabe Elementary School occupies approximately 10 acres of property at the corner of McCabe and Austin Roads in Imperial County. An additional 5 acres south and west of the school grounds was acquired during the 1996-97 school year from Mr. and Mrs. Virgil Corfman.

The school is located just southwest of the City of El Centro. This K-8 school is considered a rural school that feeds into the Central Union High School District. CBEDS enrollment for fall, 1996 was 524 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 free or reduced lunches served at McCabe School. 159 of the 524 students receive free or reduced lunches, which is a federally funded program.

STUDENT ETHNIC DISTRIBUTION

During the 1996-97 school year, there were approximately 524 students enrolled in McCabe School. The ethnicity of the population, according to 1996-97 figures, is as follows:

- 48% Hispanic
- 48% Anglo
- 1% Black
- 2.8% Asian or Pacific Islander
- .2% American Indian

PARENT INVOLVEMENT

Parent involvement represents an important strategy in promoting students achievement. Parents are kept informed as to students progress and attendance by teachers, office staff, and administrators.

The school site council and the school bilingual advisory committee continue to provide more opportunities for parent participation in the school.

In order to help increase communications 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 the mail.

Back-to-School night is held in September and Open House is in April each year. These events provide opportunities for parents and the community to visit the school and be part of the programs sponsored by the P.T.O.

We are fortunate that many parents take an active part in the school by volunteering to help in the classrooms and with programs such as R.I.F., the Halloween Carnival, Olympics, field trips and school projects. During November of each year, formal conferences are scheduled for every child's parents. The parent conference times are in the afternoons of shortened school days. These conferences continue to be highly successful in providing communications and registering concerns about each child's progress and educational opportunities and programs for which they may be eligible.

Of the 521 scheduled conferences in November 1996, only 10 were no-shows.

SCHOOL FACILITIES

The two original buildings of the current McCabe School were built in 1946 and have been renovated under the Leroy F. Green Act. The school consists of twenty classrooms. One is an SDC and RSP room. Seven of these classrooms are housed in relocatable buildings. One additional relocatable houses the library. The cafeteria/multipurpose room is used for many activities including drama (there is a stage), dance, art, and special activities. Band is taught in the multipurpose room four mornings each week. District maintenance and custodial personnel provide for the repair of the facilities and care of the school grounds. The school has removed all asbestos and has an abatement report available for review in the office. Routine fire and safety drills are conducted. The Director of Transportation provides specific training and preparedness for school bus safety.

The district maintenance and custodial personnel provide for the repair of the facilities and care of the school grounds. Both District and State funds are set aside each year to pay for the maintenance and repair of the existing facilities and grounds.

A new Library/Media Center project was discussed and planning was begun in the 1996-97 school year to acquire a facility large enough to provide an expanded library with media stations. The work is planned for completion in the 1997-98 school year.

SCHOOL STAFF

A total of 24 teachers are employed at McCabe Elementary School in 1996-97. Eighteen of these were K-8 regular full time classroom teachers, one

was a full time Resource Specialist Program (RSP) teacher, one was a full time Special Day Class (SDC) teacher, a one-fourth time English Language Development teacher, a one-fourth time Gifted and Talent Program teacher, a one-fourth time Reading teacher for Title I and a less than 1/4 time band teacher. This was equivalent to 21 F.T.E. (full time equivalent) teachers.

There were 8 instructional aides, a school secretary, a Business Manager, Assistant Principal, two cafeteria workers, a library clerk, a maintenance supervisor, two custodians, a bus driver/instructional aide, two bus driver/utility persons and a Superintendent/Principal.

QUALIFICATIONS/ASSIGNMENTS

All certificated staff held teaching or service credentials from the State of California Teacher Credentialing Commission. Six of the teaching staff had advanced graduate degrees. Two teachers had emergency credentials and one teacher was teaching under an internship credential. Two instructors were teaching on an approved waiver issued by the Credentialing Commission. Six members of the staff held Crosscultural, Language and Academic Development (CLAD) certification and three staff members held the Specially Designed Academic Instruction in English/English Language Development SDAIE/ELD certification.

1996-97 TEACHER ABSENCES

The quality of instruction and student achievement is proportional to teacher attendance. Fortunately, McCabe School has not had too much difficulty finding adequately qualified substitute teachers to fill vacancies created when teachers are absent, however, it is becoming increasingly difficult during certain times of the year.

The following distribution of teacher absences were recorded in 1996-97:

# of Absences	% of Teaching Staff
1 or Less	28.6 %
2 to 5	23.8 %
6 to 10	33.3 %
Over 10	14.3 %

CLASS SIZE

During 1996-97, our primary classes (grades K-3) averaged 27.9 students, the middle grade classes (grades 4-6) averaged 31.7 students and the upper grade classes (7-8) averaged 29.2 students per classroom.

EVALUATION

Probationary certificated staff are formally evaluated in each of their two probationary teaching years. Tenured certificated staff are formally evaluated at least once every second year. There are numerous formal and informal observations, conferences, and collaborative strategic planning sessions between formal evaluations.

PROFESSIONAL IMPROVEMENT

Staff members are encouraged to take advantage of conferences, workshops college courses, and other means of professional development. Within the year, the district has provided inservice opportunities for the McCabe staff in the following areas: The Writing Process, SELPA Section 504-Americans with Disabilities Act, Back Injury Prevention, the Local Improvement Plan, Reading Renaissance, Accelerated Reader, Language Arts Materials Adoption, Curriculum Development and the Internet. Individual staff members attended other trainings in CPR/First Aid, Bus Driver Training, SDAIE/ELD Certification CLAD Certification, mathematics, and other areas.

CURRICULUM IMPROVEMENT

The Local Improvement Plan was rewritten and revised during the 1996-97 school year. Through this process the school curriculum was examined and needs assessed. The Model Curriculum Standards and State Frameworks have assisted in beginning the process of articulating curriculum content and goals throughout the district.

Mentor teachers have helped greatly in the areas of Reading and Technology. The district now has a Technology Plan in place.

Nine teachers have received either Crosscultural Language and Academic Development (CLAD) or Specially Designed Academic Instruction in English/English Language Development (SDAIE/ELD) training and certification. This training is designed to help insure that all students (Limited English Proficient and Low Achieving Students especially) receive the core curriculum.

STUDENT SUPPORT SERVICES AND COUNSELLING

The District provides the following support personnel: A full time Resource Specialist Teacher (RSP) and a full time Special Day Class Teacher (SDC) and instructional aides for those

needing special education services, a part time Gifted and Talented Teacher (GATE); and a full time English Language Development teacher to help with our limited English students.

The County Office of Education provides the assistance of a speech therapist two days per week; a school nurse who conducts hearing, vision and scoliosis testing, one day per month; a school psychologist, one day per month.

Other support services that are provided to students are attendance monitoring; student well-being counseling and programs; drug, alcohol, tobacco use prevention education programs; alternative education settings; and independent study program.

Categorical programs provide additional funding and assistance for students who need extra support. The programs at McCabe School include:

SIP - School Improvement Program
Library/Reading emphasis.
A full time library clerk is available to assist students.

Title I- Educationally Disadvantaged
Designated
Students receive extra help in reading by a part time reading teacher. Instructional aides under the direction of the classroom teacher also help provide remedial and extra assistance to these students. Emphasis is in the first through third grade.

EIA/LEP - Emergency Immigration Assistance/
Limited English Proficient students
receive a program of English Language Development by a full time CLAD certified ELD teacher. Bilingual aides are provided to help in the regular classroom where the greatest needs exist.

RSP - Resource Specialist Program.
Students who are identified as having learning disabilities are served by the RSP teacher who works in conjunction with the student's regular classroom teacher. Students are served both in the regular classroom and on a "pull-out" basis in the RSP classroom. RSP students require less than 50% of their instructional day in special services.

SDC - Special Day Class.
This program is designed to help students

who need more than 50% of their day in special education services.

The school's program services SDC students from both McCabe and Seeley Elementary School.

GATE - Gifted and Talented Education.

Students identified with exceptional talents using various criteria are offered an enrichment class. The class meets one morning per week and encompasses grades six through eight.

STUDENT ACADEMIC PERFORMANCE

In the Spring of each year, students in grades 1-8 are given the Iowa Test of Basic Skills. McCabe students have consistently scored above the national and county averages.

IOWA TEST SCORES 1995-1997

	<u>Grade</u>	<u>Year</u>	<u>Rdg</u>	<u>Lang</u>	<u>Math</u>	<u>Core</u>
	<u>Total</u>					
	1	1995	49%	46%	48%	46%
	1	1996	57%	51%	45%	49%
	1	1997	53%	52%	44%	51%
	2	1995	57%	48%	51%	51%
	2	1996	48%	49%	50%	50%
	2	1997	46%	44%	54%	47%
	3	1995	47%	52%	56%	51%
	3	1996	61%	64%	64%	63%
	3	1997	57%	64%	62%	61%
	4	1995	48%	45%	50%	46%
	4	1996	58%	61%	60%	59%
	4	1997	63%	61%	60%	60%
	5	1995	51%	56%	56%	54%
	5	1996	50%	53%	55%	52%
	5	1997	56%	62%	65%	61%
	6	1995	54%	59%	60%	58%
	6	1996	53%	62%	63%	60%
	6	1997	55%	62%	64%	61%
	7	1995	53%	54%	65%	57%
	7	1996	52%	54%	61%	56%
	7	1997	63%	63%	70%	66%
	<u>Grade</u>	<u>Year</u>	<u>Rdg</u>	<u>Lang</u>	<u>Math</u>	<u>Core Total</u>
	8	1995	47%	41%	58%	48%
	8	1996	57%	55%	63%	58%
	8	1997	52%	53%	64%	56%

HOMEWORK

Homework is regularly assigned in the core curriculum and is expected to be completed on time. Teachers report that they assign homework an average of three or four days per week. Teachers report the average length of most homework assignments is one hour.

STUDENT ATTENDANCE

Research indicates that students who miss school have less academic success and risk failure. The average actual attendance rate for 1996-97 was 92.81%. Beginning in the 1998-99 school year, the District will not receive funding for any student absence whether excused or unexcused. If this rate of absence continues unchanged this district will lose at least \$25,653.00 in much needed revenue to help provide education to our students.

Monthly Attendance Rates

Aug-Sept	97.86
Sept-Oct	96.82
Oct-Nov	95.98
Nov-Dec	93.89
Dec-Jan	86.77
Jan-Feb	89.16
Feb-Mar	89.48
Mar-Apr	88.78
Apr-May	90.41
May	95.46

STUDENT DROPOUTS

Recent research indicates that school achievement and success beyond school correlated highly with school attendance and program completion. Records indicate that McCabe School had no dropouts for the 1996-97 school year.

CLIMATE FOR LEARNING/CLASSROOM DISCIPLINE

The McCabe School philosophy of discipline is that discipline is a necessary part of the total educational process. Students have an obligation to conduct themselves in a manner that is compatible with the school function. Students observe the rules and regulations and refrain from conduct which interferes with the educational process. Students requiring discipline draw staff attention away from educational goals, which means that there is less staff time for others in the

class. Every effort is placed on school focused tasks which limit student disruptions.

McCabe Union School District has made a strong commitment to provide a safe, clean and positive learning environment free from interruptions/disruptions for all our children. Effective discipline is the result of a partnership between the school and the home. The majority of behavior problems are handled in the classroom by teachers through the use of warnings, loss of privileges and/or parent contact. Students are referred to the Assistant Principal for additional disciplinary action when normal procedures fail to resolve the problem. If problems continue, parents are called to school for a conference with the administration and teacher to resolve the problem. If these measures do not bring about a change in behavior, then students may be suspended or expelled from school.

SPECIAL PROGRAMS

McCabe School District received special funds for supplementary educational programs in 1996-97. These categorical funds can only be used for programs and purposes as designated by State or Federal guidelines. The funds are included in the revenue amounts shown in the next section of this report. The following is a list of the special programs at McCabe School during the 1996-97 school year:

- Title I
- Title VI
- EIA/LEP
- GATE
- School Improvement Program (SIP)
- Mentor Teacher Program
- Special Education Program (RSP) (SDC)

In addition, the District received grants and entitlements. The amounts received are also included in the revenue amounts shown in the next section of this report. The following is a list of the grants and entitlements received for 1996-97:

- Eisenhower Math and Science Training Grant
- Reading/Materials and Staff Development
- Early Intervention for School Success
- Technology Grant
- AB 3488 Block Grant
- Lottery

DISTRICT EXPENDITURES

The cost of operating McCabe School during the 1996-97 school year was as follows:

Certificated Salaries	\$1,096,275
Classified Salaries	353,216
Employee Benefits	394,406
Books and Supplies	101,138
Services and Other Operating Expenses	121,011
Capital Outlay	87,801
Other Outgo (Deferred Maintenance Match)	21,099
TOTAL EXPENSE	\$2,174,946

The total expenditures per student were approximately \$4027 for all services including salaries, transportation, food services, instructional materials, textbooks and supplies, maintenance and utilities. The Base Revenue Limit per ADA was \$3567.85 in 1996-97.

McCabe School District received the following amounts from the various revenue sources in 1996-97:

Revenue Limit Sources	\$1,707,840
Federal Revenues	32,314
Revenues	Other State 534,131
Revenues	Other Local 35,817
TOTAL REVENUES	\$2,310,102

TEXTBOOKS AND INSTRUCTIONAL MATERIALS

It is a priority at McCabe School that there are sufficient textbooks and other instructional materials to appropriately support each student's educational program. Each student is supplied with textbooks that have been adopted by the State of California. New textbooks in specific subject areas are purchased according to a schedule prescribed by the State. Recommendations for textbooks and instructional materials are made by members of the staff. These recommendations are used to compile the site budget for the next year. 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. During the 1996-97 school year Language Arts textbooks and

materials were previewed by staff for adoption in the following year.

SCHOOL DAYS AND INSTRUCTIONAL MINUTES

McCabe School District teachers have 185 contract days. Classes were in session a total of 180 days of which there were 7 staff development days. There were 173 student attendance days in 1996-97 including 8 minimum days. Kindergarten was in session for 50,640 minutes whereas 36,000 minutes were required. Grades 1 through 3 attended class 50,650 minutes and 50,400 were required. Grades 4 through 6 attended class 56,790 minutes and 54,000 minutes were required. Grades 7 and 8 attended class 56,790 minutes and 54,000 minutes were required. McCabe School was compliant with state requirements at all grade levels concerning longer day and longer year compliance issues.

QUALITY OF INSTRUCTION

The McCabe School staff is experienced and enthusiastic. The quality of our instructional program and leadership by staff is excellent. The curriculum is aligned with the State Department of

Education Curriculum Frameworks and Model Curriculum Standards for all subjects. The administration, mentor teachers and grade level leaders have brought together a very successful program fostering greater teacher autonomy and collaboration for instructional improvement. Teachers use a range of instructional strategies that are appropriate to the grade levels they teach and to the needs of their students. McCabe teachers use direct instruction, cooperative learning, student centered learning activities, hands on activities, group and individual activities and simulations.

The students enjoy field trips that are designed as learning and enrichment experiences. The administration and staff work together to create a school climate that is safe and comfortable and a learning environment which maximizes the potential for student learning.

SALARIES OF CERTIFICATED STAFF
1996-97 Salary Comparison

1996-97 State Average Salaries For Elementary Dist <1000 ADA*	McCabe Union School District Salaries
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Beginning Teachers Salary	\$26,479	\$26,654
Lowest Salary Being Paid		\$30,908
Median Salary Being Paid	\$39,763	\$38,596
Highest Salary Being Paid	\$46,197	\$50,900
Dist Superintendent's Salary - Ave. Annual	\$74,304	Less than Average
Annual Range of Superint. Salaries	\$58,000- \$116,899	Within Range
Budget % for Admin. Salaries	5.73%	4.95%
Budget % for Teachers	41.09%	45.46%

In addition to the scheduled salaries, 60% of the lottery funds received by the district are divided among the teachers. For 1996-97, the amount of lottery funds paid to each full time teacher was \$1559.40.

*Information from Management Bulletin No. 98-02 February 5, 1998; Patrick Keegan, Finance, Technology, and Information Services. California Department of Education.