

McCabe Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	McCabe Elementary School
Street	701 West McCabe Rd.
City, State, Zip	El Centro, CA 92243
Phone Number	(760) 335-5200
Principal	Gina Sanchez-Macias
Email Address	gina.sanchezmacias@muesd.net
School Website	https://www.muesd.net
Grade Span	K-8
County-District-School (CDS) Code	13631806008593

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

McCabe Union Elementary School District (MUESD) is a single-school rural district located on the outskirts of El Centro in Imperial County, approximately 15 miles from the Mexican border. Although MUESD is recognized by the State of California as a single-school district, the community perceives the District as two adjacent campuses. The original McCabe campus serves students in transitional kindergarten (TK) through grade 3. In 2012, a construction project expanded District facilities to include what is internally recognized as the Corfman campus, which serves students in grades 4 through 8.

MUESD occupies approximately 35 acres of property located at the corner of McCabe and Austin Roads. This includes 20 acres west of the main McCabe campus that were purchased in 2006. Development of the Corfman campus was completed in

2025-26 School Description and Mission Statement

2008, and the campus opened to students in fall 2008.

McCabe Union Elementary School District serves students in grades TK through 8 and feeds into the Central Union High School District. According to California Longitudinal Pupil Achievement Data System (CALPADS) data, enrollment for the 2025-2026 school year is 1,050 students. The student population includes 13% English Learners, 41% socioeconomically disadvantaged students, 0% foster youth, and 11.6% students with disabilities. The Local Control Funding Formula (LCFF) unduplicated pupil percentage is 48%.

Student enrollment has declined in recent years. The District remains committed to maintaining small class sizes, with a target student-to-teacher ratio of 10:1 in transitional kindergarten and 24:1 in kindergarten through grade 3.

McCabe Union Elementary School District has been recognized for academic excellence and outstanding educational programs. The District was designated a California Distinguished School during the 2005–2006 and 2011–2012 school years and received the California Gold Ribbon Schools Award during the 2015–2016 school year.

The District's mission is to be a model of educational excellence, innovation, and leadership. MUESD is committed to working collaboratively with students, families, and the community, and to providing a safe, supportive, and conducive learning environment for all students.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	125
Grade 1	80
Grade 2	107
Grade 3	121
Grade 4	122
Grade 5	128
Grade 6	119
Grade 7	149
Grade 8	158
Total Enrollment	1,109

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
Asian	2.1
Black or African American	0.3
Filipino	0.2
Hispanic or Latino	87.4
Two or More Races	0.5
White	8.2
English Learners	13.1
Foster Youth	0.2
Homeless	0.8
Migrant	0.7
Socioeconomically Disadvantaged	42.7
Students with Disabilities	11.6

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47	90.38	47	90.38	234405.2	84
Intern Credential Holders Properly Assigned	1	1.92	1	1.92	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	5.77	3	5.77	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	1.92	1	1.92	11953.1	4.28
Unknown/Incomplete/NA	0	0	0	0	15831.9	5.67
Total Teaching Positions	52	100	52	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	45	91.84	45	91.84	231142.4	83.24
Intern Credential Holders Properly Assigned	2	4.08	2	4.08	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	2.04	1	2.04	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	1	2.04	1	2.04	14303.8	5.15
Total Teaching Positions	49	100	49	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43.1	90.86	43.1	90.86	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.2	4.8	2.2	4.8	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.8	3.9	1.8	3.9	12112.8	4.34
Unknown/Incomplete/NA	0.2	0.42	0.2	0.42	13705.8	4.91
Total Teaching Positions	47.4	100	47.4	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	0	1
Misassignments	2.00	1	1.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.00	1	2.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	1.8
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	0	1.8

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.8	2	5.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

McCabe Union Elementary School District ensures that all students have access to standards-aligned instructional materials that support the District's educational program. It is a District priority that each student is provided with sufficient textbooks and instructional materials, including digital resources, for use in the classroom and at home, as applicable.

All core instructional materials are selected by staff, reviewed by administration, and adopted by the Governing Board from the list of materials approved by the California State Board of Education. The District annually holds a public hearing and adopts a resolution confirming that all students have sufficient instructional materials in the four core subject areas, as required by Education Code. Instructional materials are replaced or updated in accordance with state adoption timelines and District needs. Prior to implementation, teachers, administrators, and instructional support personnel receive training in the use of newly adopted textbooks and instructional materials.

The District utilizes a six-year subscription-based instructional materials program for English Language Arts and mathematics in grades TK through 8. English Language Arts materials include Journeys and Collections, and mathematics materials include GoMath. In addition, the District utilizes Houghton Mifflin Harcourt science instructional materials for grades TK through 8 and Pearson social studies instructional materials for grades TK through 8. All instructional materials in use are aligned to California content standards and are on the most recent state-approved lists at the time of adoption.

Supplemental instructional materials are also used to enhance student learning. Through the Strong Workforce Consortium, students in grades 7 and 8 receive Building Bridges and Career Technical Education (CTE) Exploration supplemental curriculum. Visual and Performing Arts instruction is integrated into general education classes, and additional enrichment opportunities are provided through an after-school band and orchestra program.

To support instruction, the District provides access to supplemental digital programs and applications for teachers and students. McCabe Union Elementary School District provides one-to-one access to technology for students to support instructional use and access to digital learning resources.

Year and month in which the data were collected

August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0
Mathematics	Houghton Mifflin Harcourt Go Math (K-8) 2014-15	0
Science	Houghton Mifflin Harcourt (K-8) 2019-20	0

History-Social Science	Pearson (K-8) 2018-19	0
Foreign Language	None	
Health	None	
Visual and Performing Arts	None	
Science Laboratory Equipment (grades 9-12)	NA	

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

School Facility Conditions and Planned Improvements

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

Safety: Staff members supervise students during morning, lunch, and recess. Considering the school site is located in a rural area, staff members are on constant alert for vehicles or visitors that appear out of place. Visitors are required to check in at the main office prior to proceeding to their destination through our Raptor- Visitor Management System. The Raptor System allows the school to screen visitors, contractors, and volunteers in our schools and provides us with a safe environment for our students and staff. The safety of our students is our highest priority, and the Raptor Visitor Management System allows us to quickly identify those that may present a danger to them. For incident reporting and escalation, we have provided an anonymous reporting link on our website. For students who participate in sports or other after-school activities, supervision is provided until students are picked up or other means of transportation/supervision is arranged. All other students either ride the bus or are picked up during their scheduled dismissal time. Fire drills are conducted monthly, and evacuation maps are posted throughout the school. Safety meetings are conducted throughout the year and administration is available to staff, parents, and students concerning all issues addressing safety.

The original McCabe campus is over 100 years old and houses TK through 3rd grade. The Corfman portion of the campus opened during the Fall of 2008 and houses 4th-8th grade. A bus shed is located on the southeast portion of the property and currently is undergoing the construction of a charging station for our new electric buses. In addition, both sites are in the process of finalizing solar panels that have been added to the McCabe site bus line, Corfman fire road, and Corfman CMPR ramada. A school gym was added in 2017.

Maintenance and Repair: District maintenance staff ensures the necessary repairs to keep the school in good condition and working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. McCabe School did not experience any emergency concerns related to gas leaks, non-functioning heating, ventilation, or air conditioning systems, electrical power failure, major sewer line stoppage, pest or vermin infestation, broken gates or windows that pose a security risk, undiscovered hazardous materials, or structure damage creating a hazardous or uninhabitable condition.

The school was awarded with the Full Day Kindergarten Facilities Grant Program (FDKFGP) and at the beginning of the 2021-2022 school year, the construction of three new Kindergarten classrooms was completed in April of 2022. In addition, in 2022-2023 school was awarded with the Full Day TK and Kindergarten Facilities Grant Program for an additional four classrooms. Construction which was completed in May of 2025.

Year and month of the most recent FIT report	January 2026			
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical		X	McCabe Site has areas where there is a need for replacement of electrical covers. This is currently in process of being completed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	54	61	54	61	47	48
Mathematics (grades 3-8 and 11)	48	50	48	50	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	792	775	97.85	2.15	60.90
Female	367	364	99.18	0.82	61.81
Male	425	411	96.71	3.29	60.10
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	77.78
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	700	686	98.00	2.00	59.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	63	60	95.24	4.76	75.00
English Learners	89	82	92.13	7.87	25.61
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	187	185	98.93	1.07	44.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	79	68	86.08	13.92	29.41

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	792	779	98.36	1.64	49.81
Female	367	364	99.18	0.82	42.58
Male	425	415	97.65	2.35	56.14
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	83.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	700	690	98.57	1.43	47.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	63	60	95.24	4.76	68.33
English Learners	89	86	96.63	3.37	23.26
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	187	185	98.93	1.07	37.84
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	79	69	87.34	12.66	28.99

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	46.43	44.96	46.43	44.96	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	284	278	97.89	2.11	44.96
Female	123	123	100.00	0.00	42.28
Male	161	155	96.27	3.73	47.10
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	250	246	98.40	1.60	43.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	19	90.48	9.52	52.63
English Learners	23	21	91.30	8.70	14.29
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	62	98.41	1.59	38.71
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	20	86.96	13.04	10.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

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

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Parent involvement is an essential component in promoting student achievement and school success. McCabe Union Elementary School District actively engages parents, guardians, and community partners through established advisory and governance groups, including the Parent Teacher Organization (PTO), District English Learner Advisory Committee (DELAC), Title I meetings, and the School Site Council (SSC).

Parent, guardian, and family engagement activities are designed to support student learning and strengthen home-school connections. Opportunities for engagement include classroom-based events, regular communication from teachers and staff, and opportunities for families to receive information about student learning, instructional supports, and school programs. Families are provided with general information related to student progress, available resources, and school expectations throughout the school year.

Parents and guardians have access to school resources and instructional software from home and may monitor student progress through the Aeries Parent Portal. Requests for support services and feedback are encouraged and addressed through stakeholder meetings, individual conferences, surveys, and face-to-face communication.

Information related to parent and family engagement opportunities is communicated through multiple platforms, including ParentSquare (the District's school communication platform), phone calls, the District website, and home mailings. Historically, many McCabe families actively participate in school activities by volunteering in classrooms and supporting events and programs such as the Halloween Carnival, See's Candy fundraiser, academic and athletic events, field trips, the eighth-grade Catalina Environmental Leadership Program, sixth-grade Cuyamaca Camp, and various school-sponsored projects.

Parent and guardian conferences are embedded within the school calendar and provide opportunities for families to meet individually with teachers to discuss student progress, state and local assessment results, and strategies to address individual learning needs or potential achievement gaps.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1126	1122	82	7.3
Female	534	532	39	7.3
Male	592	590	43	7.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	23	1	4.3
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	985	981	76	7.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	91	91	5	5.5
English Learners	149	149	17	11.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	510	508	51	10.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	139	138	18	13.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.73	1.6	1.87	0.73	1.6	1.87	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.09	0	0	0.09	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.87	0.09
Female	0.75	0.00
Male	2.87	0.17
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.35	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.03	0.10
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.01	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.55	0.20
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.44	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

McCabe Union Elementary School District is committed to providing a safe, orderly, and welcoming learning environment that supports student achievement and student well-being. District staff are provided with emergency procedures and receive annual training on mandated reporting requirements, emergency response procedures, campus safety, CPR, sexual harassment prevention, bullying and cyberbullying awareness, student discipline, and other safety-related topics.

The District maintains a Comprehensive School Safety Plan (CSSP), which is reviewed and updated annually by March 1 in accordance with state requirements. The CSSP is developed with input from staff and stakeholders and is available for public review on the District's website.

Emergency preparedness is an ongoing priority. The District conducts regular emergency preparedness drills aligned with countywide Standard Response Protocols, including secure, hold, lockdown, evacuate, and shelter actions. Reunification procedures are also reviewed and practiced annually. To support communication and accountability during emergencies, the District utilizes the Raptor Alert emergency notification and communication system to keep staff informed and accounted for during emergency situations.

In addition to physical safety measures, the District emphasizes a positive school climate and character development. McCabe Union Elementary School District promotes respectful behavior, responsibility, and leadership skills through the use of PeaceBuilder traits and the principles of the 7 Habits for Successful Students. These practices support positive behavior, student accountability, and a respectful and inclusive school environment.

At the beginning of each school year, teachers provide age-appropriate instruction and information related to school safety procedures, Standard Response Protocols, behavior expectations, good citizenship, bus safety, bullying and cyberbullying prevention, digital citizenship, dress code expectations, attendance, and academic responsibility.

Parents and guardians are valued partners in maintaining a safe school environment and are encouraged to communicate with school staff regarding safety-related concerns or questions throughout the school year.

D. Other SARC Information **Information Required in the SARC**

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2	3	0
1	22	0	5	0
2	24	0	5	0
3	24	0	5	0
4	31	0	24	0
5	29	0	24	0
6	29	0	25	0
Other	7	10	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	1	
1	20	3	1	
2	21		5	
3	24		5	
4	30		24	
5	31		24	
6	27	2	20	
Other	6	10		

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	1164

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,607	4,002	8,605	\$99,170.31
District	N/A	N/A	8,605	
Percent Difference - School Site and District	N/A	N/A	0.0	-8.5
State	N/A	N/A	\$11,117	\$100,089
Percent Difference - School Site and State	N/A	N/A	-25.5	-0.9

Fiscal Year 2024-25 Types of Services Funded

The District's budget is comprised of:

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

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

- Title I
- Title II
- Special Education (programs offering appropriate, individualized education to students with special needs)
- Mandated Block Grant
- California Lottery
- ELO-P

Fiscal Year 2024-25 Types of Services Funded

- * Education protection Account
- * Mental Health Related Services
- * Other Local: Locally Defined

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$61,516
Mid-Range Teacher Salary		\$95,479
Highest Teacher Salary		\$125,208
Average Principal Salary (Elementary)		\$152,668
Average Principal Salary (Middle)		\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary		\$242,781
Percent of Budget for Teacher Salaries	32.73%	29.76%
Percent of Budget for Administrative Salaries	7.14%	5.74%

Professional Development

McCabe Union Elementary School District is committed to continuous professional growth for all staff in order to support high-quality instruction and student success. Staff members are encouraged to participate in a variety of professional development opportunities, including conferences, workshops, college coursework, and other training experiences aligned to District priorities.

Within the most recent two-year period, the District has provided professional development and in-service training in a variety of areas, including English Language Development, CPR and First Aid, frontloading instructional strategies, student engagement, special education, a Behavioral Series for special education provided to all TK-3 staff, Response to Intervention (including the PRIME ELA program), strategies for responding to bullying, Individualized Education Program (IEP) development and implementation, Crisis Prevention Institute and Nonviolent Crisis Intervention training, child abuse recognition and mandated reporter training, teacher induction, close reading strategies, classroom management, the Aeries Student Information System (SIS), and instructional technology support.

Professional development is delivered through multiple formats, including in-class coaching, team collaboration meetings, and teacher-administrator conferences to support effective implementation of instructional practices. In addition, staff members whose roles require specialized training, such as transportation personnel, participate in role-specific training, including bus driver safety training.

Professional development opportunities are offered throughout the year and may take place during the summer, after school, on weekends, or during minimum days designated for staff development. The District dedicates four full staff development days annually and provides seven minimum days specifically designated for staff development.

Teachers and staff may request professional development opportunities that align with their individual needs, while additional

Professional Development

training is assigned based on District initiatives, student needs, and administrative direction.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4