

# McCaffrey Middle School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	McCaffrey Middle School
<b>Street</b>	997 Park Terrace Drive
<b>City, State, Zip</b>	Galt, CA 95632
<b>Phone Number</b>	(209) 745-5462
<b>Principal</b>	Carlos Castillo
<b>Email Address</b>	ccastillo@galt.k12.ca.us
<b>School Website</b>	<a href="https://mc-gjuesd-ca.schoolloop.com/">https://mc-gjuesd-ca.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	34 67348 0100040

## 2022-23 District Contact Information

<b>District Name</b>	Galt Joint Union ESD
<b>Phone Number</b>	209.744.4545
<b>Superintendent</b>	Lois Yount
<b>Email Address</b>	lyount@galt.k12.ca.us
<b>District Website Address</b>	<a href="http://gjuesd-ca.schoolloop.com/">http://gjuesd-ca.schoolloop.com/</a>

## 2022-23 School Overview

Our Vision is:

McCaffrey Middle School will provide a 21st century personalized learning experience preparing each student to be college and career ready.

Our mission is:

1. to create a personalized learning environment where students are actively engaged,
2. to build upon a learner's individual strengths and knowledge preparing them for a changing 21st century,
3. to provide access to a rigorous curriculum delivered through a blended learning environment, and
4. to inspire active, responsible, lifelong learners.
5. to prepare students to produce authentic writing that demonstrates deepened content understanding.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	353
Grade 8	372
Total Enrollment	725

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
American Indian or Alaska Native	0.4
Asian	3.4
Black or African American	1.2
Filipino	1.1
Hispanic or Latino	61.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.1
White	29.5
English Learners	16.0
Foster Youth	0.1
Homeless	0.7
Migrant	7.6
Socioeconomically Disadvantaged	59.3
Students with Disabilities	12.7

#### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	37.10	90.60	157.00	91.10	228366.10	83.10
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.40	3.00	1.70	4205.90	1.50
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	2.40	1.00	0.60	11216.70	4.10
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	2.40	1.40	12115.80	4.40
<b>Unknown</b>	1.80	4.50	8.80	5.10	18854.30	6.90
<b>Total Teaching Positions</b>	40.90	100.00	172.40	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	2.00
Vacant Positions	0.00	2.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.40	0.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Galt Joint Union Elementary held a Public Hearing in September of 2022, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

**Year and month in which the data were collected**

September, 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Amplify, adopted in 2017	Yes	0
<b>Mathematics</b>	College Preparatory Math, adopted in 2015	Yes	0
<b>Science</b>	7th-8th Glencoe/McGraw Hill, adopted in 2007	Yes	0
<b>History-Social Science</b>	7th-8th Glencoe/McGraw Hill, adopted in 2006	Yes	0

## School Facility Conditions and Planned Improvements

McCaffrey Middle School was built in 2003. The school currently has 48 classrooms; a multipurpose room with a stage and kitchen; BFLC (Bright Future Learning Center) with a MakerSpace classroom; two technology labs; two music rooms; an ASB room; an athletic field that includes a new all weather track that was completed in November of 2020; and a gymnasium. Six portables were added to the campus in 2008-09.

### Cleaning Process

Three and one half custodians are employed to ensure that the cleaning of the school is maintained to provide for a clean and safe school. Custodians have been given a cleaning schedule indicating what specific days and areas need to be cleaned. The schedule is also given to substitute custodians. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The table shows the results of the most recent school facilities inspection.

**Year and month of the most recent FIT report**

11/10/2022

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

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces			X	CEILING TILES MISSING/WATER STAINED, LINOLEUM FLOORING HAS HOLES, FORMICA TRIM IS MISSING ON COUNTERTOPS, CARPET IS TORN, FLOOR TILES ARE BROKEN, FAUCET DRIPS AND LEAKS.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		
<b>Electrical</b>			X	LIGHT PANEL/BULBS OUT, ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE, ACCESS TO ELECTRICAL PANEL IS BLOCKED, CORDS ARE CREATING TRIP HAZARDS. ELECTRICAL ROOM USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS, ELECTRICAL COVER IS MISSING/BROKEN, EXTERIOR LIGHT IS NOT WORKING.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	EXHAUST FAN IS NOT WORKING, ONE URINAL LEAKS AT HANDLE CREATING A SLIP HAZARD, TOILET IS LOOSE AT BASE, FAUCET HAS NO/HIGH/LOW FLOW, DOOR HANDLE IS LOOSE, HAND DRYERS HAVE NO POWER, ONE SINK DRAIN LEAKS ONTO FLOOR CREATING A PUDDLE/SLIP HAZARD.
<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 Rate

Exemplary	Good	Fair	Poor
		X	

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	51	N/A	47	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	32	N/A	35	N/A	33

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	731	713	97.54	2.46	51.47
<b>Female</b>	360	351	97.50	2.50	60.40
<b>Male</b>	370	361	97.57	2.43	42.66
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	26	26	100.00	0.00	53.85
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	457	448	98.03	1.97	47.10
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	16	100.00	0.00	68.75
<b>White</b>	211	202	95.73	4.27	57.92
<b>English Learners</b>	101	96	95.05	4.95	16.67
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	439	428	97.49	2.51	40.65
<b>Students Receiving Migrant Education Services</b>	56	55	98.21	1.79	43.64
<b>Students with Disabilities</b>	103	98	95.15	4.85	14.29

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	731	716	97.95	2.05	32.07
<b>Female</b>	360	353	98.06	1.94	30.97
<b>Male</b>	370	362	97.84	2.16	32.96
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	26	26	100.00	0.00	46.15
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	457	451	98.69	1.31	27.49
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	16	100.00	0.00	60.00
<b>White</b>	211	202	95.73	4.27	38.31
<b>English Learners</b>	101	99	98.02	1.98	8.08
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	439	430	97.95	2.05	22.84
<b>Students Receiving Migrant Education Services</b>	56	55	98.21	1.79	21.82
<b>Students with Disabilities</b>	103	99	96.12	3.88	11.22

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	28.73	NT	28.85	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	371	363	97.84	2.16	28.73
<b>Female</b>	201	197	98.01	1.99	26.4
<b>Male</b>	169	165	97.63	2.37	31.1
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	13	13	100	0	53.85
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	226	222	98.23	1.77	21.27
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	114	110	96.49	3.51	41.82
<b>English Learners</b>	47	47	100	0	4.26
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	222	218	98.2	1.8	22.12
<b>Students Receiving Migrant Education Services</b>	28	28	100	0	10.71
<b>Students with Disabilities</b>	45	41	91.11	8.89	9.76

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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 7	94%	94.6%	94.6%	93.8%	94.6%

## 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.

#### 2022-23 Opportunities for Parental Involvement

At McCaffrey Middle School, parents are invited to attend parent conferences and other trainings. For example, McCaffrey Middle School has scheduled trainings that target the harmful effects of social media and fentanyl. Parents have also been invited to attend the English Learner Advisory Council (ELAC). The school has provided a bi-weekly newsletter to keep parents informed of events happening on campus. Throughout the school year parents are invited to attend Parent Lunch days with their students. Parents are also given the opportunity to provide input by participating in School Site Council.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	764	751	252	33.6
Female	374	368	120	32.6
Male	389	382	131	34.3
American Indian or Alaska Native	3	3	0	0.0
Asian	27	26	3	11.5
Black or African American	10	9	1	11.1
Filipino	8	8	4	50.0
Hispanic or Latino	475	467	161	34.5
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	16	16	6	37.5
White	223	220	76	34.5
English Learners	124	122	43	35.2
Foster Youth	2	2	1	50.0
Homeless	5	5	3	60.0
Socioeconomically Disadvantaged	467	457	161	35.2
Students Receiving Migrant Education Services	59	58	12	20.7
Students with Disabilities	106	106	44	41.5

### 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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.69	1.83	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	4.06	0.00	1.67	0.20	3.17
Expulsions	0.00	0.39	0.00	0.14	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.06	0.39
Female	2.94	0.00
Male	5.14	0.77
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.05	0.63
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.25	0.00
White	2.69	0.00
English Learners	4.03	0.81
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.50	0.64
Students Receiving Migrant Education Services	8.47	1.69
Students with Disabilities	8.49	0.94

## 2022-23 School Safety Plan

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments which describes specific procedures for all types of emergencies. The plan is updated every fall. An “Emergency Handbook”, kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. All gates remain locked throughout the school day with admittance to the campus only through the main office. Visitors to the campus are required to check in and out at the office to receive a badge. Safety drills are practiced with Galt PD on a trimester basis to ensure students and adults know the course of action to take in an emergency situation.

The McCaffrey Middle School Safety Plan was last approved by the Board of Education on February 23, 2022 after being reviewed by stakeholder groups which included administrators, staff, and parents. This plan contains information gleaned from the California Healthy Kids Survey along with details on behavior standards, school rules and policies, and campus security.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	8	26	1
Mathematics	26	7	20	3
Science	27	4	26	
Social Science	27	6	24	

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	12	20	1
Mathematics	25	9	16	4
Science	24	13	19	
Social Science	23	14	18	



## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	11	22	
Mathematics	20	21	13	
Science	22	15	17	
Social Science	23	15	17	

## 2021-22 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	725

## 2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	.2
Other	0.5

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
<b>School Site</b>	12,861	5,463	7,397	83,655
<b>District</b>	N/A	N/A	7,596	\$80,052
<b>Percent Difference - School Site and District</b>	N/A	N/A	-2.7	4.4
<b>State</b>	N/A	N/A	\$6,594	\$84,612
<b>Percent Difference - School Site and State</b>	N/A	N/A	11.5	-1.1

## 2021-22 Types of Services Funded

McCaffrey Middle School has a variety of programs that support student academic achievement and mental health support. These programs are offered during the school day and also before and after school. The goal is to address the needs of each student and provide targeted services. Below are the programs that address the individual needs of each student.

- MAC (McCaffrey Advisory Committee)
- Two full-time school counselors support student academic, mental and social emotional health and provide individual and small groups counselling for at-risk students
- Expanded Learning: The afterschool program serves students until 6:00 pm daily, providing a nutritious meal, enrichment, physical exercise, and homework support
- Before and after school tutoring including an Acceleration Program in various content areas
- AVID (Advancement Via Individual Determination) program
- Instructional assistants that provide focused support for our English learners and students with special needs.
- Various clubs and sport programs
- MakerSpace Lab housed within the BFLC (Bright Future Learning Center)
- Partnership with the Salmon Project
- EAOP (Early Academic Outreach Program) through U.C. Davis
- ATOD is a peer to prevention program which aims to reduced student use of Alcohol, Tobacco and Other Drugs.
- Strategies for Change (now known as Well Space Health) is a counseling service providing mental health services and individual and group counseling for youth.
- Too Good for Violence is delivered through teacher volunteers in the fall of each year. This usually numbers around 11 classes. This service builds positive peer relations and prevents youth violence.
- Alternative Center

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$44,994	\$51,591
<b>Mid-Range Teacher Salary</b>	\$72,037	\$79,620
<b>Highest Teacher Salary</b>	\$95,393	\$104,866
<b>Average Principal Salary (Elementary)</b>	\$123,865	\$131,473
<b>Average Principal Salary (Middle)</b>	\$126,873	\$135,064
<b>Average Principal Salary (High)</b>		\$137,679
<b>Superintendent Salary</b>	\$167,713	\$205,661
<b>Percent of Budget for Teacher Salaries</b>	38%	33%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

The goal for Galt Joint Union Elementary School District is provide meaningful staff development that focuses on student academic achievement and supporting student mental health. This school year the staff at McCaffrey Middle School will attend three staff developments that focus on creating action plans that target positive school climate and culture and student academic achievement. These actions plan will be reviewed and updated through out the school year. The goal is to address the needs of each individual student.

McCaffrey Middle School places emphasis on student literacy and writing. To this end, staff have developed a Literacy Handbook with various strategies to support students with their reading and writing. These strategies are reviewed regularly in staff meetings with emphasis on collaborative discussions among teachers and recommitment to these best practices.

Another point of emphasis at McCaffrey Middle School relates to student writing analyses (SWAP). Staff members have the opportunity to participate in the analysis of student work with other department and team colleagues. The focus of the analyses is determine areas of strength and needs in students' writing and use this information to improve instructional strategies and implement changes to their practice.

AVID (Advancement Via Individual Determination) strategies are also practiced at McCaffrey Middle School. Teachers are provided professional development from colleagues on these strategies during staff meetings, grade level meetings, and in their classrooms.

Along with a literacy focus in all content areas, science teachers continue to be heavily involved as early implementers with NGSS. Language Arts teachers will continue to receive PD in the Amplify program as needed.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	1	3	3