McCaffrey Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	396
Grade 8	350
Total Enrollment	746

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9%
Male	51.1%
American Indian or Alaska Native	0.1%
Asian	2.8%
Black or African American	1.3%
Filipino	0.7%
Hispanic or Latino	63.3%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	2.4%
White	28.8%
English Learners	16.4%
Homeless	1.9%
Migrant	6.3%
Socioeconomically Disadvantaged	58%
Students with Disabilities	13.9%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.10	90.62	157.00	91.08	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.44	3.00	1.74	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.44	1.00	0.58	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.40	1.44	12115.80	4.41
Unknown	1.80	4.47	8.80	5.15	18854.30	6.86
Total Teaching Positions	40.90	100.00	172.40	100.00	274759.10	100.00

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.80	93.75	155.00	93.12	234405.20	84.00
Intern Credential Holders Properly Assigned	0.70	1.80	2.70	1.63	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.74	1.00	0.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.46	0.10	0.11	11953.10	4.28
Unknown	0.40	1.19	7.40	4.49	15831.90	5.67
Total Teaching Positions	39.30	100.00	166.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.10
Total Out-of-Field Teachers	0.00	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.4	1.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.5	0.8

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Galt Joint Union Elementary held a Public Hearing in September 20, 2023, 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, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify, adopted in 2017	Yes	0
Mathematics	College Preparatory Math, adopted in 2015	Yes	0
Science	7th-8th Glencoe/McGraw Hill, adopted in 2007	Yes	0
History-Social Science	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	12/5/2023

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	CEILING TILE IS MISSING. CEILING TILE HAS A WATER STAIN. UNSECURED ITEMS ARE STORED TOO HIGH. LINOLEUM FLOORING HAS HOLES AT ENTRY. FORMICA TRIM IS MISSING ON COUNTERTOP. ONE LIGHT PANEL IS OUT. ACCESS TO FIRE EXTINGUISHER IS BLOCKED/HIDDEN. DOOR CLOSER COVER IS MISSING. CEILING TILE IS BROKEN. ONE LIGHT DIFFUSER HAS A WATER STAIN. ACCESS TO ELECTRICAL PANEL IS BLOCKED. FORMICA TRIM IS CHIPPING ON COUNTERTOP. DRINKING FOUNTAIN HAS LOW FLOW. FAUCET HAS A DRIP AND LOW FLOW. HOLES IN FLOORING PROTECTION CAGE COVER FOR CLOCK IS LOOSE.ACCESS TO FIRE EXTINGUISHER IS BLOCKED/HIDDEN.. CARPET IS TORN. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE

School Facility Conditions and Planned Improvements

			OUT. HOLE IN WALL IN REST ROOM. WALL HAS DAMAGE.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		PAPER CUTTER IS UNABLE TO BE SECURED. . CORDS ARE CREATING A TRIP HAZARD ONE FAUCET HANDLE IS BROKEN.
Electrical		X	ONE HAND DRYER HAS NO POWER. ELECTRICAL APPLIANCE IN CLOSE PROXIMITY TO WATER SOURCE. FAUCET HAS A LOW FLOW AND A DRIP. ACCESS TO ELECTRICAL PANEL IS BLOCKED. GIRLS REST ROOM: BOTH HAND DRYERS HAVE NO POWER. DOOR STOP IS LOOSE. MULTIPLE LIGHT BULBS ARE OUT. HOLE IN WALL IN REST ROOM. WALL HAS DAMAGE. WALL PAINT IS CHIPPING.ONE TOILET LEAKS AT FITTING. TWO FAUCETS LEAK AT HANDLE.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	ELECTRICAL APPLIANCE IN CLOSE PROXIMITY TO WATER SOURCE. FAUCET AND DRINKING FOUNTAIN HAVE A DRIP. DOOR CLOSER COVER IS MISSING. HAND DRYER HAS NO POWER. ONE TOILET IS LOOSE AT BASE. ONE FAUCET HAS A DRIP AND LEAKS AT HANDLE. G.CEILING TILES ARE LOOSE. EVACUATION MAP IS NOT POSTED. WINDOW SCREEN IS MISSING.CARPET IS TORN. DRINKING FOUNTAIN HAS A HIGH FLOW.
Safety: Fire Safety, Hazardous Materials	X		ACCESS TO FIRE EXTINGUISHER IS BLOCKED/HIDDEN.
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		CEILING IS STAINED. LINOLEUM HAS HOLES. DOOR CLOSER COVER IS MISSING.FORMICA TRIM IS CHIPPING ON COUNTERTOP. . DRINKING FOUNTAIN HAS A LOW FLOW. STOP IS LOOSE. CEILING TILES WINDOW SCREEN IS MISSING. UNISEX STAFF REST ROOM: DOOR HANDLE RING/COVER IS MISSING.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	51	52	47	47	47	46
Mathematics (grades 3-8 and 11)	32	33	35	38	33	34

2022-23 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
All Students	747	731	97.86	2.14	51.85
Female	370	360	97.30	2.70	58.33
Male	377	371	98.41	1.59	45.55
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	476	466	97.90	2.10	44.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	72.22
White	211	205	97.16	2.84	62.93
English Learners	100	94	94.00	6.00	5.32
Foster Youth	0	0	0	0	0
Homeless	13	13	100.00	0.00	46.15
Military	--	--	--	--	--
Socioeconomically Disadvantaged	342	334	97.66	2.34	39.52
Students Receiving Migrant Education Services	54	53	98.15	1.85	45.28
Students with Disabilities	103	100	97.09	2.91	14.00

2022-23 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
All Students	747	730	97.72	2.28	33.29
Female	370	359	97.03	2.97	32.31
Male	377	371	98.41	1.59	34.23
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	47.62
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	476	466	97.90	2.10	26.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	38.89
White	211	205	97.16	2.84	44.88
English Learners	100	99	99.00	1.00	7.07
Foster Youth	0	0	0	0	0
Homeless	13	13	100.00	0.00	38.46
Military	--	--	--	--	--
Socioeconomically Disadvantaged	342	335	97.95	2.05	25.07
Students Receiving Migrant Education Services	54	53	98.15	1.85	35.85
Students with Disabilities	103	99	96.12	3.88	12.12

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	28.73	31.52	28.85	29.31	29.47	30.29

2022-23 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
All Students	353	351	99.43	0.57	31.91
Female	165	164	99.39	0.61	32.93
Male	188	187	99.47	0.53	31.02
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	33.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	231	230	99.57	0.43	27.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	92	91	98.91	1.09	40.66
English Learners	29	29	100.00	0.00	3.45
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	168	168	100.00	0.00	17.26
Students Receiving Migrant Education Services	25	25	100.00	0.00	20.00
Students with Disabilities	48	47	97.92	2.08	10.64

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.

2022-23 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.   The administration of the PFT during 2021-22 and 2022-23 school years, 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%	95%	95%	95%	96%

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.

2023-24 Opportunities for Parental Involvement

McCaffrey Middle School prioritizes parent engagement through a multifaceted approach. Parents are actively encouraged to participate in various events, including parent conferences and specialized training sessions addressing contemporary issues such as the harmful effects of social media and fentanyl. The inclusion of parents in the English Learner Advisory Council (ELAC) underscores the school's commitment to meeting the diverse needs of its student body.

Regular communication is facilitated through a bi-weekly newsletter, ensuring parents stay informed about campus events. Additionally, the invitation for parents to attend School Site Council meetings at least three times a year allows for direct involvement in decision-making processes. The current participation of two parents in these meetings highlights the tangible impact of parental input.

Parental engagement extends beyond meetings, with opportunities for parents to attend Parent Lunch days throughout the school year, fostering a positive connection between parents and students. The ongoing invitation for parents to provide input through School Site Council participation reinforces the collaborative culture.

Recognizing the significance of smooth transitions, McCaffrey Middle School organizes Zoom webinars for incoming 7th grade parents, delivering crucial information in both English and Spanish. Furthermore, collaboration with high school counseling and administration ensures that 8th-grade parents receive valuable insights to prepare their students for the transition to high school.

In essence, McCaffrey Middle School's commitment to fostering parent involvement and input reflects a holistic strategy aimed at creating a positive school culture that enhances student engagement and achievement at every stage of their educational journey.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	777	770	237	30.8
Female	381	379	111	29.3
Male	396	391	126	32.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	22	21	2	9.5
Black or African American	10	10	3	30.0
Filipino	7	6	2	33.3
Hispanic or Latino	492	488	159	32.6
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	19	19	4	21.1
White	222	221	67	30.3
English Learners	139	138	45	32.6
Foster Youth	1	1	1	100.0
Homeless	14	14	5	35.7
Socioeconomically Disadvantaged	464	459	162	35.3
Students Receiving Migrant Education Services	56	56	11	19.6
Students with Disabilities	115	112	47	42.0

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	4.06	10.55	0.00	1.67	3.52	0.20	3.17	3.60
Expulsions	0.00	0.39	0.39	0.00	0.14	0.09	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.55	0.39
Female	10.5	0
Male	10.61	0.76
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	12.2	0.61
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	9.46	0
English Learners	15.83	1.44
Foster Youth	0	0
Homeless	21.43	0
Socioeconomically Disadvantaged	13.36	0.65
Students Receiving Migrant Education Services	12.5	0
Students with Disabilities	17.39	0

2023-24 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 in February 2023 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.

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	

2022-23 Secondary 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 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	9	21	3
Mathematics	20	22	13	0
Science	23	8	23	1
Social Science	23	13	19	0

2022-23 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	746

2022-23 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)	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	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	12,861	5,463	7,397	83,655
District	N/A	N/A	7,596	$80,657
Percent Difference - School Site and District	N/A	N/A	-2.7	3.6
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	-2.8	-5.4

Fiscal Year 2022-23 Types of Services Funded

McCaffrey Middle School has developed a comprehensive range of programs to cater to the diverse needs of students, addressing both academic achievement and mental health support. These programs, offered throughout the school day and in extended hours, reflect a commitment to providing targeted services. Here's an overview of the initiatives:

MAC (McCaffrey Advisory Committee): A collaborative platform for addressing the unique needs of students through strategic planning and coordination.

School Counselors: Two full-time school counselors play a pivotal role in supporting academic, mental, and social-emotional health, offering individual and small group counseling for at-risk students.

Mental Health Therapist: A full-time therapist, funded by the Sacramento County Office of Education, provides individualized support for students facing mental health issues.

Expanded Learning Program: After-school services until 6:00 pm daily, offering a nutritious meal, enrichment activities, physical exercise, and homework support.

Fiscal Year 2022-23 Types of Services Funded

Before and After School Tutoring: Comprehensive tutoring, including an Acceleration Program in various content areas, providing additional academic support.

AVID (Advancement Via Individual Determination) Program: Focused on preparing students for college and career success, emphasizing academic and organizational skills.

Instructional Assistants: Support for English learners and students with special needs provided by instructional assistants offering focused assistance.

Clubs and Sports Programs: A variety of extracurricular activities contributing to students' overall development and engagement.

MakerSpace Lab: A creative and hands-on learning environment housed within the school's Bright Future Learning Center.

Partnership with the Salmon Project: Collaborative initiatives enhancing student learning and engagement, potentially involving environmental education.

EAOP (Early Academic Outreach Program) through U.C. Davis: Early academic support and guidance fostering a college-bound mindset.

ATOD Peer Prevention Program: A peer-led initiative aimed at reducing student use of Alcohol, Tobacco, and Other Drugs, promoting a healthy school environment.

Strategies for Change (Well Space Health): Counseling services for mental health, providing individual and group counseling for youth.

Too Good for Violence: Delivered by teacher volunteers, this program builds positive peer relations and prevents youth violence.

Alternative Center: Catering to specific student needs or preferences, offering an alternative learning environment.

Wellness Center: Providing a space for students to take a 10-minute mental break, promoting mental well-being.

Bilingual Outreach Person: Focused on students struggling with attendance, conducting home visits, and making parent phone calls.

THRIVE Program: Identifying students struggling with academics, attendance, and behavior issues, offering small group instruction in specific areas of difficulty.

Peer-Mediator Program: Training students to assist with minor conflict resolution, supported by the counseling department.

Club Live: Engaging students in positive extracurricular activities, potentially promoting leadership and teamwork skills.

McCaffrey Middle School's extensive range of programs reflects a holistic approach to student development, emphasizing both academic excellence and mental well-being. These initiatives showcase a dedication to creating a supportive and inclusive learning environment.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$46,569	$54,046
Mid-Range Teacher Salary	$74,558	$84,515
Highest Teacher Salary	$98,732	$110,867
Average Principal Salary (Elementary)	$130,095	$136,841
Average Principal Salary (Middle)	$134,516	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$189,500	$217,473
Percent of Budget for Teacher Salaries	36.64%	32.43%
Percent of Budget for Administrative Salaries	5.75%	5.62%

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.

Implementation of Reading Routine.
MAP assessment revealed a decline in student performance specifically in the reading section, indicating a need for targeted intervention.
Recognizing the cross-disciplinary impact of reading skills, a decision was made to implement a reading routine across all content areas.
To ensure widespread adoption, staff received training on effectively integrating the reading routine into their respective classrooms.
The initiative aims to address reading challenges comprehensively, fostering improvement in student performance across various subjects.

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3