

McCaffrey Middle School



GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT 2010-2011 School Accountability Report Card

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Data Sources

Data within the SARC was provided by Galt Joint Union Elementary School District, retrieved from the 2010-11 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Mission Statement

Students, staff and parents working together to inspire excellence in education and character.

Principal's Message

Our goal is to have the middle school years prepare our students for high school and nurture their plans for college. For students to achieve their personal best, they must come to school with the right attitude... the right attitude can be more important than their aptitude. With the right attitude, students may embrace the many wonderful opportunities we offer in order for them to get involved with our school and the community. We hope to fulfill these goals and eagerly look forward to our students' participation in their education.

As educators we have the unique opportunity to work with young adolescents. It is our duty to help them see their potential, something that they may not see in themselves. Our staff understands the developmental needs of this age group; we work together with parents to ensure a safe and caring school environment.

Our school encourages parents to maintain an active role in the education of their middle school child. This "middle" phase of education is just as important as in the lower grades- perhaps even more so. Parent participation does have a direct effect on the progress of their student.

McCaffrey Middle School exists because of the outstanding students it serves. It is our pleasure to work with you and your child... working together for a common goal- the education of the student.

School Profile

McCaffrey Middle School is one of six schools in the Galt Joint Union Elementary School District. Robert L. McCaffrey Middle School, named for a long time Galt Elementary District superintendent, is located in the southern part of Sacramento County within the city of Galt. McCaffrey Middle School opened its doors in the fall of 2003 as a 6th through 8th grade school on a traditional calendar. In 2010-11, McCaffrey Middle School enrolled 972 seventh through eighth grade students. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

2010-11

	Percentage
African American	2.4%
American Indian	1.1%
Asian	2.1%
Filipino	1.7%
Hispanic or Latino	51.9%
Pacific Islander	0.8%
White	40.0%
Two or More	-
None Reported	-

Discipline & Climate for Learning

Our mission at McCaffrey Middle School is: Students, staff and parents working together to inspire excellence in education and character. One way our school supports this mission is through our schoolwide discipline policy. The discipline plan utilized at McCaffrey Middle School is one that promotes accountability and responsibility. The Citizenship Development Program (CDP) is a multiple step process that walks a student through his/her misbehavior and helps them to develop better options and choices for the future. Part of the CDP is for the child to develop a plan of rehabilitation for his/her actions. This contract is signed by the student, parent, teacher, and administrator. Students can clearly see potential consequences if their misbehavior continues while having the opportunity to be rewarded for positive behavior by moving back a step on the CDP. Once a student moves back a step, a positive phone call home is made. This is to inform parents of the progress the student has made.

Another component of our mission is: School to home communication. This happens in several ways. Every other month a newsletter is sent home with students informing parents of upcoming school events, as well as general school information. Teachers send home detailed progress reports throughout the year. Parents can also contact teachers through e-mail or phone calls whenever necessary.

Renaissance is a dynamic and exciting program that recognizes students for their academic achievement. There are varying levels of Renaissance to motivate students to do their best. Each trimester recognizes a new group of students. Rewards for making Renaissance can include things like: early lunch dismissal, t-shirts, pizza parties and entrance to special activities.

McCaffrey also offers Superintendent's Honor Roll and Principal's Honor Roll. Certificates are issued each trimester for students that qualify.

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	323	252	248	469	395	369
Suspension Rate	32.8%	25.7%	25.5%	11.2%	9.6%	9.3%
Expulsions	12	11	13	13	15	18
Expulsion Rate	1.2%	1.1%	1.3%	0.3%	0.4%	0.5%

Parent Involvement

Parents are encouraged to participate in their child's education by monitoring homework through student planners and teacher communication through newsletters, email and phone calls. The school also seeks parental participation in the PTA (Parent Teacher Association) and the School Site Council. Parents are enthusiastic about doing their part to create a great school.

Curriculum Development

All training and curriculum development at McCaffrey Middle School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Class Size

The chart shows average class size by subject, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	09	10	11	09	10	11	09	10	11	09	10	11
By Grade Level												
7	-	-	22	-	-	-	-	-	20	-	-	-
8	-	-	22	-	-	-	-	-	20	-	-	-
4-8	-	-	22	-	-	-	-	-	40	-	-	-
By Subject Area												
English	25	24	-	13	3	-	29	7	-	1	-	-
Mathematics	29	31	-	1	-	-	28	4	-	2	2	-
Science	32	26	-	-	1	-	23	6	-	8	-	-
Social Science	30	27	-	-	1	-	25	4	-	6	-	-

Enrollment by Grade

Regular attendance and punctuality are necessary parts of the learning process and are critical to academic success. In addition, school districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities including notification of when and why students are absent. Independent study is available for students that require extended leaves from school.

Regular daily attendance is a priority at McCaffrey Middle School. Absence reports are regularly reviewed by the school's attendance secretary.

Parents are advised of absences through phone calls, letters, and if necessary, home visits. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the School Attendance Review Board.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2008-09	2009-10	2010-11
7th	503	487	488
8th	481	493	484

Contact Information

Parents who wish to participate in McCaffrey Middle School's leadership teams, school committees, or become a volunteer may contact the school office at (209) 745-5462. The district's website (www.galt.k12.ca.us) provides a variety of resources for parents, students and community members.

Instructional Time

For the 2010-11 school year, all instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
7th	54,000	59,300
8th	54,000	59,300

Instructional Materials

Galt Joint Union Elementary held a Public Hearing on October 06, 2011, 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.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-8th	History/ Social Science	Glencoe/ McGraw Hill	2006	Yes	0.0%
7th-8th	Mathematics	Glencoe/ McGraw Hill	2008	Yes	0.0%
7th-8th	Reading/ Language Arts	Prentice Hall	2002	Yes	0.0%
7th-8th	Science	Glencoe/ McGraw Hill	2007	Yes	0.0%

Library Information

The school's library provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. The library is staffed by two part-time library media clerks. Students are encouraged to visit the library any time they wish and it is open from 7:45am-3:30pm Wednesday and Friday, and 7:45am-4:00pm Monday, Tuesday, and Thursday. Twenty computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city of Galt and Sacramento, which contain numerous computer workstations.

Computer Resources

All classrooms have at least one computer that is connected to the Internet. McCaffrey Middle School also has two computer labs. One computer lab contains 32 computers and the other contains 38 computers. The computer labs are staffed by two full-time technology teachers. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Students have been trained in Microsoft Office Suite and numerous other programs.

School Facilities

McCaffrey Middle School was built in 2003. The school currently has 48 classrooms; a multipurpose room with a stage and kitchen; a library; two technology labs; two music rooms; an ASB room; Math lab; an athletic field; and a gymnasium. Six portables were added to the campus in 2008-09.

Cleaning Process

Three custodians are employed to ensure that the cleaning of the school is maintained to provide for a clean and safe school. 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.

School Facility Conditions				
Date of Last Inspection: 10/06/2011				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, Galt Elementary School District budgeted \$52,000 for the deferred maintenance program. This represents .17% of the district's general fund budget. The district approved the repair or replacement of carpets as a deferred maintenance project for Marengo Ranch, River Oaks, Valley Oaks, and Vernon Greer in 2011-12

Safe School 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 and spring. 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, as well as an emergency phone tree, in place should they be needed. Emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus.

California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/ language arts, mathematics, social science, and science, for the most recent three-year period.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	52	64	65	53	58	61	49	52	54
Mathematics	43	57	51	55	62	62	46	48	50
Science	70	79	84	63	70	73	50	54	57
History/Social Science	44	55	59	44	55	59	41	44	48

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	61	62	73	59
School	65	51	84	59
African American/ Black	67	62	92	75
American Indian	*	*	*	*
Asian	86	67	*	*
Filipino	75	62	*	*
Hispanic or Latino	57	42	79	55
Pacific Islander	*	*	*	*
White	74	60	90	62
Males	60	50	85	60
Females	70	52	83	57
Socioeconomically Disadvantaged	56	44	79	50
English Learners	12	15	48	10
Students with Disabilities	57	29	57	13
Migrant Education	58	45	73	55
Two or More Races	*	*	*	*

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years.

The second table displays, by student group, the most recent Growth API at the school, district, and state level.

Growth API						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	930	821	2,994	825	4,683,676	778
Black or African American	21	871	71	805	317,856	696
Asian	18	928	51	909	398,869	898
Filipino	16	882	38	894	123,245	859
Hispanic or Latino	486	785	1,606	788	2,406,749	729
White	375	856	1,164	868	1,258,831	845
Socioeconomically Disadvantaged	542	783	1,813	785	2,731,843	726
English Learners	269	738	1,010	761	1,521,844	707
Students with Disabilities	109	671	471	688	521,815	595

API School Results			
	2008	2009	2010
Statewide	7	6	7
Similar Schools	7	5	9
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	-37	55	7
Hispanic or Latino			
Actual API Change	-37	71	1
White			
Actual API Change	-24	37	8
Socioeconomically Disadvantaged			
Actual API Change	-27	71	11
English Learners			
Actual API Change	-	54	1
Students with Disabilities			
Actual API Change	-	159	25

Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/language arts (ELA) and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring for students and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Physical Performance Testing

In the spring of each year, McCaffrey Middle is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ). Results are displayed in the chart.

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.0%	20.8%	33.1%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2009-2010
Year in PI (2011-12)	-	Year 3
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	66.67%

Counseling & Support Staff

It is the goal of McCaffrey Middle to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:981. The table lists the support service personnel available at McCaffrey Middle.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	1.0
Bilingual Aide	2	1.0
Health Aide	1	0.4
Instructional Aides	5	1.0
Library Technician	2	1.5
Psychologist	1	0.5
Resource Specialist Program (RSP) Teacher	2	1.0
RSP Aide	2	1.0
SDC Aide	10	10
Special Day Class (SDC) Teacher	5	5
Speech and Language Specialist	1	1.0
Technology Teacher	2	1.0

Instruction at McCaffrey Middle school is standards based with emphasis on universal access for all students. Teachers have been trained on differentiation of instruction to meet the needs of all types of learners. The seventh and eighth grade GATE students may be offered accelerated math classes. Our English Language Learners are provided with ELD instruction on a daily basis. Students with special needs are serviced according to their Individual Education Plan. Special education teachers provide specialized instruction to help students meet their individual goals and objectives.

At-risk students are provided extra help through intervention during the school day as well as before school, at lunch and afterschool. Students also have several opportunities to meet with their individual teachers on a daily basis. Individual teachers analyze the data of the students in their class to provide and adjust appropriate learning goals through instruction. As the year progresses, teachers continue to evaluate the progress of their students on a regular basis. The progress is reported to parents through a variety of means including parent conferences, progress reports, e-mails, phone conversations and student success team meetings.

Teacher Assignment

McCaffrey Middle School recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, McCaffrey Middle School had 43 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	46	46	43	194
Without Full Credentials	2	0	0	1
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2011-12 school year, the most current data are reported.

Misassignments/Vacancies			
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

Staff Development

Staff development is an important part of the planned school program at McCaffrey Middle School. The school's teachers and support staff are committed to keeping up to date on the latest educational developments. The district did offer one staff development day in 2010-11. The district did not offer any staff development days in 2009-10 and offered 3 in 2008-09.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Teacher & Administrative Salaries

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2009-10		
	District	State
Beginning Teachers	\$37,205	\$41,183
Mid-Range Teachers	\$59,566	\$63,647
Highest Teachers	\$75,223	\$80,955
Elementary School Principals	\$98,539	\$102,400
Middle School Principals	\$100,407	\$106,158
High School Principals	-	\$124,133
Superintendent	\$143,310	\$151,742
Salaries as a Percentage of Total Budget		
Teacher Salaries	45.8%	41.5%
Administrative Salaries	5.2%	6.2%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	\$62,880
District	\$64,340
Percentage of Variation	-2.27%
School & State	
All Elementary School Districts	\$65,524
Percentage of Variation	-4.04%

District Expenditures

Galt Joint Union Elementary School District spent an average of \$7,867 to educate each student (based on 2009-10 audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,658
From Restricted Sources	\$2,722
From Unrestricted Sources	\$4,936
District	
From Unrestricted Sources	\$5,324
Percentage of Variation between School & District	-7.29%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-9.51%

District Revenue Sources

In addition to general state funding, Galt Joint Union Elementary School District receives state and federal funding for the following categorical funds and other support programs:

- Title I - Improving Academic Achievement of the Disadvantaged
- Title II, part A - Preparing, Training, Recruiting, Highly Qualified Teachers and Administrators
- Title II, part D - Enhancing Education Through Technology
- Title II - Instruction for Limited English Proficient Students
- Title IV - Safe and Drug Free Schools and Communities
- McKinney - Vento Homeless Education
- Economic Impact Aid
- After School Education and Safety
- Maintenance & Operations
- Transportation
- Special Education

