

2022 - 2023 School Accountability Report Card - Executive Summary



Robert J. McGarvey Elementary

4350 Sophistry Drive
Rancho Cordova, CA 95742
916-793-3400

Board of Education

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Nancy Chaires Espinoza
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Anthony "Tony" Perez
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Hours of Operation

Robert J. McGarvey Elementary School's office is open from 8:00 AM to 4:30 PM, Monday through Friday.

School Highlights and Awards

PBIS Gold Award Recognition - 2022
PFO Events: Family Dance, Trunk-or-Treat, Movie Nights, Tie - Dye, Apex Fun Run
Band
916 Writing Club
Spanish Club
Be You Club
Student Leadership, K-Kids
Garden Club, GATE, CREST
Reading Counts
Science Fair
Basketball, Cross Country, Track, & Volleyball

Student Demographics

Demographic	School	District
Enrollment	826	62,203
English Learners	70	10,449
Languages Spoken	19	100
Students of Poverty	165	28,799
GATE	29	5,012

SOURCE: 2021 - 2022, California Dept. of Education

Population by Ethnicity

Ethnicity	Percentage
African American	7.3%
American Indian	%
Asian	18.9%
Filipino	7.3%
Hispanic	14.8%
Pacific Islander	1.1%
Two or More Races	16.2%
White	34.5%

SOURCE: 2021 - 2022, California Dept. of Education

Introduction from the Board

Thank you for your interest and commitment to your child's education, and your continuing partnership in teaching and learning. In order to best serve our community, we have created this condensed version of the full School Accountability Report Card (SARC) with the mission of presenting information about each of our schools in a clear, parent friendly format. If you are interested in viewing the full SARC report for your child's school, you will find it at the district website: <http://www.egusd.net/academics/assessments/school-accountability-report-cards/>

A Message From the Principal

The vision of RJMES is to provide a rigorous, high-quality education that challenges every individual to excel in his/her studies, encourages both personal and academic achievement, and fosters intercultural understanding and respect. It's no coincidence that these ideals define the man for whom our school is named, Mr. Robert J. McGarvey. Our faculty is committed to these ideals and to collaboration with families and the broader community to ensure this is accomplished.

Developing students' leadership potential, building a positive school climate, and creating opportunities for students to flourish in an environment of shared values and good character are hallmarks of our learning community. Our Positive Behavior Intervention and Support (PBIS) team works diligently to equip our faculty to unite a school where everyone is valued and respected, and where rules and character are explicitly taught and expected. The profile of all learners in the RJMES journey - children and adults alike - is captured in the acronym SOAR which highlights the essential attributes of our Safe, Open-Minded, Accountable, and Resilient community. For the 2022-2023 school year, we continue to embrace "Be Wonder-full" as our unifying theme!

Family and community partnerships provide opportunities for challenge and growth. These are central to our commitment to serving the whole child. Leadership experiences, GATE, English Language Development, music, PE, technology, athletics, and academic enrichment are all as important as our core academic program.

The concept of community, with an emphasis on unity, is a priority for our parents, faculty, and students. It's clear that our community understands that a strong relationship between the home and school is a recipe for student success. I encourage you to become part of our Parent Faculty Organization, an amazing group dedicated to making McGarvey a world-class institution. It's in this spirit that I encourage you to become involved to support our school. Together, Griffins SOAR to incredible heights!

Here's to a "Wonder-Full" school year!

Rob Aikman,
Proud Principal of RJMES

Parent Involvement

We have an active Parent-Faculty Organization (PFO), which raises funds through various activities. We encourage you to join by contacting Nichole MacLatchie at president@rjmepfo.org.

Wednesdays are "Where Will We Go? Wednesdays." Students, faculty, and families wear spirit wear, to highlight a favorite college or career.

We hold Back-to-School Nights, Open House, and parent/teacher conferences during the year. Volunteer, join School Site Council, or be part of the Multi-Lingual Advisory Council to guide programs for English Learners.

Teacher Credentials and Misassignments

In the 2021-2022 school year, over 99 percent of the district's teachers held full teaching credentials. In addition to being fully credentialed, if a class is 20 percent or more English Learners (EL), the teacher should hold a supplementary authorization to instruct students in learning English or they are considered misassigned. In subjects with a shortage, a fully credentialed teacher is sometimes asked to teach outside of their subject matter competency area until an appropriately credentialed teacher can be hired. In these cases, teachers are counted as misassigned. Vacancies are defined as a position to which a permanent teacher has not been assigned by the beginning of the course. Most vacancies in our district are in subject areas where qualified teachers are in shortage.

Teacher Credentials (School Year 2021 - 2022)

Total Number of Teachers	N/A
Total Full Credentials	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

Class Assignments (School Year 2021 - 2022)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

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

School Facility Conditions and Planned Improvement

Robert J. McGarvey Elementary is a nearly new campus, having opened its doors in July 2017 to nearly 750 students on a four track, year-round calendar. Our campus has 30 classrooms, a magnificent library, a technology classroom complete with computers and a full music keyboard lab, a Learning Center, an administrative office, and a Multipurpose Room. Campus construction was completed in the winter of 2017.

Our school has two playground areas with multiple surfaces for students; one area is designed expressly for kindergarten students while the other is for grades 1-6. We have a large shade structure and a beautiful working garden associated with the grade 1-6 playground.

EGUSD takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, our district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

The custodial team provides supervision and maintenance from 6:45 am - 11:00 pm. During these hours the school facilities are cleaned, classrooms inspected, playground maintained and restrooms checked hourly. With the onset of the pandemic, strict sanitizing procedures were initiated. District maintenance staff ensures repairs necessary to keep the school in working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools. A summary of these standards is available at the district Facilities Department. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district funds routine restricted maintenance beyond the State required minimum and uses local resources to fund projects previously considered part of the state DMP. The district's complete deferred maintenance plan is available at the district office.

Our school has two playground areas with multiple surfaces for students; one area is designed for kindergarten students while the other is for grades 1-6. In partnership with the City of Rancho Cordova and Eagle Scout candidates, we have a wonderful garden for our students and classes to use, complete with a shaded brick patio. We also have a permanent shade structure connected to our larger playground. This was installed in Summer 2020 through the support of Measure M. In the fall of 2022, with the help of our PFO, we added two large sheds to the blacktop to give us more storage for equipment.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA) (School Year 2021 - 2022)

Authorization/Assignment	Number
Permits and Waivers	N/A
Misassignments	N/A
Vacant Positions	N/A
Total Teachers Without Credentials and Misassignments	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2021 - 2022)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	N/A
Local Assignment Options	N/A
Total Out-of-Field Teachers	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

School Facility Good Repair Status

Date of facilities inspection : 4/21/2021

Items Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No
Interior: Interior Surfaces	X			No
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No
Electrical: Electrical	X			No
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No
Safety: Fire Safety, Hazardous Materials	X			No
Structural: Structural Damage, Roofs	X			No
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No

	Exemplary	Good	Fair
Overall Summary	X		

SOURCE: 2022 - 2023, EGUSD

Class Size

In Elk Grove schools, our research shows that small class sizes lead to higher student engagement and academic achievement. It has been a top priority in our district to reduce class sizes. For the 2022 - 2023 school year, class sizes are 24 to 1 in Transitional Kindergarten through 3rd grade, and 28 to 1 in 4th through 6th grades.

Grade Level	School Average
Kindergarten	22
Grade 1	26
Grade 2	21
Grade 3	22
Grade 4	21
Grade 5	24
Grade 6	21

SOURCE: 2021 - 2022, California Dept. of Education

California Assessment of Student Performance and Progress Results for All Students (School Year 2021 - 2022)

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2020 - 2021	2021 - 2022	2020 - 2021	2021 - 2022	2020 - 2021	2021 - 2022
English Language Arts/Literacy (grades 3-8 and 11)	69%	N/A	52%	N/A	47%	N/A
Mathematics (grades 3-8 and 11)	66%	N/A	40%	N/A	33%	N/A

Note: Where it was the most viable option, in 2020-21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020-21 data cells for the school, district, state have N/A values because these data are not comparable to 2021-22 data.

Professional Development

School wide professional learning for the 22-23 school year is focused in four areas: social emotional learning, culturally responsive teaching strategies, student engagement, and high quality instructional practices. Every McGarvey teacher participates in Responsive Classroom professional learning.

We continue professional development around Common Core State Standards (CCSS) implementation in Language Arts and Mathematics, integrating English Language Development practices into the instructional day, and transforming our teams into professional learning communities.

In addition, all our teachers took part in district wide training to learn about the social and emotional needs of students and how to meet these needs in the school environment.

School Safety Plan

Your child's safety is extremely important to us at Robert J. McGarvey. Students are supervised by a staff member from the moment they arrive on campus before school until they leave campus after school. Visitors are required to sign in at the office upon arrival as our school gates and classrooms are locked at all times. The school has a safety committee in place and all stakeholders on campus take part in monthly practice of emergency drills. Our Safety Plan was reviewed with School Site Council in December 2022 and staff in January 2023. "Emergency Guidelines Flipcharts" outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills are available in the school office as well in every classroom. We work closely with the District's Police Services as well as local law enforcement and school staff to provide a safe, secure environment for all students.

Specialized Programs

At Robert J. McGarvey Elementary School, we have a highly qualified staff to assist students with special learning needs. Our Education Specialists provide services to special education students and general education students who need additional support to meet grade level standards.

English Learners access the core curriculum in the regular education classroom with additional support from classroom teachers during daily intervention periods and Imagine Learning.

Gifted and Talented students participate in accelerated instruction by the classroom teacher and through extended learning projects conducted through our CREST. For more information about the CREST program, please contact Thien Huynh at tthuynh@egusd.net.

Student leadership is encouraged at RJMES. Opportunities abound in addition to classroom responsibilities: K-Kids (3rd grade), and Student Leadership (4th-6th).

Average Salaries

Data reported are the district's average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409.

Teachers	EGUSD 50,000+ ADA	State Average 20,000+ ADA
Beginning	\$47,193	\$51,081
Midrange	\$67,621	\$77,514
Highest	\$98,138	\$105,764
Principals		
Elementary	\$124,860	\$133,421
Middle	\$123,139	\$138,594
High	\$131,537	\$153,392
District Superintendent		
	\$363,331	\$298,377
Share of budget used for:		
Teachers' Salaries	34.6%	31.6%
Administrative Salaries	3.7%	5.0%

SOURCE: 2020 - 2021, California Dept. of Education

District Administration

- Christopher R. Hoffman
Superintendent
- Jenifer Avey
Executive Director
of School Support
- Mark Cerutti
Deputy Superintendent,
Education Services and Schools
- Kristen Coates, Ed. D.
Deputy Superintendent,
Business Services and Facilities
Administration
- Bindy Grewal
Assistant Superintendent,
Elementary Education
- Shannon Hayes
Chief Financial Officer
- Lisa Levasseur
Executive Director
of School Support
- Steve Mate
Chief Technology Officer
- David E. Reilly
Associate Superintendent
- Amreek Singh
Chief Human Resources Officer
- Chad Sweitzer
Assistant Superintendent,
Secondary Education

Discipline

	School	District
Suspensions	0.9%	4.2%
Expulsions	0.0%	0.0%

SOURCE: 2021 - 2022, California Dept. of Education

Elk Grove Unified School District

This school is administered by the Elk Grove Unified School District, which covers over 320 square miles in southern Sacramento County.

Total Students (Oct 2021)	62,203
Elementary Schools	43
Middle Schools	9
High Schools	9
Alternative Schools	4
Charter Schools	1
Adult Education Schools	1
Special Education Schools	1