



James McKee Elementary
 8701 Halverson Drive
 Elk Grove, CA 95624
 (916) 686-3715

Board of Education
 Jeanette J. Amavisca
 Pollyanna Cooper-LeVangie
 Priscilla S. Cox
 Pamela A. Irey
 William H. Lugg, Jr.
 Chet Madison, Sr.
 Al Rowlett

Hours of Operation

Our office is open from 7:30 a.m. to 4:00 p.m. Monday through Friday during the school year. The office staff can assist parents with registering and enrolling their children and can give information about programs at the school.

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: www.egusd.net.

School Highlights and Awards

- California Distinguished School
- 20 years of producing Bear Business, an award-winning student-feature page, that appears monthly in the Elk Grove Citizen newspaper
- Participation in the "Reading is Fundamental" (RIF) book program
- Numerous district student award winners

A Message From the Principal

James McKee Elementary
 "Learning Never Ends at James McKee!"

James McKee Elementary truly provides a unique and wonderful educational experience for children, from the safety of the campus, to the warmth of the learning environment, to the rigor and breadth of the instructional programs. All aspects of the school contribute to providing students with the skills they need to be successful learners. Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential.

Student Demographics

	School	District
Enrollment	587	62,218
English Learners	71	9,946
Languages Spoken	8	81
Students of Poverty	346	31,795
GATE	16	3,707

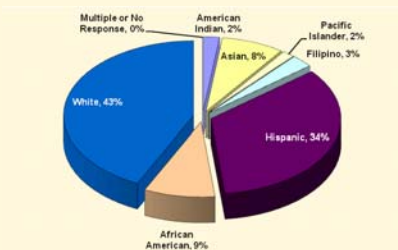
SOURCE: 2009-2010, EGUSD

The success of our school in implementing our district's mission can be evidenced through James McKee Elementary's special strengths, including:

- Accelerated class opportunities in grades 3-6;
- Active extra-curricular opportunities including Musical Theater and Student Council;
- After school sports such as flag football, basketball, volleyball, and track;
- Assemblies provided by our PTO to enrich the core curriculum and arts.

Parent support and involvement continue to be important aspects for the success of James McKee Elementary. Some parents help plan the programs and policies, while others serve as classroom and library volunteers, plan family activities, or assist as chaperones on field trips. Parents also support student success by providing space, time and encouragement for daily homework, and by sending a clear message that education and regular school attendance are important to the family. James McKee has a very active PTO group that serves as a central support element of our school.

Population by Ethnicity



SOURCE: 2009-2010, EGUSD

The safety of our students is this school's first priority and the discipline policy is strictly enforced. Safety drills are practiced on a regular basis at James McKee. Student Council meets monthly to give feedback and suggestions for school programs. We have a strong student Conflict Management Program which plans games and helps monitor the playground for a positive school environment. Please visit our campus in order to better understand our programs and the opportunities available to support students emotionally and academically.

Steven Looper, Principal
 James McKee Elementary

Parental Involvement

Parents are a child's first and most important teacher. As such, our school strongly encourages parents to be involved in their child's education. Our school has an active PTO that raises money to support school activities through fundraisers such as the annual school Jog-A-Thon. Back To School Night, Open House, and parent conferences are a great opportunity for parents to stay involved in their child's education. Parents can also become involved by volunteering in the classroom or by joining the PTO or the School Site Council. Parent support is essential to your child's success. To learn more about how to volunteer, please visit our website or review the information listed in the Parent/Student Handbook.

Teacher Credentials and Misassignments

Teacher Credentials		2008-2009
Total Number of Teachers		28
Total Full Credentials		28

SOURCE: 2008-2009, California Dept. of Education

Teacher Misassignments and Vacancies		2009-2010
Misassignments of Teachers of English Learners		0
Misassignments Due to Subject Matter Competency		0
Teacher Vacancies		0

SOURCE: 2009-2010, EGUSD

In the 2008-2009 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. Our district is working to remedy these misassignments by providing training opportunities for teachers to earn these authorizations and providing ongoing professional development in strategies to help EL students.

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.

School Facility Conditions and Planned Improvement

The district takes great pride in its schools to ensure that all facilities are clean, safe, and functional. To assist in this goal, the district uses a facility survey instrument developed by the State of California Office of Public School Construction.

Our school has 41 classrooms, a large and small multipurpose room, a library, computer classroom, and an office building. The main campus was built in 1965. In 1999 and 2006-2007, the campus was modernized with the recent renovations updating our library, computer, and other classrooms. A perimeter fence and a new school sign were added this past year. A new running track in the field area is planned for the 2010-11 year. We are proud of our school campus and strive to keep our school in good repair so it is clean, safe, and a functional environment for teaching and learning. Regular inspections of the campus are conducted.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district Facilities Department. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

There are no corrective actions necessary at this time.

School Facility Good Repair Status

Date of facilities inspection: 3/17/2009

Item Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			NA
Interior: Interior Surfaces		x		NA
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	x			NA
Electrical: Electrical	x			NA
Restrooms/Fountains: Restrooms, Sinks/Fountains	x			NA
Safety: Fire Safety, Hazardous Materials	x			NA
Structural: Structural Damage, Roofs	x			NA
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	x			NA

	Exemplary	Good	Fair	Poor
Overall Summary		x		

SOURCE: 2009-2010, 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 over the last several years. We have reduced class size to 20 to 1 in Kindergarten through 3rd grade, and 26 to 1 in 4th through 6th grades. At the secondary level, certain core classes, such as Algebra I and 9th grade English, have reduced class sizes.

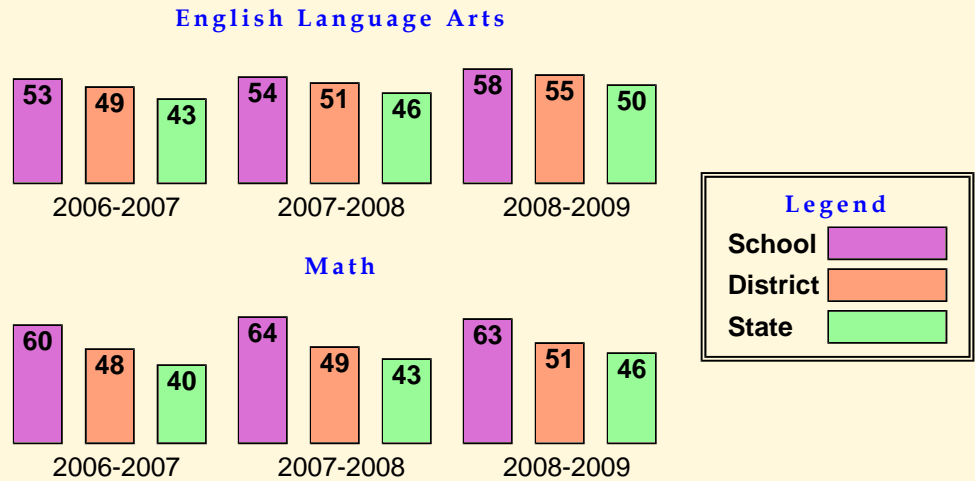
School Average	
Kindergarten	20.3
Grade 1	20.0
Grade 2	19.8
Grade 3	20.0
Grade 4	26.0
Grade 5	26.0
Grade 6	26.0

SOURCE: 2008-2009, California Dept. of Education

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area.

Data reported are the percent of students scoring at the Proficient or Advanced levels.



SOURCE: 2008-2009, California Dept. of Education

Academic Performance Index (API)

The Academic Performance Index 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. Each year a school's API is required to increase a minimum of 5% until they meet the 800 target overall and for significant subgroups. Schools across the state are ranked into ten categories, from one (lowest) to ten (highest), which is referred to as their statewide rank. In addition, each school is compared to 100 statistically matched similar schools and ranked against this group. This ranking is also ranked into ten categories, from one to ten. These ranks are published when the Base API is released each March.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups.

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years.

Growth Score	827
Statewide Rank	7
Similar Schools Rank	7

SOURCE: 2008-2009, California Dept. of Education

	School	District
Program Improvement Status	NA	In PI
First Year of Program Improvement	NA	2009-2010
Year in Program Improvement	NA	Year 1

SOURCE: 2008-2009, California Dept. of Education

Professional Development

Our school and district offer a variety of professional learning opportunities for teachers, para-educators, and non-instructional support staff. For the past three years, our school has focused on addressing the Achievement Gap in student assessment scores. Teachers meet several times during the year to review student test data to determine students' strengths and weaknesses. This information is used to plan subsequent instruction to meet students' needs.

Our teachers also take part in a district math professional development program for teachers of grades 3-7 that is intended to increase students' conceptual understanding of mathematics. Additionally, special education teachers have numerous opportunities to learn how to best meet the needs of students with learning disabilities.

New teachers, who have been teaching fewer than two years, are supported by the district's Beginning Teacher Support Program (BTSA). New teachers meet weekly with an experienced mentor at their grade level to discuss new ideas, successes and challenges, and successful instructional strategies.

Finally, the district offers a variety of classes for support staff. Para-educators, school secretaries, office assistants, and custodians may take classes that relate to their work such as learning new computer skills and learning to work more efficiently and in ergonomically correct ways.

School Safety Plan

Your child's safety is very important at James McKee. We believe that nothing should get in the way of the academic achievement of our students. Our district is committed to providing a safe, secure environment for learning. Our staff reviewed and updated our School Safety Plan in October 2009. An "Emergency Handbook," outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office. School safety drills are conducted by the school site and periodic inspections are made by the County of Sacramento. The district's Police Services Department works closely with our school site to provide a safe, secure environment for all students.

Specialized Programs

At James McKee Elementary School, we have highly qualified staff to assist students with special learning needs. Our Learning Center team works with our intervention team to support students on an Individualized Education Program (IEP) and other students needing support to meet grade-level standards. Strong collaboration between the general education staff and the Learning Center staff ensure that all students have an opportunity to be successful in school. Our intervention team includes a Bilingual Teaching Associate who works with English Learners (EL) in small groups to access the core curriculum. In addition, EL students participate in a classroom program for vocabulary development called Avenues. Gifted and Talented Education (GATE) and high achieving students have the opportunity to participate in self-contained accelerated classes in grades 3-6. As funding is available, students needing extra support in reading can also participate in an after school program.

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	\$40,047	\$42,065
Midrange	\$59,384	\$67,109
Highest	\$82,031	\$86,293
Principals		
Elementary	\$109,249	\$107,115
Middle	\$108,438	\$112,279
High	\$120,350	\$122,532
District Superintendent	\$237,664	\$216,356
Share of budget used for		
Teachers' salaries	43.5%	39.4%
Administrative salaries	4.4%	5.5%

SOURCE: 2007-2008, California Dept. of Education

District Administration

Steven M. Ladd, Ed.D.
Superintendent
Donna Cherry
Associate Superintendent,
Elementary Education
Glen DeGraw
Associate Superintendent,
Human Resources
Nancy Lucia
Associate Superintendent,
Education Services
Richard Odegaard
Associate Superintendent,
Finance & School Support
Christina Penna
Associate Superintendent,
Secondary Education
Robert Pierce
Associate Superintendent,
Facilities

Average Daily Attendance

	Percent
School	95.70%
District	95.48%

SOURCE: 2009-2010, EGUSD

Discipline

	School	District
Suspensions	11	12,133
Expulsions	0	187

SOURCE: 2008-2009, 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 2009)	62,218
Elementary Schools	39
Middle Schools	9
High Schools	9
Alternative Schools	4
Charter Schools	1
Adult Education Schools	1
Special Education Schools	1