



**JAMES MCKEE ELEMENTARY**  
 8701 Halverson Dr  
 Elk Grove, CA 95624  
 (916) 686-3715

**Board of Education**  
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 Pollyanna Cooper-LeVangie  
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**Hours of Operation**

Our office is open from 7:30 a.m. to 4:00 p.m. Monday through Friday. 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](http://www.egusd.net).

**School Highlights and Awards**

- District Writing Contest 6th grade Winner, 2005-06
- District Science Fair, 5th grade First Place Winner, 2007-08
- 19 years of producing Bear Business, an award winning student written page, that appears monthly in the Elk Grove Citizen newspaper
- Participation in the "Reading is Fundamental" (RIF) program

**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	560	61,573
English Learners	72	10,241
Languages Spoken	8	72
Students of Poverty	290	29,915
GATE	21	3,784

SOURCE: Enrollment: 2008 CBEDS, California Dept. of Education; Students of Poverty and GATE: October 2008, EGUSD; English Learners and Languages Spoken: March 2008, EGUSD

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

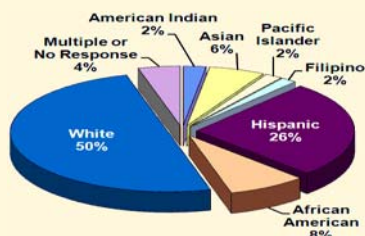
- Accelerated class opportunities in grades 3-6
- Extended day support in reading
- Visual and performing arts offered monthly to classes in either theatre, music, dance or art
- After school sports such as basketball, volleyball, and track
- Assemblies provided by our PTO to enrich the curriculum emphasis

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.

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

**Population by Ethnicity**



SOURCE: 2008 CBEDS, California Dept. of Education

**Parental Involvement**

Our school has an active PTO that raises money to support school activities by fundraisers and the annual school Jog-A-Thon. We have Back to School Night, parent conferences, and Open House. Parents are always welcome to volunteer in the classroom, join the PTO or participate in the School Site Council. Opportunities for volunteering are also listed in our Parent/Student Handbook that is given to parents annually and in the bi-monthly Bear Paws parent newsletter.

## Teacher Credentials and Misassignments

Teacher Credentials		2007-2008
Total Number of Teachers		29
Total Full Credentials		29

SOURCE: 2007-2008 CBEDS, California Dept. of Education

Teacher Misassignments and Vacancies		2008-2009
Misassignments of Teachers of English Learners		0
Misassignments Due to Subject Matter Competency		0
Teacher Vacancies		0

SOURCE: 2008-2009, 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 efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this facility survey are summarized in the included table.

Our school has 41 classrooms, a large and small multipurpose room, a library/computer/classroom complex, and an administration building. The main campus was built in 1965. There is a large picnic area in the center of our campus which is surrounded by mature trees. In 1999 and 2006-2007, the campus was modernized with the recent renovations updating our library/computer/classroom complex. A perimeter fence, a new school sign and a track in the field area are planned for the 2008-09 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 by the lead custodian.

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 and that 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: N/A

Item Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
Gas Leaks	x			None
Mechanical Systems	x			None
Windows/Doors/Gates (int. and ext.)	x			None
Interior Walls, Floors, and Ceilings	x			None
Hazardous Materials (int. and ext.)	x			None
Structural Damage	x			None
Fire Safety	x			None
Electrical (interior and exterior)	x			None
Pest/Vermin Infestation	x			None
Drinking Fountains (int. and ext.)	x			None
Restrooms	x			None
Sewer	x			None
Playground/School Grounds	x			None
Roofs	x			None
Overall Cleanliness	x			None

	Exemplary	Good	Fair	Poor
Overall Summary		x		

SOURCE: 2008-2009, 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	19.8
Grade 1	20.3
Grade 2	19.5
Grade 3	20.0
Grade 4	26.0
Grade 5	26.5
Grade 6	25.8

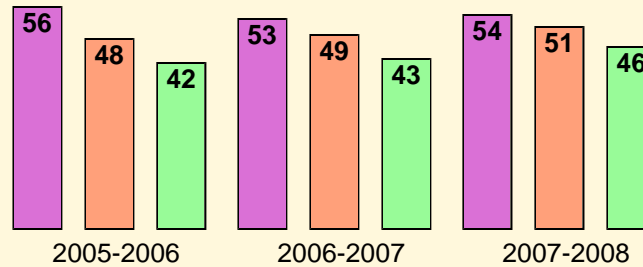
SOURCE: 2008 CBEDS, California Dept. of Education

## California Standards Tests (CST)

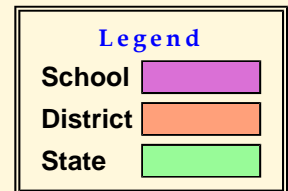
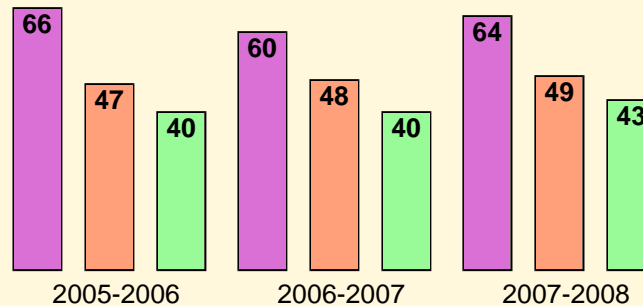
The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced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

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

### English Language Arts



### Math



SOURCE: Spring 2008, 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. In the 2008-2009 school year, there are no Program Improvement schools in our district.

Growth Score	816
Statewide Rank	7
Similar Schools Rank	6

SOURCE: 2007-2008, California Dept. of Education

Overall AYP Status Met	Yes
Program Improvement	N/A

SOURCE: 2007-2008, California Dept. of Education

## Professional Development

For the last two years, our school has focused on addressing the Achievement Gap in student assessment scores. The way this is being addressed is through our district's Trainer of Trainers program, in which three times per year, a team of teachers attends training on best teaching practices and returns to the site and shares the information they learned with the whole staff. In addition, our school has two minimum days in which grade level teachers collaborate regarding the results of the district developed mid-year assessment (MYPAS). James McKee has also focused on improving writing skills through the "Step Up to Writing" program. Yearly, a grade level release day is given to teachers to enable them to meet and review student work, make determinations about students' strengths and weaknesses, and 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 program. They meet weekly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Finally, the district offers a variety of classes for support staff. Paraeducators, school secretaries, office clerks, 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

James McKee believes 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 2008. An "Emergency Handbook," outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills along with a Crisis Response Box with emergency provisions/information is located in our administration office. All rooms have an emergency information/and procedure information clipboard by each school room door. A school safety inspection was done 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 services not only special education students, but also general education students who need additional support to meet the standards. The school's Bilingual Teaching Associate helps our English Learners access the core curriculum. Gifted and Talented Education (GATE) and high achieving students participate in self-contained accelerated classes in grades 3-6. Students who need extra support in reading can participate in the after school, extended day program using the Lexia computer 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	\$40,721
Midrange	\$59,384	\$65,190
Highest	\$82,031	\$84,151
<b>Principals</b>		
Elementary	\$109,155	\$104,476
Middle	\$109,139	\$108,527
High	\$120,324	\$119,210
<b>District Superintendent</b>	\$221,536	\$210,769
<b>Share of budget used for</b>		
Teachers' salaries	45.4%	39.9%
Administrative salaries	4.7%	5.5%

SOURCE: FY 2006-2007, California Dept. of Education

## District Administration

Steven M. Ladd, Ed.D.  
Superintendent  
Xavier De La Torre, Ed.D.  
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  
L. Steven Winlock, Ed.D.  
Associate Superintendent,  
Elementary Education

## Average Daily Attendance

	Percent
School	95.69%
District	95.37%

SOURCE: 2007-2008, EGUSD

## Discipline

	School	District
Suspensions	19	12,551
Expulsions	0	224

SOURCE: 2007-2008, 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 2008)	61,573
Elementary Schools	39
Middle Schools	9
High Schools	9
Alternative Schools	4
Charter Schools	1
Adult Education Schools	1
Special Education Schools	1