



JAMES RUTTER MIDDLE SCHOOL

7350 Palmer House Dr
Sacramento, CA 95828
(916) 422-3232

Board of Education
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Hours of Operation

Our office is open from 8:00 a.m. to 4:00 p.m. Monday through Friday. Parents are always welcome to visit the office to address any questions or concerns they may have about the school or their children. The office staff can assist parents with registering and enrolling their children and can give information about programs at the school.

School Highlights and Awards

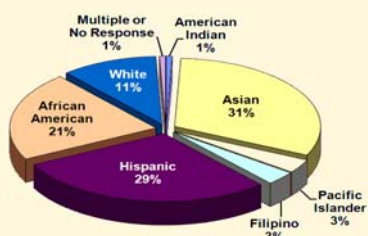
- Acaletes After School Grant
- 3rd place award in the Regional MESA Day in the area of Mathematics and the Speech competition
- Advancement Through Individual Determination (AVID) Program
- GATE Program

Student Demographics

	School	District
Enrollment	1,011	61,573
English Learners	282	10,241
Languages Spoken	20	72
Students of Poverty	839	29,915
GATE	42	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

Population by Ethnicity



SOURCE: 2008 CBEDS, 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: www.egusd.net.

A Message From the Principal

James Rutter Middle School
Determined to Succeed

James Rutter Middle School truly provides a unique and wonderful educational experience for all children, from the safety of the campus, to the warmth of the learning environment, to the rigor and breadth of the instructional programs.

Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential.

Our success in implementing our district's mission is supported by the following academic and school wide programs:

- Acaletes-After school program
- Math and English intervention programs
- AVID-Advancement Via Individual Determination
- MESA-Math, Engineering, and Science Achievement
- Honors English, Science, and Social Science
- Visual, Performing, and Industrial Arts
- GATE - Gifted and Talented Education
- Special Education Support Services
- English Learner Support

Parent support and involvement continue to be important aspects of the success at James Rutter Middle School. Some parents help plan the programs and policies, while others serve as classroom and library volunteers, attend parent university classes, and help in the front office. 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. Parent volunteers are coordinated by our Vice Principal, Freda Robinson.

The safety of our students is this school's first priority and the discipline policy is strictly enforced. The entire staff at James Rutter Middle School have committed to a schoolwide character education program that embraces all cultures. We emphasize cooperation and responsible, respectful behavior on our campus.

Yuri Penermon, Principal
James Rutter Middle School

Parental Involvement

There are a number of ways to become involved with your child's education at James Rutter Middle School. We have many activities where parents play an important role. This includes Back to School Night, parent conferences, and activities that give our students an opportunity to display their talents through the arts or sports. Parents are always welcome to volunteer in their child's classroom, with Acaletes, or just stop by to visit. For more information on parent involvement opportunities, you may contact our Vice Principal, Freda Robinson at 422-3232.

Teacher Credentials and Misassignments

Teacher Credentials

2007-2008	
Total Number of Teachers	52
Total Full Credentials	50

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.

Our school has 45 classrooms, a multipurpose room, a library, a gymnasium, and an administration building. The main campus was built in 1966, the multi-purpose room was built in 1989, and the addition to the main office was built in 1997. Modernization of our campus was completed in the 1997-1998 school year. All classrooms were remodeled and the Administration Office was expanded.

Each summer our Custodial Staff does a deep cleaning of the entire facility cleaning and completing maintenance for every building inside and out. This process begins at the end of the school year and takes the entire summer to complete.

Included is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

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.

No corrective actions are necessary at this time.

School Facility Good Repair Status

Date of facilities inspection: 2/6/08

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.

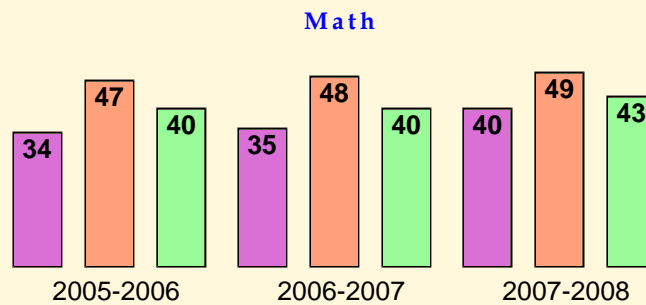
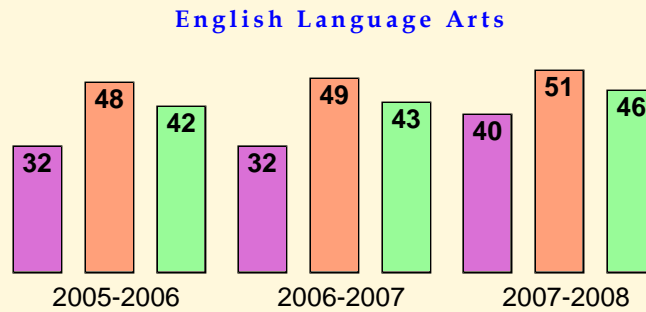
School Average	
English	27.6
Mathematics	25.7
Science	31.6
Social Science	30.6

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.



Legend	
School	
District	
State	

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.

Growth Score	712
Statewide Rank	4
Similar Schools Rank	7

SOURCE: 2007-2008, California Dept. of Education

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.

Overall AYP Status Met	No
Program Improvement	N/A

SOURCE: 2007-2008, California Dept. of Education

Professional Development

For 2008-2009, our school has professional development emphasis in academic writing and building relationships between teachers and students. Through our district's Trainer of Trainers program, four 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 four minimum days scheduled this year in which students leave school a couple of hours early, and monthly Staff Meetings are held after school. Teachers use this time to meet and review student work, make determinations about students' strengths and weaknesses, plan subsequent instruction to meet students' needs, and receive instruction and information on the best practices for closing the Achievement Gap.

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. Special education and English Learner teachers have numerous opportunities to learn how to best meet the needs of students with learning disabilities or language barriers. In addition, our teachers receive support from our on site Academic Intervention Teacher in strategies to improve student writing and academic success, build positive productive relationships with students, and determine appropriate academic placement of students.

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. Instructional aides, 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

Our district is committed to providing a safe, secure environment for learning. Our staff reviewed and updated our School Safety Plan in August 2008. An "Emergency Handbook", outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office. We have regular fire drills and lockdown drills. Random, periodic school safety inspections are conducted 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 Rutter Middle 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. Bilingual Teaching Associates help our English Learners access the core curriculum. Gifted and Talented students participate in our honors courses and the after school GATE club. The Acaletes after school program provides opportunities for students who need extra tutoring or homework help. We have also worked to develop an effective math intervention program that focuses on mastering skills required for algebra readiness and success on the California High School Exit Exam.

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
Principals		
Elementary	\$109,155	\$104,476
Middle	\$109,139	\$108,527
High	\$120,324	\$119,210
District Superintendent	\$221,536	\$210,769
Share of budget used for		
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	95.11%
District	95.37%

SOURCE: 2007-2008, EGUSD

Discipline

	School	District
Suspensions	744	12,551
Expulsions	14	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