



## Charles Mack Elementary

4701 Brookfield Drive  
Sacramento, CA 95823  
(916) 422-5524

**Board of Education**  
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### Hours of Operation

Our office is open from 7:00 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.

### School Highlights and Awards

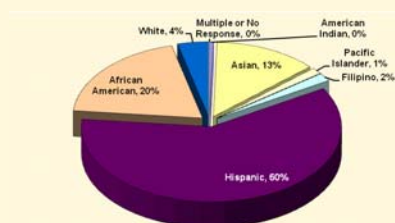
- 2009 API score of 714, the highest to date
- 2007 California School of Character Award
- 2007 National Promising Practices Award for Character Education
- ASES after-school program serves 112 students
- Five preschool classes serve 100 students
- Parent education classes are held frequently on-site
- UC Davis Reservation for College program at grades 4-6

### Student Demographics

	School	District
Enrollment	863	62,218
English Learners	478	9,946
Languages Spoken	14	81
Students of Poverty	768	31,795
GATE	6	3,707

SOURCE: 2009-2010, EGUSD

### Population by Ethnicity



SOURCE: 2009-2010, EGUSD

### 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).

### A Message From the Principal

Charles Mack Elementary  
A Community of Lifelong Learners!

Exciting things are happening at Charles Mack Elementary School. Our four track, year round school has approximately 900 students in grades K-6, and 112 students attend preschool on our campus. Our school offers a variety of academic programs in order to provide the best possible education in the healthiest, safest learning environment. Our students' academic achievement is steadily increasing as a result of our school's strong commitment to provide every one with a lifelong desire to learn and to equip them with necessary skills and strategies. Students engage in a standards-based curriculum, and support is available for students who have special needs and abilities either to attain or exceed standards. We also offer an after school ASES program, where 150 students receive homework and tutoring assistance, as well as enrichment opportunities in technology, fine arts, physical education and more.

Our school emphasizes character development in a multicultural environment. All classes use the Second Step and Free to Learn program materials, which help children learn to make good choices, avoid conflicts, and learn responsible behaviors. Monthly themes include respect, responsibility, leadership, caring, giving, and trustworthiness. Selected students are recognized at monthly assemblies. We are proud to be designated as a California State School of Character.

We campaign actively for perfect attendance, since students who attend every day learn more. Students receive recognition at monthly awards assemblies and enter a drawing for various prizes. Classes that have perfect attendance are recognized daily.

The school district's mission is to provide a learning community that challenges ALL students to realize their greatest potential. We actively encourage parent participation because it is essential that home and school work together to make that happen. With family and community support, we are committed to fulfilling the mission for every child at Charles Mack.

Roberta Collier, Principal  
Charles Mack Elementary

### Parental Involvement

All families are encouraged to become informed and actively involved. We invite everyone to attend our Back to School Nights, Open Houses, parent meetings, various committee meetings, student recognition assemblies and other special events throughout the year. We encourage volunteering in classrooms, on field trips, and in our office and library, in addition to the at-home support families provide. We strive to be responsive to our community, and encourage open communication about ways we can better support our families.

## Teacher Credentials and Misassignments

Teacher Credentials		2008-2009
Total Number of Teachers		58
Total Full Credentials		58

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 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. In addition, the Williams Act requires a detailed annual inspection. The results of these surveys indicate that our school buildings are in good to excellent condition and that only approved cleaning materials are present. Our site custodians and district Maintenance and Operations Department provide regular and as-needed services when repairs or improvements are necessary.

Charles Mack is a large school that was originally built in 1966. Additions were constructed in 1968, 1972, and 1998. The school was modernized in 2000 and now has 36 classrooms, a multipurpose room, a library, and an administration building.

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 vice 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: 11/10/2009

Item Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	x			NA
<b>Interior:</b> Interior Surfaces		x		NA
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	x			NA
<b>Electrical:</b> Electrical	x			NA
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	x			NA
<b>Safety:</b> Fire Safety, Hazardous Materials	x			NA
<b>Structural:</b> Structural Damage, Roofs	x			NA
<b>External:</b> 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 24 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.

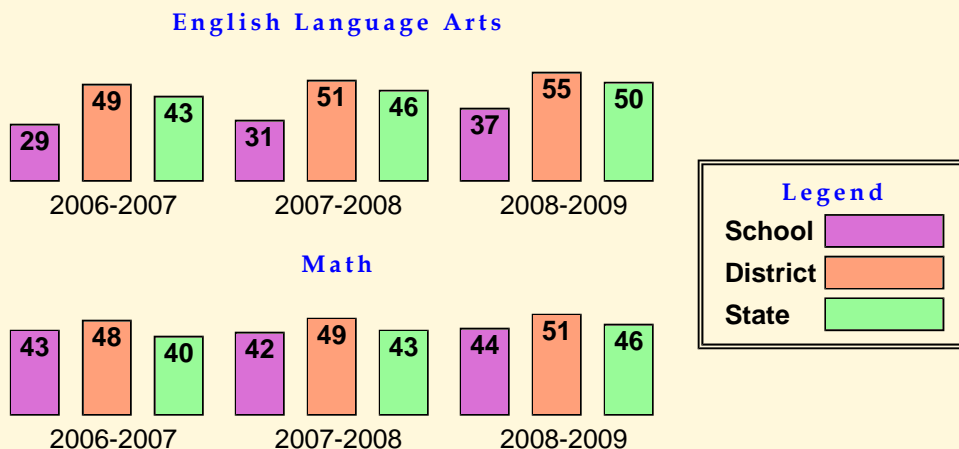
School Average	
Kindergarten	20.0
Grade 1	20.0
Grade 2	20.0
Grade 3	20.0
Grade 4	23.2
Grade 5	24.0
Grade 6	24.0

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.

Growth Score	716
Statewide Rank	2
Similar Schools Rank	5

SOURCE: 2008-2009, 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.

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

SOURCE: 2008-2009, California Dept. of Education

## Professional Development

Our school and district offer a variety of professional learning opportunities for teachers, instructional aides, and non-instructional support staff. This year, the school-wide focus areas are teaching math facts and concepts and writing across the curriculum. In addition, we often discuss ways to incorporate English Language Development strategies throughout the curriculum, since more than half of our students are English Learners. Our school has a weekly early-out schedule, in which students leave school one hour early. Teachers use this time to meet and review student work, make decisions about students' strengths and weaknesses, and plan instruction that meets their needs.

New teachers are supported by the district's beginning teacher program for two years. 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 Comprehensive School Safety Plan, which was updated in December 2009, outlines the many ways we work to provide a safe environment. Administrators, teachers, and yard supervisors are visible before, during and after school, and all assume responsibility for students and visitors. The Emergency Response Procedures, which are attached to a clipboard in every area where students are found, outline a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills. Random safety inspections are conducted by the fire department and the County of Sacramento. The district's Police Services Department works closely with our school to provide a safe, secure environment.

## Specialized Programs

Specialized academic needs are met through differentiated instruction in classrooms provided by teachers and paraeducators, small group instruction in the Learning Center, and extended day and Intersession classes. The school-wide WIN (What I Need) Time is a 30-minute period at the beginning of the day when all students are grouped across the school according to their language development needs. Bilingual Teaching Associates assist teachers in providing primary language assistance, translations and academic support to targeted students. Gifted and Talented students participate in a project-based, accelerated curriculum. Other enrichment is offered through the ASES program and Science Club, and various sports teams. Social, emotional, behavioral, and medical needs are addressed by our psychologist, county mental health professional, school nurse and through the Healthy Start referral system.

## 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
<b>Principals</b>		
Elementary	\$109,249	\$107,115
Middle	\$108,438	\$112,279
High	\$120,350	\$122,532
<b>District Superintendent</b>	\$237,664	\$216,356
<b>Share of budget used for</b>		
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	94.63%
District	95.48%

SOURCE: 2009-2010, EGUSD

## Discipline

	School	District
Suspensions	130	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