

**California Department of Education**  
**School Accountability Report Card**  
**Reported Using Data from the 2016-2017 School Year**  
*Published During 2017-2018*

**For: James McKee Elementary**

**Address:** 8701 Halverson Dr, Elk Grove, CA 95624

**Principal:** Dreena Freeman

**Phone:** (916) 686-3715

**Grade Span:** K-6

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

### District Contact Information (School Year 2017-2018)

<b>District Name</b>	Elk Grove Unified
<b>Phone Number</b>	(916) 686-5085
<b>Web Site</b>	<a href="http://www.egusd.net">www.egusd.net</a>
<b>Superintendent</b>	Christopher R. Hoffman
<b>E-mail Address</b>	<a href="mailto:choffman@egusd.net">choffman@egusd.net</a>

### School Contact Information (School Year 2017-2018)

<b>School Name</b>	James McKee Elementary
<b>Street</b>	8701 Halverson Dr
<b>City, State, Zip</b>	Elk Grove, CA 95624
<b>Phone Number</b>	(916) 686-3715
<b>Principal</b>	Dreena Freeman
<b>E-mail Address</b>	<a href="mailto:dfreeman@egusd.net">dfreeman@egusd.net</a>
<b>Web Site</b>	<a href="http://blogs.egusd.net/jamesmckee/">http://blogs.egusd.net/jamesmckee/</a>
<b>County-District-School(CDS) Code</b>	34673146033088

### School Description and Mission Statement (School Year 2017-2018)

James McKee Elementary  
"Excellence For All Whatever It Takes!"

James McKee Elementary 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.

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; extra-curricular opportunities including Musical Theater, Student Council, and enrichment classes.

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 that serves as a central support element of our school including providing major funding for our library. We are fortunate to have wonderful community support for our school and children.

The safety of our students is this school's first and highest priority; therefore, the discipline policy is strictly enforced. Safety drills are practiced on a regular basis at James McKee. Please feel free to visit our campus or website at <http://blogs.egusd.net/jamesmckee> in order to better understand our programs and the opportunities available to volunteer or support your child academically.

Dreena Freeman, Principal  
James McKee Elementary

### Student Enrollment by Grade Level (School Year 2016-2017)

Grade Level	Number of Students
Kindergarten	72
Grade 1	77
Grade 2	74
Grade 3	72
Grade 4	91
Grade 5	52
Grade 6	85
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>523</b>

### School Enrollment by Student Group (School Year 2016-2017)

Student Group	Percent of Total Enrollment
Black or African American	5.40%
American Indian or Alaska Native	0.60%
Asian	8.00%
Filipino	1.30%
Hispanic or Latino	41.10%
Native Hawaiian or Pacific Islander	0.60%
White	32.30%
Two or More Races	10.70%
Socioeconomically Disadvantaged	58.90%
English Learners	14.70%
Students with Disabilities	
Foster Youth	

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School 2015-2016	School 2016-2017	School 2017-2018	District 2017-2018
<b>With Full Credential</b>	33	31	32	3105
<b>Without Full Credential</b>	0	0	1	17
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-2016	2016-2017	2017-2018
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2017-2018)

All students, including English learners, have sufficient textbooks to use at school and to take home in the following subject areas.

Date of Public Hearing on Sufficiency: August 15 and September 5, 2017

Year and month in which data were collected: August 15, 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All English/Language Arts books K-12 are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Your Turn Practice Book, Close Reading Companion</i> 1st- <i>Literature Anthology units 1-4, Reading Writing Workshop units 1-4, Your Turn Practice Book, Close Reading Companion</i> . 2nd-6th: <i>Literature Anthology, Reading Writing Workshop, Your Turn Practice Book, Close Reading Companion</i> . Adopted EGUSD 2016	Yes	0
<i>CA StudySync</i> by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	7th-8th - Student Edition Adopted EGUSD 2017	No	0
<i>CA StudySync</i> by McGraw Hill, © 2017 in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th - Student Edition Adopted EGUSD 2003	Yes	0
AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: 11th - <i>Language of Composition</i> , Bedford/St. Martins ©2013 Adopted EGUSD 2015  12th - <i>Bedford Introduction to Literature</i> , Bedford/St. Martins ©2016 Adopted EGUSD 2017	Yes	0
IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Theory of Knowledge</i> , Cambridge University Press © 2009 Adopted EGUSD 2010  <i>English A: Literature for the IB Diploma</i> , Oxford University Press © 2012; Adopted EGUSD 2016  <i>Bedford Introduction to Literature</i> , Bedford/St.	Yes	0

	Martins © 2016 Adopted EGUSD 2017		
<b>Mathematics</b>	All Math books K-12 are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK – <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>CA GoMath</i> , © 2015 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	K-6th – Student Edition and Practice workbook Adopted EGUSD 2015	Yes	0
Mathematics books by multiple publishers in grades 7-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	7th-8th <i>Go Math</i> , Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2015  <i>Integrated Math 1</i> Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015	Yes	0
	9th-12th <i>Algebra 2</i> , McDougal/Littell © 2001; Adopted EGUSD 2002  <i>Trigonometry 5th Edition, Precalculus with Limits</i> © 2005, McDougal/Littell; Adopted EGUSD 2006  Elementary Statistics Glencoe/McGraw Hill © 2006; <i>Integrated Math 1</i> , <i>Integrated Math 2</i> , <i>Integrated Math 3</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2016	Yes	0
AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: <i>Calculus</i> 8th edition McDougal Littell © 2006 Adopted EGUSD 2012 <i>Calculus: Graphical, Numerical</i> , Pearson 2016; <i>Practice of Statistics</i> , 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016	Yes	0
IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Mathematics for the IB Student</i> , Haese Mathematics © 2012, 3rd Edition, <i>Standard Level Mathematics, Higher Level Mathematics</i> , Pearson © 2012; Adopted EGUSD 2012  <i>Calculus</i> 7th edition, McDougal Littell © 2002 Adopted EGUSD 2002	Yes	0
<b>Science</b>	All 2-12 Science books are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK – <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0

California Science by McGraw Hill © 2008 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K - Literature Big Book Package 1st - Unit Big Book Package 2nd - 5th - Student Edition Adopted EGUSD 2008	Yes	0
Science text by Holt © 2007 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - <i>Earth Science</i> 7th - <i>Life Science</i> 8th - <i>Physical Science</i> Adopted EGUSD 2008	Yes	0
Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<p><i>Biology: Dynamics of Life</i>, © 2000, <i>Physics: Principles and Problems</i> © 1999, McGraw Hill, <i>Modern Chemistry</i>, <i>Modern Biology</i>, HRW © 1999; Adopted EGUSD 2000</p> <p><i>Agriscience &amp; Technology</i> © 1998, Delmar/Thompson, <i>Essentials in Geology</i>, Prentice Hall © 2000; Adopted EGUSD 2001</p> <p><i>Astronomy Today</i>, Prentice Hall © 2002; Adopted EGUSD 2002</p> <p><i>Agriscience: Fundamentals &amp; Applications</i>, Prentice Hall © 2002; Adopted EGUSD 2004</p> <p><i>Criminalistics</i>, Prentice Hall © 2004, <i>Environmental Science</i>, McGraw Hill © 2005; <i>Fundamentals of Anatomy &amp; Physiology</i> © 2006, Prentice Hall; <i>Modern Biology</i> © 2006, HRW; Adopted EGUSD 2006</p> <p><i>Foundations in Microbiology</i>, McGraw Hill, © 2005, <i>Earth Science</i>, Prentice Hall © 2006; Adopted EGUSD 2008</p>	Yes	0
AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<p>AP Courses: <i>Biology by Campbell</i>, Pearson © 2011; Adopted EGUSD 2012</p> <p><i>Chemistry: A Molecular Approach</i>, Pearson © 2014; Adopted EGUSD 2013</p> <p><i>College Physics, 9th Ed.</i>, Cengage © 2012 Adopted EGUSD 2014</p>	Yes	0
IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<p>IB Courses:</p> <p><i>College Physics, 9th Ed.</i>, Cengage © 2012; Adopted EGUSD 2014</p> <p><i>Higher Level Biology, 2nd Ed.</i>, Pearson © 2014;</p> <p><i>Standard Level Chemistry, 2nd Edition</i>, Pearson © 2014; <i>Higher Level Chemistry, 2nd Edition</i>, Pearson © 2014; Adopted EGUSD 2015</p> <p>Supplemental for English Learners:</p>	Yes	0



	<i>Concepts and Challenges in Earth Science</i> , Pearson/Globe Fearon © 2003 Adopted EGUSD 2008		
<b>History-Social Science</b>	All 1-12 History-Social Science books are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK – <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
California Reflections by Harcourt Brace © 2007 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- Our World: Now and Long Ago, California Big Book 1st - <i>A Child's View</i> 2nd - <i>People We Know</i> 3rd - <i>Our Community</i> 4th - <i>California: A Changing State</i> 5th - <i>The United States: Making a Nation</i> Adopted EGUSD 2007	Yes	0
Holt © 2006 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History</i> Adopted EGUSD 2007	Yes	0
Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<i>World Geography and Cultures, Understanding Psychology</i> , Glencoe © 2008, <i>Modern World History - Patterns of Interaction</i> , McDougal Littell© 2006, <i>American Anthem- Modern American History</i> , HRW © 2007, <i>Magruder's American Government</i> © 2006, <i>Economics - Principles in Action</i> © 2007, Prentice/Pearson; Adopted EGUSD 2008	Yes	0
AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses  <i>Essentials of Comparative Politics</i> , W.W. Norton © 2015, <i>Myer's Psychology</i> © 2014, Bedford, Freeman & Worth; Adopted EGUSD 2016  <i>Krugman's Economics</i> © 2015, <i>America's History</i> , © 2014, Bedford Freeman & Worth, <i>Worlds Together Worlds Apart</i> © 2016, <i>American Politics Today</i> © 2017, W.W. Norton; Adopted EGUSD 2017	Yes	0
IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>20th Century World History</i> © 2009, Oxford University Press; Adopted EGUSD 2012  <i>History of the Americas</i> © 2015; Adopted EGUSD 2017	Yes	0
	Supplemental for English Learners <i>World Geography &amp; Cultures</i> © 2002, <i>World History</i> © 2008, <i>US History</i> © 2004, <i>American Government</i> © 2001, <i>Economics</i> © 2001, Pacemaker Series, AGS Globe Fearon; Adopted EGUSD 2008	Yes	0
<b>Foreign Language</b>	All 7-12 World language books are provided one		



	per student.		
World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	<p><i>Adventures in Japanese III</i>, Cheng &amp; Tsui, © 1998; Adopted EGUSD 2000</p> <p><i>Realidades I, II, III, IV</i>, Pearson © 2014, <i>Bien dit! I, II, III</i>, HMH © 2013, <i>Intrigue 3rd Ed.</i>, Pearson © 2011, <i>Deutsch Aktuell I, II, III</i>, EMC-Paradigm, © 2010, <i>Haruichiban and Ginga</i>, Kisetsu, © 2014; Adopted EGUSD 2014</p> <p><i>Genki II</i>, Japanese Times © 2011; Adopted EGUSD 2017</p>	Yes	0
AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	<p>AP Courses: <i>Abriendo Puertas</i>, McDougal Littell © 2003; Adopted EGUSD 2002</p> <p><i>Kaleidoskop</i>, Houghton Mifflin © 2007; Adopted EGUSD 2006</p> <p><i>Yookoso!</i>, McGraw-Hill © 2006; Adopted EGUSD 2007</p> <p><i>Temas</i>, Vista Higher Learning © 2014, <i>Intrigue 3rd Ed.</i>, Pearson © 2011; Adopted EGUSD 2014</p>	Yes	0
IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	<p>IB Courses: <i>Adventures in Japanese III</i>, Cheng &amp; Tsui © 1998; Adopted EGUSD 2000</p> <p><i>Yookoso!</i> McGraw-Hill © 2006; Adopted EGUSD 2007</p> <p><i>Manana, LeMonde de Francais</i>, Advanced Materials © 2011; Adopted EGUSD 2012</p> <p><i>Abriendo pasa Grammatica</i>, Pearson © 2014; Adopted EGUSD 2012</p>	Yes	0
<b>Visual and Performing Arts</b>			
All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	<p>7th-8th: <i>Exploring Visual Design</i>, Davis ©2000; <i>Exploring Theatre</i>, McGraw-Hill © 1997; Adopted EGUSD 2000</p>	Yes	0
	<p>9-12th: <i>Jazz Dance Today</i> © 1994, West Publ., <i>Photographic Eye</i>, Davis Publ, © 1995, <i>Playing Contemporary Scenes</i>, Merwetter © 1996, <i>Play Production Today</i>, Nat'l © 1996, <i>Choreography</i>, Human Kinetic © 1997, <i>Dance – the Art of Production</i>, Princeton © 1998; Adopted EGUSD 1999</p> <p><i>Make It In Clay</i>, McGraw Hill © 2000, <i>Black and White Photography</i>, Delmar © 2002, <i>Hands in Clay</i>, McGraw Hill © 2004, <i>Art Talk</i>, Glencoe, © 2005, <i>The Stage &amp; The School</i>, McGraw Hill © 2005, <i>A Sense of Dance</i>, Human Kinetic © 2005; Adopted EGUSD 2004</p>	Yes	0

	<p><i>The Visual Experience</i>, Davis © 2005; Adopted EGUSD 2006</p> <p><i>Exploring Painting</i>, Davis © 2003, <i>Theatrical Design &amp; Production</i>, McGraw Hill, © 2005, <i>Art in Focus</i>, Glencoe © 2006; Adopted EGUSD 2007</p>		
AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	<p>AP Courses: <i>Art Context &amp; Criticism</i>, Brown &amp; Benchmark © 1996 Adopted EGUSD 1999 <i>Music in Theory &amp; Practice</i>, Glencoe © 2003, Adopted EGUSD 2002 <i>Gardner's Art Through the Ages</i>, Thomson/Wadsworth © 2005; Adopted EGUSD 2005</p>	Yes	0
<b>Health</b>	All 9-12 Health books are provided one per student.		
All high school textbooks are from the most recent adoption of the local governing Board of Education.	<p><i>Health</i>, Glencoe © 2004 Adopted EGUSD 2004</p>	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	All 9-12 students utilizing a lab have access to appropriate equipment.		

## School Facility Conditions and Planned Improvements (School Year 2017-2018)

Our school has 37 classrooms, a large and small multipurpose room, a library, computer classroom, and office building. The main campus was opened from 1964 to 1967. In 1999 and 2007, the campus was modernized with renovations updating classrooms, the computer lab, the office, and our library. A perimeter fence and running track were added in 2012. A major project to improve the school's drainage was undertaken in 2013. The school also received a renovation of hard courts, sidewalks, and other grounds' improvements during the summer of 2016.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA 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. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

## School Facility Good Repair Status (School Year 2017-2018)

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report : 2/9/2017

System Inspected	Repair Needed and Action Taken or Planned			
	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

## Overall Facility (School Year 2017-2018)

Year and month of the most recent FIT report: 2/9/2017

	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Overall Rating	<b>x</b>			

The district's maintenance and grounds departments work in concert with the school site custodial team to ensure that school buildings, classrooms, and grounds are maintained at levels that provide a safe and functional environment for all students. The district uses a facility survey instrument developed by the State of California's Office of Public School Construction and performed by district staff. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, the highest rating possible, for the 2014-2015 survey. The district identified our hardcourts as an area for improvement which was undertaken in 2016. Emergency repairs are immediately resolved by either the school custodian or district maintenance staff. The school's custodians work as a team and with the principal to develop a daily cleaning process and schedule. Each morning the custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary. The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school and district offices.

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 continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

There are no major deferred maintenance projects approved for our school at this time. It is anticipated, however, that modernization, technology, and security upgrades will occur on our campus in the near future with the passage of our local school bond as soon as the funds become available.

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students (School Year 2016-2017)

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	53%	58%	52%	54%	48%	48%
<b>Mathematics (grades 3-8 and 11)</b>	50%	57%	42%	44%	36%	37%

Note: Percentages are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group  
 Grades Three through Eight and Grade Eleven  
 (School Year 2016-2017)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	307	306	99.67	57.84
Male	185	185	100	57.3
Female	122	121	99.18	58.68
Black or African American	12	12	100	25
American Indian or Alaska Native	--	--	--	--
Asian	29	29	100	75.86
Filipino	--	--	--	--
Hispanic or Latino	126	125	99.21	48
Native Hawaiian or Pacific Islander	--	--	--	--
White	102	102	100	61.76
Two or More Races	33	33	100	78.79
Socioeconomically Disadvantaged	184	184	100	52.72
English Learners	65	65	100	38.46
Students with Disabilities	36	36	100	19.44
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Test Results in Mathematics by Student Group  
 Grades Three through Eight and Grade Eleven  
 (School Year 2016-2017)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	307	306	99.67	56.54
Male	185	185	100	60.54
Female	122	121	99.18	50.41
Black or African American	12	12	100	25
American Indian or Alaska Native	--	--	--	--
Asian	29	29	100	75.86
Filipino	--	--	--	--
Hispanic or Latino	126	125	99.21	47.2
Native Hawaiian or Pacific Islander	--	--	--	--
White	102	102	100	63.73
Two or More Races	33	33	100	63.64
Socioeconomically Disadvantaged	184	184	100	49.46
English Learners	65	65	100	36.92
Students with Disabilities	36	36	100	22.22
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.



## CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016
<b>Science (grades 5, 8, and 10)</b>	57%	71%	63%	63%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education.

## California Physical Fitness Test Results (School Year 2016-2017)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	18.9	18.9	30.2
7			
9			

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

# C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2017-2018)

Parents are a child's first and most important teacher and parent support is essential to your child's success. 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. Check our school website for our Parent University that provides videos and topics you can use to support your child's learning at home. To learn more about how to volunteer, please visit our website, review the information in the Student Handbook, or contact Dreena Freeman at 686-3715.

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
<b>Suspensions</b>	1.2%	1.64%	1.43%	4.78%	4.28%	4.72%	3.79%	3.65%	3.65%
<b>Expulsions</b>	0%	0%	0%	0.05%	0.04%	0.03%	0.09%	0.09%	0.09%

### School Safety Plan (School Year 2017-2018)

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; therefore, our district is committed to providing a safe, secure environment for learning. Our School Safety Plan is updated and reviewed by staff each year, and was last updated in January 2018. 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 Fire Marshal and the County of Sacramento. Visitors are required to check in and enter the premises through the office, and adult supervision is provided before and after school. The district's Police Services Department works closely with our school site to provide a safe, secure environment for all students.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-2018)

Indicator	School	District
Program Improvement Status	NA	In PI
First Year of Program Improvement	NA	2009-2010
Year in Program Improvement	NA	Year 3
Number of Schools Currently in Program Improvement	NA	12
Percent of Schools Currently in Program Improvement	NA	44.4

Note: Cells with NA values do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014-2015 Number of Classes*			Avg. Class Size	2015-2016 Number of Classes*			Avg. Class Size	2016-2017 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	22		3		24		4		24		3	
<b>1</b>	24		3		22		3		26		3	
<b>2</b>	24		4		24		3		25		3	
<b>3</b>	24		1		23		4		24		3	
<b>4</b>	27		3		27		2		30		3	
<b>5</b>	28		3		26		3		26		2	
<b>6</b>	28		3		28		3		28		3	
<b>Other</b>	25		1									

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Academic Counselors and Other Support Staff (School Year 2016-2017)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>		
<b>Counselor (Social/Behavioral or Career Development)</b>		N/A
<b>Library Media Teacher (Librarian)</b>		N/A
<b>Library Media Services Staff (paraprofessional)</b>	0.375	N/A
<b>Psychologist</b>		N/A
<b>Social Worker</b>		N/A
<b>Nurse</b>		N/A
<b>Speech/Language/Hearing Specialist</b>	1.54	N/A
<b>Resource Specialist (non-teaching)</b>	0	N/A
<b>Other</b>	14.625	N/A

Note: Cells with N/A values do not require data.

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-2016)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$9,194	\$3,225	\$5,969	\$71,097
<b>District</b>	N/A	N/A	\$6,376	\$76,341
<b>Percent Difference - School Site and District</b>	N/A	N/A	-6.59%	-7.11%
<b>State</b>	N/A	N/A	\$6,574	\$79,228
<b>Percent Difference - School Site and State</b>	N/A	N/A	-9.65%	-10.82%

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2017-2018)

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 ensures that all students have an opportunity to be successful in school. Our intervention team also 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 English Language development called Wonders. 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 or volunteers are available, students needing extra support in reading can also participate in after-school programs.

## Teacher and Administrative Salaries (Fiscal Year 2015-2016)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$43,546	\$47,808
<b>Mid-Range Teacher Salary</b>	\$64,573	\$73,555
<b>Highest Teacher Salary</b>	\$90,983	\$95,850
<b>Average Principal Salary (Elementary)</b>	\$117,260	\$120,448
<b>Average Principal Salary (Middle)</b>	\$119,438	\$125,592
<b>Average Principal Salary (High)</b>	\$132,951	\$138,175
<b>Superintendent Salary</b>	\$301,969	\$264,457
<b>Percent of Budget for Teacher Salaries</b>	40.00%	35.00%
<b>Percent of Budget for Administrative Salaries</b>	4.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development

Our school and district offer a variety of professional learning opportunities for teachers, paraeducators, and non-instructional support staff. For the past several years, our school has focused on implementation of Common Core State Standards (CCSS). Teachers meet several times during the year to review student test data to determine all students' strengths and weaknesses. This information is used to plan subsequent instruction to meet students' needs. Our teachers also take part in district professional development in CCSS, reading, math, technology, and science that is intended to increase students' conceptual understanding of these subjects. 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.

	2015-2016	2016-2017	2017-2018
<b>School Days Dedicated to Staff Development</b>	3	0	2