

**California Department of Education**  
**School Accountability Report Card**  
**Reported Using Data from the 2015-2016 School Year**  
*Published During 2016-2017*

**For: James Rutter Middle School**

**Address:** 7350 Palmer House Drive, Sacramento CA, 95828

**Principal:** Kenneth Smith

**Phone:** (916) 422-3232

**Grade Span:** 7-8

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 2016-2017)

<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 2016-2017)

<b>School Name</b>	James Rutter Middle School
<b>Street</b>	7350 Palmer House Drive
<b>City, State, Zip</b>	Sacramento CA, 95828
<b>Phone Number</b>	(916) 422-3232
<b>Principal</b>	Kenneth Smith
<b>E-mail Address</b>	<a href="mailto:Ksmith@egusd.net">Ksmith@egusd.net</a>
<b>Web Site</b>	<a href="http://rutter.schoolloop.com/">http://rutter.schoolloop.com/</a>
<b>County-District-School(CDS) Code</b>	34673146059174

### School Description and Mission Statement (School Year 2016-2017)

James Rutter Middle School celebrated 50 years in April of 2016. Our school has a very rich and diverse history and truly provides a unique and wonderful educational experience for all children, from the safety of the campus, to the warmth of the learning environment, as well as the rigor and breadth of our instructional programs. Our activities director works diligently to reward our students for perfect attendance and academic performance.

James Rutter Middle School students and staff are respectful, responsible, and resilient. Our school celebrates creativity and diverse cultures, and stakeholders are invested and take pride in our community. The programs below help support our vision:

- Acaletes - After school academic support and social enrichment program
- Math and English Intervention programs
- AVID - Advancement Via Individual Determination
- Honors English, Science, Social Science, and Advanced Mathematics
- Visual and Performing Arts
- Project Lead the Way-Pre-Engineering program
- Special Education Support Services
- Multiple levels of English Learner Support
- Various cultural and social clubs
- Parent University
- Mathletes
- College and career field trips
- After school athletics
- GATE

Parent support and involvement continues to be an important aspect of the success at James Rutter Middle School. Some parents help plan the programs and policies, while others serve as classroom, library, and office volunteers, attend Parent University Classes, and help monitor student activities out on campus during the day.

The entire staff at James Rutter Middle School has committed to school-wide literacy and character education programs that support and embrace all students' abilities, cultures, and differences. This is emphasized in our three core values: The Three Rs of Rutter-Respectful, Responsible, and Resilient. Our school motto, found on our crest is "Determined to Succeed".

Our enrollment continues the growth pattern from last year. We have begun to work on restorative practices school-wide and have seen improved attendance as well as greater numbers on the honor roll.

Ken Smith - Principal  
James Rutter Middle School



### Student Enrollment by Grade Level (School Year 2015-2016)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	460
Grade 8	383
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>843</b>

### School Enrollment by Student Group (School Year 2015-2016)

Student Group	Percent of Total Enrollment
Black or African American	15.20%
American Indian or Alaska Native	0.70%
Asian	30.70%
Filipino	2.50%
Hispanic or Latino	38.00%
Native Hawaiian or Pacific Islander	3.30%
White	5.60%
Two or More Races	4.00%
Socioeconomically Disadvantaged	95.60%
English Learners	31.10%
Students with Disabilities	11.30%
Foster Youth	0.50%

## 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 2014-2015	School 2015-2016	School 2016-2017	District 2016-2017
With Full Credential	42	41	48	3072
Without Full Credential	0	0	0	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	52

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-2015	2015-2016	2016-2017
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-2016)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	97.12%	2.88%
All Schools in District	95.63%	4.37%
High-Poverty Schools in District	95.77%	4.23%
Low-Poverty Schools in District	95.42%	4.58%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2016-2017)

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 16 and September 6, 2016

Year and month in which data were collected: August 16, 2016

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>Literature &amp; Language Arts</i> by HRW © 2003 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  2002 SBE adoption Adopted EGUSD 2003	No	0
<i>Literature &amp; Language Arts</i> by HRW © 2003 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:  11 <sup>th</sup> - <i>Language of Composition</i> , Bedford/St. Martins ©2008  12 <sup>th</sup> - <i>Bedford Introduction to Literature</i> , V.H.P.S. ©2008  Adopted EGUSD 2003	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>Literature &amp; Language Arts, course #5</i> by HRW © 2003; <i>Bedford Introduction to Literature</i> , V.H.P.S. © 2008; <i>Theory of Knowledge</i> , Cambridge University	Yes	0

	<p>Press © 2009</p> <p>Adopted EGUSD 2003</p> <p>Adopted EGUSD 2003</p> <p>Adopted EGUSD 2010</p>		
<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 Go Math, Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2014  <i>Integrated Math 1, Integrated Math 2, Integrated Math 3</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2016	Yes	0
	9th-12th - <i>Integrated Math 1</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015  <i>Geometry-Concepts &amp; Skills</i> , McDougal/Littel © 2001; <i>Algebra 2</i> , © 2001, <i>Trigonometry</i> 5th Edition, <i>Precalculus with Limits</i> © 2005, McDougal/Littell; <i>Elementary Statistics</i> Glencoe/McGraw Hill © 2006 Adopted EGUSD 2002	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. 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; <i>Calculus</i> 7th edition, McDougal Littell © 2002  Adopted EGUSD 2012	Yes	0
<b>Science</b>	All 2-12 Science books are provided one per student.		

<p><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</p>	<p>TK – <i>Big Book Package</i>. No student materials. Adopted EGUSD 2016</p>	<p>Yes</p>	<p>0</p>
<p>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:</p>	<p>K - Literature Big Book Package 1st- Unit Big Book Package 2nd - 5th - Student Edition</p> <p>Adopted EGUSD 2008</p>	<p>Yes</p>	<p>0</p>
<p>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</p>	<p>6<sup>th</sup> - <i>Earth Science</i> 7<sup>th</sup> - <i>Life Science</i> 8<sup>th</sup> - <i>Physical Science</i></p> <p>Adopted EGUSD 2008</p>	<p>Yes</p>	<p>0</p>
<p>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>	<p><i>Earth Science</i>, Prentice Hall © 2006 <i>Concepts and Challenges in Earth Science</i>, Pearson/Globe Fearon © 2003 (supplemental for English Learners) <i>Biology: Dynamics of Life</i>, Glencoe/McGraw Hill © 2000; Physics © 1999, <i>Biochemistry</i> © 2000, <i>Environmental Science</i> © 2005, <i>Foundations in Microbiology</i> © 2005, McGraw Hill; <i>Modern Biology</i>, <i>Modern Chemistry</i>, HRW © 1999; <i>Astronomy Today</i> © 2002, <i>Essentials in Geology</i> © 2000, <i>Fundamentals of Anatomy &amp; Physiology</i> © 2006, <i>Criminalistics</i> © 2004, <i>Biotechnology: Science for the New Millennium</i> © 2006, Prentice Hall; <i>Learning Agriscience: Fundamentals &amp; Applications</i> © 2004, <i>Agriscience &amp; Technology</i> © 1998, Delmar/Thompson; <i>Conceptual Physics</i>, Addison Wesley © 1998; <i>Recombinant DNA &amp; Biotechnology</i>, American Society © 1996</p> <p>Adopted EGUSD 2008</p> <p>Adopted EGUSD 2000</p>	<p>Yes</p>	<p>0</p>
<p>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>	<p>AP Courses:</p> <p><i>Biology by Campbell</i>, Pearson © 2011; <i>Chemistry: A Molecular Approach</i>, Pearson © 2014; <i>College Physics, 9th Ed.</i>, Cengage © 2012</p> <p>Adopted EGUSD 2012 Adopted EGUSD 2013 Adopted EGUSD 2014</p>	<p>Yes</p>	<p>0</p>
<p>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>	<p>IB Courses:</p> <p><i>Higher Level Biology 2nd Edition</i>, Pearson © 2014; <i>Standard Level Chemistry 2nd Edition</i>, Pearson © 2014; <i>Higher Level Chemistry 2nd Edition</i>, Pearson © 2014; Adopted EGUSD 2015</p> <p><i>College Physics, 9th Edition</i>, Cengage © 2012; Adopted EGUSD 2014</p>	<p>Yes</p>	<p>0</p>



	Supplemental for English Learners:  <i>Earth Science</i> , AGS Globe/Pearson, © 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:	6 <sup>th</sup> - <i>Ancient Civilizations</i> 7 <sup>th</sup> - <i>Medieval to Early Modern Times</i> 8 <sup>th</sup> - <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>The Earth and Its Peoples - A Global History</i> , <i>The American Pageant</i> , Houghton/Mifflin © 2006; <i>Government in America- People, Politics, and Policy</i> , Prentice/Pearson © 2008; <i>Economics AP Edition</i> , McGraw-Hill © 2008;  Adopted EGUSD 2008  <i>Essentials of Comparative Politics</i> , W.W. Norton © 2015; <i>America's History</i> © 2014, <i>Myer's Psychology</i> © 2014, Bedford, Freeman & Worth  Adopted EGUSD 2016	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>History of the Americas</i> © 2011, <i>20th Century World History</i> © 2009, Oxford University Press  Adopted EGUSD 2012	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.	<i>Realidades</i> I, II, III, IV, Pearson © 2014; <i>Bien dit!</i> I, II, III, HMH © 2013; <i>Intrigue 3rd Edition</i> , Pearson © 2011; <i>Adventures in Japanese</i> III, Cheng & Tsui, © 2004; Adopted EGUSD 2000  <i>Haruichiban</i> and <i>Ginga</i> , Kisetu, © 2014; <i>Deutsch Aktuell</i> I, II, III, EMC-Paradigm, © 2010 Adopted EGUSD 2014	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.	AP Courses:  <i>Abriendo Puertas</i> , McDougal Littell © 2003; <i>Temas</i> , Vista Higher Learning © 2014. <i>Intrigue 3e</i> , Pearson © 2011 <i>Yookoso!</i> , McGraw-Hill © 2006 <i>Kaleidoskop</i> , Houghton Mifflin © 2007  Adopted EGUSD 2000 Adopted EGUSD 2007 Adopted EGUSD 2008 Adopted EGUSD 2014	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.	IB Courses:  <i>Manana, LeMonde de Francais</i> , Advanced Materials © 2011; <i>Adventures in Japanese</i> III, Cheng & Tsui © 2004; <i>Yookoso!</i> McGraw-Hill ©2006; <i>Abriendo pasa Grammatica</i> , Pearson © 2014  Adopted EGUSD 2000 Adopted EGUSD 2007 Adopted EGUSD 2012 Adopted EGUSD 2014	Yes	0
<b>Visual and Performing Arts</b>			
All 7 <sup>th</sup> - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	7th-8th: <i>Exploring Visual Design</i> , Davis ©2000; <i>Exploring Theatre</i> , McGraw-Hill ©1997  Adopted EGUSD 2000	Yes	0
	9-12th: <i>Art in Focus</i> © 2000, <i>The Stage &amp; the School</i> © 2005, <i>Art Talk</i> © 2005, Glencoe; <i>Exploring Painting</i> © 2003, <i>The Visual Experience</i> © 2005, <i>Photographic Eye</i> © 1995, Davis Publ.; <i>Make It In Clay</i> © 2000, <i>Hands in Clay</i> © 2004, <i>Theatrical Design &amp; Production</i> , <i>Play Production Today</i> © 2005, McGraw-Hill; <i>Black and White Photography</i> © 2002, <i>Jazz Dance Today</i> © 1994, West Publ.; <i>Choreography</i> © 1997, <i>A Sense of Dance</i> ©	Yes	0

	2005, Human Kinetic; <i>Playing Contemporary Scenes</i> , Merwetter © 1996; <i>Dance - the Art of Production</i> , Princeton © 1995  Adopted EGUSD 2000		
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.	AP Courses:  <i>Gardner's Art Through the Ages</i> , Thomson/Wadsworth ©2005; <i>Music in Theory &amp; Practice</i> , Glencoe ©2003; <i>Art Context &amp; Criticism</i> , Brown & Benchmark © 1996  Adopted EGUSD 2000	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.	<i>Health</i> , Glencoe © 2004  Adopted EGUSD 2004	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 2016-2017)

James Rutter Middle School turned 50 in April 2016! This school has 40 classrooms, a multipurpose room, a library, a gymnasium, boys and girls locker rooms, and an administration building. On the western portion of the property we have approximately three acres of ball fields, basketball courts, and a decomposed granite track. The main campus was built in 1966. Additions were constructed in 1990 and 2001.

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 2016-2017)

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

Date of facilities inspection: 8/25/2016

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 2016-2017)

	<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 exceptional levels to provide a safe and functional environment for all students. The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs 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 office, or at the district office.

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 restricted maintenance at levels beyond the State required minimum and continues to use local resources to fund projects previously considered as part of the States former DMP.

In addition the District has continued to fund the Routine Restricted Maintenance (RRM) account at percentages above the State Minimum. For the 2013-2014 fiscal year the district funded RRM at \$13,829,852 or 2.86% of its General Fund Budgeted Expenditures. The district's complete deferred maintenance plan is available at the district office.

This year, the district's governing board has approved deferred maintenance projects for this school such as painting of all exterior hallways and repairing of plumbing and drainage systems. Our Gymnasium will be fitted with a brand new scoreboard and last year we added a marquee to the front of the school. Now parents and stakeholders have access to more information about the school and programs on campus.

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. 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 significant cognitive disabilities); and
- The percentage of pupils 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 2015-2016)

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	25%	27%	49%	52%	44%	48%
<b>Mathematics (grades 3-8 and 11)</b>	18%	21%	41%	42%	34%	36%

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 2015-2016)

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	478	460	96.23	27.46
Male	251	241	96.02	22.22
Female	227	219	96.48	33.18
Black or African American	78	75	96.15	8.45
American Indian or Alaska Native	--	--	--	--
Asian	150	144	96.00	42.36
Filipino	13	13	100.00	46.15
Hispanic or Latino	173	166	95.95	21.74
Native Hawaiian or Pacific Islander	20	20	100.00	27.78
White	22	21	95.45	45.00
Two or More Races	19	18	94.74	5.56
Socioeconomically Disadvantaged	457	442	96.72	27.61
English Learners	123	120	97.56	4.20
Students with Disabilities	63	62	98.41	1.69
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.

## ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	384	374	97.40	27.53
Male	201	198	98.51	20.54
Female	183	176	96.17	35.09
Black or African American	56	53	94.64	16.33
American Indian or Alaska Native	--	--	--	--
Asian	114	113	99.12	38.18
Filipino	--	--	--	--
Hispanic or Latino	151	145	96.03	27.34
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.00	31.82
Two or More Races	18	18	100.00	
Socioeconomically Disadvantaged	366	357	97.54	27.14
English Learners	99	98	98.99	3.19
Students with Disabilities	43	42	97.67	
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 2015-2016)

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	477	457	95.81	22.37
Male	251	241	96.02	20.00
Female	226	216	95.58	25.00
Black or African American	78	74	94.87	7.14
American Indian or Alaska Native	--	--	--	--
Asian	150	144	96.00	38.89
Filipino	13	13	100.00	33.33
Hispanic or Latino	173	165	95.38	14.20
Native Hawaiian or Pacific Islander	20	20	100.00	25.00
White	22	21	95.45	30.00
Two or More Races	18	17	94.44	
Socioeconomically Disadvantaged	456	439	96.27	22.38
English Learners	123	120	97.56	4.20
Students with Disabilities	63	61	96.83	1.72
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.

## Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	383	374	97.65	18.56
Male	201	198	98.51	17.37
Female	182	176	96.70	19.88
Black or African American	56	53	94.64	6.00
American Indian or Alaska Native	--	--	--	--
Asian	114	113	99.12	24.78
Filipino	--	--	--	--
Hispanic or Latino	150	145	96.67	21.74
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.00	16.67
Two or More Races	18	18	100.00	
Socioeconomically Disadvantaged	365	357	97.81	18.31
English Learners	98	97	98.98	7.53
Students with Disabilities	43	42	97.67	
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		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
<b>Science (grades 5, 8, and 10)</b>	59%	43%	39%	65%	63%	63%	60%	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.

## CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-2016)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
<b>All Students</b>	382	370	96.86	38.92
<b>Male</b>	200	195	97.50	38.46
<b>Female</b>	182	175	97.50	38.46
<b>Black or African American</b>	56	51	91.07	21.57
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	114	112	98.25	49.11
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	151	146	96.69	36.30
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	24	24	100.00	54.17
<b>Two or More Races</b>	18	18	100.00	16.67
<b>Socioeconomically Disadvantaged</b>	364	353	96.98	38.81
<b>English Learners</b>	98	96	97.96	17.71
<b>Students with Disabilities</b>	43	41	95.35	4.88
<b>Students Receiving Migrant Education Services</b>				
<b>Foster Youth</b>	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

# 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 2015-2016)

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			
7	15.3	23.9	35
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 2016-2017)

There are a number of ways to become involved with your child's education at James Rutter Middle School. These include our Back to School Event, Spring Open House, School Site Council, Superintendent's Parent Advisory Committee, and Parent University. Any interested parent can sign up to volunteer with our coordinator in the front office. All staff is available through email on School Loop through our website: [rutter.schoolloop.com](http://rutter.schoolloop.com).

### 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		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
<b>Suspensions</b>	17.34	21.57	15.51	5.27	4.78	4.28	4.36	3.80	3.65
<b>Expulsions</b>	0.21	0.32	0	0.03	0.05	0.04	0.10	0.09	0.09

### School Safety Plan (School Year 2016-2017)

Elk Grove Unified School District is committed to providing a safe, secure environment for learning. Our staff reviewed and updated our School Safety Plan in January 2016. An additional update was completed by our vice principal during fall 2016. 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. The district's Police Services Department works closely with our school site to provide a safe, secure environment for all students. All visitors are required to check in at the main office and sign in. Additionally, administration, campus supervisors, and teachers supervise students before, during, and after school. Maintenance is currently addressing public access to our school grounds and will install gates for increased student safety leading to the ball fields.

## 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 2016-2017)

Indicator	School	District
Program Improvement Status	NA	In PI
First Year of Program Improvement	NA	2009-2010
Year in Program Improvement	NA	3
Number of Schools Currently in Program Improvement	NA	12
Percent of Schools Currently in Program Improvement	NA	92.3

Note: Cells with NA values do not require data.

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

Subject	Avg. Class Size	2013-2014 Number of Classes*			Avg. Class Size	2014-2015 Number of Classes*			Avg. Class Size	2015-2016 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	12	21	10	25	17	10	12	24	16	15	11
Mathematics	26	8	14	9	26	13	8	10	26	6	15	9
Science	31	3	9	14	30	4	5	16	29	2	11	8
Social Science	31	3	9	14	31	4	6	15	31	1	9	15

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2015-2016)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	422
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	0	N/A
Other	1.6563	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 2014-2015)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$7,932	\$987	\$6,945	\$74,632
District	N/A	N/A	\$5883	\$73,322
Percent Difference - School Site and District	N/A	N/A	-193%	2%
State	N/A	N/A	\$5,677	\$75,837
Percent Difference - School Site and State	N/A	N/A	20%	-2%

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

### Types of Services Funded (Fiscal Year 2016-2017)

At James Rutter Middle School we have highly qualified staff to assist students with special learning needs. Our Learning Center services students who need additional support to meet the standards. Additionally, we have level 1 ED and SCOE on our campus. The Acaletes (ASES) after school program provides opportunities for students who need extra tutoring or homework help in conjunction with student-interest based enrichment curriculum. During the summer we offer a three-day event called Jumpstart for our incoming 7th graders. We averaged 150 students per day over the three days in 2015 and expect even more next year. The students get to know some of our teachers, learn about scheduling, see some curriculum, receive "character education" and finish each day with a free lunch. Our once per month Parent University meetings are well attended and give our parents an opportunity to learn more about how we can support their students to provide the best possible education experience.

## Teacher and Administrative Salaries (Fiscal Year 2014-2015)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$42,073	\$45,092
<b>Mid-Range Teacher Salary</b>	\$62,389	\$71,627
<b>Highest Teacher Salary</b>	\$87,906	\$93,288
<b>Average Principal Salary (Elementary)</b>	\$114,486	\$115,631
<b>Average Principal Salary (Middle)</b>	\$116,400	\$120,915
<b>Average Principal Salary (High)</b>	\$128,425	\$132,029
<b>Superintendent Salary</b>	\$270,000	\$249,537
<b>Percent of Budget for Teacher Salaries</b>	41.00%	37.00%
<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

For 2016-17, James Rutter Middle school will participate in a number professional development opportunities focused on instructional strategies that use the California Common Core State Standards to provide our students with the most comprehensive academic opportunities available. Teachers collaborate weekly to evaluate student work for the purpose of addressing the needs of our struggling performers while providing further enrichment for our top performers. We continue to implement common formative assessment as a vehicle for measuring student success and need for intervention. Our staff is fortunate to have a literacy coach that keeps the focus on continuous improvement. As a result of the combination of professional development provided on campus during reverse minimum days, Wednesday collaborative hour, and district provided opportunities our staff will focus on developing highly effective classroom learning environments. The teachers are committed to preparing our students for the rigors of high school and beyond.

	2014-2015	2015-2016	2016-2017
<b>School Days Dedicated to Staff Development</b>	4	4	0