

2022 - 2023 School Accountability Report Card - Executive Summary



James McKee Elementary

8701 Halverson Dr
Elk Grove, CA 95624
916-686-3715

Board of Education

Beth Albiani
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Hours of Operation

Our office is open from 7:30 a.m. to 3:30 p.m. Monday through Friday during the school year. The office staff can assist parents with registering and enrolling their child and can give information about programs at the school.

School Highlights and Awards

James McKee received the Positive Behavior Intervention Support GOLD award in 2021 and again in 2022. Additionally, McKee was awarded the California Distinguished Award in 2020. We believe all students can and do learn in a highly supportive environment.

Student Demographics

Demographic	School	District
Enrollment	487	62,203
English Learners	86	10,449
Languages Spoken	15	100
Students of Poverty	250	28,799
GATE	16	5,012

SOURCE: 2021 - 2022, California Dept. of Education

Population by Ethnicity

Ethnicity	Percentage
African American	7.4%
American Indian	0.4%
Asian	8.6%
Filipino	2.9%
Hispanic	44.1%
Pacific Islander	1.6%
Two or More Races	9.9%
White	25.1%

SOURCE: 2021 - 2022, California Dept. of Education

Introduction from the Board

Thank you for your interest and commitment to your child's education, and your continuing partnership in teaching and learning. In order to best serve our community, we have created this condensed version of the full School Accountability Report Card (SARC) with the mission of presenting information about each of our schools in a clear, parent friendly format. If you are interested in viewing the full SARC report for your child's school, you will find it at the district website: <http://www.egusd.net/academics/assessments/school-accountability-report-cards/>

A Message From the Principal

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 4-6; Advancement Via Individual Determination (AVID) Program for our intermediate classes, and, extra-curricular opportunities including the National Elementary Honor Society (NEHS), and Bear News Network.

After school sports such as 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 equipment and programs on campus. 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

Parental Involvement

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.

Teacher Credentials and Misassignments

In the 2021-2022 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.

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.

Teacher Credentials (School Year 2021 - 2022)

Total Number of Teachers	N/A
Total Full Credentials	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

Class Assignments (School Year 2021 - 2022)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

School Facility Conditions and Planned Improvement

Our school has 37 classrooms, a large and small multipurpose room, a library, computer classroom, and office building. The main campus was opened from 1963 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. Our school received a refresh of our building including painting inside and outside of classrooms, new carpeting, a water filling station, and other repairs in the summer of 2022.

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.

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.

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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA) (School Year 2021 - 2022)

Authorization/Assignment	Number
Permits and Waivers	N/A
Misassignments	N/A
Vacant Positions	N/A
Total Teachers Without Credentials and Misassignments	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2021 - 2022)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	N/A
Local Assignment Options	N/A
Total Out-of-Field Teachers	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

School Facility Good Repair Status

Date of facilities inspection : 4/21/2021

Items Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No
Interior: Interior Surfaces	X			No
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No
Electrical: Electrical	X			No
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No
Safety: Fire Safety, Hazardous Materials	X			No
Structural: Structural Damage, Roofs	X			No
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No

	Exemplary	Good	Fair
Overall Summary	X		

SOURCE: 2022 - 2023, 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. For the 2022 - 2023 school year, class sizes are 24 to 1 in Transitional Kindergarten through 3rd grade, and 28 to 1 in 4th through 6th grades.

Grade Level	School Average
Kindergarten	22
Grade 1	22
Grade 2	33
Grade 3	23
Grade 4	31
Grade 5	24
Grade 6	25

SOURCE: 2021 - 2022, California Dept. of Education

California Assessment of Student Performance and Progress Results for All Students (School Year 2021 - 2022)

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2020 - 2021	2021 - 2022	2020 - 2021	2021 - 2022	2020 - 2021	2021 - 2022
English Language Arts/Literacy (grades 3-8 and 11)	41%	N/A	52%	N/A	47%	N/A
Mathematics (grades 3-8 and 11)	35%	N/A	40%	N/A	33%	N/A

Note: Where it was the most viable option, in 2020-21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020-21 data cells for the school, district, state have N/A values because these data are not comparable to 2021-22 data.

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 instructional practices to hone their craft in 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.

School Safety Plan

Your child's safety is very important at James McKee. Our School Safety Plan is updated and reviewed by staff each year, and was last updated in January 2023. 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.

Specialized Programs

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 an Academic Intervention Teacher for students in grades K-3 who need more intensive support in reading. In addition, EL students participate in a classroom program for English Language development called Wonders. Afterschool tutoring is available as for our EL students throughout the year. All of our students in 4-6 participate in AVID.

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	\$47,193	\$51,081
Midrange	\$67,621	\$77,514
Highest	\$98,138	\$105,764
Principals		
Elementary	\$124,860	\$133,421
Middle	\$123,139	\$138,594
High	\$131,537	\$153,392
District Superintendent		
	\$363,331	\$298,377
Share of budget used for:		
Teachers' Salaries	34.6%	31.6%
Administrative Salaries	3.7%	5.0%

SOURCE: 2020 - 2021, California Dept. of Education

District Administration

Christopher R. Hoffman
Superintendent

Jenifer Avey
Executive Director
of School Support

Mark Cerutti
Deputy Superintendent,
Education Services and Schools

Kristen Coates, Ed. D.
Deputy Superintendent,
Business Services and Facilities
Administration

Bindy Grewal
Assistant Superintendent,
Elementary Education

Shannon Hayes
Chief Financial Officer

Lisa Levasseur
Executive Director
of School Support

Steve Mate
Chief Technology Officer

David E. Reilly
Associate Superintendent

Amreek Singh
Chief Human Resources Officer

Chad Sweitzer
Assistant Superintendent,
Secondary Education

Discipline

	School	District
Suspensions	0.9%	4.2%
Expulsions	0.0%	0.0%

SOURCE: 2021 - 2022, 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 2021)	62,203
Elementary Schools	43
Middle Schools	9
High Schools	9
Alternative Schools	4
Charter Schools	1
Adult Education Schools	1
Special Education Schools	1