California Department of Education
School Accountability Report Card

Reported Using Data from the 2024 - 2025 School Year
Published During 2025 - 2026

For: Edna Batey Elementary

Address: 9421 Stonebrook Dr, Elk Grove, CA 95624
Phone: 916-714-5520
Principal: William Jones
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/fg/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.

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu.

About This School

District Contact Information (School Year 2025 - 2026)

District Name	Elk Grove Unified
Phone Number	(916) 686-5085
Web Site	www.egusd.net
Superintendent	David Reilly
E-mail Address	dereilly@egusd.net

School Contact Information (School Year 2025 - 2026)

School Name	Edna Batey Elementary
Street	9421 Stonebrook Dr
City, State, Zip	Elk Grove, CA 95624
Phone Number	916-714-5520
Principal	William Jones
E-mail Address	whjones@egusd.net
Web Site	https://batey.egusd.net
Grade Span	Kindergarten - 6th Grade
County-District-School(CDS) Code	34673140101790

School Description and Mission Statement (School Year 2025 - 2026)

Dear Batey Families,

Vice Principal Mr. Rede and I are proud to be Batey Bobcats. The strong educational foundation at Edna Batey speaks to the years of hard work and dedication invested by our staff, families, and wider community. We are honored to continue that work and to serve this incredible school.

The EGUSD mission is to challenge all students to realize their greatest potential. That mission is lived out daily in our classrooms, in General Education and in Special Education, from PreK through sixth grade. Across the Pleasant Grove Region, our administrators recognize that collective effort matters. We are stronger because we work together.

We value parents as essential partners in their child's learning journey. Your involvement, whether through School Site Council, English Language Advisory Committee, PTA, classroom volunteering, art docent work, family engagement events, or simply supporting homework and daily routines, makes a tremendous difference. Your voice and participation are always welcome here at Batey.

Our Positive Behavioral Interventions and Supports (PBIS) system continues to guide the culture of our school. The BOBCAT PACT — Be Safe, Be Responsible, Be Respectful, and Be Resourceful — is the foundation of how we treat one another. Because of our shared commitment, Batey Elementary remains a positive, supportive, and joyful place for students, staff, and families.

Thank you for your ongoing partnership and support.

Respectfully,
Will Jones

Principal, Edna Batey Elementary School

Student Enrollment by Grade Level (School Year 2024 - 2025)

Grade Level	Number of Students
Kindergarten	101
Grade 1	98
Grade 2	101
Grade 3	114
Grade 4	110
Grade 5	117
Grade 6	116
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	786

Student Enrollment by Student Group (School Year 2024 - 2025)

Student Group	Percent of Total Enrollment
Female	49.62%
Male	50.38%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	41.86%
Black or African American	5.98%
Filipino	4.20%
Hispanic or Latino	18.58%
Native Hawaiian or Pacific Islander	0.89%
Two or More Races	11.96%
White	16.54%
English Learners	17.30%
Foster Youth	0.25%
Homeless	1.02%
Migrant	0.00%
Socioeconomically Disadvantaged	40.33%
Students with Disabilities	14.25%

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 Preparation and Placement (School Year 2021 - 2022)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.2	100%	2737.2	90.11%	234405.2	84%
Intern Credential Holders Properly Assigned	0	0%	24.8	0.82%	4853	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	42.2	1.39%	12001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	72.1	2.37%	11953.1	4.28%
Unknown/Incomplete/NA	0	0%	161.1	5.3%	15831.9	5.67%
Total Teaching Positions	40.2	100%	3037.4	100%	279044.8	100%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022 - 2023)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.5	84.84%	2764.1	90.32%	231142.4	83.24%
Intern Credential Holders Properly Assigned	2	5.21%	41.3	1.35%	5566.4	2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	7.81%	60.9	1.99%	14938.3	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	2.14%	70.4	2.3%	11746.9	4.23%
Unknown/Incomplete/NA	0	0%	123.4	4.03%	14303.8	5.15%
Total Teaching Positions	38.3	100%	3060.4	100%	277698	100%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023 - 2024)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.2	94.76%	2733.3	88.99%	230039.4	100%
Intern Credential Holders Properly Assigned	1	2.62%	51.1	1.66%	6213.8	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	2.62%	93.7	3.05%	16855	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	63.8	2.08%	12112.8	4.34%
Unknown/Incomplete/NA	0	0%	129.4	4.21%	13705.8	4.91%
Total Teaching Positions	38.2	100%	3071.5	100%	278927.1	100%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021 - 2022	2022 - 2023	2023 - 2024
Permits and Waivers	0	3	1
Misassignments	0	0	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0	3	1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021 - 2022	2022 - 2023	2023 - 2024
Credentialed Teachers Authorized on a Permit or Waiver	0	0.8	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0.8	0

Class Assignments

Indicator	2021 - 2022	2022 - 2023	2023 - 2024
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0%

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

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2025 - 2026)

Year and month in which data were collected: September 3, 2025

Subject	Textbooks and Instructional Materials | Year of Adoption (Translation of textbook names available on request)		
Reading/Language Arts	**All English/Language Arts books K-12 are provided one per student.**	**From Most Recent Adoption?**	**Percent Students Lacking Own Assigned Copy**
World of Wonders by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - *Big Book Package*. No student materials. Adopted EGUSD 2016	Yes	0
California Wonders 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- *Your Turn Practice Book* 1st- *Literature Anthology units 1-4, Your Turn Practice Book* 2nd-6th: *Literature Anthology, Your Turn Practice Book* Adopted EGUSD 2016	Yes	0
CA StudySync by McGraw Hill, © 2023 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 2024	Yes	0
English 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:	10th Honors - *Advanced Language & Literature*, Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018 9th-12th - Student Edition *CA StudySync* by McGraw Hill, © 2023; 9th Honors - *Foundations of Language & Literature*, Bedford, Freeman & Worth © 2023 Adopted EGUSD 2024	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 - *Language of Composition*, Bedford/St. Martins © 2023 Adopted EGUSD 2023 12th - *Literature & Composition*, Bedford/St. Martins © 2022 Adopted EGUSD 2022	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: *Theory of Knowledge*, Oxford University Press © 2020 Adopted EGUSD 2020 *English A: Literature for the IB Diploma*, Oxford University Press © 2019; Adopted EGUSD 2021	Yes	0
Mathematics	**All Math books K-12 are provided one per student.**	**From Most Recent Adoption?**	**Percent Students Lacking Own Assigned Copy**
World of Wonders by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - *Big Book Package*. No student materials. Adopted EGUSD 2016	Yes	0
Envision Math, © 2020, © 2021 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 2023	Yes	0

Imagine IM Math, © 2024 in grades 7-8 and *Reveal Math 1* © 2020 in grade 8. 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:	7th-8th *Imagine IM, Imagine Learning* © 2024; *Reveal Integrated Math 1*, McGraw Hill © 2020 Adopted EGUSD 2024	Yes	0
Mathematics books by multiple publishers in grades 9-12. 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:	9th-12th *PreCalculus with Limits 4e* Cengage © 2018 Adopted EGUSD 2018 *Reveal IM Math 1-3 McGraw Hill* Cengage © 2020 Adopted EGUSD 2024 *Statistics & Probability with Applications 3e* Bedford Freeman & Worth © 2025; Adopted EGUSD 2025	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: *Pre-Calculus: Graphical, Numerical AP*, Pearson © 2024; *Calculus for AP 2nd Ed.*, Cengage © 2021; *Calculus: Graphical, Numerical*, Pearson 2020; *Practice of Statistics*, 7th Ed., WH Freeman & Co. © 2024; Adopted EGUSD 2025	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: Mathematics Core Topics SL1 © 2019; Mathematics Core Topics HL1 © 2019; Mathematics Analysis & Approaches SL2 © 2019; Mathematics Analysis & Approaches HL2 © 2019; Mathematics Applications & Interpretation SL2 © 2019, Haese Mathematics; Adopted EGUSD 2020 Calculus: Graphical, Numerical, Pearson © 2020 Adopted EGUSD 2025	Yes	0
Science	**All 2-12 Science books are provided one per student.**	**From Most Recent Adoption?**	**Percent Students Lacking Own Assigned Copy**
World of Wonders by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - *Big Book Package*. No student materials. Adopted EGUSD 2016	Yes	0
Amplify Science by Amplify Education © 2019 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K - Big Book Package (3) 1st - Big Book Package (3) 2nd - Investigation Notebook (3) 3rd - 5th Investigation Notebook (4) Adopted EGUSD 2021	Yes	0
Science text by STEMscopes © 2019 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - *Earth & Space Science* 7th - *Life Science* 8th - *Physical Science* Adopted EGUSD 2020	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:	*Chemistry in the Community* © 2006, VHPS; Adopted EGUSD 2006 *Foundations in Microbiology*, McGraw Hill, © 2005 Adopted EGUSD 2008 *The Living Earth*, © 2019, *Physics in the Universe*, © 2019, *STEMscopes, Experience Chemistry*, © 2019 Pearson; Adopted EGUSD 2020 *Foundations of Astronomy*, Cengage © 2019, *Criminalistics*, Pearson © 2021, *Hole's*	Yes	0

	Essentials of Anatomy & Physiology © 2021, McGraw Hill; *Visualizing Environmental Science*, McGraw Hill © 2017; Adopted EGUSD 2022		
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:	AP Courses: *Campbell Biology in Focus*, Pearson © 2020; *Chemistry: A Molecular Approach*, Pearson © 2023; *Environmental Science for the AP Course*, Bedford/St. Martin © 2019; Adopted EGUSD 2022 *College Physics, Cengage* © 2023 Adopted EGUSD 2024	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:	IB Courses: *Standard Level Biology 3e, Higher Level Biology 3e, Standard Level Chemistry 3e, Higher Level Chemistry 3e*, Pearson © 2023 Adopted EGUSD 2024	Yes	0
History-Social Science	**All 1-12 History-Social Science books are provided one per student.**	**From Most Recent Adoption?**	**Percent Students Lacking Own Assigned Copy**
World of Wonders by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - *Big Book Package*. No student materials. Adopted EGUSD 2016	Yes	0
Impact: California by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- *Learning and Working Now and Long Ago* 1st - *A Child's Place in Time and Space* 2nd - *People Who Make a Difference* 3rd - *Continuity and Change* 4th - *California: A Changing State* 5th - *US History: Making a New Nation* Adopted EGUSD 2019	Yes	0
Impact: California by McGraw Hill © 2019 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - *Ancient Civilizations* 7th - *Medieval to Early Modern Times* 8th - *United States History & Geography* Adopted EGUSD 2019	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:	*World History Culture & Geography: The Modern World*© 2019, *United States History & Geography, Continuity & Change* © 2019, *Principles of American Democracy* © 2019, *Principles of Economics* © 2019, McGraw Hill Adopted EGUSD 2020 *Geography Alive! Digital curriculum, TCI* Adopted EGUSD 2022	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: *Human Geography, A Spatial Perspective* © 2021, Cengage; Adopted EGUSD 2022 *Give Me Liberty!* © 2020, W.W. Norton; *Ways of the World* © 2023, *American Government* © 2021, *Comparative Government* © 2023, *Krugman's Economics* © 2023, Bedford Freeman & Worth; Adopted EGUSD 2023	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: *History of the Americas* © 2015; Adopted EGUSD 2017 *The Cold War Superpower Tensions and Rivalries* © 2015, Oxford University Press; *Authoritarian States*, © 2015, Oxford University Press Adopted EGUSD 2018	Yes	0

	Global Politics, © 2017, Oxford University Press Adopted EGUSD 2022		
Foreign Language	**All 7-12 World language books are provided one per student.**	**From Most Recent Adoption?**	**Percent Students Lacking Own Assigned Copy**
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.	*Adventures in Japanese 1 & 2*, Cheng & Tsui © 2016; *Dekiru!*, Cheng & Tsui, © 2017; *Deutsch Aktuell 1,2,3*, EMC-Carnegie © 2017; *EntreCultures 1,2,3*, Wayside © 2020; *Imaginez*, Vista Higher Learning © 2020; *EntreCulturas 1,2,3*, Wayside © 2017; *EntreCulturas 4*, Wayside © 2021 Adopted EGUSD 2021 *Adventures in Japanese 3*, Cheng & Tsui, © 2018; Adopted EGUSD 2023	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: *Dekiru!*, Cheng & Tsui, © 2017; *Neue Blockwinkel*, Wayside, © 2017; *Imaginez*, Vista Higher Learning © 2020; *Triangulo A Preciado*, Wayside © 2019; *Azulejo*, Wayside © 2012 Adopted EGUSD 2021	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: *French B Course Companion, Spanish B Course Companion*, © 2018, Oxford University Press Adopted EGUSD 2019 *Dekiru!*, © 2017, Cheng & Tsui Adopted EGUSD 2022 *Adventures in Japanese 3*, Cheng & Tsui, © 2018; Adopted EGUSD 2023	Yes	0

Visual and Performing Arts	All students 7-12 have access to appropriate books.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
All K - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	7th-8th: *Tradition of Excellence*, Beacon Music © 2011; Adopted EGUSD 2018 9-12th: *Alfred's Basic Adult Piano Course*, Alfred Music © 1999; *Basic Drama Projects*, Perfection Learning © 2015; *Beginning Sculpture*, Davis © 2005; *Communication Through Graphic Design*, Davis © 2010; *Dance Composition*, Davis © 2009; *Discovering Drawing*, Davis © 2018; *Discovering Dance*, Human Kinetics © 2014; *Drama for Reading and Performance*, Perfection Learning © 2008; *Experience Clay*, Davis © 2011; *Experience Painting*, Davis © 2015; *Experiencing Dance*, Human Kinetics © 2014; *Focus on Photography*, Davis © 2016; *Guitar School*, Alfred Music © 1998; *Photography*, Pearson © 2016; Adopted EGUSD 2018 K-6th: No student books Art Kits, Davis Arts Education © 2024 Adopted EGUSD 2024	Yes Yes	0 0
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: *Gardner's Art Through the Ages*, Thomson/Wadsworth © 2005; Adopted EGUSD 2005 *Musician's Guide to Theory and Analysis*, WW Norton © 2006; Adopted EGUSD 2018	Yes	0

Health	All 9-12 Health books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
All high school textbooks are from the most recent adoption of the local governing Board of Education.	*Glencoe Health*, McGraw Hill © 2022 Adopted EGUSD 2021	Yes	0

Science Laboratory Equipment (grades 9-12)
All 9-12 students utilizing a lab have access to appropriate equipment.

School Facility Conditions and Planned Improvements (School Year 2025 - 2026)

Edna Batey has 36 classrooms spread across five main instructional wings. Each wing contains shared storage and workrooms for teachers. We have a multipurpose room that serves as a cafeteria and auditorium with a performance stage. Our library wing contains the library, computer lab and learning center that houses some of our special education programs. Currently, we have students in Transitional Kindergarten (TK) through 6th grade, including six self-contained special education classrooms. Our campus was built in 2003 with permanent classroom spaces. We have two playgrounds: one for our 1st - 6th grade students and one for our TK and Kindergarten age students. Our field has a running track, soccer fields, shade structure, and a baseball diamond.

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

Year and month of the most recent FIT report : 1/6/2025

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
Interior: Interior Surfaces	X			N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			N/A
Electrical: Electrical	X			N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			N/A
Safety: Fire Safety, Hazardous Materials	X			N/A
Structural: Structural Damage, Roofs	X			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

Overall Facility

Year and month of the most recent FIT report: 1/6/2025

Overall Rating

Exemplary	Good	Fair	Poor
X			

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 top 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. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary.

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.

Maintenance continues to keep the site upgraded. Our main playground was resurfaced during the summer of 2015. Our PreK-K playground was updated in the fall of 2024.

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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready**: 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
Grades Three through Eight and Grade Eleven taking and completing state-administered assessments
Percentage of Students Meeting or Exceeding the State Standards

Subject	School 2023 - 2024	School 2024 - 2025	District 2023 - 2024	District 2024 - 2025	State 2023 - 2024	State 2024 - 2025
English Language Arts/Literacy (grades 3-8 and 11)	69%	69%	51%	54%	47%	48%
Mathematics (grades 3-8 and 11)	68%	69%	41%	43%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven (School Year 2024 - 2025)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	462	451	97.62	2.38	68.96
Female	239	234	97.91	2.09	73.93
Male	223	217	97.31	2.69	63.59
American Indian or Alaska Native	0	0	0	0	0
Asian	201	198	98.51	1.49	72.22
Black or African American	29	27	93.10	6.90	55.56
Filipino	23	23	100.00	0.00	78.26
Hispanic or Latino	84	83	98.81	1.19	57.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	38	95.00	5.00	68.42
White	81	78	96.30	3.70	76.92
English Learners	60	59	98.33	1.67	32.20
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	114	111	97.37	2.63	54.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	62	89.86	10.14	38.71

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 (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven
(School Year 2024 - 2025)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	462	452	97.84	2.16	68.58
Female	239	235	98.33	1.67	69.79
Male	223	217	97.31	2.69	67.28
American Indian or Alaska Native	0	0	0	0	0
Asian	201	199	99.00	1.00	79.90
Black or African American	29	27	93.10	6.90	44.44
Filipino	23	23	100.00	0.00	78.26
Hispanic or Latino	84	83	98.81	1.19	56.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	38	95.00	5.00	65.79
White	81	78	96.30	3.70	61.54
English Learners	60	60	100.00	0.00	53.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	114	111	97.37	2.63	53.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	62	89.86	10.14	45.16

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 (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students - Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023 - 2024	School 2024 - 2025	District 2023 - 2024	District 2024 - 2025	State 2023 - 2024	State 2024 - 2025
Science (grades 5, 8, and high school)	42.24	52.17	36	35.36	30.73	32.33

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School
(School Year 2024 - 2025)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	118	116	98.31	1.69	51.72
Female	56	54	96.43	3.57	42.59
Male	62	62	100.00	0.00	59.68
American Indian or Alaska Native	0	0	0	0	0
Asian	54	53	98.15	1.85	60.38
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	21	100.00	0.00	28.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	64.29
White	14	14	100.00	0.00	64.29
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	27	96.43	3.57	40.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	42.86

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2024 - 2025)

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	99%	100%	100%	100%	100%
7					
9					

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2025 - 2026)

As stakeholders in your child's education, we rely on your input and support of our school and programs. We have a very active PTA that supports us in many ways. Our School Site Council, English Language Learners Advisory Committee, and GATE Advisory, guide the administration with school governance and our LCAP Priorities. We have Watch DOGS, and parent volunteers in many of our classrooms. We encourage you to contact Mr. Jones (whjones@egusd.net), or Mr. Rede (MRede@egusd.net) or your child's teacher to learn more about getting involved.

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 2022 - 2023	School 2023 - 2024	School 2024 - 2025	District 2022 - 2023	District 2023 - 2024	District 2024 - 2025	State 2022 - 2023	State 2023 - 2024	State 2024 - 2025
Suspensions	0.23%	0.81%	0.60%	3.81%	4.04%	3.70%	3.60%	3.28%	2.94%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024 - 2025)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.60%	0.00%
Female	0.00%	0.00%
Male	1.19%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.58%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.64%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	2.47%	0.00%
White	0.00%	0.00%
English Learners	0.64%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.86%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.32%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025 - 2026)

Your child's safety is important to us. We are committed to providing a safe, secure environment for learning. Our staff and SSC updated our Comprehensive Safe School Plan in November of 2025. The plan includes our anti-bullying policy, character education and safety practices. A review of the plan also occurs at the beginning of the year with our staff. An "Emergency Packet" outlining a plan of action for emergencies is posted in all public areas and in each classroom. Periodic school safety inspections are conducted by the County of Sacramento. Visitors are asked to check in and enter the premises through the office. Access is controlled during the day and adult supervision is provided before and after school. EGUSD Police Services works closely with us to provide a safe and secure environment for our 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022 - 2023)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	33	0	3	1
1	25	0	4	0
2	24	0	4	0
3	18	2	4	0
4	23	1	4	0
5	26	0	5	0
6	30	0	4	0
Other**	13	4	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023 - 2024)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18	2	3	0
1	23	1	3	0
2	22	1	4	0
3	21	1	4	0
4	28	0	4	0
5	30	0	4	0
6	28	0	5	0
Other**	11	2	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024 - 2025)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20	1	4	
1	24		4	
2	24		4	
3	22	1	4	
4	27		4	
5	29		4	
6	29		4	
Other**	8	2		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselors (School Year 2024 - 2025)

Title	Ratio
Pupils to Academic Counselors*	2085

*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.

Student Support Services Staff (School Year 2024 - 2025)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023 - 2024)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$11,650	$3,853	$7,797	$92,540
District	N/A	N/A	$11,486	$94,580
Percent Difference - School Site and District	N/A	N/A	-38.26%	-2.18%
State	N/A	N/A	$11,146	$100,333
Percent Difference - School Site and State	N/A	N/A	-35.36%	-8.08%

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

Types of Services Funded (Fiscal Year 2024 - 2025)

We have a highly qualified staff to assist students in many ways. Our Education Specialists in the Learning Center work with teachers to support students who are on an Individualized Education Program (IEP). Strong collaboration between the site staff and administrators ensures that all students have an opportunity to be successful in school. We support students with mild/ moderate to moderate/severe disabilities. Batey also offers related services to ensure that students with disabilities receive educational benefits in the Least Restrictive Environment. Our intervention team includes teachers who support English Learners in the classroom in small groups. We offer some Intersession and Extended Day classes based on student needs. Our GATE program continues to grow and supports Grades 4-6, who are ready for the challenge of an accelerated program.

Teacher and Administrative Salaries (Fiscal Year 2023 - 2024)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$55,510	$60,863
Mid-Range Teacher Salary	$78,887	$93,575
Highest Teacher Salary	$113,813	$125,548
Average Principal Salary (Elementary)	$152,948	$157,645
Average Principal Salary (Middle)	$154,885	$165,341
Average Principal Salary (High)	$168,790	$182,580
Superintendent Salary	$441,092	$357,064
Percent of Budget for Teacher Salaries	30.25%	30.36%
Percent of Budget for Administrative Salaries	3.57%	4.88%

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, instructional aides, and non-instructional support staff. Our school is focused on implementing Professional Learning Communities that will support all of our school initiatives. Our site has two leadership teams that plan and guide professional development needs on campus - one supports our site's AVID (Advancement Via Individual Determination) initiative, and the other that supports the implementation of our PBIS multi-tiered systems framework and School Climate. Batey also has three teachers (Kinder-2nd grade) who participate in district FIT (Facilitators of Instruction) professional development. Grade level representatives at Batey are also receiving training through Responsive Classroom and GLAD - Guided Language Acquisition and Design. Our special education staff also meets regularly to determine their instructional needs. Our district offers a variety of opportunities for teachers to pursue other areas of interest as well. EGUSD also offers many opportunities for our support staff with topics related to their positions. Staff development is provided on a continual basis at site and district level through the Curriculum and Professional Learning Department.

	2023 - 2024	2024 - 2025	2025 - 2026
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10