California Department of Education
School Accountability Report Card

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

For: David Reese Elementary

Address: 7600 Lindale Dr, Sacramento, CA 95828
Principal: Patrina Baggett
Phone: 916-422-2450
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	David Reese Elementary
Street	7600 Lindale Dr
City, State, Zip	Sacramento, CA 95828
Phone Number	916-422-2450
Principal	Patrina Baggett
E-mail Address	PBaggett@egusd.net
Web Site	https://reese.egusd.net
Grade Span	Kindergarten - 6th Grade
County-District-School(CDS) Code	34673146033021

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

Dream It, Believe It, and Achieve It!

David Reese Elementary provides a learning environment that is rich in diversity, rigor, and educational relevance. All aspects of the school contribute to providing our students with the skills they need to be successful learners and leaders in our community and beyond; this is an important focus for our school. Our success in implementing our district's mission is evidenced through our school's special strengths, which includes:

*Developing Independent Learners - Growing as independent individuals through David Reese Mindsets taught in EVERY classroom
*Our school-wide focus "Eagle Code" is for students to BE SAFE, BE KIND and BE PRODUCTIVE learners in class, around our campus, and beyond our site
*ExL Program provides enrichment and academic success
*AVID trained teachers preparing our students for college and career readiness
*SOAR Time (individualized learning groups that focus on target standards)
*An emphasis on technology in all of our classrooms
*Academic Intervention Teachers and Paraeducator support to help to build/target strong foundational skills

The safety of our students is our school's first priority and the discipline policy is carefully enforced. We emphasize cooperation and promote self-responsibility. Students participate daily in character education programs that promote positive messages and teaches responsibility, safety, and promotes character development. The atmosphere of our school gives students the opportunity to learn in an accepting and comfortable environment.
Family support and involvement continues to be the cornerstone for the success of David Reese. Many families help plan the programs and policies through a variety of committees including the School Site Council and our English Learner Advisory Committee. Parents also volunteer, plan family activities, and chaperone on field trips. We are a community school, so family plays a huge role in our success!

In addition, our families support student achievement by reading with their children daily and ensuring regular school attendance. These actions send a clear message that their student's education is important! Through communicating and partnering together, parents, teachers, and support staff are able to celebrate the success of your children!

We welcome you as partners and thank you for the opportunity to be a part of your child's academic success!

Mrs. Patrina Baggett, Principal
David Reese Elementary

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

Grade Level	Number of Students
Kindergarten	106
Grade 1	95
Grade 2	104
Grade 3	98
Grade 4	108
Grade 5	123
Grade 6	111
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	769

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

Student Group	Percent of Total Enrollment
Female	51.63%
Male	48.37%
Non-Binary	0.00%
American Indian or Alaska Native	0.13%
Asian	34.59%
Black or African American	10.66%
Filipino	1.43%
Hispanic or Latino	39.01%
Native Hawaiian or Pacific Islander	4.16%
Two or More Races	7.15%
White	2.86%
English Learners	33.55%
Foster Youth	0.26%
Homeless	5.59%
Migrant	0.39%
Socioeconomically Disadvantaged	84.01%
Students with Disabilities	11.96%

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)	35.6	94.25%	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)	1.1	3.07%	72.1	2.37%	11953.1	4.28%
Unknown/Incomplete/NA	1	2.65%	161.1	5.3%	15831.9	5.67%
Total Teaching Positions	37.7	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)	35	91.7%	2764.1	90.32%	231142.4	83.24%
Intern Credential Holders Properly Assigned	0	0%	41.3	1.35%	5566.4	2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	60.9	1.99%	14938.3	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.1	8.28%	70.4	2.3%	11746.9	4.23%
Unknown/Incomplete/NA	0	0%	123.4	4.03%	14303.8	5.15%
Total Teaching Positions	38.1	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)	35	91.7%	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)	2	5.24%	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	0.1	0.45%	129.4	4.21%	13705.8	4.91%
Total Teaching Positions	38.1	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	0	1
Misassignments	0	0	1
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0	0	2

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	1.1	3.1	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	1.1	3.1	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%	5.8%
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%	4.8%

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)

David Reese is a large, newly refreshed, year-round campus with 10 separate buildings that include 38 classrooms, a multipurpose room, Computer Lab, Library, Learning Center, Intervention classrooms 3 new playgrounds and an Admin office. Our school is currently 59 years old having been built in 1966! The district uses the FIT developed by the State of California's Office of Public-School Construction and performed by district staff. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, the highest rating possible. Part of the district's Injury and Illness Prevention Program, our site is inspected on a monthly basis by our lead custodian to determine if all areas are functioning properly and require any corrective actions.

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 : 7/2/2025

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: 7/2/2025

Overall Rating

Exemplary	Good	Fair	Poor
X			

David Reese is a newly refreshed campus well maintained due to the commitment of our Custodial, Grounds, Facilities and EGUSD Maintenance teams. These different departments work in concert with the David Reese Custodial Team to ensure that school buildings, classrooms, and grounds are maintained to provide a safe and functional environment for all students. The district utilizes a work order system enabling site custodians to communicate maintenance needs, urgent repairs, or necessary projects. 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.

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.

David Reese utilizes a work order process that has been developed by the district maintenance department which ensures that all site needs are met in a timely manner, prioritized with safety and health benefits in mind. In February 2025, our school completed a refresh where we received fresh paint (inside and out), new ceiling tiles/lights, and new carpets/linoleum in all buildings. We also had a Kindergarten play structure upgrade as well as a remodel to both the Kinder yard and main blacktop to include equipment free structured activities painted on the ground. An additional planned Facilities project for the 25-26 school year includes the replacement of our oldest play structure. In addition, we are currently on a list to have our track remodeled/replaced to ensure student safety.

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)	25%	31%	51%	54%	47%	48%
Mathematics (grades 3-8 and 11)	20%	23%	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	441	425	96.37	3.63	30.82
Female	231	225	97.40	2.60	32.44
Male	210	200	95.24	4.76	29.00
American Indian or Alaska Native	0	0	0	0	0
Asian	143	136	95.10	4.90	44.12
Black or African American	51	48	94.12	5.88	18.75
Filipino	--	--	--	--	--
Hispanic or Latino	181	177	97.79	2.21	23.73
Native Hawaiian or Pacific Islander	19	18	94.74	5.26	33.33
Two or More Races	26	26	100.00	0.00	23.08
White	14	13	92.86	7.14	46.15
English Learners	143	131	91.61	8.39	15.27
Foster Youth	--	--	--	--	--
Homeless	28	26	92.86	7.14	15.38
Military	0	0	0	0	0
Socioeconomically Disadvantaged	266	256	96.24	3.76	26.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	67	97.10	2.90	8.96

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	441	433	98.19	1.81	23.09
Female	231	228	98.70	1.30	20.18
Male	210	205	97.62	2.38	26.34
American Indian or Alaska Native	0	0	0	0	0
Asian	143	142	99.30	0.70	39.44
Black or African American	51	48	94.12	5.88	8.33
Filipino	--	--	--	--	--
Hispanic or Latino	181	178	98.34	1.66	13.48
Native Hawaiian or Pacific Islander	19	19	100.00	0.00	21.05
Two or More Races	26	26	100.00	0.00	19.23
White	14	13	92.86	7.14	38.46
English Learners	143	141	98.60	1.40	14.89
Foster Youth	--	--	--	--	--
Homeless	28	27	96.43	3.57	11.11
Military	0	0	0	0	0
Socioeconomically Disadvantaged	266	259	97.37	2.63	22.01
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	67	97.10	2.90	8.96

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)	10	9.17	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	121	120	99.17	0.83	9.17
Female	68	67	98.53	1.47	7.46
Male	53	53	100.00	0.00	11.32
American Indian or Alaska Native	0	0	0	0	0
Asian	36	36	100.00	0.00	11.11
Black or African American	16	16	100.00	0.00	6.25
Filipino	--	--	--	--	--
Hispanic or Latino	50	49	98.00	2.00	12.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	33	32	96.97	3.03	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	67	100.00	0.00	8.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	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.

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%	99%	99%	97%	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)

There are a number of ways to become involved with your child's education. We have Back to School Morning, Title I Family Meetings, Open House, FIT (Family Impact Time) meetings/presentations with teachers, Watch D.O.G.S and Family Nights. Many of our staff participate in Parent Teacher Home Visits. Families can also become involved by joining the School Site Council, English Learner Advisory Committee and participate in surveys to provide essential input. For more information, please contact Nikki Khang, School Secretary, at 916-422-2450.

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	3.49%	2.92%	3.13%	3.81%	4.04%	3.70%	3.60%	3.28%	2.94%
Expulsions	0.0%	0.1%	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	3.13%	0.00%
Female	1.37%	0.00%
Male	4.92%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	1.05%	0.00%
Black or African American	9.18%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.78%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	16.36%	0.00%
White	0.00%	0.00%
English Learners	1.35%	0.00%
Foster Youth	0.00%	0.00%
Homeless	3.08%	0.00%
Socioeconomically Disadvantaged	3.32%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.44%	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)

Our district is committed to providing a safe, secure environment for learning. Our staff reviewed our School Safety plan in September 2025. We have an updated plan that not only addresses safety procedures but also outlines goals for developing a positive school climate. Before and after school supervision is provided and our campus is secured during the school day. Access to the campus is through the main office and requires visitors to check in and out. An "Emergency Handbook", outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in our school office. Each classroom and office have a flipchart for safety procedures. The district's Safety and Security Department works closely with our school site to provide a safe, secure environment for all students.

D. Other SARC Information

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

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	30	0	3	1
1	24	0	4	0
2	19	2	4	0
3	22	1	5	0
4	29	0	3	1
5	26	0	5	0
6	28	0	4	0
Other**	0	0	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	24	0	4	0
1	25	0	4	0
2	21	1	4	0
3	22	1	4	0
4	22	1	5	0
5	25	0	4	0
6	28	0	5	0
Other**	0	0	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	27		4	
1	24		4	
2	21	1	4	
3	25		4	
4	27		4	
5	25		5	
6	28		4	
Other**				

* 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*	1338.33

*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)	0.6
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	$12,637	$4,095	$8,542	$88,933
District	N/A	N/A	$11,486	$94,580
Percent Difference - School Site and District	N/A	N/A	-29.40%	-6.15%
State	N/A	N/A	$11,146	$100,333
Percent Difference - School Site and State	N/A	N/A	-26.45%	-12.05%

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

Types of Services Funded (Fiscal Year 2024 - 2025)

At David Reese, we have highly qualified staff to assist students with their individual learning needs. Our Learning Center staff provides specialized instruction for our students with an active IEP and act as consultants with our general education teachers. Intervention programs have also been developed and are managed by two Academic Intervention Teachers to support learners who are struggling with foundational skills. Additional Paraeducator support is provided to assist with our Learning Center teachers as well as with our Academic Intervention Teachers. We receive grant funding to provide K-2nd grade Teacher/Para push in support to help engage our youngest Eagles and provide support to those primary classes. Some of our teachers may provide tutoring after school. Students also have the opportunity to participate in enrichment activities in the ExL extended day 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 site utilizes Professional Learning Communities which is ongoing collaboration time for our teachers. This time is essential because it allows teachers time to meet on a regular basis to examine student work, student performance data, make determinations about students' strengths and weaknesses, and plan accordingly to meet the educational needs of our students. Our staff also sets monthly, trimester and yearly goals and is currently working on how we respond to students through strategic interventions in the general education classroom. The planning process includes instruction and district resources to best meet the needs of our students at David Reese Elementary. We use input from students and families to guide our practices. Districtwide, EGUSD provides a variety of classes for support staff including instructional assistants, school secretaries, office clerks, and custodians. All training relates to their job description and may include learning new computer skills or working more efficiently.

	2023 - 2024	2024 - 2025	2025 - 2026
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	8