



## DAVID REESE ELEMENTARY

7600 Lindale Dr  
Sacramento, CA 95828  
(916) 422-2450

**Board of Education**  
Jeanette J. Amavisca  
Pollyanna Cooper-LeVangie  
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Pamela A. Irely  
William H. Lugg, Jr.  
Chet Madison, Sr.  
Brian D. Myers

### Hours of Operation

Our office is open from 7:00 a.m. to 4:00 p.m. Monday through Friday. Parents are always welcome to visit the office to address any questions or concerns they may have about the school or their children. The office staff can assist parents with registering and enrolling their children and can give information about programs at the school.

### School Highlights and Awards

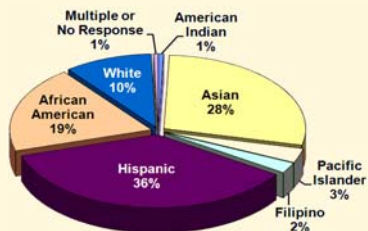
- Achieving School Award, 2002
- Recognition by the Education Trust for Closing the Achievement Gap, 2001
- Preschool Program
- ASES After School Program
- Adult Workshops including inservice for preschool parents
- Peer Mediators

### Student Demographics

|                     | School | District |
|---------------------|--------|----------|
| Enrollment          | 974    | 61,573   |
| English Learners    | 389    | 10,241   |
| Languages Spoken    | 18     | 72       |
| Students of Poverty | 904    | 29,915   |
| GATE                | 15     | 3,784    |

SOURCE: Enrollment: 2008 CBEDS, California Dept. of Education; Students of Poverty and GATE: October 2008, EGUSD; English Learners and Languages Spoken: March 2008, EGUSD

### Population by Ethnicity



SOURCE: 2008 CBEDS, California Dept. of Education

### Introduction from the Board

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

### A Message From the Principal

David Reese Elementary  
Dream It, Believe It, and Achieve It  
A CommUNITY of Learners

David Reese Elementary is a school with a clear focus and purpose -- Learning! Our educational vision is captured by the symbol CommUNITY. Our school culture is defined by our vision of academic success for all children. We will empower students to become problem solvers as well as productive and knowledgeable citizens who are capable of both learning at high levels and making good choices and decisions. We believe that ALL children can learn at high levels. Our culture promotes positive character traits that manifest themselves in programs such as Character Development, Student Unity, Student Council, and Peer Mediation.

We believe that it is essential to involve staff and families through their participation in our English Learner Advisory Committee, GATE/Accelerated Parent Advisory Committee, PTA, School Site Council, and in important school decisions. Staff meetings and grade level team meetings take place monthly. These provide staff the opportunity to review school data, assess student strengths and needs, discuss school priorities, and receive ongoing professional development. Through our district supported Trainer of Trainers Partnership, teachers receive training that provides ongoing, focused professional learning aimed at improving instruction utilizing collaborative learning communities of teachers to support new learning to be successful learners.

Parent involvement continues to be an important aspect of the success at David Reese Elementary School. This support is given, recognized, and appreciated in many different ways. Parents also support student success by sending a clear message that education and regular school attendance are important to the family.

One of the goals of our parent involvement effort is to promote effective two-way communication with our families. Our School Site Council, Chat With the Principal, English Learner Advisory Committee, GATE/Accelerated Parent Advisory, and PTA provide opportunities for family and community members to ask questions, express concerns, and offer solutions.

The safety of our students is this school's first priority and the discipline policy is strictly enforced. We emphasize cooperation and responsible, respectful behavior. The atmosphere of the school makes our students feel comfortable and secure. At David Reese it's a GREAT place to be a kid.

Margaret Campos, Principal  
David Reese Elementary

### Parental Involvement

There are a number of ways to become involved with your child's education. Our school has an active PTA that supports Arts Education for all of our students. We have a Back to School Night and parent conferences during the year. In addition, you are always welcome to schedule time to meet with your child's teacher or volunteer in your child's classroom. Parents can also become involved by joining the School Site Council or other parent advisory committees. For more information on parent involvement opportunities, contact us at 422-2450.

**Teacher Credentials and Misassignments**

| <b>Teacher Credentials</b> |  | <b>2007-2008</b> |
|----------------------------|--|------------------|
| Total Number of Teachers   |  | 52               |
| Total Full Credentials     |  | 52               |

SOURCE: 2007-2008 CBEDS, California Dept. of Education

| <b>Teacher Misassignments and Vacancies</b>     |  | <b>2008-2009</b> |
|---|--|------------------|
| Misassignments of Teachers of English Learners  |  | 0                |
| Misassignments Due to Subject Matter Competency |  | 1                |
| Teacher Vacancies                               |  | 0                |

SOURCE: 2008-2009, EGUSD

In the 2008-2009 school year, over 99 percent of the district's teachers held full teaching credentials. In addition to being fully credentialed, if a class is 20 percent or more English Learners (EL), the teacher should hold a supplementary authorization to instruct students in learning English or they are considered misassigned. Our district is working to remedy these misassignments by providing training opportunities for teachers to earn these authorizations and providing ongoing professional development in strategies to help EL students.

In subjects with a shortage, a fully credentialed teacher is sometimes asked to teach outside of their subject matter competency area until an appropriately credentialed teacher can be hired. In these cases, teachers are counted as misassigned.

Vacancies are defined as a position to which a permanent teacher has not been assigned by the beginning of the course. Most vacancies in our district are in subject areas where qualified teachers are in shortage.

**School Facility Conditions and Planned Improvement**

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction.

Our school has 34 permanent classrooms and 7 portables. A large multipurpose room houses our stage. We have a computer lab, a library, and an administration building. Our campus was constructed in 1966 and retrofitted in 1999. Two portable classrooms were constructed in 1997 for class size reduction.

We are hoping to plant flowers in an area located in our yard. We will call it our Peace Garden. Our six grade students will assume responsibility for the garden and its dedication ceremony.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district Facilities Department. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

There are no corrective actions necessary at this time.

**School Facility Good Repair Status**

Date of facilities inspection: 10/24/2008

| Item Inspected                       | Repair Status |      |      | Repair Needed |
|--------------------------------------|---------------|------|------|---------------|
|                                      | Good          | Fair | Poor |               |
| Gas Leaks                            | x             |      |      | None          |
| Mechanical Systems                   | x             |      |      | None          |
| Windows/Doors/Gates (int. and ext.)  | x             |      |      | None          |
| Interior Walls, Floors, and Ceilings | x             |      |      | None          |
| Hazardous Materials (int. and ext.)  | x             |      |      | None          |
| Structural Damage                    | x             |      |      | None          |
| Fire Safety                          | x             |      |      | None          |
| Electrical (interior and exterior)   | x             |      |      | None          |
| Pest/Vermin Infestation              | x             |      |      | None          |
| Drinking Fountains (int. and ext.)   | x             |      |      | None          |
| Restrooms                            | x             |      |      | None          |
| Sewer                                | x             |      |      | None          |
| Playground/School Grounds            | x             |      |      | None          |
| Roofs                                | x             |      |      | None          |
| Overall Cleanliness                  | x             |      |      | None          |

|                 | Exemplary | Good | Fair | Poor |
|-----------------|-----------|------|------|------|
| Overall Summary |           | x    |      |      |

SOURCE: 2008-2009, EGUSD

## Class Size

In Elk Grove schools, our research shows that small class sizes lead to higher student engagement and academic achievement. It has been a top priority in our district to reduce class sizes over the last several years. We have reduced class size to 20 to 1 in Kindergarten through 3rd grade, and 24 to 1 in 4th through 6th grades. At the secondary level, certain core classes, such as Algebra I and 9th grade English, have reduced class sizes.

| School Average |      |
|----------------|------|
| Kindergarten   | 21.0 |
| Grade 1        | 20.2 |
| Grade 2        | 19.4 |
| Grade 3        | 20.1 |
| Grade 4        | 23.9 |
| Grade 5        | 24.6 |
| Grade 6        | 23.7 |

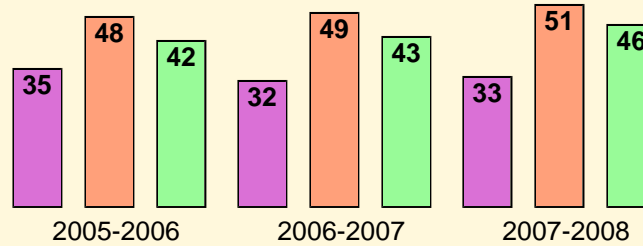
SOURCE: 2008 CBEDS, California Dept. of Education

## California Standards Tests (CST)

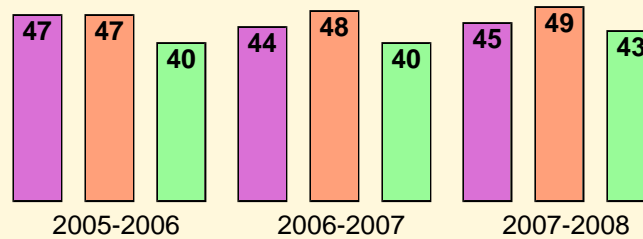
The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area.

Data reported are the percent of students scoring at the Proficient or Advanced levels.

### English Language Arts



### Math



| Legend   |   |
|----------|---|
| School   | <span style="display:inline-block; width:15px; height:15px; background-color:purple; border:1px solid black;"></span> |
| District | <span style="display:inline-block; width:15px; height:15px; background-color:orange; border:1px solid black;"></span> |
| State    | <span style="display:inline-block; width:15px; height:15px; background-color:green; border:1px solid black;"></span>  |

SOURCE: Spring 2008, California Dept. of Education

## Academic Performance Index (API)

The Academic Performance Index is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Each year a school's API is required to increase a minimum of 5% until they meet the 800 target overall and for significant subgroups. Schools across the state are ranked into ten categories, from one (lowest) to ten (highest), which is referred to as their statewide rank. In addition, each school is compared to 100 statistically matched similar schools and ranked against this group. This ranking is also ranked into ten categories, from one to ten. These ranks are published when the Base API is released each March.

|                      |     |
|----------------------|-----|
| Growth Score         | 719 |
| Statewide Rank       | 3   |
| Similar Schools Rank | 5   |

SOURCE: 2007-2008, California Dept. of Education

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups.

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. In the 2008-2009 school year, there are no Program Improvement schools in our district.

|                        |           |
|------------------------|-----------|
| Overall AYP Status Met | No        |
| Program Improvement    | Not in PI |

SOURCE: 2007-2008, California Dept. of Education

## Professional Development

Our school and district offer a variety of professional learning opportunities for teachers, instructional aides, and non-instructional support staff. For 2008-2009, our school has a professional development emphasis in building relationships with all students as well as student engagement in their learning. Through our district's Trainer of Trainers program, four times per year a team of teachers attends training on best teaching practices and returns to the site and shares the information they learned with the whole staff. In addition, our school has two minimum days a year. Teachers use this time to look at data, review student work, make determinations about students' strengths and weaknesses, and develop action plans to meet students' needs.

Our teachers also take part in a district math professional development program for teachers of grades 3-7 that is intended to increase students' conceptual understanding of mathematics. Additionally, special education teachers have numerous opportunities to learn how to best meet the needs of students with learning disabilities.

New teachers who have been teaching fewer than two years are supported by the district's beginning teacher program. They meet weekly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Finally, the district offers a variety of classes for support staff. Instructional aides, school secretaries, office clerks, and custodians may take classes that relate to their work such as learning new computer skills and learning to work more efficiently and in ergonomically correct ways.

## School Safety Plan

We believe that nothing should get in the way of the academic achievement of our students. Our district is committed to providing a safe, secure environment for learning. Our staff reviewed and updated our School Safety Plan in October 2008. We have an updated Safety Plan that not only addresses safety procedures but also outlines goals for developing a positive school climate. An "Emergency Handbook", outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in our school office. Random, periodic school safety inspections are conducted by the County of Sacramento. The district's Police Services Department works closely with our school site to provide a safe, secure environment for all students.

## Specialized Programs

At our school we have highly qualified staff to assist students with special learning needs. Our Learning Center services not only special education students, but also general education students who need additional support. Bilingual Teaching Associates help our English Learners access the core curriculum. Gifted and Talented students participate in accelerated instruction and an after school extended day program. Students also have the opportunity to participate in enrichment activities in the ASES extended day program. Many of our teachers also offer after school tutoring.

## Average Salaries

Data reported are the district's average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409.

| Teachers                        | EGUSD 50,000+ ADA | State Average 20,000+ ADA |
|---------------------------------|-------------------|---------------------------|
| Beginning                       | \$40,047          | \$40,721                  |
| Midrange                        | \$59,384          | \$65,190                  |
| Highest                         | \$82,031          | \$84,151                  |
| <b>Principals</b>               |                   |                           |
| Elementary                      | \$109,155         | \$104,476                 |
| Middle                          | \$109,139         | \$108,527                 |
| High                            | \$120,324         | \$119,210                 |
| <b>District Superintendent</b>  | \$221,536         | \$210,769                 |
| <b>Share of budget used for</b> |                   |                           |
| Teachers' salaries              | 45.4%             | 39.9%                     |
| Administrative salaries         | 4.7%              | 5.5%                      |

SOURCE: FY 2006-2007, California Dept. of Education

## District Administration

Steven M. Ladd, Ed.D.  
Superintendent  
Xavier De La Torre, Ed.D.  
Associate Superintendent,  
Human Resources  
Nancy Lucia  
Associate Superintendent,  
Education Services  
Richard Odegaard  
Associate Superintendent,  
Finance & School Support  
Christina Penna  
Associate Superintendent,  
Secondary Education  
Robert Pierce  
Associate Superintendent,  
Facilities  
L. Steven Winlock, Ed.D.  
Associate Superintendent,  
Elementary Education

## Average Daily Attendance

|          | Percent |
|----------|---------|
| School   | 94.94%  |
| District | 95.37%  |

SOURCE: 2007-2008, EGUSD

## Discipline

|             | School | District |
|-------------|--------|----------|
| Suspensions | 127    | 12,551   |
| Expulsions  | 0      | 224      |

SOURCE: 2007-2008, California Dept. of Education

## Elk Grove Unified School District

This school is administered by the Elk Grove Unified School District, which covers over 320 square miles in southern Sacramento County.

|                           |        |
|---------------------------|--------|
| Total Students (Oct 2008) | 61,573 |
| Elementary Schools        | 39     |
| Middle Schools            | 9      |
| High Schools              | 9      |
| Alternative Schools       | 4      |
| Charter Schools           | 1      |
| Adult Education Schools   | 1      |
| Special Education Schools | 1      |