

California Department of Education School Accountability Report Card

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

For: John Reith Elementary

Address: 8401 Valley Lark Dr, Sacramento, CA 95823
Principal: Katie Hedrick

Phone: 916-399-0110
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	John Reith Elementary
Street	8401 Valley Lark Dr
City, State, Zip	Sacramento, CA 95823
Phone Number	916-399-0110
Principal	Katie Hedrick
E-mail Address	khedrick@egusd.net
Web Site	https://reith.egusd.net
Grade Span	Kindergarten - 6th Grade
County-District-School(CDS) Code	34673146107916

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

John Reith Jaguars are safe, KIND and responsible. Each morning, you will find all Jaguars in the quad, enjoying background music as staff members greet families. Students walk it out to energize themselves for the day! At John Reith Elementary, we strive for academic excellence and social competence through the continual education of our staff, students, parents, and community. We provide a unique and wonderful educational experience for children, starting with the safety of the campus, and continuing with the warmth of our learning environment. We are proud of our after-school program, "Jaguar Club," where students continue their academic day with enrichment activities and homework help. Our goal is to close the opportunity gap, and create a child who is college, trade school, career and life ready. We will do this with four focus areas. First, we focus on our children's social and emotional needs. Second, our school continues to provide outstanding services with our PBIS Program, counselors, mental health therapists and school psychologist. We use data to support the intervention needs of every child. Third, we involve and collaborate with our parent community to enhance our school programs. We partner with our families to create a learning environment that best meets every child's needs. Lastly, every teacher on our campus provides our students with high quality instruction. We commit to learning and growing daily to provide each child with the needed tools to be successful in our school and into their future. We pride ourselves on family and community engagement. Families are encouraged to join us for our themed spirit days, Family Lunch Days, College and Career Faire, or after school events: Harvest Festival, Family Make and Take Academic Nights, Talent Show, Art Night Science Nights, Family Dances, PBIS Rallies, and Holiday Festivities. We are fortunate to work with an outstanding staff and community who support each other in every aspect.

Education is the most powerful weapon which you can use to change the world.
Nelson Mandela

I am honored to serve as the proud Principal of John Reith Elementary,
Katie Hedrick, Proud Principal.

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

Grade Level	Number of Students
Kindergarten	60
Grade 1	78
Grade 2	76
Grade 3	80
Grade 4	83
Grade 5	81
Grade 6	87
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	572

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

Student Group	Percent of Total Enrollment
Female	45.98%
Male	54.02%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	26.75%
Black or African American	13.99%
Filipino	2.10%
Hispanic or Latino	41.26%
Native Hawaiian or Pacific Islander	1.75%
Two or More Races	8.22%
White	5.94%
English Learners	26.05%
Foster Youth	0.35%
Homeless	2.10%
Migrant	0.35%
Socioeconomically Disadvantaged	87.59%
Students with Disabilities	22.90%

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)	25.8	94.51%	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	1.5	5.49%	161.1	5.3%	15831.9	5.67%
Total Teaching Positions	27.3	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)	23.3	85.4%	2764.1	90.32%	231142.4	83.24%
Intern Credential Holders Properly Assigned	1	3.65%	41.3	1.35%	5566.4	2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	3.65%	60.9	1.99%	14938.3	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	70.4	2.3%	11746.9	4.23%
Unknown/Incomplete/NA	2	7.3%	123.4	4.03%	14303.8	5.15%
Total Teaching Positions	27.3	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)	24.3	85.88%	2733.3	88.99%	230039.4	100%
Intern Credential Holders Properly Assigned	0	0%	51.1	1.66%	6213.8	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	7.06%	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	2	7.06%	129.4	4.21%	13705.8	4.91%
Total Teaching Positions	28.3	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	1	2
Misassignments	0	0	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0	1	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	0	0	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	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
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Your Turn Practice Book</i> 1st- <i>Literature Anthology units 1-4, Your Turn Practice Book</i> 2nd-6th: <i>Literature Anthology, Your Turn Practice Book</i> Adopted EGUSD 2016	Yes	0
<i>CA StudySync</i> 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 - <i>Advanced Language & Literature</i> , Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018 9th-12th - Student Edition <i>CA StudySync</i> by McGraw Hill, © 2023; 9th Honors - <i>Foundations of Language & Literature</i> , 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 - <i>Language of Composition</i> , Bedford/St. Martins © 2023 Adopted EGUSD 2023 12th - <i>Literature & Composition</i> , 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: <i>Theory of Knowledge</i> , Oxford University Press © 2020 Adopted EGUSD 2020 <i>English A: Literature for the IB Diploma</i> , 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
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>Envision Math</i> , © 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

Yes 0

Statistics & Probability with Applications 3e
Bedford Freeman & Worth © 2025;
Adopted EGUSD 2025

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

Yes 0

Calculus: Graphical, Numerical, Pearson © 2020
Adopted EGUSD 2025

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

Yes 0

Foundations of Astronomy, Cengage © 2019, *Criminalistics*, Pearson © 2021, *Hole's*

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

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.	<i>Adventures in Japanese 1 & 2</i>, Cheng & Tsui © 2016; <i>Dekiru!</i>, Cheng & Tsui, © 2017; <i>Deutsch Aktuell 1,2,3</i>, EMC-Carnegie © 2017; <i>EntreCulturas 1,2,3</i>, Wayside © 2020; <i>Imaginez</i>, Vista Higher Learning © 2020; <i>EntreCulturas 1,2,3</i>, Wayside © 2017; <i>EntreCulturas 4</i>, Wayside © 2021 Adopted EGUSD 2021 <i>Adventures in Japanese 3</i>, 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: <i>Dekiru!</i>, Cheng & Tsui, © 2017; <i>Neue Blockwinkel</i>, Wayside, © 2017; <i>Imaginez</i>, Vista Higher Learning © 2020; <i>Triangulo A Preciado</i>, Wayside © 2019; <i>Azulejo</i>, 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: <i>French B Course Companion</i>, <i>Spanish B Course Companion</i>, © 2018, Oxford University Press Adopted EGUSD 2019 <i>Dekiru!</i>, © 2017, Cheng & Tsui Adopted EGUSD 2022 <i>Adventures in Japanese 3</i>, 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: <i>Tradition of Excellence</i> , Beacon Music © 2011; Adopted EGUSD 2018	Yes	0
	9-12th: <i>Alfred's Basic Adult Piano Course</i> , Alfred Music © 1999; <i>Basic Drama Projects</i> , Perfection Learning © 2015; <i>Beginning Sculpture</i> , Davis © 2005; <i>Communication Through Graphic Design</i> , Davis © 2010; <i>Dance Composition</i> , Davis © 2009; <i>Discovering Drawing</i> , Davis © 2018; <i>Discovering Dance</i> , Human Kinetics © 2014; <i>Drama for Reading and Performance</i> , Perfection Learning © 2008; <i>Experience Clay</i> , Davis © 2011; <i>Experience Painting</i> , Davis © 2015; <i>Experiencing Dance</i> , Human Kinetics © 2014; <i>Focus on Photography</i> , Davis © 2016; <i>Guitar School</i> , Alfred Music © 1998; <i>Photography</i> , Pearson © 2016; Adopted EGUSD 2018	Yes	0
	K-6th: No student books Art Kits, Davis Arts Education © 2024 Adopted EGUSD 2024		
AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: <i>Gardner's Art Through the Ages</i> , Thomson/Wadsworth © 2005; Adopted EGUSD 2005 <i>Musician's Guide to Theory and Analysis</i> , 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.	<i>Glencoe Health</i> , 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)

John Reith Elementary is located in a suburban neighborhood in South Sacramento. Most students walk, ride, or take the bus to school. The campus includes 24 classrooms, a multipurpose room with a kitchen and stage, a library, a computer lab, and an administration building. Built in 1989, the site also has two portable classrooms for Head Start and Title I Preschool. Our kindergarten wing features its own playground, while the main playground serves grades 1–6. We share a public playing field with the City of Sacramento, and all classrooms are equipped with interactive boards.

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 : 7/1/2025

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: 7/1/2025

Overall Rating

Exemplary	Good	Fair	Poor
X			

The district's Maintenance and Operations (M&O) team works closely with our site custodial staff to ensure school buildings and grounds are well-maintained and in good repair. Custodians use the district's electronic work-order system to report maintenance needs, request repairs, and track projects. Emergency issues are addressed promptly by either site or district staff. Our custodial team follows a structured daily cleaning schedule, beginning each morning with a full campus inspection. Restrooms are checked throughout the day to remain stocked, clean, and safe. The Board's adopted cleaning standards guide all practices, and our school takes great pride in maintaining a clean, safe, and welcoming environment.

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.

With the passage of Measure M in 2016, our school has benefited from several modernizations that improved safety, functionality, and learning environments. Campus upgrades have included new flooring, security enhancements, and updated technology. Roof replacements were completed on multiple buildings, and in summer 2023 the school received new carpet, exterior paint, and flooring throughout. A large shade structure was added in 2022 to support outdoor learning and play. In addition, the blacktop was repaved in 2024, and the playground was improved with new tetherball and volleyball poles, updated game lines, and enhanced play areas.

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)	21%	34%	51%	54%	47%	48%
Mathematics (grades 3-8 and 11)	14%	19%	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	352	345	98.01	1.99	34.01
Female	167	164	98.20	1.80	41.46
Male	185	181	97.84	2.16	27.22
American Indian or Alaska Native	0	0	0	0	0
Asian	97	97	100.00	0.00	44.79
Black or African American	46	45	97.83	2.17	20.00
Filipino	--	--	--	--	--
Hispanic or Latino	146	143	97.95	2.05	25.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83	4.17	43.48
White	24	24	100.00	0.00	50.00
English Learners	89	87	97.75	2.25	16.28
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	211	206	97.63	2.37	32.52
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	91	89	97.80	2.20	10.11

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	352	347	98.58	1.42	19.02
Female	167	164	98.20	1.80	21.34
Male	185	183	98.92	1.08	16.94
American Indian or Alaska Native	0	0	0	0	0
Asian	97	97	100.00	0.00	24.74
Black or African American	46	45	97.83	2.17	8.89
Filipino	--	--	--	--	--
Hispanic or Latino	146	145	99.32	0.68	17.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83	4.17	8.70
White	24	24	100.00	0.00	29.17
English Learners	89	89	100.00	0.00	11.24
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	211	206	97.63	2.37	18.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	91	89	97.80	2.20	7.87

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)	13.41	12.22	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	93	91	97.85	2.15	12.09
Female	40	39	97.50	2.50	7.69
Male	53	52	98.11	1.89	15.38
American Indian or Alaska Native	0	0	0	0	0
Asian	25	25	100.00	0.00	16.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	37	97.37	2.63	2.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	18.18
White	--	--	--	--	--
English Learners	23	23	100.00	0.00	4.35
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	59	96.72	3.28	11.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	13.04

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	100%	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 \(School Year 2025 - 2026\)](#)

There are a number of ways to become involved with your child's education. Our School Site Council assists with budget decisions. ELAC meets to discuss, and plan supports for our English Learners. We have a Familas Latinas group. We host Back to School Night, Open House, academic make and take nights, Harvest Festival, Holiday Shows, & our talent show. Parents are always welcome to volunteer on our campus. Please contact Katie Hedrick at our office at 916-399-0110 with any further questions.

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	3.55%	0.68%	1.20%	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	1.20%	0.00%
Female	0.00%	0.00%
Male	2.27%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.57%	0.00%
Black or African American	5.21%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.36%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	2.44%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.17%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.86%	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 school is dedicated to maintaining a safe, secure, and supportive learning environment for all students and staff. The School Safety Plan was thoroughly reviewed and updated in August 2025. Campus supervision is provided by designated staff before and after school, and during lunch and recess. All exterior gates remain locked throughout the school day to ensure a secure campus. An Emergency Handbook, outlining procedures for earthquakes, fires, floods, and other emergencies, is kept in the school office. The County of Sacramento conducts annual safety inspections, and the district's Police Services work closely with our site to support safety needs. We follow PBIS and anti-bullying practices to promote positive behavior and prevent conflicts. Security cameras monitor the campus 24 hours a day to help maintain a safe environment for our school community.

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	24	0	3	0
1	24	0	3	0
2	23	0	3	0
3	26	0	3	0
4	24	1	2	0
5	23	1	2	0
6	31	0	2	0
Other**	14	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 2023 - 2024)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17	2	2	0
1	21	1	2	0
2	25	0	3	0
3	24	0	3	0
4	27	0	3	0
5	26	0	3	0
6	30	0	2	0
Other**	15	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	2	
1	23		3	
2	22		3	
3	24		3	
4	26		3	
5	25		3	
6	27		3	
Other**	15	3		

* 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*	880

*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	\$13,812	\$6,263	\$7,549	\$81,309
District	N/A	N/A	\$11,486	\$94,580
Percent Difference - School Site and District	N/A	N/A	-41.37%	-15.09%
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-38.48%	-20.95%

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 with special learning needs. Our Learning Center services special education students. We have a Language/Speech Pathologist. Our School Psychologist is assigned to our site 5 days each week and our Mental Health Therapist, Behaviorist and counsellor are here weekly. Last year we hired a mental health counselor 3 days per week who specializes in group and individual counselling. We also have four self-contained special education classes on our campus. Our Bilingual Teaching Associates help our English Learners access the core curriculum. Gifted and Talented students participate Math Hoops and CREST. Our Jaguar Club, ASES, after school program provides homework assistance, literacy instruction, and enrichment activities. Reith has a strong student leadership program Students help run our PBIS and character education programs

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 provide a wide range of professional development opportunities for all teachers and staff. Every staff member participates in Professional Learning Community (PLC) training to ensure we continue offering the highest-quality learning experiences for our students. Teachers regularly use common planning time to review student work, analyze strengths and areas for growth, and collaboratively plan instruction. We are also supported by a CCSS Instructional Coach, and Equity Coach, and an EL Coach who work directly with teachers to enhance classroom instruction. Our site was the first elementary school in EGUSD to implement AVID schoolwide, and our teachers consistently apply strong AVID strategies to promote student achievement. In addition, the district offers a variety of professional learning options for support staff. Instructional aides, school secretaries, office clerks, and custodians participate in job-related training, including technology courses and efficiency-building skills. As a school community, we believe in continuous improvement and embrace the philosophy of being lifelong learners.

	2023 - 2024	2024 - 2025	2025 - 2026
Number of school days dedicated to Staff Development and Continuous Improvement	10	5	5