

# John Reed Elementary School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	John Reed Elementary School
<b>Street</b>	390 Arlen Dr Rohnert Park, CA 94928
<b>City, State, Zip</b>	Rohnert Park CA 94928
<b>Phone Number</b>	707-792-4845
<b>Principal</b>	Kristy Corbett
<b>Email Address</b>	kristy_corbett@crpusd.org
<b>School Website</b>	www.jrs.crpused.org
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	49-73882-6051676

### 2024-25 District Contact Information

<b>District Name</b>	Cotati-Rohnert Park Unified School District
<b>Phone Number</b>	(707) 792-4722
<b>Superintendent</b>	Maité Iturri
<b>Email Address</b>	maite_iturri@crpusd.org
<b>District Website</b>	www.crpused.org

### 2024-25 School Description and Mission Statement

John Reed School was built in 1962 and was the first school in Rohnert Park. John Reed's mission is to prepare students to be lifelong learners and responsible individuals. Our school is committed to nurturing students through social emotional learning using the Everyday Speech programs. We support social emotional learning with high behavior expectations through our well-developed PBIS framework which helps students navigate all areas of their time at school. All John Reed students know that we are Safe, Responsible, Kind, and Ready to Learn. Students will be supported by staff, parents, and the community working together to create a nurturing, equitable, and caring environment.

## 2024-25 School Description and Mission Statement

John Reed is a Transitional Kindergarten through fifth grade elementary school. We offer a strong Response to Intervention (RTI) program, English Language Development (ELD) program, we have a full-time school psychologist, and have counseling services to best meet the needs of our students. We have a strong, historical, community school where students, where parents and staff are proud to be.

At John Reed there is an expectation that students will develop as a whole child with an environment that is dedicated to supporting students as they become global citizens - aware of their impact on the world. Our staff is committed to equity, differentiated instruction for all learners, having high behavioral expectations, while also being a hub of resources for our community. John Reed is committed to making a difference as we "Leap into the Future!"

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	61
Grade 1	61
Grade 2	52
Grade 3	50
Grade 4	68
Grade 5	68
Total Enrollment	360

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	48.3
American Indian or Alaska Native	0.3
Asian	1.9
Black or African American	1.7
Filipino	0.8
Hispanic or Latino	78.9
Native Hawaiian or Pacific Islander	1.9
Two or More Races	4.2
White	10
English Learners	53.3
Homeless	3.3
Socioeconomically Disadvantaged	79.2
Students with Disabilities	8.6

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.00	100.00	230.90	80.84	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	7.70	2.70	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	15.30	5.38	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	12.30	4.31	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	19.30	6.76	18854.30	6.86
<b>Total Teaching Positions</b>	17.00	100.00	285.60	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.50	100.00	247.60	83.35	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.20	1.10	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	10.00	3.37	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	16.60	5.60	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	19.50	6.58	15831.90	5.67
<b>Total Teaching Positions</b>	16.50	100.00	297.10	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.00	93.75	240.60	80.05	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	7.10	2.38	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	6.25	21.80	7.26	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	13.80	4.60	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	17.10	5.71	14303.80	5.15
<b>Total Teaching Positions</b>	16.00	100.00	300.50	100.00	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 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	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	1
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	1

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.00	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>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Health standards are addressed in other district courses/classes i.e., Physical Education, biology, etc. A complete list of textbooks/instructional materials and their years of adoption is available for viewing through the Educational Services Department.

Year and month in which the data were collected

December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-5: Reading Curriculum: Heinemann Publishing/Fountas and Pinnell ELA curriculum Kindergarten: Learning Without Tears 1st-5th grade: Benchmark Advanced	Yes	0%
<b>Mathematics</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-5th Grade: Eureka Math by Great Minds	Yes	0%
<b>Science</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-5th: McGraw Hill	Yes	0%
<b>History-Social Science</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Educational Services Department (707) 792-4708. K-5th: Pearson Scott Foresman Social Science texts and Studies Weekly	Yes	0%
<b>Foreign Language</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language.	Yes	0%

	Contact Educational Services Department (707) 792-4708.		
<b>Health</b>	Health standards are addressed in other district courses/classes i.e., Physical education. biology, etc. Contact Educational Services Department (707) 792-4708.	Yes	0%
<b>Visual and Performing Arts</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Educational Services Department (707) 792-4708.	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

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

## School Facility Conditions and Planned Improvements

John Reed, constructed in 1961, is the oldest school in the Cotati-Rohnert Park Unified School District. John Reed contains twenty-three classrooms, a school library, a computer lab and a multi-purpose room. Three classrooms that house our after school YMCA program are housed in portable buildings. John Reed has been modernized. The first phase of reconstruction began in June 1999, with classrooms in A and D wings renovated by September 1999. Reconstruction for classrooms in B and C wings took place in the summer of 2000, and the office and kindergarten wing 4 were under construction the summer of 2001. Remodeled classrooms included additional wiring for computers and additional storage for materials. The school was repainted during the summer of 2001, with the two portable buildings painted in the summer of 2002.

District maintenance staff continues to improve the general appearance and condition of the school. As with all schools, John Reed had safety inspections by the fire marshal, health department, and insurance carriers. Reports have been positive, and when problems are noted, they are addressed quickly. Reed passed two County and three State inspections in 2005 as part of the Williams Act. Reed successfully passed another Williams inspection in August 2019. Handicap accessibility needs and improvements are continually reviewed. The three-year asbestos re-inspection was completed in December 2011.

A complete renovation was conducted during the summer of 2018. The school increased from approximately 250 students to 450 students. The grades served are currently TK-5. All rooms were repaired/re-painted and had carpet installed. In addition all rooms received new furniture that features flexible seating arrangements. Three portables were added to the front of the building. In addition, one portable was added in back of the building to make two portables for the YMCA program.

**Year and month of the most recent FIT report**

July 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	D5 door difficult to close. Roofs in need of repair.
<b>External:</b>	X			



## School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/  
Doors/Gates/Fences

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] 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 CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs 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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	29	22	41	41	46	47
<b>Mathematics</b> (grades 3-8 and 11)	16	12	26	25	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	192	184	95.83	4.17	21.74
<b>Female</b>	97	92	94.85	5.15	27.17
<b>Male</b>	95	92	96.84	3.16	16.30
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	150	144	96.00	4.00	19.44
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	21	21	100.00	0.00	23.81
<b>English Learners</b>	101	95	94.06	5.94	9.47
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	161	155	96.27	3.73	20.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	29	28	96.55	3.45	3.57

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	192	190	98.96	1.04	12.11
<b>Female</b>	97	97	100.00	0.00	10.31
<b>Male</b>	95	93	97.89	2.11	13.98
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	150	149	99.33	0.67	8.72
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	21	21	100.00	0.00	28.57
<b>English Learners</b>	101	101	100.00	0.00	4.95
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	161	160	99.38	0.62	10.63
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	29	28	96.55	3.45	3.57

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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

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.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	21.92	14.49	26.54	26.78	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	70	69	98.57	1.43	14.49
<b>Female</b>	40	40	100.00	0.00	12.50
<b>Male</b>	30	29	96.67	3.33	17.24
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	56	56	100.00	0.00	12.50
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	34	34	100.00	0.00	2.94
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	59	58	98.31	1.69	13.79
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	11	11	100.00	0.00	0.00

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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
Grade 5	98.61	94.44	97.22	94.44	98.61

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

Parents and Guardians are encouraged to become involved in PTA, ELAC, School Site Council and Community School Advisory Committee. Opportunities for parents to become engaged in John Reed decision making are encouraged with invitations for parents to become PTA members and volunteer for PTA sponsored evening events, as well as for nominations to the School Site Council, ELAC and Community School Advisory Committee. The PTA meets monthly and sponsors many activities such as the Walk-a-thon, Dine and Donate, and other family engagement activities and fun nights.

Parents and Guardians are invited to attend all meetings online, hybrid, or in person - with preferential timing taken into consideration through surveying parents as to best timing. Parents have been given the link for the Youth Truth family input survey to gather more information and stakeholder input, as well as Google Form survey once in the school year.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	405	391	86	22.0
Female	202	197	44	22.3
Male	203	194	42	21.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	11	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	314	306	69	22.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	15	4	26.7
White	42	39	8	20.5
English Learners	220	214	42	19.6
Foster Youth	--	--	--	--
Homeless	17	17	4	23.5
Socioeconomically Disadvantaged	327	323	70	21.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	48	46	13	28.3

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: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.37	4.22	2.72	4.19	5.06	4.91	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.17	0.07	0.1	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.72	0.00
Female	1.49	0.00
Male	3.94	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.55	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.67	0.00
White	2.38	0.00
English Learners	2.73	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.08	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.

## 2024-25 School Safety Plan

John Reed School has a comprehensive school safety plan which addresses maintaining a safe school culture as well as disaster preparedness. The Comprehensive School Safety plan is reviewed annually and updated by the School Site Council in the fall. John Reed staff reviews and provides input for the Safety Plan. The School Board reviews and approves the



## 2024-25 School Safety Plan

Comprehensive School Safety annually.

John Reed students and staff follow a schedule of safety drills and procedures to ensure that all know what to do in a variety of situations. Tactical safety plans are held in the office and confidential staff viewing only. John Reed Elementary School complies with existing laws related to school safety. These include: Disaster Procedures, District School Suspension and Expulsion Policies, Procedures to Notify Teachers of Dangerous Pupils, Sexual Harassment, and Procedures for Safe Ingress and Egress of pupils, parents and staff To and From School, and Safe and Orderly Environment conducive to Learning. These policies and procedures are regularly reviewed and posted. We post Seth's law and offer a Uniform Complaint Procedure (Board Policy 1312.3 Uniform Complaint Procedures) process (Board Policy 5145.3-Non-Discrimination/Harassment) to ensure that students and staff are free from bullying and harassment.

## D. Other SARC Information Information Required in the SARC

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

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	4	1	
1	14	2	2	
2	16	4		
3	17	1	3	
4	19	2	2	
5	16	2	2	

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	2	
1	17	3		
2	25		1	
3	22	1	2	
4	21	1	2	
5	24		3	
Other	25		1	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2		
1	20	2	1	
2	26		2	
3	25		2	
4	23	1	2	
5	23	1	2	

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10090	2197	7893	75787
District	N/A	N/A	7683	\$74,708
Percent Difference - School Site and District	N/A	N/A	2.7	1.4
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-30.8	-22.2

## Fiscal Year 2023-24 Types of Services Funded

One full-time and 3 special education instructional aides, 2 English language assistants, as well as a full time intervention teacher provide services to those students who qualify for the Resource Specialist Program and to support students with IEPs, 504's and RTI needs as identified through the SST process.

A full-time school psychologist and a full-time school counselor meet the social/emotional needs of the students using PBIS behavior expectations and Everyday Speech. Two EL assistants support teachers in working with students in the ELD and RTI programs. YMCA ASES grant provides an after-school homework assistance program free of charge to parents. Our PTA provides funds for Field Trips and teacher supplies. A part-time library technician is staffed to support students.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,653	\$58,855
Mid-Range Teacher Salary	\$74,657	\$92,519
Highest Teacher Salary	\$97,556	\$114,665
Average Principal Salary (Elementary)	\$123,726	\$142,791
Average Principal Salary (Middle)	\$141,271	\$151,078
Average Principal Salary (High)	\$145,119	\$167,094
Superintendent Salary	\$241,638	\$281,086
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	7%	5%

## Professional Development

Professional Development in the Cotati-Rohnert Park Unified School Districts targets research-proven best practices. In addition to three days of training provided outside of the student instructional year, teachers have numerous opportunities to develop as professionals through district-sponsored trainings offered through release time and on regularly scheduled professional development dates. The elementary schools have two afternoons per month for professional development. The site is implementing Professional Learning Communities that review student progress data. The Professional Learning Communities support teacher and student growth and allow teachers time to discuss differentiating their lessons and how to provide multiple opportunities for students to demonstrate their learning and growth. This school year professional development has focused upon ELD instruction, school safety, and Professional Learning Community protocols and implementation.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3