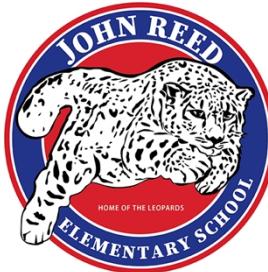# John Reed Elementary School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

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.
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.

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/.

2025-26 School Contact Information

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

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

John Reed School was built in 1962 and was the first school in Rohnert Park. John Reed is a community school that empowers every student to thrive—driven by teamwork, respect, diversity, and a passion for learning. Our school is committed to nurturing students through social emotional learning using the Everyday Speech program. 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 are supported by staff, parents, and the community working together to create a nurturing, equitable, and caring environment.

John Reed is a Transitional Kindergarten through fifth grade elementary school. We offer a strong Response to Intervention

2025-26 School Description and Mission Statement

(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.

In 2024, John Reed received the California Community Schools Grant. These funds support students and families before, during and after school in our onsite Wellness Center. The Wellness Center works in conjunction with the Family Resource Center also located onsite.

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	40
Grade 2	71
Grade 3	54
Grade 4	56
Grade 5	77
Total Enrollment	376

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.6
Male	48.4
American Indian or Alaska Native	0.3
Asian	1.3
Black or African American	3.2
Filipino	0.5
Hispanic or Latino	75.8
Native Hawaiian or Pacific Islander	2.1
Two or More Races	2.9
White	10.1
English Learners	49.2
Foster Youth	0.3
Homeless	5.9
Socioeconomically Disadvantaged	84.8
Students with Disabilities	10.4

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.

2021-22 Teacher Preparation and Placement

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)	16.5	100	247.6	83.35	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.2	1.1	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	10	3.37	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	16.6	5.6	11953.1	4.28
Unknown/Incomplete/NA	0	0	19.5	6.58	15831.9	5.67
Total Teaching Positions	16.5	100	297.1	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 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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15	93.75	240.6	80.05	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	7.1	2.38	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	6.25	21.8	7.26	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	13.8	4.6	11746.9	4.23
Unknown/Incomplete/NA	0	0	17.1	5.71	14303.8	5.15
Total Teaching Positions	16	100	300.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

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)	15	100	252.9	81.19	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.3	0.44	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	19.8	6.36	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	11.7	3.78	12112.8	4.34
Unknown/Incomplete/NA	0	0	25.6	8.22	13705.8	4.91
Total Teaching Positions	15	100	311.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
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.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students in the Cotati-Rohnert Park Unified School District have sufficient instructional materials in all core subject areas.

Year and month in which the data were collected	August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-5th grade: Benchmark Advanced and Learning without Tears	0%
Mathematics	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	0%
Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-5th: Inspire Science McGraw Hill	0%
History-Social Science	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	0%
Foreign Language	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.	0%
Health	Health standards are addressed in other district courses/classes i.e., Physical education. biology, etc.	0%
Visual and Performing Arts	Contact Educational Services Department (707) 792-4708.	0%
Science Laboratory Equipment	Contact Educational Services Department (707) 792-4708.	0%

(grades 9-12)

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 continue to improve the general appearance and condition of the school. As with all schools, John Reed has safety inspections by the fire marshal, health department, and insurance carriers. Reports have been positive, and when problems are noted, they are addressed quickly. The three-year asbestos re-inspection was completed in March 2022.

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	June 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Staff restroom sheetrock needs repair due to roof leak.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	State Priority: Pupil Achievement

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 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	22	20	41	42	47	48
Mathematics (grades 3-8 and 11)	12	11	25	29	35	37

2024-25 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
All Students	191	185	96.86	3.14	20.00
Female	92	89	96.74	3.26	23.60
Male	99	96	96.97	3.03	16.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	148	144	97.30	2.70	14.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	13	92.86	7.14	38.46
White	18	17	94.44	5.56	47.06
English Learners	102	97	95.10	4.90	3.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	161	156	96.89	3.11	18.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	30	100.00	0.00	16.67

2024-25 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	191	187	97.91	2.09	10.75
Female	92	90	97.83	2.17	11.24
Male	99	97	97.98	2.02	10.31
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	148	145	97.97	2.03	6.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	23.08
White	18	17	94.44	5.56	35.29
English Learners	102	99	97.06	2.94	1.01
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	161	157	97.52	2.48	8.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	29	96.67	3.33	6.90

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	14.49	12.16	26.78	28.8	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	74	96.10	3.90	12.16
Female	37	35	94.59	5.41	17.14
Male	40	39	97.50	2.50	7.69
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	58	56	96.55	3.45	8.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	35	33	94.29	5.71	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	65	62	95.38	4.62	11.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	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.

2024-25 California Physical Fitness Test Participation Rates

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	98.67%	97.33%	100.00%	94.67%	100%

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.

2025-26 Opportunities for Parental Involvement

Parents and guardians are strongly encouraged to participate in school decision-making and community activities through the PTA, English Learner Advisory Committee (ELAC), School Site Council, and Community School Advisory Committee. Opportunities to get involved include becoming a PTA member, volunteering at PTA-sponsored events, and submitting nominations for School Site Council, ELAC, and Community School Advisory Committee.

The PTA meets monthly and sponsors a variety of activities such as the Walk-a-thon, Dine and Donate events, family fun nights, and other opportunities designed to engage and support our school community.

All meetings are accessible in multiple formats—online, hybrid, or in person—with scheduling informed by parent surveys to ensure the most convenient times for families. Additionally, parents are invited to share their voices through the YouthTruth family input survey and a school-based Google Form survey offered once a year.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	404	399	111	27.8
Female	207	205	53	25.9
Male	197	194	58	29.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	15	15	3	20.0
Filipino	--	--	--	--
Hispanic or Latino	308	303	91	30.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	12	4	33.3
White	44	44	7	15.9
English Learners	206	202	63	31.2
Foster Youth	--	--	--	--
Homeless	24	24	11	45.8
Socioeconomically Disadvantaged	351	346	101	29.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	54	53	14	26.4

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.22	2.72	1.24	5.06	4.91	3.82	3.6	3.28	2.94

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.

This table displays expulsions data.

	Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.07	0.1	0.07	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.24	0.00
Female	0.97	0.00
Male	1.52	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	1.30	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.27	0.00
English Learners	0.97	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.42	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.85	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.

2025-26 School Safety Plan

John Reed School maintains a Comprehensive School Safety Plan that addresses both school culture and disaster preparedness. The plan is reviewed annually and updated by the School Site Council each fall, with staff providing input and feedback. Following this process, the School Board reviews and approves the plan every year.

To ensure readiness, John Reed students and staff participate in a regular schedule of safety drills and practice procedures so that all community members know how to respond in a variety of situations. Tactical safety plans are securely maintained in the office and are available for confidential staff review only.
John Reed Elementary School complies with all laws and district policies related to school safety, including:
*Disaster procedures
*District suspension and expulsion policies
*Procedures to notify teachers of dangerous pupils
*Sexual harassment policies
*Procedures for safe ingress and egress of pupils, parents, and staff
*Policies ensuring a safe and orderly learning environment

These policies and procedures are reviewed regularly and posted for the school community. In addition, Seth's Law is posted, and families are provided access to the Uniform Complaint Procedure (Board Policy 1312.3) and the Non-Discrimination/Harassment Policy (Board Policy 5145.3) to ensure that all 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.

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	0
1	17	3	0	0
2	25	0	1	0
3	22	1	2	0
4	21	1	2	0
5	24	0	3	0
6	0	0	0	0
Other	25	0	1	0

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	0	0
1	20	2	1	0
2	26	0	2	0
3	25	0	2	0
4	23	1	2	0
5	23	1	2	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	28		2	
1	20	1	1	
2	24	1	2	
3	27		2	
4	28		2	
5	19	1	3	

2024-25 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	360

2024-25 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.7

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	11,262	2,497	8,765	80,786
District	N/A	N/A	8,174	$79,755
Percent Difference - School Site and District	N/A	N/A	7.0	1.3
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-23.9	-21.3

Fiscal Year 2024-25 Types of Services Funded

One full-time Education Specialist and two special education instructional aides provide services to students who qualify for the Resource Specialist Program. Three Special Day Class Education Specialists, supported by seven special education instructional aides, provide services for students in special day classes. In addition, Occupational Therapy, Adaptive Physical Education, and Speech and Language services are offered to students with these supports designated in their IEPs.

Two English Language Assistants provide targeted support for multilingual learners, while a full-time intervention teacher delivers intervention services for students in general education. Students with IEPs, 504 plans, and RTI needs are identified through the SST and assessment process.

To support social-emotional well-being, the school employs a full-time psychologist and a full-time counselor who implement PBIS behavior expectations and utilize the Everyday Speech curriculum. The YMCA ASES grant funds a free after-school program that includes homework assistance for families.

Additional supports include a part-time library technician, and the PTA generously funds field trips and teacher supplies, further

Fiscal Year 2024-25 Types of Services Funded

enriching the student experience.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$51,271	$62,145
Mid-Range Teacher Salary	$78,674	$97,088
Highest Teacher Salary	$102,805	$120,436
Average Principal Salary (Elementary)	$142,545	$151,343
Average Principal Salary (Middle)	$124,811	$159,514
Average Principal Salary (High)	$154,513	$177,261
Superintendent Salary	$230,000	$294,805
Percent of Budget for Teacher Salaries	25.97%	29.95%
Percent of Budget for Administrative Salaries	6.79%	5.4%

Professional Development

In the Cotati-Rohnert Park Unified School District, professional development is grounded in research-proven best practices. This year, the district-wide professional development focus is Elevating Literacy Across All Grades and Content Areas. At John Reed, our site-specific focus is Literacy through Engagement. A professional development action plan, developed by the site leadership team, guides this work and ensures alignment between district goals and site needs.

In the 2025-2026 school year, professional development emphasizes English Language Development (ELD) instruction, phonemic awareness, and writing. In addition to dedicated training days outside of the student instructional year, teachers have access to ongoing professional growth opportunities through district-sponsored workshops, release-time sessions, and regularly scheduled professional development dates.

John Reed is also implementing Professional Learning Communities (PLCs), where teachers analyze student progress data and collaborate on instructional strategies. PLCs provide a structure for educators to refine their practice, differentiate instruction, and design multiple pathways for students to demonstrate learning and growth. These professional learning structures not only support teacher development but also directly enhance student achievement.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3