

T.L. Reed School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	T.L. Reed School
Street	1400 N. Frankwood Ave.
City, State, Zip	Reedley, CA 93654
Phone Number	(559) 305-7300
Principal	Rick McCollum
Email Address	mccollum-r@kcusd.com
School Website	https://reed.kcusd.com/
County-District-School (CDS) Code	10622650106815

2022-23 District Contact Information

District Name	Kings Canyon Joint Unified School District
Phone Number	559-305-7010
Superintendent	John Campbell
Email Address	guzman-j@kcusd.com
District Website Address	https://www.kcusd.com/

2022-23 School Overview

School Description:

On August 16, 2004, Thomas Law Reed School opened its doors for learning as the first new school built in Reedley in over 41 years. TL Reed is a K-8 school located in the predominantly residential, north central section of town. The 570 students live within a three quarter mile radius of the Thomas Law Reed campus. Students walk, are transported by a parent, or ride a bicycle to school. The Thomas Law Reed staff consists of 2 administrators, 22 self-contained classroom teachers, 8 certificated support staff, and 22 classified staff members. At Thomas Law Reed School, 31% of the total student K-8 population are English Learners (includes RFEP students) and 81% of the students qualify for Free & Reduced Lunch.

School Mission Statement:

Thomas Law Reed School is a community of life long learners dedicated to reaching our fullest potential as learners, citizens, and leaders.

Vision:

- We believe that all students can learn.
- We believe that it is our responsibility to do whatever it takes for all students to learn.
- We believe that working as a team of staff, parents, and students that every student can achieve at high levels.

Goal: All students will grow one performance band and advanced students will grow in scaled score annually.
All English Learners will grow one ELPAC band annually.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	60
Grade 1	60
Grade 2	61
Grade 3	72
Grade 4	64
Grade 5	63
Grade 6	66
Grade 7	67
Grade 8	69
Total Enrollment	582

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.5
Asian	1.0
Black or African American	0.5
Filipino	0.7
Hispanic or Latino	86.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.0
White	10.1
English Learners	27.5
Foster Youth	0.3
Homeless	0.7
Migrant	2.9
Socioeconomically Disadvantaged	79.6
Students with Disabilities	5.2

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.10	74.02	303.20	73.79	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	17.30	4.22	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.30	16.76	51.90	12.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	15.10	3.68	12115.80	4.41
Unknown	2.30	9.18	23.30	5.68	18854.30	6.86
Total Teaching Positions	25.80	100.00	410.90	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.00	
Misassignments	4.30	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	4.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	34.60	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

T.L. Reed uses the state and district approved textbooks for all curricula at all grade levels. There are ample textbooks for each student to have this/her own copy. New curriculum purchased in the past four years include the current math adoption (2008), new science (2007), new history (2006), and new English Language Development curriculum (2012 - K-8). All core textbooks are State Board of Education Adopted and locally board approved and adopted.

Year and month in which the data were collected	August 2022
--	-------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Engage New York, adopted 2014	Yes	0%
Mathematics	Engage New York, adopted 2014	Yes	0%
Science	Amplify Science, 2020	Yes	0%
History-Social Science	K-5 Scott Foresman, It's Revolutionary, 2005 edition Holt, World History (Ancient Civilizations), 2006 edition. Sixth Grade Holt, World History (Medieval to Early Modern Times), 2006 edition. Seventh Grade Holt, United States History, 2006 edition. Eighth Grade	Yes	0%

School Facility Conditions and Planned Improvements

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

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

T. L. Reed School has 27 classrooms, a gymnasium/cafeteria, a library and an administration building. The main campus was built in 2004.

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

The Director of Maintenance, Custodial Supervisor, and the site principals work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

In the fall of 2019, Solar panels were installed in west parking and over a portion of the playground area.

Year and month of the most recent FIT report

11/2022

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			Cockroaches in staff room. Roaches in the staffroom. Eagle Shield to treat area.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Intrusion alarm in trouble mode. I.T. to follow up with service.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Irrigation break on playfield. Irrigation break on the playfield. Grounds to make repairs.

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	49	N/A	47	N/A	47
Mathematics (grades 3-8 and 11)	N/A	45	N/A	34	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	402	399	99.25	0.75	48.62
Female	192	191	99.48	0.52	52.88
Male	210	208	99.05	0.95	44.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	348	345	99.14	0.86	47.25
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	34	34	100.00	0.00	61.76
English Learners	97	96	98.97	1.03	22.92
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	306	305	99.67	0.33	40.98
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	22	100.00	0.00	4.55

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	402	400	99.50	0.50	44.50
Female	192	192	100.00	0.00	41.67
Male	210	208	99.05	0.95	47.12
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	348	346	99.43	0.57	42.49
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	34	34	100.00	0.00	58.82
English Learners	97	97	100.00	0.00	17.53
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	306	306	100.00	0.00	39.87
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	22	100.00	0.00	4.55

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	38.64	NT	22.54	28.5	29.47

2021-22 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
All Students	133	132	99.25	0.75	38.64
Female	61	61	100	0	32.79
Male	72	71	98.61	1.39	43.66
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	115	114	99.13	0.87	38.6
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100	0	33.33
English Learners	25	25	100	0	4
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	101	100	0	28.71
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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	63	63	63	63	63
Grade 7	70	69	70	70	36

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.

2022-23 Opportunities for Parental Involvement

Parent involvement and communication are essential to our school success. T.L. Reed Elementary School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

TL Reed provides numerous and varied opportunities for parent involvement. Parents attend school functions and parent visitation days, participate in parent-teacher conferences, volunteer in classrooms, accompany their child on field trips, and assist with bi-annual book fairs and fundraisers. Parents may also serve on advisory committees and leadership teams, including the Parent Teacher Club (PTC), English Learners Advisory Council (ELAC), and School Site Council (SSC).

Home and school communication is enhanced through weekly notices, monthly newsletters, parent/teacher conferences, the student/parent handbook, the school website, student report cards, the marquee, Parentsquare, and other regular communication activities. Parent communication is routinely translated into Spanish.

Parents who would like more information on how to become involved may contact Principal Rick McCollum at (559) 305-7300.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	614	606	67	11.1
Female	295	291	31	10.7
Male	319	315	36	11.4
American Indian or Alaska Native	3	3	0	0.0
Asian	6	6	0	0.0
Black or African American	3	3	1	33.3
Filipino	4	4	0	0.0
Hispanic or Latino	526	519	59	11.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	2	25.0
White	64	63	5	7.9
English Learners	186	182	18	9.9
Foster Youth	3	3	0	0.0
Homeless	6	6	2	33.3
Socioeconomically Disadvantaged	494	488	56	11.5
Students Receiving Migrant Education Services	21	21	3	14.3
Students with Disabilities	43	43	4	9.3

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.59	2.38	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.81	0.53	4.65	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.81	0.00
Female	0.34	0.00
Male	1.25	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	0.95	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.54	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.01	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan was last reviewed/updated on 8/4/22 and discussed with staff on 8/16/22. An updated copy is available to the public at the school office.

The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Emergency preparedness drills are conducted monthly and the school staff is appropriately trained.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	21		3	
1	26		3	
2	25		3	
3	26		3	
4	32		2	
5	36			2
6	30	2	2	10

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	20	3		
1	16	4		
2	16	5		
3	25		3	
4	36			2
5	32		2	
6	33	1	2	10

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	20	3		
1	15	4		
2	15	4		
3	24		3	
4	32		2	
5	32		2	
6	27	4	1	

2021-22 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

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$7,781.80	\$1,362.33	\$6,419.47	\$78,796.23
District	N/A	N/A	\$7,845.40	\$76,869
Percent Difference - School Site and District	N/A	N/A	-20.0	2.5
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-2.7	-5.3

2021-22 Types of Services Funded

T.L. Reed School receives Title I Part A, After School Education and Safety Grant (ASES), LCFF, State Lottery and LCFF Supplemental/Concentrated funding support.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$48,971	\$52,478
Mid-Range Teacher Salary	\$71,355	\$80,810
Highest Teacher Salary	\$104,176	\$101,276
Average Principal Salary (Elementary)	\$129,325	\$127,080
Average Principal Salary (Middle)	\$133,728	\$134,264
Average Principal Salary (High)	\$151,172	\$147,200
Superintendent Salary	\$232,843	\$242,351
Percent of Budget for Teacher Salaries	27%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Professional development at T.L. Reed Elementary School is designed to meet the individual needs of teachers as well as broader school concerns. Professional development may take the form of trainings, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. Principal, teachers, instructional aides, and other support personnel may take part in these activities.

T.L. Reed Elementary School, as well as the entire KCUSD instructional staff, has focused on implementing Common Core Standards. Professional Development supports the TL Reed Instructional Outcome goal of; TL Reed students will be able to effectively communicate evidence based responses or concepts through speaking and writing. For the 2022-23 school year professional learning is focused on Write From the Beginning and Beyond as well as student to student interaction. Professional Development has also taken place on using i-Ready assessment data to provide Intervention and enrichment support for all students. TL Reed continues with Professional Learning with a focus on enhancing the use of Professional Learning Communities. In 2019 TL Reed was named a Model PLC School by Solution Tree.

T. L. Reed also continues to engage in Professional Learning Communities (PLCs), assessment and data collection, and effective teaching strategies, with continuous monitoring of our significant subgroups: Students With Disabilities, English Language Learners, Hispanic, and Socio-economically Disadvantaged. To supplement student learning, the T.L. Reed staff received training on ways to use "Thinking Maps" as an instructional strategy. Multiple staff members and administrators have attended Kagan Trainings to increase student engagement in the classroom. Staff, grade level, and vertical team meetings also provide regular opportunities for professional collaboration, as do district data analysis and interpretation committee meetings. Teachers may also attend conferences and workshops. Early release Wednesdays provide time for quality professional development via Professional Learning Communities.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42