

Ronald W. Reagan Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Ronald W. Reagan Elementary School
Street	1180 Diane Ave.
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-6986
Principal	Amy Winchell
Email Address	awinchell@kesd.org
Website	www.kesd.org
County-District-School (CDS) Code	10-62240-0113142

Entity	Contact Information
District Name	Kingsburg Elementary Charter School District
Phone Number	(559) 897-2331
Superintendent	Wesley Sever, Ed. D.
Email Address	wsever@kesd.org
Website	www.kesd.org

School Description and Mission Statement (School Year 2019-20)

Linking community traditions to our continuously evolving educational goals of providing universal access is the core of Reagan School's philosophy. Ronald W. Reagan Elementary, welcomed students and staff to the campus for the first time in August 2007. Reagan School was built, thanks to help of its caring community, through Measure R funds and money from the state. Reagan Elementary is a charter school, within the Kingsburg Elementary Charter School District. Through this living document, the charter, the school has been able to adopt creative methods of education, using researched based best practices, while maintaining the traditional high standards expected by the Kingsburg Community. Ronald W. Reagan is a family of 675 4th, 5th, and 6th grade students and 65 staff members committed to assisting our students in excelling.

With the unique grade configuration of the schools in our district, there is a common thread that unites the students as they transition into and out of the schools throughout the years. Together, they develop strong friendships where tolerance is accepted and diversity is welcomed. The staff takes pride in knowing generations of families. Reagan has developed a strong partnership with the community it serves, where high expectations for academic standards, citizenship, community service, recreation, and traditional values are embraced and enveloped in the framework of a caring community.

The Reagan staff is a highly qualified and enthusiastic group of professionals who are dedicated to bringing out the best qualities in our students, ourselves, and in the work that we do together. We are truly an organization that respects learning, honors teaching, and teaches for understanding. The staff collaborates in many ways, with a focus on the academic success of every student embedded into every aspect of planning, organization, and use of resources, materials, fiscal and personnel. The maintenance staff is an important part of the learning community taking pride in keeping this new school a place where students and staff are honored to attend. In addition to maintaining beautiful grounds and facilities, it is not uncommon to find this staff assisting students, playing tetherball, decorating Christmas trees, and enjoying each other's company. Reagan creates a stimulating, and aesthetically pleasing environment that is enjoyed by the community. Reagan is proud to be a member of the Kingsburg Elementary Charter School District. Our mission is simple, "We will find a way for ALL students to learn."

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 4	227
Grade 5	227
Grade 6	217
Total Enrollment	671

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.1
Asian	2.7
Filipino	0.1
Hispanic or Latino	64.5
White	29.2
Two or More Races	3.1
Socioeconomically Disadvantaged	59.6
English Learners	9.4
Students with Disabilities	9.4
Foster Youth	0.3
Homeless	7.9

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	23	26	95
Without Full Credential	5	3	0	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Adopted 2016	Yes	0
Mathematics	McGraw-Hill Adopted 2014	Yes	0
Science	Harcourt Adopted 2007	Yes	0
History-Social Science	Harcourt Adopted 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Ronald W. Reagan Elementary School was constructed in 2007 and is comprised of 24 classrooms, 2 music rooms, a multi-purpose room, a library, 3 special education rooms, an administration building which houses the staff room, 5 offices and a main office which is the entrance into the facility, and a playground.

In the fall of 2011, a new freezer and canopy over the freezer were installed, in the kitchen area at Reagan School.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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, which 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	43	54	50	56	50	50
Mathematics (grades 3-8 and 11)	30	43	37	44	38	39

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	672	668	99.40	0.60	53.89
Male	347	345	99.42	0.58	43.48
Female	325	323	99.38	0.62	65.02
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	18	17	94.44	5.56	70.59
Filipino					
Hispanic or Latino	432	431	99.77	0.23	48.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	195	193	98.97	1.03	62.69
Two or More Races	22	22	100.00	0.00	81.82
Socioeconomically Disadvantaged	428	426	99.53	0.47	42.72
English Learners	159	157	98.74	1.26	40.76
Students with Disabilities	64	63	98.44	1.56	15.87
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	68	66	97.06	2.94	31.82

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	672	670	99.70	0.30	42.69
Male	347	346	99.71	0.29	39.88
Female	325	324	99.69	0.31	45.68

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	66.67
Filipino					
Hispanic or Latino	432	432	100.00	0.00	36.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	195	193	98.97	1.03	52.33
Two or More Races	22	22	100.00	0.00	72.73
Socioeconomically Disadvantaged	428	428	100.00	0.00	32.71
English Learners	159	159	100.00	0.00	23.27
Students with Disabilities	64	63	98.44	1.56	11.11
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	68	68	100.00	0.00	26.47

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	12.2	27.9	29.7

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents and the community are very supportive of the education program at Reagan Elementary. Parents participate on the Reagan Parent/Teacher Association, School Site Council, ELAC, and Safety Committees. Parents also volunteer in classrooms, help with fundraising projects, and attend field trips. During the school year, the district offers parenting classes in learning the English language, Positive Parenting Classes, and technology. In addition Reagan School receives assistance from the Kingsburg Community Assistance Programs (KCAPS). KCAPS provide students from needy families backpacks, coats, clothes, and food. The following organizations also provide the school with support: Lions Club, Kiwanis Club, the Kingsburg Police Department, Kingsburg Fire Department, Park Kingsburg, Rotary Club, City of Kingsburg Parks and Recreation, Veterans of Foreign War, Local Girl Scout and Boy Scout Troops, and the American Legion. Parents who wish to participate in Reagan School's leadership teams, school committees, school activities, or become a volunteer may contact Principal, Amy Winchell at (559) 897-6986.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.7	2.1	1.0	4.1	3.0	1.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.2	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Reagan Elementary School provides a safe and clean environment for students, staff, and volunteers. Safety of students and staff is a primary concern of Reagan School.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. At the beginning of the year, the District Safety Committee meets to review safety issues. Key elements of the safety plan include identifying the level of threat, protective options, staff initial action/response, incident coordinator, and incident management team. There is also a strong focus on drug awareness and maintaining a drug free school, as well as emphasis on evacuation plans. Fire, earthquake/severe weather, and lockdown drills are implemented multiple times each year. The most recent School Safety Plan was amended and reviewed by our SSC (consisting of parents and staff members) on November 12, 2019.

Students are supervised throughout the day by the teachers, paraprofessionals, support staff, learning director, and the principal. There is a designated area for student drop off and pick up, in front of the school. Visitors must check in and register at the office and receive a green visitor's pass that must be displayed at all times. Kingsburg Elementary Charter School District encourages volunteers in the classroom, field trips, fundraising efforts, and with special projects. All school volunteers in direct contact with students are required to complete a district application form, provide evidence of a clear tuberculosis (TB) screening and receive a Megan's Law Check. The District will be clearing all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and submit to fingerprinting.

PBIS (Positive Behavior Interventions and Supports) is in its fourth year of implementation at Reagan Elementary. PBIS is a way for staff to support students who have violated school or educational code rules and assist them in learning from their digressions. The goal is to create a positive atmosphere at Reagan where all students are aware of behavioral expectations in different locales, such as in the classroom, library, in the office, in the cafeteria, etc. Reagan has adopted the acronym HONOR (Hard work, On task, Never give up, Outstanding Respect) as a means to monitor all students' behavior. All staff members at Reagan Elementary know what HONOR stands for and hold students accountable to it. We have a school counselor and aide that are on campus every day to run our behavior academies for students who are falling short in any of the HONOR areas as well as checking in with our at risk students.

The Stop, Walk, Talk Bullying Prevention Program has been introduced to the staff and students at Reagan Elementary. At the beginning of the year, students and staff alike sign an anti-bullying contract, which states, "We will not bully others." In each classroom, the anti-bullying message is posted where students and staff are able to see and refer to it. The program utilizes classroom meetings, open communication, and follow up as means to improve culture at the school site. Mrs. Marriott visits each classroom four times a year to teach the curriculum to students. Mrs. Marriott also runs a peer support group throughout the year that goes into more depth about the bullying program and how students can be advocates for their peers on the playground. If a classroom is struggling with any of these areas Mrs. Marriott goes and does individualized lessons with the class.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
4	31		7		32		7		32		4	3
5	33		2	5	31		7		32		4	3
6	33			7	33		3	4	31		7	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1342.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$3,546	122	\$3,424	59087
District	N/A	N/A	\$6,348	63303
Percent Difference - School Site and District	N/A	N/A	-59.8	-6.9
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-70.2	-22.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- LCFF
- Title I
- Lottery Prop 20
- ESEA (ESSA) T IV P

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,062	\$49,378
Mid-Range Teacher Salary	\$59,695	\$77,190
Highest Teacher Salary	\$93,833	\$96,607
Average Principal Salary (Elementary)	\$100,924	\$122,074
Average Principal Salary (Middle)	\$106,147	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$164,461	\$189,346
Percent of Budget for Teacher Salaries	31%	36%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			2

Staff members build teaching skills and concepts through participation in workshops throughout the year and weekly Professional Learning Communities. The District offers staff development days during which teachers are given a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. This year an additional day was provided for teachers at the beginning of the year for Professional Development. Topics include: Sheltered Instruction Observation Protocol (SIOP), English Language Development, PBIS (Positive Behavioral Intervention and Supports), Writing (through TCOE with Tim Budz), Daily 5/CAFE training, Use of Technology in the classroom through FCOE and Academic Coaches, Common Core Standards and Professional Learning Communities.

Kingsburg Elementary Charter School District's Beginning Teacher Support and Assessment (BTSA) program provides new teachers (those with less than three years of full time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the District also provides time and resources for collaboration, planning, and professional development for all staff.

#Days Teachers Participated in PD/Subs : 15/16=2, 16/17=2, 17/18=3, 18/19 = 3