



T.L. Reed Elementary School

1400 N. Frankwood Ave. • Reedley, CA 93654 • (559) 305-7300 • Grades K-8

Rick McCollum, Principal

mccollum-r@kcusd.com

reed.kcusd.com

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Kings Canyon Joint Unified School District

1801 10th Street
Reedley, CA 93654
(559) 305-7010
kcusd.com

District Governing Board

Craig Cooper

Robin Tyler

Manuel Ferreira

Noel Remick

Sarah Rola

Clotilda Mora

Jim Mulligan III

District Administration

John Campbell

Superintendent

Roberto Gutierrez

**Deputy Superintendent, Human
Resources**

Monica Benner

**Assistant Superintendent,
Curriculum and Instruction**

Mary Ann Carousso

Administrator, Student Services

Jose Guzman

**Administrator, Educational
Programs**

Adele Nikkel

Chief Financial Officer

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 630 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, 28% of the total student K-8 population are English Learners (includes RFEP students) and 74% 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 the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	78
Grade 2	78
Grade 3	72
Grade 4	72
Grade 5	72
Grade 6	64
Grade 7	64
Grade 8	70
Total Enrollment	644

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.3
Asian	2.2
Filipino	0.8
Hispanic or Latino	84.5
White	10.9
Two or More Races	1.1
Socioeconomically Disadvantaged	72.7
English Learners	29.7
Students with Disabilities	4.3
Foster Youth	0.3
Homeless	0.3

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 for T.L. Reed Elementary	17-18	18-19	19-20
With Full Credential	26	27	26
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Kings Canyon Joint	17-18	18-19	19-20
With Full Credential	♦	♦	412
Without Full Credential	♦	♦	45
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at T.L. Reed Elementary School

Indicator	17-18	18-19	19-20
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)

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.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Engage New York, adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Engage New York, adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	K-5 MacMillan/McGraw-Hill: California Science, 2007 edition Holt California Science: Earth, 2007 edition. Sixth Grade Holt California Science: Life, 2007 edition. Seventh Grade Holt California Science: Physical Science, 2007 edition. Eighth Grade The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Light out in library
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Hand dryer not working
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roof leaks in library.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Irrigation break behind gym building.
Overall Rating	Good	Lights not working in library. Maintenance electrician to replace ballast. Hand dryer in boy's restroom. Maintenance to repair dryer. Roof leaks in library. Maintenance to survey and repair. Irrigation main line break. Grounds department repaired break.

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	51	54	49	52	50	50
Math	45	51	36	40	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	21.1	28.2	21.1
7	9.7	24.2	22.6

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	405	403	99.51	54.34
Male	215	214	99.53	46.73
Female	190	189	99.47	62.96
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	342	340	99.42	53.24
White	41	41	100.00	63.41
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	288	286	99.31	48.60
English Learners	151	150	99.34	40.67
Students with Disabilities	24	24	100.00	4.17
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	405	404	99.75	50.87
Male	215	214	99.53	46.95
Female	190	190	100.00	55.26
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	342	341	99.71	48.53
White	41	41	100.00	58.54
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	288	287	99.65	45.45
English Learners	151	151	100.00	37.75
Students with Disabilities	24	24	100.00	4.17
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

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)

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.

There are 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).

TL Reed will host Parent Institute for Quality Education, PIQE, for the 2019-20 school year. This program will target our 5th through 8th grade parents.

Home and school communication is enhanced through weekly notices, monthly newsletters, parent/teacher conferences, the student/parent handbook, the school website, student report cards, School Messenger telephone messages, the marquee, Peachjar, 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.

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.

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 8/7/18 and discussed with staff on 8/13/19. 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.8	4.8	1.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.7	5.4	3.1
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (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)	2.0
Other	

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

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+
K	28		3		26		3		25		3	
1	25		3		26		3		26		3	
2	26		3		26		3		26		3	
3	26		3		26		3		24		3	
4	32		2		36			2	36			2
5	31		2		32		2		36			2
6	40	2	4	4	47	1	2	4	48	1	2	4
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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42

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. Training for the 2015-16 school year focused on Foundational Skills in the primary grades, Thinking Maps, Next Generation Science and working with English Learner students and technology in grades 3-8. For the 2016-17 school year professional learning focused on Write From the Beginning and Beyond. For the 2017-18 school year professional learning is focused on Write From the Beginning and Beyond with an emphasis on Expository Writing. TL Reed continues with Professional Learning with a focus on enhancing the use of Professional Learning Communities.

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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,146	\$49,084
Mid-Range Teacher Salary	\$67,239	\$76,091
Highest Teacher Salary	\$98,167	\$95,728
Average Principal Salary (ES)	\$119,221	\$118,990
Average Principal Salary (MS)	\$126,064	\$125,674
Average Principal Salary (HS)	\$129,143	\$137,589
Superintendent Salary	\$205,073	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	28%	35%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

T.L. Reed School receives Title I Part A, (including Supplemental Educational Services in 2017/2018), After School Education and Safety Grant (ASES)LCFF, and State Lottery funding support.

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$ 6,807.38	\$ 1,012.73	\$ 5,794.65	\$ 77,882.81
District	N/A	N/A	\$ 7,579.82	\$72,534.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-24.4	-200.0
School Site/ State	-200.0	-200.0

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.