

Ronald W. Reagan 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	Ronald W. Reagan Elementary School
Street	1180 Diane Ave.
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-6986
Principal	Kerry Pickrell
Email Address	kpickrell@kesd.org
School Website	reagan.kesd.org
Grade Span	4-6
County-District-School (CDS) Code	10-62240-0113142

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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 the 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 636 4th, 5th, and 6th grade students and 71 staff members committed to assisting our students in excelling.

2025-26 School Description and Mission Statement

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 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, 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 including multiple community sports teams. 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."

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	185
Grade 5	209
Grade 6	225
Total Enrollment	619

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
Asian	1.3
Black or African American	0.2
Filipino	0.2
Hispanic or Latino	70.4
Two or More Races	3.7
White	23.6
English Learners	8.7
Foster Youth	0.5
Homeless	1.5
Socioeconomically Disadvantaged	73.2
Students with Disabilities	12.6

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

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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)	25.2	100	93.1	93.01	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.5	0.5	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3.8	3.84	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.9	0.99	11953.1	4.28
Unknown/Incomplete/NA	0	0	1.6	1.64	15831.9	5.67
Total Teaching Positions	25.2	100	100.1	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)	24.6	94.27	87.3	86.96	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4.4	4.38	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.5	5.73	5.1	5.11	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2	2.02	11746.9	4.23
Unknown/Incomplete/NA	0	0	1.5	1.52	14303.8	5.15
Total Teaching Positions	26.1	100	100.5	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)	24.6	89.15	90	85.71	230039.4	100
Intern Credential Holders Properly Assigned	2	7.23	8.7	8.32	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.62	4.9	4.75	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.7	0.71	12112.8	4.34
Unknown/Incomplete/NA	0	0	0.5	0.48	13705.8	4.91
Total Teaching Positions	27.6	100	105	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	1.5	1
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1.5	1

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

Year and month in which the data were collected		September 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	Houghton Mifflin Adopted 2016	0
Mathematics	McGraw-Hill Adopted 2014	0
Science	TWIG Adopted 2020	0
History-Social Science	Harcourt Adopted 2006	0

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

School Facility Conditions and Planned Improvements

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. In 2020 a shade structure was installed near the outdoor stage. In 2025 two intervention rooms were added and the blacktop was replaced with cement.

Year and month of the most recent FIT report		September 2025		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Grass field is not level due to old gopher tunnels.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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)	44	49	47	51	47	48
Mathematics (grades 3-8 and 11)	33	34	36	37	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	603	597	99.00	1.00	49.25
Female	305	303	99.34	0.66	55.45
Male	298	294	98.66	1.34	42.86
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	429	425	99.07	0.93	45.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	25	100.00	0.00	68.00

White	139	137	98.56	1.44	58.39
English Learners	37	36	97.30	2.70	5.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	61	60	98.36	1.64	38.33
Socioeconomically Disadvantaged	444	440	99.10	0.90	43.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	76	98.70	1.30	18.42

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	603	597	99.00	1.00	34.34
Female	305	303	99.34	0.66	31.68
Male	298	294	98.66	1.34	37.07
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	429	425	99.07	0.93	28.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	25	100.00	0.00	64.00
White	139	137	98.56	1.44	46.72
English Learners	37	36	97.30	2.70	2.78
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	61	60	98.36	1.64	21.67

Socioeconomically Disadvantaged	444	440	99.10	0.90	26.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	76	98.70	1.30	13.16

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)	22.73	28.86			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	202	201	99.50	0.50	28.86
Female	93	93	100.00	0.00	29.03
Male	109	108	99.08	0.92	28.70
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	148	147	99.32	0.68	20.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	44	44	100.00	0.00	54.55
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	23	23	100.00	0.00	13.04
Socioeconomically Disadvantaged	156	155	99.36	0.64	25.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	8.70

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
-------------	----------------------------------	--	---	---	-----------------------------

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 the community are very supportive of the education program at Reagan Elementary. Parents participate in the Reagan Parent/Teacher Association, School Site Council, ELAC, and Safety Committees. The PTA is very active and has been involved in student activities during recesses as well. 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 provides students from needy families with 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, and Veterans of Foreign War. Parents who wish to participate in Reagan School's leadership teams, PTA, and school activities, or become a volunteer may contact Principal, Kerry Pickrell at (559) 897-6986.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	632	630	4	0.6
Female	316	314	1	0.3
Male	316	316	3	0.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	446	444	2	0.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	23	23	0	0.0
White	148	148	2	1.4
English Learners	55	55	0	0.0
Foster Youth	--	--	--	--
Homeless	12	12	0	0.0
Socioeconomically Disadvantaged	466	464	4	0.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	84	84	0	0.0

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
2.53	3.86	1.42	4.23	3.65	3.03	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
0.45	0.45	0.47	0.87	0.56	0.45	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	1.42	0.47
Female	0.32	0.00
Male	2.53	0.95
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	1.35	0.22
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.35	0.00
White	1.35	1.35
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.93	0.64
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.19	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

Reagan Elementary School provides a safe and clean environment for students, staff, and volunteers. The 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 an emphasis on evacuation plans. Fire, earthquake/severe weather, and lockdown drills are implemented multiple times each year. This year we scheduled with the Kingsburg Police Department to do an active shooter training called "Seconds to Survive." The most recent School Safety Plan was amended and reviewed by our SSC (consisting of parents and staff members) in November 2025 and shared with staff in August of 2025.

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 the front and back 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 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 for fingerprinting.

PBIS (Positive Behavior Interventions and Supports) is in its tenth 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, office, cafeteria, etc. Reagan 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 for it. We have a student service aide and a behavior support assistant that is 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. We also have a counselor that is here three days a week to support our students who are needing social/emotional help through counseling or small groups. A program called "Ripple Effects" is being used as a tool to help correct and teach appropriate behaviors when a student has violated an education code or behavior standard.

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 and 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 the culture at the school site. The school counselor visits each classroom four times a year to teach the curriculum to students. The school counselor also runs a peer support group (Undercover Anti-Bullying Team) 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 the school counselor goes and does individualized lessons with the class.

We also run behavior academies using the curriculum of Ripple Effects. Students are assigned behavior academies if they break one of our schools' rules. They spend their free time working with our BSA going over restorative justice lessons to make sure they are learning from their mistakes. With this program, we have seen fewer repeat offenders as students are learning from their mistakes and are given tools to use the next time that a situation arises.

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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	31	0	7	0
5	28	0	7	0
6	32	0	7	0
Other	0	0	0	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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	31	0	7	0
5	31	0	7	0
6	30	0	7	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
4	26		7	
5	30		7	
6	32		6	

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	639

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	0.4
Resource Specialist (non-teaching)	
Other	

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	\$6,489	\$408	\$6,081	\$85,719
District	N/A	N/A	\$8,818	\$86,794
Percent Difference - School Site and District	N/A	N/A	-34.8	8.6
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-55.7	-9.4

Fiscal Year 2024-25 Types of Services Funded

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

LCFF

Fiscal Year 2024-25 Types of Services Funded

Title I
 Lottery Prop 20
 ESEA (ESSA) T IV Part A
 LREBG funds
 Prop 28 funds
 Developer fee funds

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	\$57,178	\$61,516
Mid-Range Teacher Salary	\$81,146	\$95,479
Highest Teacher Salary	\$127,697	\$125,208
Average Principal Salary (Elementary)	\$135,595	\$152,668
Average Principal Salary (Middle)	\$139,281	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$252,828	\$242,781
Percent of Budget for Teacher Salaries	24.72%	29.76%
Percent of Budget for Administrative Salaries	5.66%	5.74%

Professional Development

Staff members build teaching skills and concepts through participation in workshops throughout the year and weekly Professional Learning Communities. This is done on Wednesdays when teachers get together to plan, discuss best practices, as well as review data. We also have two district PD days, one before school starts and another on November 1.

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. Before the school year began, all new teachers attended a 3-day training on SIOP and best practices in the classroom.

CCLA PD has been offered through Tulare County office of Ed and has focused on accelerating learners in the area of ELA. Each teacher attended two full day PDs on site.

Math has been a coaching model and each grade level has received 3 days of coaching through FCSS and has not required any sub days.

SEL has been a combination of coaching and PD where 3 Wednesday mornings are spent in the classroom doing demo lessons as well as coaching. The afternoons on those same days are spent with the full staff doing PD. No subs are required. Science PD has been similar where our 5th grade teachers receive coaching support in the morning and afternoon PD as a grade level.

#Days Teachers Participated in PD/Subs : 15/16=2, 16/17=2, 17/18=3, 18/19 = 3 19/20 = 2 20/21 = 2 22/23= 2 23/24 = 2 24/25 = 2

Professional Development

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	5	5	5