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Response from Kingsburg Elementary Charter

September 23, 2021

Carolyn F. Pfister
State Board of Education
1430 N Street, Suite 5111
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Charter District Academic Memo for Kingsburg Elementary Charter District

Below is the Kingsburg Elementary Charter District (KECD) and the Office of the Fresno County Superintendent of Schools (FCSS) response to the request from the California State Board of Education regarding annual performance.

KECD produced and adopted an LCAP for the 2021-2022 school year during the 2020-21 school year. Prior to the development and adoption of the LCAP, KECD produced and adopted Learning Continuity & Attendance Plan (LCP). The FCSS Charter Committee is scheduled to visit Kingsburg Elementary Tuesday, September 28, 2021. Based on the charter renewal petition site visit and evaluation results, and a review of the dashboard and statewide data, FCSS has no concerns with the charter district.

The County Superintendent of Schools provides the same support to Kingsburg Elementary Charter as it does the other 31 districts in the county. This includes but may not be limited to: LCAP training, coaching, and approval; state & federal program support, financial oversight and support; curriculum, instruction, and assessment support, and CALPADS technical support.

The next few pages include Kingsburg Elementary Charter's response to the California Accountability Dashboard summary based on the information in this link: <https://www.caschooldashboard.org/reports/10622400000000/2018>. This information was submitted from the charter district by Melanie Sembritzki, Assistant Superintendent of Curriculum and Instruction at Kingsburg Elementary Charter.

Please feel free to contact me with any further questions or requests.

Sincerely,

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Response from Kingsburg Elementary Charter

Charter District Academic Performance Response 2021

KECSD Greatest Progress

In March 2021, and in response to COVID-19 and schools reopening, the State Board of Education approved California school districts the opportunity to use alternative tests to gauge student learning in place of taking the annual CAASPP Summative Assessments.

After reviewing the state’s criteria for an alternative assessment, KECSD determined the district’s best assessment tool available was the CAASPP Summative Assessment for ELA and math. After reviewing the results of 1,372 students in grades 3 through 8, and collecting input from the students, staff, and parents, the district agreed that one of our greatest areas of progress was the ability to fully reopen our schools on April 6th. On April 6, students were invited to attend school, in-person, for a shortened, four-hour day. During that time and until the end of the school year, 76% percent of the KECSD student population attended school in-person and 24% opted to attend classes remotely. Included in the 24% who participated in 100% distance learning, were Central Valley Home School students which are composed of 180 students whose primary teachers are their parents.

The majority of the students were administered the CAASPP Summative Test in-person. A small percentage of students took their test remotely. Overall, student results decreased for both ELA and math and the district did not meet its goals set before COVID. However, data collected from the CAASPP TOMS and CERS websites indicates that for both ELA and math, KECSD students surpassed the state averages. Overall, students did significantly better in ELA, than in math.

Overall CAASPP End of the Year Summative Assessments - Two Year Comparison 2019 and 2021 (No Testing 2020)
<p>Math - Lincoln Grade 3: 41% standards met or exceeded Surpassed the state average by 2% When comparing pre-covid to last spring, there was a 19% decrease in the number of students meeting or exceeding proficiency.</p>
<p>ELA - Lincoln Grade 3: 50% standards met or exceeded Surpassed the state average by 11% When comparing pre-covid to last spring, there was a 15% decrease in the number of students meeting or exceeding proficiency.</p>
<p>Math - Reagan Grade 4: 39% standards met or exceeded Surpassed the state average by 5% When comparing pre-covid to last spring, there was an 11% decrease in the number of students meeting or exceeding proficiency.</p>

ELA - Reagan Grade 4: 48% standards met or exceeded
 Surpassed the state average by 7%
 When comparing pre-covid to last spring, there was an 11% decrease in the number of students meeting or exceeding proficiency.

Math -Reagan Grade 5: 31% standards met or exceeded
 Surpassed the state average by 2%
 When comparing pre-covid to last spring, there was a 10% decrease in the number of students meeting or exceeding proficiency.

ELA - Reagan Grade 5: 54% standards met or exceeded
 Surpassed the state average by 8%
 When comparing pre-covid to last spring, there was a 2% decrease in the number of students meeting or exceeding proficiency.

Math - Reagan Grade 6 36% standards met or exceeded
 Surpassed the state average by 7%
 When comparing pre-covid to last spring, there was a 2% increase in the number of students meeting or exceeding proficiency.

ELA - Reagan Grade 6: 48% standards met or exceeded
 Surpassed the state average by 5%
 When comparing pre-covid to last spring, there was a 2% increase in the number of students meeting or exceeding proficiency.

Math - Rafer Grade 7: 27% standards met or exceeded
 Surpassed the state average by 6%
 When comparing pre-covid to last spring, there was a 2% decrease in the number of students meeting or exceeding proficiency.

ELA - Reagan Grade 7: 50% standards met or exceeded
 Surpassed the state average by 1%
 When comparing pre-covid to last spring, there was a 2% decrease in the number of students meeting or exceeding proficiency.

Math - Rafer Grade 8: 34% standards met or exceeded
 Surpassed the state average by 5%
 When comparing pre-covid to last spring, there was a 9% decrease in the number of students meeting or exceeding proficiency.

ELA Rafer Grade 8: 40% standards met or exceeded
 The state average surpassed Rafer by 7%.
 When comparing pre-covid to last spring, there was a 16% decrease in the number of students meeting or exceeding proficiency.

Central Valley Home School CAASP Scores	
CVHS Grade 3, Math: 27% standards met or exceeded The state average surpassed CVHS by 11%.	CVHS Grade 3, ELA: 36% standards met or exceeded The state average surpassed CVHS by 3%.
CVHS Grade 4, Math: 36% standards met or exceeded The state average surpassed CVHS by 1%.	CVHS Grade 4, ELA: 57% standards met or exceeded CVHS surpassed the state average by 16%.
CVHS Grade 5, Math: 22% standards met or exceeded The state average surpassed CVHS by 7%.	CVHS Grade 5, ELA: 40% standards met or exceeded CVHS surpassed the state average by 6%.
CVHS Grade 6, Math: 0% standards met or exceeded The state average is 29% standards met or exceeded.	CVHS Grade 6, ELA: 55% standards met or exceeded CVHS surpassed the state average by 12%.
CVHS Grade 7, Math: 64% standards met or exceeded CVHS surpassed the state average by 33%.	CVHS Grade 7, ELA: 64% standards met or exceeded CVHS surpassed the state average by 15%.
CVHS Grade 8, Math: 30% standards met or exceeded CVHS surpassed the state average by 1%.	CVHS Grade 8, ELA: 53% standards met or exceeded CVHS surpassed the state average by 6%.

Math - Overall CAASPP Results 2021: KECSD and CA Average Percentage of Students Meeting or Exceeding the Standard

	KECSD Math	California Math	Difference	KECSD ELA	California ELA	Difference
Grade 3	40	39	+1	50	39	+11
Grade 4	39	35	+4	48	41	+7
Grade 5	30	29	+1	52	45	+7

Grade 6	34	30	+4	48	43	+5
Grade 7	29	33	-4	50	48	+2
Grade 8	34	29	+5	41	46	-5

A Report from the CA Reading Coalition Ranks KECSD Amongst the Highest in the State When it Comes to Grade 3 Reading Results

A recent report titled, *The CA Reading Report Card* and conducted by the CA Reading Coalition ranked the Kingsburg Elementary Charter School District as number three in the state of California when it comes to teaching students how to read. The CA Reading Coalition ranked California school districts on student achievement in English Language Arts (ELA) for a key subset of third graders. Districts were ranked by the percent of socio-economically disadvantaged (SED) Hispanic/Latino (Latinx) students who "meet or exceed" grade level for the CAASPP 3rd grade ELA test. The data combined the two most recent CAASPP cycles (2017-18 and 2018-19; no testing took place in 2020) to account for variation between years.

KECSD Greatest Needs and Addressing Student Learning Loss

The district-wide professional development focus for the past 6 years has been on early literacy and teaching reading. Data from the most recent CAASPP Summative Assessments, local assessments, and stakeholder input, indicate that students need additional support focused on math. Students scored at a significantly lower level in math compared to ELA. This is also true when analyzing how the district's English Learners performed on the end of the year summative assessments. In response to qualitative and quantitative data from all stakeholders, KECSD is collaborating with the Fresno County Superintendent of Schools Office to provide intense and ongoing professional development focused on math, for all teachers. FCSS consultants will provide the training and follow up with coaching inside the classrooms and alongside teachers. The district's academic coaches will follow up, in between sessions, with additional support.

Before the district-wide math professional development rollout, members of the leadership team attended the Jo Boaler Math Leadership Summit at Stanford University. This provided the site administrators with the background needed to gain a better understanding of the upcoming proposed new math framework. Members of the leadership team received additional training from the Fresno County Superintendent of Schools Office, prior to FCSS working alongside our teaching staff. This year's preservice days included one full day of professional development, where teachers and administrators rotated through workshops of their choice, focused on math.

The district also purchased Imagine Learning and ELlevation Math to provide additional support for our English Learner students. Imagine Learning Language and Literacy is an adaptive learning solution that accelerates reading and language proficiency. It's used to supplement core literacy instruction and provides extra support in reading, writing, listening, and speaking. ELlevation Math to all teachers in grades 4-8. ELlevation Math helps to develop the academic

language of students in math by front-loading key vocabulary concepts within the context of solving math problems and provides additional practice in writing, reading and listening.

Math CAASPP Precovid and 2021- Language Acquisition Subgroup District Data

Percent of Students Meeting or Exceeding the Standard

Yellow = Equal to or Greater than the State Average

Orange = Below the State Average

Math	Kingsburg Elementary Charter School District			California		
	English Only	English Learner	Reclassified EL	English Only	English Learner	Reclassified EL
3	43	16	28	44	16	52
4	41	4	52	40	10	43
5	33	5	28	34	4	32
6	38	0	34	33	4	35
7	30	0	34	38	5	37
8	38	5	28	33	3	30

Learning Loss and After School Intervention Programs

Instead of focusing on instruction students missed, due to covid, KECSD will identify where students are in their learning and identify critical content that they must learn now to accelerate their performance in the future. Our expectations will be raised for all students, rather than the mindset of lower expectations for all.

The district will continue to implement its four signature practices; Response to Intervention/Multitiered Systems of Support, Professional Learning Communities, Positive Behavior Instruction and Supports, and our district adopted model of instruction SIO or Sheltered Instruction Observation Protocol. PLCs will focus on where students are at and how we can accelerate learning, while also filling in gaps. We will study the work of Doug Fisher and Nancy Frey to help guide our work.

Afterschool intervention will be provided at all grade levels. The afterschool programs will consist of identifying students' needs and providing targeted instruction, including student goal setting for each session. Plans for a summer math camp, based on the work of Jo Boaler, Stanford Professor of Mathematics, are currently being researched.

Data from the most recent DRA assessments for grades K-3 indicate a need for continued reading support and to ensure students all participate in continued guided reading instruction.

We will continue to conduct walk-through observations centered on reading to ensure best practices are implemented. Walk-throughs will be followed up with meetings to review data, observations, strengths, and opportunities for improvement.

	DRA 2018 Percent of Students At Proficiency or Above	DRA 2021 Percent of Students At Proficiency or Above	Difference Between Pre-Covid and Spring of 2021
Washington: K	68%	72%	+4%
Roosevelt: 1st	64%	51%	-13%
Lincoln: 2nd Grade	69%	58% Optional for 2021	-11%
Lincoln: 3rd Grade	71%	58% Optional for 2021	-13%

Mental Health

Upon reflection from stakeholders on the many ways, the pandemic may be affecting families from our school community such as stress from loss of wages, food insecurity, the likelihood of contracting Covid19, family separations due to quarantining, lack of childcare and other family stressors, the school community's mental health and well being became the district's priority. We know some of our most vulnerable children will suffer the most and the longest from the pandemic. The learning gap, especially for children in poverty, English Learners, and Students with Disabilities will only increase in time without intervention. Our focus on a Multi-tiered System of support or MTSS will equip the district with tools to help identify children who need more support, deliver greater instructional intensity and check to see if it's working.

This disrupted student learning and engagement, resulting in lost learning time, and exacerbated pre-existing inequalities in students' access to resources. KECSD will adapt our existing MTSS, which includes Response to Intervention (RTI) and Positive Behavioral Interventions and supports (PBIS) frameworks to identify and address students' needs. These tiered systems will play an essential role in personalizing learning, promoting student engagement, and connecting students with necessary supports to be successful in school and at home, as well as monitoring their progress. The district will maintain a school psych intern, a non-paid counselor intern, and a non-paid school psych practicum all secured during the 2020-2021 school year, as well as the addition of two BSA's or behavioral support assistants to provide extra support for our students in need.