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For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by e-mail at charters@cde.ca.gov.

Response from Kingsburg Elementary Charter

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**Letter dated March 23, 2023, RE: Charter District
Academic Memo for Kingsburg Elementary Charter
School District**



fresno county
superintendent of schools

Dr. Michele Cantwell-Copher, Superintendent

March 23, 2023

Ms. Carolyn F. Pfister, Education Administrator
CALIFORNIA STATE BOARD OF EDUCATION
1430 N Street, Suite 5111
Sacramento, CA 95814

RE: Charter District Academic Memo for Kingsburg Elementary Charter School District

Dear Ms. Pfister:

Enclosed please find the Kingsburg Elementary Charter School District (KECSD) 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.

KECSD produced and adopted an LCAP for the 2022-2023 school year during the 2021-22 school year. 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 Fresno County Superintendent of Schools Charter team performed a site visit at Kingsburg Elementary on **September 19, 2022**.

The FCSS provides the same support to Kingsburg Elementary Charter School District as it does for other districts and charters 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 KECSD's response to the California System of Accountability is included herein. This information was submitted from the charter district by **Matt Stovall, Assistant Superintendent** of Curriculum and Instruction, and Special Projects at Kingsburg Elementary Charter School District.

Please do not hesitate to contact me with any further questions or requests.

Sincerely,

Jeffrey Hunt

Jeffrey Hunt, Ed.D, Director

CHARTER SCHOOLS

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**Kingsburg Elementary Charter School District
Academic Memorandum Response**

Kingsburg Elementary Charter School District Academic Memorandum Response

General Information

Address: 1310 Stroud Avenue, Kingsburg, CA 93631

Website Address: www.kesd.org

County-District-School (CDS) Code:

Charter Number: 00D2

Charter Term: 2021-2026

District Description: The Kingsburg Elementary Charter School District, recognizing the value of each child, will continually strive to inspire students to learn and grow beyond their potential by...

- Fostering a collegial or team atmosphere between home, community, and school for the benefit of each student
- Imparting a quality education combined with a positive learning experience
- Providing instruction that meets the individual needs of each student
- Developing the learning and social skills necessary for lifelong learning including, but not limited to, secondary, post-secondary, and career education
- Presenting an open-door policy allowing all people concerned with the well-being of each student to communicate their ideas about improving the district

Our mission is simple. "We will find a way for ALL students to learn!"

Grade Levels Served:TK-8

2021–22 Enrollment: 2189

Site Based or Non-Site Based: Site Based

Areas of Greatest Progress and Need

Based on the charter district's internal spring and fall 2022 assessments, and the 2022 California School Dashboard (Dashboard), identify the charter district's areas of greatest progress and greatest need.

1. What internal assessments (not California Assessment of Student Performance and Progress [CAASPP]) are being used to demonstrate the charter district's areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?

Information regarding the verified data list is available on the California Department of Education, Verified Data Criteria and Adopted Indicators web page at <https://www.cde.ca.gov/sp/ch/verifdatacrit.asp>.

Both of the assessments below are on the approved list, and are utilized by our district.

- Star Assessments by Renaissance
- ELPAC by Educational Testing Service

Also, the district uses the following assessments to monitor progress.

- DRA
- Local Benchmark Tests-Illuminate

2. Identify the charter district's areas of greatest progress:

KECSD Greatest Progress

In the 2021-2022 school year, KECSD students took the CAASPP Summative Assessment for ELA and math. After reviewing the results of 1,417 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 having our students back to in-person schooling for the entire 2021-2022 school year.

Overall, student results decreased slightly for ELA, but increased in math. However, data collected from the CAASPP website indicates that for both ELA and math, KECSD students surpassed the state averages. Overall, students did significantly better in ELA, than in math.

3. What data demonstrate these areas of progress? Include any related Dashboard data and internal data.

Overall CAASPP End of the Year Summative Assessments - Two Year Comparison 2021 and 2022 - ELA

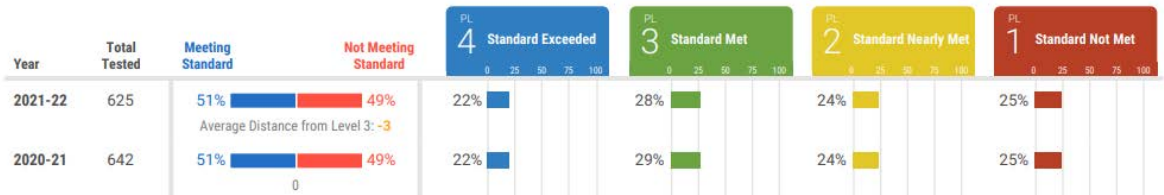
Overall & Claim Performance for Central Valley Home School



Overall & Claim Performance for Lincoln School



Overall & Claim Performance for Reagan Elementary School



Overall & Claim Performance for Rafer Johnson Junior High School



Overall CAASPP End of the Year Summative Assessments - Two Year Comparison 2021 and 2022 – Math

Overall & Claim Performance for Central Valley Home School



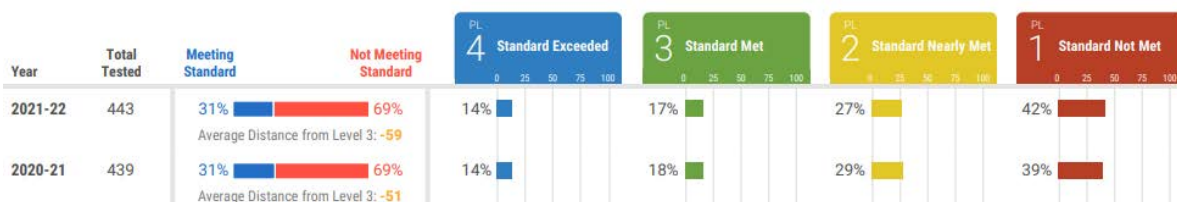
Overall & Claim Performance for Lincoln School



Overall & Claim Performance for Reagan Elementary School



Overall & Claim Performance for Rafer Johnson Junior High School



California Distinguished School

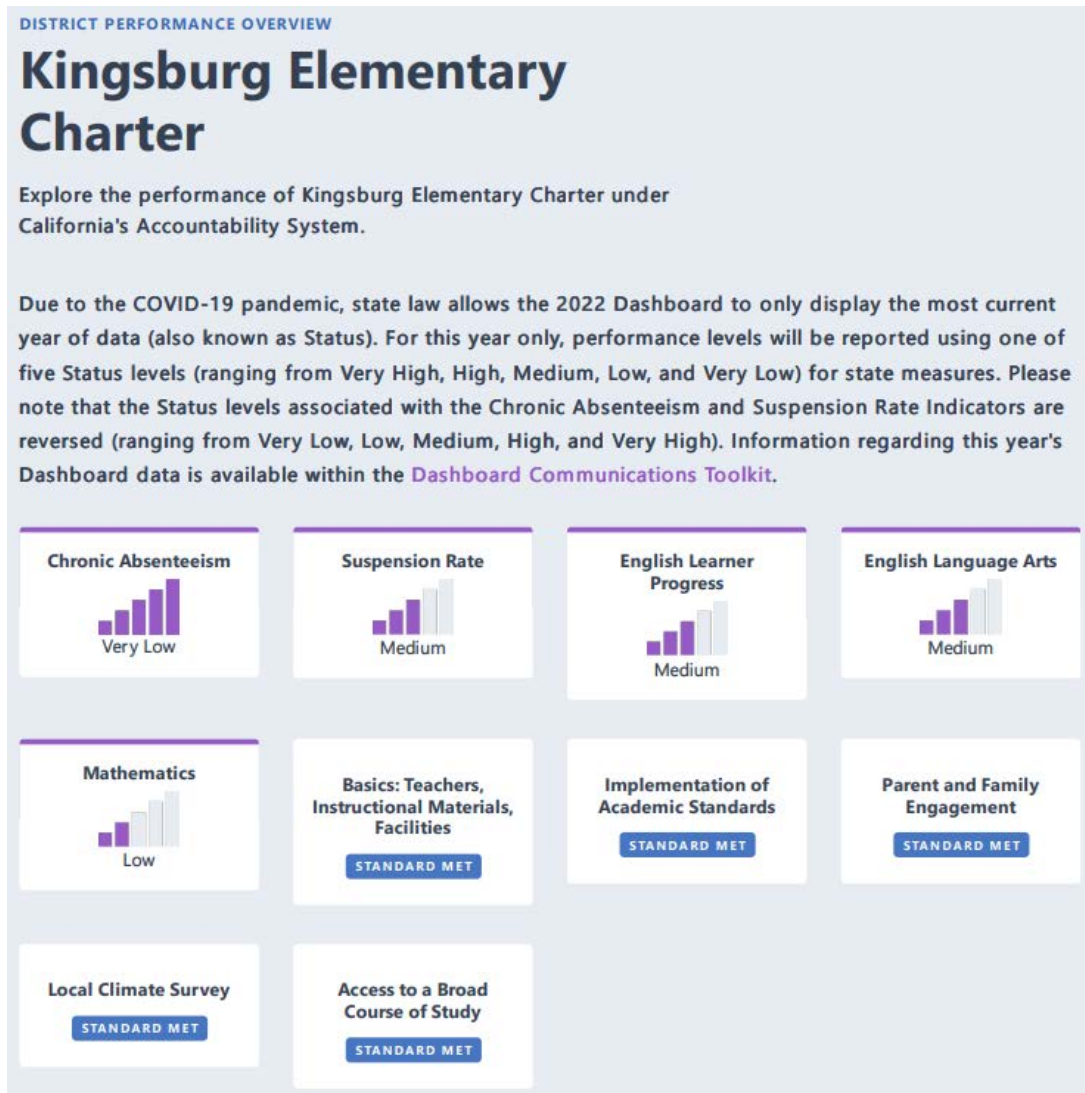
Lincoln Elementary was recently informed that they are being recognized as a 2023 California Distinguished School. This is an exceptional achievement. The California Distinguished Schools program recognizes schools for their excellent work in one of two categories: closing the achievement gap and achieving exceptional student performance.

4. Identify the charter district’s areas of greatest need including references to student sub-groups:

KECSD Greatest Needs

The district-wide professional development focus for the majority of previous 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.

5. What data demonstrate these areas of need? Include any related Dashboard data and internal data.



6. How is the charter district addressing these areas of need? Include references to student sub-groups.

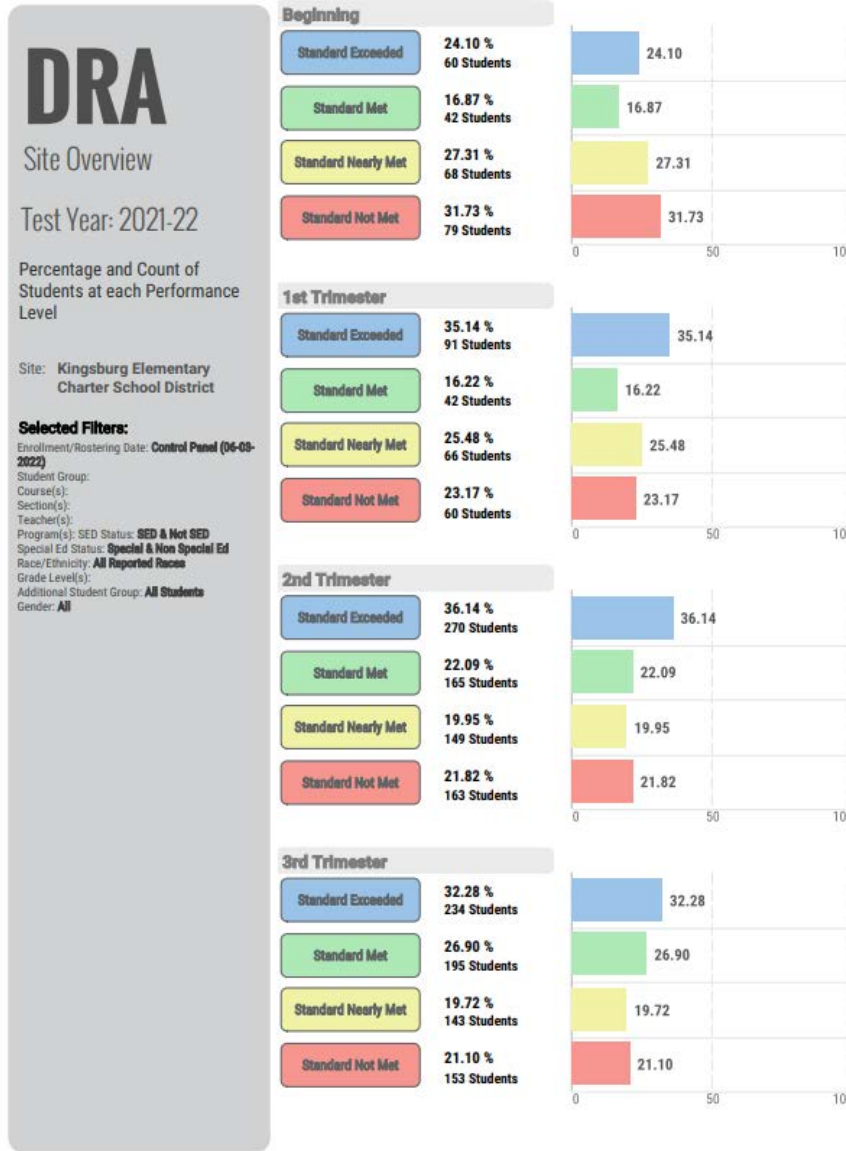
In response to qualitative and quantitative data from all stakeholders, KECSD is collaborating with the Fresno County Superintendent of Schools Office to provide intense and ongoing professional development focused on math for the second consecutive year, for all teachers. FCSS consultants will provide 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.

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 and other key content focused areas.

In order to support our English Learners, we have provided all of our designated ELD teachers with professional development provided by the county office. Also, on our professional development day, many of our entire teaching staffs received training in ELD again provided by the county office. The district also purchased Imagine Learning 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.

Response from Kingsburg Elementary Charter

DRA Assessment



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.

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 continue to 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.

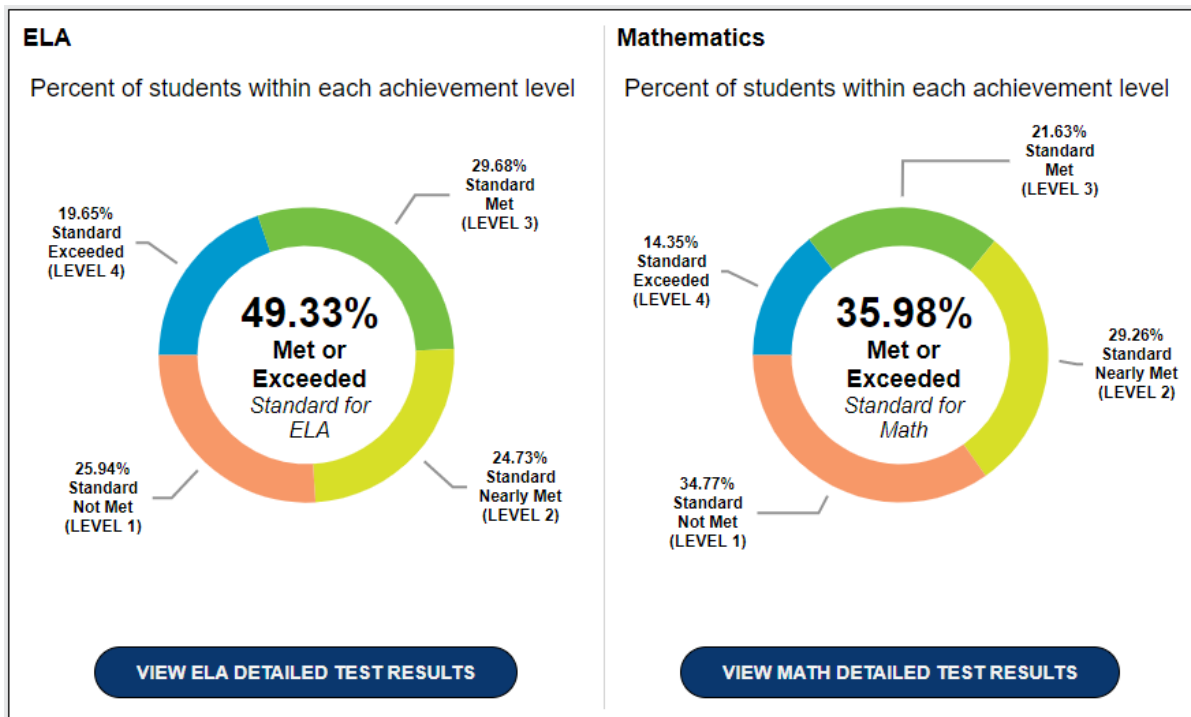
This disrupted student learning and engagement, resulting in lost learning time, and exacerbated pre-existing inequalities in students' access to resources. KECSD will adapt our existing MTSS, which includes Response to Intervention (RTI) and Positive Behavioral Interventions and supports (PBIS) frameworks 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, counselors, and a non-paid counselor intern, and each of our sites have BSA’s or behavioral support assistants to provide extra support for our students in need. We are currently in the process of applying for the Community Schools grant. If we receive this grant, it would allow us to hire many additional mental health staff.

Summary of Performance on Measurable Pupil Outcomes

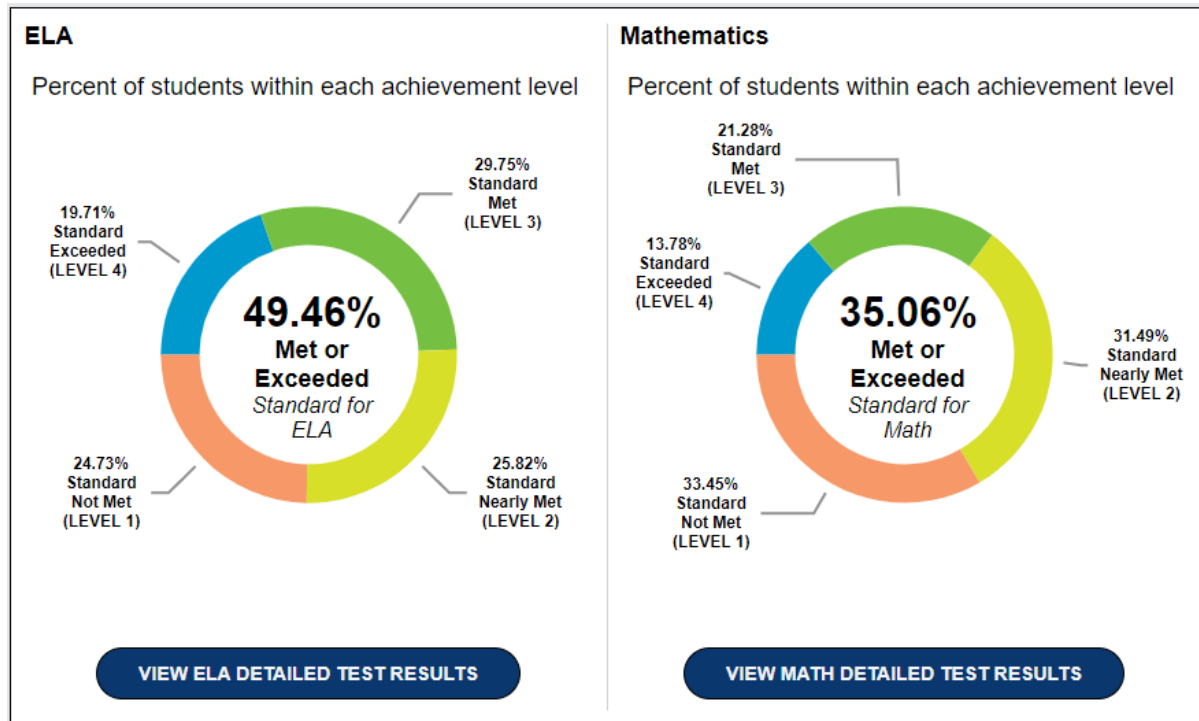
1. Provide a summary of the performance in Element 2 (Measurable Pupil Outcomes) in the petition:

Goals 1 and 2 –

21-22 – CAASPP



20-21 - CAASPP

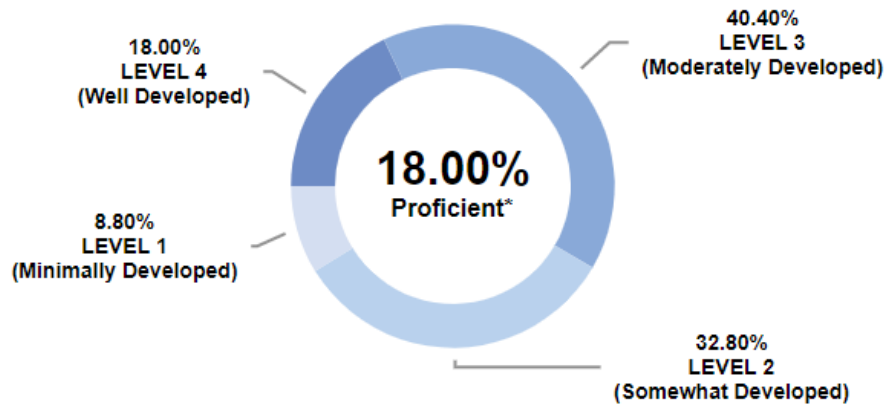


Our overall CAASPP scores in ELA dropped slightly from 49.46% to 49.33%. Our overall CAASPP scores in Math increased from 35.06% to 35.98%.

ELPAC – 21-22

English Language Proficiency for Summative ELPAC

Percent of students within each performance level

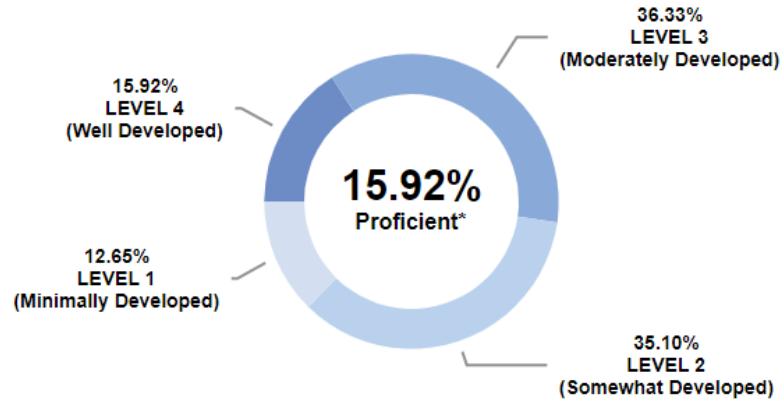


Response from Kingsburg Elementary Charter

ELPAC – 20-21

English Language Proficiency for Summative ELPAC

Percent of students within each performance level



Our overall ELPAC scores increased from 15.92% to 18.00%.

This year we have continued to have all our teachers trained in their content areas by coaches from the Fresno County Office of Education. We have focused on math, and also have worked extensively with our designated ELD teachers.

Goal 3 –

This year we have expanded our after school intervention/enrichment programs to all of our sites. We hired a director to oversee and continue to enhance these programs. We are excited about the growth in the numbers of students attending these programs. We believe this will help each of these students grow in the areas they need more help with.

***Current number of our students attending our afterschool program**

School	Grade	# of students	EL
Washington	TK	14	3
Washington	K	28	9
Roosevelt	1	35	11
Lincoln	2	46	7
Lincoln	3	56	6
Reagan	4	50	7
Reagan	5	44	6
Reagan	6	16	1
Rafer	7	20	1
Rafer	8	21	5
Total		330	56

Goal 4 –

We have continued to provide mental health support to our students by maintaining the following: school psychologist, counselors, behavior support providers and health-aides at each school site, and district liasons. One exciting new offering for our parents this year, is we have partnered with Fresno State's Parent University program. Many of our parents are able to take classes ranging from learning English to Digital Literacy. We recognized a group of parents that completed their classes at one of our board meetings.

2021–22 Local Control and Accountability Plan Progress

1. Provide a summary of progress made in meeting the charter district's 2021–22 Local Control and Accountability (LCAP) goals:

Goal 1 - KECSD kept its focus on foundational reading skills for students in grades TK-3 and continued to be strategic and specific in its goals for the 2021-22 school year. Coming back to in-person instruction was vital to student success and success as a program. Keeping up with curricular changes, supporting staff with supplies and resources, maintaining and increasing technology, and providing services and intervention for identified students continued throughout the year. Actions from goal 1 provided extra support for students. Although student performance levels dropped, the district exceeded the state in ELA and math for all students in grade 3-8. (KECSD ELA 49.46% students met/exceeded the standards for ELA, as compared to 48.79% for the state and for KECSD/math 35.06% of the students met/exceeded the standard, compared to the state with 33.76%.)

Goal 2 - The Kingsburg Elementary Charter School District was able to successfully implement the actions and services planned to increase proficiency in mathematics and provide extra support for the district's EL, FY, and LI student groups. The staff was proud of their efforts to address the needs in this area. Equipping staff with professional development, KECSD staff members participated in training prior to school starting (preservice event) and collaborated regularly through professional learning communities to make adjustments to instruction based on common formative assessments for each grade level. In addition, staff focused on the ongoing improvement of instruction and increasing the opportunities and learning for our EL, FY, LI, and students with disabilities. Weekly PLC meetings provided time for staff to collaborate on ways to best support families and students. The district's academic coaches provided ongoing training and support for teachers. The academic coaches collaborated with the district leadership team, the Fresno County Superintendent of Schools, and district staff to help monitor and analyze student progress towards mastery of state standards.

Goal 3 - The District had great success in implementing all of the actions and services included in Goal 3. The district technology department did a great job updating, repairing, and securing new devices when needed and the district was able to secure 1:1 devices for all students. The district's academic coaches kept logs of individual and group meetings/training to support staff. The local county office of education provided focused math professional development to all

teachers who teach math and district coaches followed up with coaching inside of the classroom. All of the district's principals met with the assistant superintendent during regularly scheduled professional learning community meetings in which data from school site PLC meetings were shared and discussed. Afterschool programs were implemented at each school site, however, securing staff was a challenge and classes were limited. Summer programs were especially challenging and the district, for the first time, had to secure additional staff from outside of the district. There were no substantive differences in the planned actions and actual implementation of the actions.

Goal 4 - The Kingsburg Elementary Charter School District is committed to the ongoing development of a positive school climate and culture, where all students are able to thrive and succeed. The district and each school worked diligently to implement the goals and actions that were outlined in goal 4 of the LCAP. All actions were implemented. KECSO surveyed the school community during the spring of 2022, to collect input and data on student achievement and the district's educational program, as well as school climate, culture and safety. According to the district's local climate and culture survey, 88% of the 456 students who took the survey indicated they felt positively connected to their school. Of the 160 7th and 8th grade students who took the survey, 85% of the students indicated they felt positively connected to their school and that it was a safe place. Unfortunately, district suspension and expulsion data showed an increase from the previous year of no expulsions to 7 expulsions during the 2021-2022 school year and 14 suspension during the 2020-2021 school year to 55. The increase in suspensions and expulsions may be partially due to the fact that students observed the hybrid model of instruction during the previous year which resulted in less in-person time at school, due to covid. Additional stresses due to covid may have caused disruptions of every day life for families and increased levels of anxiety and behavioral problems for students in school. Nevertheless, the district recognizes that resources to support students will be crucial. Mental health, intervention, and support for our most vulnerable students are a few of the assistance strategies that will be needed to help students get back on track. The district and each school will continue its ongoing recruitment of families, focusing on parents of English Learners, Foster Youth, Students with Disabilities and Low-income students, to participate in the various parent groups at the site and district levels including but not limited to School Site Council, English Learner Advisory Council, District English Learner Advisory Council, Parent Advisory Committee, parent workshops, and establishing in the fall of 2022 the WATCH D.O.G.S. Program. These groups and others will continue to provide valuable input in regards to student safety and a positive school climate and culture, as well as promote increased family engagement in schools.

2. Provide a summary of the ongoing 2022–23 LCAP annual update process, including the charter district's work to engage community members in the process:

The Kingsburg Elementary Charter School District has already had multiple opportunities to engage with our community of educational partners during the development of the LCAP for this year. At the beginning of the school year, principals shared student data and discussed academic and intervention programs with their individual staff, parents, community members, and leadership teams. The data aligned with the LCAP's Eight State Priorities. The data will be used to help develop the LCAP, address educational partner needs, and will be shared with the District LCAP Parent Advisory Committee (PAC), School Site Council (SSC), English Learner Advisory

Committee (ELAC), and the District English Learner Advisory Committee (DELAC). All Rafer Johnson Junior High School students and Reagan Elementary School students will have the opportunity to participate in an online survey taken during the school day and KECSD parents will be invited to participate in an online survey, giving our educational partners an additional opportunity to voice their opinions and provide input. KECSD also meets with our SELPA monthly to review the budget, legislation, updated legal information and procedural changes, special education programs and supports, social-emotional and mental health programs and supports, and to collaborate with other LEAs. Each LEA has the opportunity to provide input in the revisions of the SELPA Local Plan. Additionally, frequent communication on an as-needed basis is welcomed and utilized, including input on how to leverage the LCAP to provide support for students with unique needs.

3. How is the charter district addressing learning loss from the prior school year?

KECSD will continue to 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.

Afterschool intervention is currently being provided at all grade levels thanks to the Expanded Learning Opportunities Program. We have hired a director for this program, and we are beginning to implement not only summer enrichment programs, but also intersessions (spring and winter). The afterschool programs will consist of identifying students' needs and providing targeted instruction, including student goal setting for each session.

Also, our teachers meet on our Flex Day Wednesdays, in Professional Learning Communities to go over data about each of our students. Teachers work together to figure out what additional strategies they can use to help our below grade level students. This PLC cycle continues throughout the school year.

2022–23 Plan for Independent Study

1. Inform if the charter district is providing independent study (IS) in the 2022–23 school year, including the percentage of average daily attendance enrolled in IS:

Yes, our district currently offers independent study. The average daily attendance at Central Valley Home School is currently 99.56%. Our average daily enrollment is 130.25, with our average daily attendance at 129.68.

Kingsburg Elementary Charter School District Academic Results

Kingsburg Elementary Charter School District Academic Results

California Assessment of Student Performance and Progress (CAASPP) Test Results

The following data represents percentages of students that met or exceeded standards for English Language Arts (ELA) and mathematics (Math). This information was obtained from the CAASPP Test Results for California's Assessments web page at <https://caaspp-elpac.ets.org/caaspp/>.

Results for All Grades and Students

Year	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
School ELA	48.02%	49.86%	56.19%	No Data	49.46%	49.33%
School Math	38.12%	37.33%	43.95%	No Data	35.06%	35.98%
State ELA	48.56%	49.88%	51.10%	No Data	49.01%	47.06%
State Math	37.56%	38.65%	39.73%	No Data	33.76%	33.38%

Results for Student Sub-Groups 2021–22

Student Sub-Group	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
School ELA	14.28%	NA	39.22%	42.34%	13.70%
School Math	9.52%	NA	31.98%	28.60%	13.60%
State ELA	12.47%	20.64%	27.79%	35.24%	15.61%
State Math	9.71%	10.30%	15.90%	21.23%	11.41%

2022 California School Dashboard Data Overview

Due to the COVID-19 pandemic, state law allows the 2022 California School Dashboard (Dashboard) to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Additional information regarding 2022 Dashboard data is available on the Dashboard Communication Toolkit web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>. The following information was obtained from the Dashboard website at <https://www.caschooldashboard.org/>.

Performance (Status) Levels

Dashboard Indicator	School Performance (Status) Level	State Performance (Status) Level
Chronic Absenteeism	Very Low	Very High
Suspension Rate	Medium	Medium
English Learner Progress	Medium	Medium
Graduation Rate	N/A	Medium
College/Career	N/A	Not Reported
ELA	Medium	Low
Math	Low	Low

This document was prepared by the California Department of Education, Charter Schools Division, January 2023.