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Response from Kingsburg Elementary Charter



fresno county
superintendent of schools

May 8, 2020

Carolyn F. Pfister
State Board of Education
1430 N Street, Suite 5111
Sacramento, CA 95814

Charter District Academic Memo for Kingsburg Elementary Charter District

Miss Pfister,

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

Kingsburg Elementary has completed an LCAP and an annual update for the 2019-20 school year. The site visit to Kingsburg Elementary Charter District was held on Monday, November 4, 2019. Based on the site visit results and a review of the dashboard and statewide data, we have no concerns with the 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/1062240000000/2018>. 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,

Jeffrey Hunt, Ed.D
Director, Charter Schools
Office of the Fresno County Superintendent of Schools
1111 Van Ness Avenue
Fresno, CA 93721-2000
Office: (559) 265-3074
Email: jhunt@fcoe.org

Response from Kingsburg Elementary Charter

Greatest Progress and Overall Results for the CA Dashboard 2019

Overall, the Kingsburg Elementary Charter School District (KECSD) received positive results on the CA School Dashboard for 2019. In comparison to other districts in Fresno County, KECSD's scores for math ranked the third highest with 43.96% of our students performing at the standards met or standards exceeded level on the most recent CAASPP test.

Overall, KECSD students also made growth in English Language Arts. According to the CA School Dashboard for 2019, KECSD students received the sixth highest ELA score with 55.85% of the students meeting or exceeding the standard for ELA, as compared to other districts in Fresno County.

In regards to growth and positive change on the CA School Dashboard, KECSD students were ranked the third highest to make growth and change at 7.32% in math, as compared to other districts in Fresno County, as stated in a report shared by the Fresno County Superintendent of Schools Office.

According to the CA School Dashboard, overall, all subgroups in the district, with the exception of one area – English Learners and math, made positive growth and showed increases in ELA and math, and decreases in areas such as chronic absenteeism and suspension rates.

All five of the district's comprehensive schools sites (Washington, Roosevelt, Lincoln, Reagan, and Rafer Johnson) maintained or increased scores for ELA and math. All five sites either maintained or decreased percentages of students who were identified as chronically absent.

Four of the five schools maintained or decreased their suspension rates. Washington School had a slight increase of 0.6% with 0.9% of the students suspended at least one time.

English Language Arts

Overall, students received a "green" status on the CA Dashboard. Students increased 14 points and scored 12.7 points above standard. Students with Disabilities received an "orange" status and although they scored 85.7 points below the standards, they grew 16.3 points. The district's English Learner students increased 10.5 points for ELA and received a score of 96.6 points below the standard. Our Reclassified English Learner students increased 16.5 points and received a score of 7.8 points above the standard.

The district will continue to provide instructional strategies in writing, utilizing New York Times bestselling author Jennifer Serravallo's techniques from The Writing Strategies Book. Teachers will participate as writers themselves to experience the writing process and selected strategies with the intention to employ these in their own classrooms.

Teachers will also learn techniques on the how and why of providing specific student feedback and small group strategy instruction. Throughout the year, teachers will be given guidance to plan with specific writing goals in mind using the book with their current writing curriculum or instructional practice.

Math

Districtwide, the Kingsburg Elementary Charter School District received a “Green” on the CA School Dashboard - Four subgroups in the district, as a whole, received a status of “Yellow” on the CA Dashboard:

English Learners

Homeless

Socioeconomically Disadvantaged Youth

Hispanic

One subgroup was identified as “Orange” – Students with Disabilities

One subgroup was identified as “Green” – Asian and White

One subgroup was identified as “Blue” – Two or More Races

According to the CA Dashboard, as a district, students increased their math proficiency and gained 13.2 points. The overall status students achieved was 15.2 points below standard.

All sites either maintained or experienced increases in scores for math, with the exception of Central Valley Home School. CVHS scores for math declined by 27 points. To help students continue to make progress and increase academic achievement in math, the district’s professional development focus for grades 3 through 8 this year was on the mathematical practices. Consultants from the Fresno County Superintendent of Schools Office worked closely with teachers to learn best practices in math education, analyzed curriculum and resources, and teaching of state standards, claims and targets to make decisions and adjustments in instruction. The district’s academic coaches also helped support instruction in the classroom by modeling and demonstrating quality lessons, meeting state expectations.

The math vertical team made up of teachers representing all school sites and grade levels focused on the work of Grace Kelemanic’s research and book, *Integrating Effective Teaching Practices*. The discussions were centered on the importance of instructional routines and how to develop a deeper understanding of the mathematical practices, as well as increase student engagement. Examples of rich mathematical activities to replace rote learning were also research and discussed to help support teachers with best practices in instruction.

Chronic Absenteeism Rate

The CA School Dashboard results for Chronic Absenteeism were as follows:

- a. .5%
- b. All subgroups received a “Blue” status on the CA Dashboard, with the exception of Central Valley Home School.

- c. CVHS increased its chronic absenteeism rate by 1.2%. Out of the 174 students enrolled at CVHS, 3.9% were identified as chronically absent.
- d. The "All" category decreased by 0.1%
- e. At KECSD we know our future relies on healthy children. When students miss class a learning opportunity is lost. Our district will continue to work with all students and their families to provide support, such as PBIS and RTI, as well as meet the needs of students with special needs, to ensure students are healthy, and feel safe and comfortable attending school.

Suspension

According to the CA Dashboard, the suspension rate for the district declined 1.3%, compared to last year, with 1.6% of the students suspended at least one time.

Students with Disabilities received a rating of "yellow" and experienced a 1.8% decrease in suspensions, with 3.4% of the students suspended at least one time.

The following subgroups received a "green" rating: English Learners, Hispanics, Homeless, Socioeconomically Disadvantaged Youth and White

Two subgroups received a rating of "Blue" – Asians and 2 or More Races

The goal of behavioral improvement is one of many priorities and is built upon through PBIS, and increase in consistent behavioral supports and research based programs. This school year, alternatives to suspension has increased through additional behavioral staff supports and the use of research based SEL curriculum. In addition, school administration is directed to contact special education administration when a student is being considered for suspension, where a discussion takes place to determine if another course of action would be more effective. While suspension is not avoidable, use of alternatives to suspension has increased which will result in root cause analysis, plan implementation, and monitoring.

Greatest Need - ELPI

Our English Learners received a score of 41.5% in regards to making progress towards English language Proficiency on the most recent ELPAC and they are performing below the state average on the English Progress Indicator. Because of this, we will continue to focus on designated ELD training and planning instruction together, with guidance from the county office and our district's academic coaches. In addition, all teachers will continue to receive additional resources and training to provide access to content. We continue to use our SIOP (Sheltered Instruction Observation Protocol) but there is a need for more intention and targeted instruction to proficiency level during integrated ELD to improve performance in ELA and Math. Scaffolds will be put in place in order for all students to access the rigorous content in all areas.

Greatest Need - Students with Disabilities

Kingsburg Elementary School District has shown overall improvement maintaining orange in English Language Arts and Math with an increase of 16 and 7.8 points respectively, and maintaining Yellow status with suspensions with a slight decrease of 1.3 points. Kingsburg's color ranking is commensurate with the state average in all areas. More specifically, ELA and Suspension rates for special education students are higher than the state average, and Math is lower than the state average, while Kingsburg strives to show overall improvements in all categories in relationship to special education. Special education teachers have gone through training to be more mindful of individualized goals based on present levels, participating in data monitoring to drive instruction, case managers are meeting more often with regular education teachers during their Professional Learning Communities, as well as other scheduled times, to review classroom accommodations and modifications specific to the IEP. Research based curriculum options continue to be evaluated and considered. In regards to suspension, the district has reshaped its discipline policy to provide other alternatives to suspension including SEL lessons and outside agency support. Additionally, a policy has been introduced in which administrators are asked to consult with the Director of Special Education or the Administrator overseeing PBIS prior to the issuance of a suspension of a special education student. All schools in the district implement PBIS strategies and best practice to promote positive behaviors and life skills such as problem solving. We are teaching students how to be successful at school and providing them with life-skills that will last throughout the rest of their educational careers and beyond.



Kingsburg Elementary Charter School District

1. A description of how the charter district will provide continuity of distance learning instruction during the school year to ensure pupils have access to curriculum.

There are a number of changes the district is making to ensure students are able to access instructional resources through distance learning. District staff have examined the curriculum tools and resources that are available for instruction. Together, with members of the academic leadership, the district's google site for curriculum and instruction was updated, with specific materials and resources for distance learning. Additionally, resources for supporting core instruction through distance learning were purchased, including but not limited to, the Teacher's College Reading and Writing Project - virtual writing lessons, new NGSS curriculum, digital math programs/Big Brainz, Imagine Learnings Language and Literacy, and Amira for oral reading fluency. All professional development provided to teachers and staff will focus on supporting the state standards and expectations through distance learning and Social-Emotional Learning and mental health.

All distance learning students will be provided instruction daily with a combination of synchronous and asynchronous learning. Teachers will ensure the synchronous activities and time value of assigned asynchronous work meets the minimum instructional minutes defined in Senate Bill 98 (Ed. Code, § 43501). A majority of the instructional minutes will be delivered synchronously. Site administrators verify teacher-developed daily instructional schedules provide for synchronous and asynchronous instruction. Teachers will utilize the attendance module in Aeries, the student information system, to document daily participation for each pupil on each school day for which distance learning is provided. Daily documentation may include evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between teachers and students or parents/guardians. A student who does not participate in synchronous and/or asynchronous learning on a school day shall be documented as absent for that school day. A weekly engagement record will be completed by the teacher(s) for each student documenting synchronous or asynchronous instruction for each whole or partial day of online learning, verifying daily participation, and tracking assignments. District and site administrators will routinely monitor student participation and engagement in instruction. Site administrators will follow the protocol for alternative attendance for students that do not participate for three or more days.

2. A description of how the charter district will ensure access to devices and connectivity for all pupils to support distance learning.

The Kingsburg Elementary Charter School District is implementing an online learning model, as 100% of our students are participating either 100% distance learning or the hybrid model of instruction, which includes in-person instruction, combined with asynchronous learning at home.) All students have electronic access to all related instructional materials. Before

instructional days commenced this fall, and during 1:1 meet and greets with teachers and students, all students were given a district chromebook. A surplus of extra internet ready devices are also on standby and ready to deploy at every school site in the event that a student device malfunctions. This minimizes any chance of downtime for student access. Families who did not come to the school to pick up devices were contacted and special arrangements for the distribution of these resources were made.

Last spring, parents/guardians were surveyed to determine which families lacked internet/Wi-Fi access, and who would require a district provided hotspot in the fall. Family needs for internet access was assessed, again, by school staff during the 1:1 meet and greet sessions. Due to the district's limited supply of hotspots, a priority list was established, and students with special needs, English Learners, Homeless/Foster Youth, and Socioeconomically disadvantaged students, were given first priority to receive hotspots. The District is continuing to assess student's needs throughout the year and hotspots will continue to be deployed to families without reliable internet, to ensure connectivity with district-provided devices.

Each KECSO teacher has an internet ready laptop and chromebook that has been provided by the District. Using these devices, teachers will communicate with students and deliver lessons through Zoom video conferencing, Google Classroom, Seesaw and a variety of other applications. Once students have logged onto their district provided device, curricular websites and applications will all be accessible with one click via our clever single sign-on portal or for older students, their district-provided login information.

Support in accessing the technology and curricular materials will be provided to each family through our online resources website, along with the support of the classroom teacher. Families will be provided with instructions on how to care for their devices. School site staff members and the district's community liaisons are supporting all families, particularly families of English Learners, with help setting up email, using Google Classroom and ZOOM. The district's academic coaches and leadership team will provide additional support to help families access resources and training to support distance learning.

3. A description of how the charter district will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years with consideration of the charter district's demographics and grade levels served.

As a result of the stakeholder input last spring and in the summer, a number of recommendations were made for the return to school, including the prioritization of English language arts/English language development and mathematics both in first instruction and interventions designed to address learning loss that may be a result from COVID-19 school closures in 2019-20 and beginning 2020-21 in an online learning model.

Through the continued implementation and refinement of Multi-tiered system of support (MTSS) the academic leadership team has designed a comprehensive system to identify students' learning gaps in English language arts/English Language Development and mathematics and building intervention systems to further mitigate and address gaps in learning and focus on accelerating learning during the 2020-21 school year so students meet or exceed grade level expectations.

The leadership team collaborated with districts throughout the county and state to share and research best practices, and researched and studied documents recommended by the California Department of Education including: CA Education for Excellence Distance Learning

Playbook, Learning As We Go: Principles for Effective Assessment During COVID-19 by Robin Lake/Lynn Olson and Restarting School Planning for Acceleration by TNTP.

The District will continue to audit and review existing assessments to determine its appropriateness and clear purpose for progress monitoring and identifying students' needs and next steps, through distance learning.

To address gaps in learning teachers will continue to use frequent formative assessments that take place using quick checks for understanding during instruction and each trimester, either from the District adopted curriculum or teacher-developed, to measure near-term learning outcomes for the purpose of frequent progress monitoring. The use of formative assessments for students will be a focus to inform learning, not merely audit it and they will be used more frequently during this unique time. Students will also use formative assessments as they learn how to self-assess their understanding with rubrics and in collaboration with other students. Site administrators and teachers have developed schedules, which include intervention blocks for reading and mathematics, with a combination of synchronous and asynchronous instruction.

To begin this process, students in grades TK and kindergarten were individually assessed using the Developmental Reading Assessment (DRA) a standardized reading test used to determine a student's instructional level in reading. The assessments occurred prior to school beginning during 1:1 meet and greets. KECSD will continue to utilize existing assessments conducive to remote administration, such as DRA, STAR/AR, Illuminate Ed,

4. A description of how the charter district will monitor and support mental health and social and emotional well-being of pupils during the school year.

Every school day will begin with an emotional check-in for all students at the onset of the school day, which will be followed by a social-emotional lesson with live synchronous learning. Teachers have been instructed how to individually follow up with those students identifying as having a bad day during the emotional check-in. A social/emotional MTSS folder was shared with all staff including Tier1, 2, and 3 emotional supports, inclusive of ideas, resources, and always present training opportunities. The district has created a website that addresses social/emotional supports, resources, and encouragement for students, families, and staff. This site and other specific social/emotional resources are shared on social media platforms and through school site newsletters. The district is part of a Mental Health Support system consortium, which provides all levels of mental health support for our students who would benefit from on-going mental health support. This contact information and resource availability is shared through multiple means. On an individual basis, the district has established a google form that can be completed by staff requesting home visits for individual students where there is suspected or known need, and may require a personal conversation with our liaisons (while following all safety precautions) at which time the team member establishes their level of need, and mindfully directs them to specific supports.

5. A description of how the charter district will address the anticipated apportionment deferrals.

The District will evaluate its cash situation with the assistance of the Fresno County Superintendent of Schools. We will complete the preliminary Tax Revenue Anticipation Note (TRAN) in December to be prepared for a TRAN loan in the spring.