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Kings County Office of Education
Todd Barlow - County Superintendent of Schools

TO: State Board of Education

FROM: Kings County Office of Education
Joy Santos, Assistant Superintendent

DATE: May 3, 2021

RE: Information Memo for Kings River-Hardwick Elementary School District

1. **Charter District CAASPP:** Due to the COVID-19 pandemic, administration of the CAASPP was suspended for the spring of 2020. However, the district collected traditional local measures of student performance through March 13, 2020. Successes, upon review of the local indicators, include academic progress in ELA and Mathematics despite the challenges faced by students and staff during the third trimester of the school year, as well as the resiliency and support of our entire school community.
2. **Learning Continuity and Attendance Plan (LCP):** On March 13, 2020, Kings River-Hardwick made the decision to close all schools due to the COVID-19 pandemic after consulting with the Kings County Superintendent of Schools and the Kings County Department of Public Health and following the executive order of Governor Gavin Newsom. Initially, with three weeks until Spring Break, it was the district's goal to reopen the schools on April 14, 2020. The 2020-21 Kings River-Hardwick board approved LCP may be found at: [Kings River-Hardwick Union Elementary School District](#)
3. **County Office Site Visit:** The charter oversight team visited Kings River-Hardwick virtually on March 4, 2021.
4. **County Summary of District's Assessment:** The district continues to utilize local benchmark assessments in the areas of English Language Arts and Mathematics. These assessments are developed, administered, and revised with input and support from grade level instructional teams, academic coaches, and district and site administrators working collaboratively. In addition to district benchmark assessments, KR-H continues to utilize the CAASPP Interim Assessments. Students' standard assessment grades received on standards-based report cards also provide valuable information on the number of students who are exhibiting standards mastery at each grade level, each trimester. These standard grades of progress, in addition to benchmark and CAASPP Interim Assessments, continue to reflect progress and increased student achievement in addition to providing insight into areas where additional focus on improvement is needed.
5. Kings County Office of Education provides technical assistance to our Charter Districts throughout the year. Our county is relatively small and we work very closely with our districts. Some examples are:
 - LCAP oversight
 - Differentiated Assistance
 - Content Related Tier 1 Support
 - Foundational Assistance with Title programs
 - New Teacher/Administrator Induction
6. **County Office Acknowledgement:** The Kings County Office of Education has no concerns, and has commendations for Kings River-Hardwick School. KR-H plans to continue offering professional development with a focus on Improvement Science, to enable the instructional staff to stay on the cutting-edge of research based instructional pedagogy and strategies and enhance their skills as expert instructors and instructional leaders. Kings River offers ongoing opportunities to keep students engaged and motivated to come to school each, and every day. Our team is fortunate to work and learn from the district's staff and students.

Respectfully submitted,

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Kings River-Hardwick Charter School District Annual Report on Academic Performance 2020-21

Charter District Response:

1.A CAASPP Performance and Summary Review of Fall Dashboard Results

Due to the COVID-19 pandemic, administration of the CAASPP was suspended for the spring of 2020. However, the district collected traditional local measures of student performance through March 13, 2020.

The district has established a solid academic foundation upon which we continue to develop and enhance educational programs for our children despite the current pandemic. Although the COVID-19 pandemic required a dramatic shift in teaching and learning during the third trimester of the 2019-20 school year, the district still ensured all students had access to their education through the end of the school year in June.

As has been our charge each year, to meet the rigorous demands of the state standards, the district has made significant investments in professional development and instructional resources to support the ongoing professional learning of instructional staff and provide learning opportunities for our children that will enable them to be successful in meeting the challenges of the 21st century. These investments provided a solid foundation for teachers and students alike to draw from and build upon when faced with the unanticipated and unprecedented need to pivot our students' entire education to distance learning in March of 2020. The successes we are most proud of upon review of our local indicators include our academic progress in ELA and Mathematics despite the challenges faced by students and staff during the third trimester of the school year, as well as the resiliency and support of our entire school community.

When COVID-19 forced the district to pivot to a distance learning model beginning March 16th, the district had grade level specific, standards-based lessons in place online for all students beginning March 18th, with paper copies of materials available by March 20th. Technology devices were distributed to all students beginning April 14th, when it became apparent students would not be able to return to in-person instruction for the foreseeable future. Throughout the eleven weeks of distance learning during the third trimester of 2020, teachers provided both synchronous and asynchronous learning opportunities for their students as resources permitted. Teachers stayed in contact with their students throughout this unprecedented trimester, providing instructional support and general encouragement for the children in their classrooms until the last day of the school year.

In order to maintain and build upon these successes and bridge any learning loss that may have occurred, we plan to continue our professional development with a focus on Improvement Science, to enable our instructional staff to stay on the cutting-edge of research based

instructional pedagogy and strategies and enhances their skills as expert instructors and instructional leaders. As an LEA we will continue to provide opportunities for our educators to perfect and hone their skills and then put those skills into practice in our classrooms to continue to increase the quality of learning opportunities for all our students, including English learners, low-income, and foster youth. In addition, our RTI workshop model and after school tutoring and intervention programs will continue remotely if needed, in order to ensure continuity of learning for our students whether in-person or via distance learning. Our EL Curriculum Specialist has also enhanced our services to English learners, low-income students, and foster youth, contributing to ongoing gains in ELA for English learners and low-income students.

To enhance our attendance and thwart Chronic Absenteeism, we will continue to foster a safe, inviting and enriching learning environment, while at the same time instilling in our students and parents the importance of good attendance. We will support our efforts with ongoing opportunities to keep students engaged and motivated to come to school each and every day whether in-person or online through distance learning.

1.B. Performance Summary of Benchmark Assessments and other metrics and measurable pupil outcomes

The district continues to utilize local benchmark assessments in the areas of English Language Arts and Mathematics. These assessments are developed, administered, and revised with input and support from grade level instructional teams, academic coaches, and district and site administrators working collaboratively. The Illuminate Assessment System has been in place in the district for five years, allowing for streamlined data collection and data disaggregation that supports the goal setting process as we strive to continually improve student achievement from one year to the next. The Illuminate system is currently being enhanced and personalized with data collection abilities that support assessments currently in use by the district.

In addition to district benchmark assessments, we are continuing to utilize the CAASPP Interim Assessments. It is our expectation that the student performance data collected through the administration of the IAB's and ICA's will provide valuable feedback, enabling us to narrow our focus and further enhance our instructional program for the benefit of our children. The state continues to make upgrades to the Interim Assessment system that enhance the relevance of data collected through these assessments.

Students standard assessment grades received on our standards-based report cards three times per year at the end of each trimester, also provide valuable information on the number of students who are exhibiting standards mastery at each grade level each trimester. These standard grades of progress, in addition to benchmark and CAASPP Interim Assessments, continue to reflect progress and increased student achievement in addition to providing insight into areas where additional focus on improvement are needed.

1.C. Overall Performance

The Kings River-Hardwick Charter School District is very proud of the rigorous academic program it provides for its children. Over the past several years we have had the distinction of being the top performing district in our county; and it is our charge to continue to be on the cutting edge of instructional practice, providing high quality educational opportunities for our children in an atmosphere that supports their social and emotional needs, allowing them to grow and develop as highly educated, well rounded individuals.

Our strong academic performance is supported by our commitment to on-going professional development in the areas of Technology, English Language Arts, Mathematics, and Science. Our partners in this endeavor, the Kings and Tulare County Offices of Education, are valuable resources, playing a vital role in our current success and strategic plan for ongoing success in the future. We are confident that with the district's academic performance to date, current performance goals, and strategic plan for supporting future growth and success despite the challenges of the COVID-19 pandemic, we will continue to effectuate increased student learning outcomes each year.

1.D. Comparison of Charter District Performance to Demographically Comparable County Performance

As the state Dashboard from 2019 indicates, we were a high, green school in ELA, a high, green school in math, and a blue school in suspension rate, achieving a met or exceeded level of 73% in ELA (41.7% above standard, maintained) and 60% in Mathematics (19.2 points above standard, maintained). In addition, our Students with Disabilities made significant growth as well in ELA and Mathematics, achieving an overall met or exceed level of 70.45% (38.7 points above standard, increased 25.3 points in ELA, and achieving an overall met or exceeded level of 61% (5.5 points above standard, increased 22.8 points in Mathematics). Our Suspension Rate indicator was Blue at 0%.

The following chart of results data for Kings County School Districts provides a visual representation of how the Kings River-Hardwick Union Elementary School District performed on the 2019 CAASPP in comparison with other comparable districts in Kings County. This chart highlights the significant student learning outcomes our district students achieved in comparison with students in other districts in our county, as well as our county and state student performance as a whole.

| 2019 CAASPP RESULTS | ELA All Student s | Math All Student s | ELA Low Income Students | Math Low Income Students | ELA English Learner s | Math English Learner s |
|------------------------------------|--------------------------------------|---------------------------------------|--|---|--|---|
| Kings River-Hardwick | 73% | 63% | 58% | 49% | 32% | 23% |
| Pioneer | 61% | 48% | 53% | 37% | 21% | 19% |
| Hanford Elementary | 45% | 38% | 39% | 33% | 15% | 17% |
| Kit Carson | 36% | 21% | 31% | 19% | 11% | 7% |
| Island | 64% | 55% | 51% | 40% | 15% | 0% |
| Kings County | 45% | 33% | 38% | 27% | 10% | 10% |
| California | 51% | 40% | 39% | 28% | 13% | 13% |

Kings River-Hardwick Charter School District Addendum to 2020-2021 Annual Report on Academic Performance

Charter District Response

I. Monitoring and Supporting Mental Health and Social/Emotional Well-Being of Students

During the 2020-2021 school year, the district's Licensed Clinical Social Worker and school psychologist were provided professional development regarding trauma informed learning and practices as well as suicide prevention strategies to help students build appropriate coping strategies. Students in need of additional supports met virtually with the LCSW and outside agencies as needed when the year began in distance learning. For those students who were able to transition back to in-person learning, the LCSW, school psychologist and administrators began meeting with them in-person and online depending on preference of students and families.

The district continued implementing positive behavior supports and intervention to support the existing behavior support systems in place for Tier 1, 2, and 3 intervention needs. The tier 1 universal supports are provided to all students school-wide. The Tier 2 supports are provided for students who are at risk of developing more serious behavior problems. These supports were provided to students in-person and those attending remotely. These supports help students develop the skills they need to access and benefit from core programs at school. For tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. The district is also implementing a new SEL curriculum, Believe In You, Go Be Great! This curriculum is used for all students to teach and reinforce critical life skills and empower students to believe in themselves.

The LCSW and school psychologist continue to be available for live distance learning lessons to look for alarming behaviors that would warrant a follow-up for social emotional support services. Wellness checks for students continue to be provided by the district. Kings County Mental Health, Kings Behavioral Health, Aspiranet, and other outside resources in which families and students may be referred to are still available for students who require more intensive mental health services and support. School-based student support services staff, administration, and the school resource officer are making home visits to ensure students are engaging in their daily lessons and are also safe in their home environments.

At any time, the school LCSW, psychologist, and administration are available to help students, staff, and/or families in crisis situations. Students experiencing such situations are referred to the school psychologist or LCSW by their teachers, parents, or school administration. We continue to experience difficulty determining the full extent of mental health and social and emotional well-being of our students who continue through the distance learning program because of the

limited interaction we have with these students. As all students return to in-person learning this fall, we are anticipating our ability to more accurately and effectively identify students in need of services and support to increase and our response time in meeting these needs of students to be expedited.

As we begin the 2021-2022 school year, the above-mentioned services will continue in-person for the majority of our students in need of these supports. In addition, this school year, we are fortunate to add a Registered Behavior Technician to our social-emotional support staff, as well as an additional day of service from our school psychologist in order to increase our capacity to support the social-emotional needs of our students. The past seventeen months of enduring the COVID-19 pandemic has been challenging for our entire school community, therefore, we have taken steps to ensure we are prepared to support the mental health needs of our children in addition to providing the same rigorous academic program that has defined KRH for decades.

II. Spring 2021 Assessments

In the spring of 2021, the district administered the Smarter Balanced Assessment Consortium assessments on both platforms offered, in-person and online, in grades 3rd-8th. These assessments were given throughout the month of May 2021. The district encountered many obstacles throughout the administration of the state assessment this year, especially with regards to students on distance learning who were tested via an online proctor. The testing in these instances tended to take a significantly greater amount of time and it was more difficult to keep students engaged in the process. This modality of testing resulted in many more students than typical for our district, not finishing all parts of the assessments. Overall, the need for groups of students or entire classes to quarantine due to COVID-19 exposure during the assessment window also created unprecedented hurdles for the district to navigate during our testing window. Although it proved to be more difficult to accomplish than we anticipated, we are grateful to be receiving the results that may be used to support instructional planning and intervention for our students during the coming school year.

III. Addressing Pupil Learning Loss

Students will be identified for supplemental instruction and support based on their academic performance during the 2020-21 school year for placement in summer school in June and July of 2021, as well as initial placement in supplemental instruction and support programs in August 2021 when the 2021-22 school year begins. Initially, district benchmark assessment data, formative assessment data, guided reading assessment data, and teacher recommendations will be used to identify students in need of additional support. Once summer school concludes and the new school year begins, diagnostic assessment data, CAASPP assessment data, district benchmark assessment data, formative assessment data, guided reading assessment data, and teacher recommendations will be utilized to identify students in need of academic, social-emotional, and other integrated student supports. Ongoing student progress monitoring will take place throughout the school year, including in the middle and at the end of each trimester, to

ensure students are being successful and are able to access additional support opportunities fluidly during the course of the school year when needed. Grade level formative assessments, benchmarks, guided reading assessments, and teacher input will be utilized to assess and determine student needs and monitor growth and progress throughout the school year. Growth and progress of students receiving specific targeted and intensive intervention and support will be completed at least every four weeks.

Students in need of social emotional and mental health support will be identified by teachers, administrators, school psychologists, school health professionals, and parents/guardians. All Students will have access to a school provided lunch each day at no charge during the 2021-22 school year.

The Kings River-Hardwick Union Elementary School District will provide supplemental instruction and support to students through the use of ELO funds using the following five out of the seven strategies that may be addressed with these funds.

1. Extending Instructional Learning Time:

- * Expanded Summer School Program that includes a total of four weeks of summer school. (Two weeks in June and two weeks in July.) (Tier 2 and Tier 3)

- * After School Extended Learning Intervention/Tutoring Program (Tier 2 and Tier 3)

2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

- * Expansion of RTI program provided within the context of the regular school day so additional students may be served daily (Tier 2 and Tier 3)

- * Addition of three Instructional Aides (Tier 2 and Tier 3)

- * Purchase of Learning Recovery Programs and Materials (Tiers 1, 2, 3)

- * Educator training and professional development for certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including facilitating high quality and engaging learning opportunities for students in all content areas (Tiers 1, 2, 3)

3. Integrated student supports to address other barriers to learning:

- * Addition of one day of service from School Psychologist (Tier 2 and Tier 3)

- * Addition of two days of Behavior Specialist Aide services (Tiers 1, 2, 3)

- * Social Emotional Learning Program Materials (Tier 1, 2, 3))

- * Lunch provided at no cost to all students (Tier 1)

6. Additional Academic Services for Students:

* Progress Monitoring and Assessment Tools and Materials (Tier 1)

7. Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs: (Tier 1)

* Educator training in trauma-informed practices and addressing students' social-emotional health needs (Tier 1 and Tier 2)

The district will follow the Multi-Tiered Systems of Support framework to provide these academic and behavioral supports for students.

In Tier 1- core academic and behavior instruction with supports is designed and implemented for all students in all settings. Instruction is the key component in our Tier 1 framework. All students will receive high quality evidence-based instruction. Academic and behavior instruction and supports are designed and differentiated for all students. Tier 1 instruction incorporates the core academic curriculum that is aligned with state standards. The intent of the core program is the delivery of high-quality instruction to all students with the expectation of meeting grade-level standards and preparedness for the future.

In Tier 2- more targeted supplemental interventions and supports are put into place. These supports are more focused, targeted instruction/intervention and supplemental supports in addition to and aligned with the core academic and behavior curriculum and instruction. Students receive targeted supplemental interventions and supports while continuing to be instructed in the core program. Tier 2 consists of the academic and behavioral instruction/intervention that are provided to students who show a need for help in addition to the instruction/intervention they receive at Tier 1. Tier 2 instruction/intervention is designed to meet the needs of students who are at some risk for academic failure but who are still above levels considered to indicate a high risk for failure. The needs of these students are identified through the assessment process, and instructional programs are delivered through smaller groups and are administered with a focus on meeting the specific needs of the students.

In Tier 3- intensive individualized interventions and supports are utilized. More focused targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction are provided to students with greatest need for personalized attention. Tier 3 also provides an opportunity to conduct more diagnostic student of the student's needs to plan for more comprehensive programming and intervention. A small percentage of students, in the range of 1-5 percent, would typically need the intensive individualized interventions and supports of Tier 3. Tier 3 refers to the academic and behavioral instruction/interventions that are provided to students who show a need for intensive and individualized help that is provided in addition to Tier 1 and Tier 2. Tier 3 instruction/intervention consists of students who are considered to be at high risk for failure and, if not responsive, are considered to be candidates for identification as having special education needs.

It is also viewed as a tier that includes students who are not identified as being in need of special education but whose needs are at the intensive level. The groups of students in Tier 3 are of much smaller sizes, including some one-to-one instruction in certain situations.

All levels of instruction and social interaction at Kings River-Hardwick School are rooted in our strong culture of excellence, positive mindset, and a positive school climate that supports acceptance and inclusion of all.