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Response from Kingsburg Elementary Charter



fresno county
superintendent of schools

March 18, 2019

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 2018-19 school year. The site visit to Kingsburg Elementary Charter District was held on Tuesday, November 6, 2018. Based on the site visit results and a review of the dashboard and statewide data, we have no concerns with the district.

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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Greatest Progress - Fall 2018 CA Dashboard Results

English Learner Progress indicator

According to the CA Dashboard ELPI data from Fall of 2018 Kingsburg Elementary Charter School district's English Learners performed at 37.7% at level 3 and 32% at level 4. A total of 70% of our English Learners performed at a level 3 or higher which was higher than the 65% state average. Additional designated ELD planning sessions that were focused on the CA 2012 ELD standards were provided throughout the year to ensure a clear focus for each grade level team. Each EL site coordinator works closely with the principal and the district EL coordinator to ensure progress monitoring three times a year. Progress monitoring folders are done at each grade level to implement appropriate interventions needed. Supplemental materials and time is offered to students that are reading below grade level and newcomers. Newcomers are offered additional programs that assist with foundational skills and additional time with paraprofessionals. In addition, all sites have a designated ELD schedule in place.

Chronic Absenteeism Rate

- a. .6%
- b. All subgroups received a "Blue" status on the CA Dashboard.
- c. The "All" category decreased by 0.1%
- d. At KECSB 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.

Greatest Need – Fall 2018 CA Dashboard Results

Math

Districtwide - Five subgroups in the district, as a whole, received a status of "Orange" on the CA Dashboard:

- All
- Homeless
- Socioeconomically Disadvantaged Youth
- Students with Disabilities
- Hispanic

Two subgroups were identified as "Yellow" – English Learners and White

One subgroup was identified as "Green" – Two or More Races

One subgroup was identified as "Blue" – Asian

According to the CA Dashboard, as a district, students maintained their math proficiency and had a slight gain of 1.1 average points. The overall status students achieved was 28.4 points below standard.

Lincoln School experienced an increase in math proficiency, while Rafer Johnson Junior High School, and Central Valley Home School all experienced decreases. Ronald Reagan School

students maintained their math proficiency level of 0.4 points, resulting in a status of 38.8 points below standard, while Rafer Johnson Junior High School received a status of 32.3 points below standard and Central Valley Home School with a status of 1.7 points above standard.

To help students make progress and increase academic achievement in math, the district's professional development focus for grades 4 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.

A math vertical team was also formed with teachers representing all school sites and grade levels. The vertical team focused on the work of Jo Boaler's research and book, *The Mathematical Mindset*. *Mathematical Mindsets* provides practical strategies and activities to help teachers and parents show all children, even those who are convinced that they are bad at math, that they can enjoy and succeed in math. Examples of rich mathematical activities to replace rote learning were also research and discussed. Next year, the professional development focus for all grade levels and sites will be math. Teachers also learned about *Math Talks*, a powerful teaching tool made up of teacher-led student-centered techniques for building math thinking and discourse.

Performance Summary of Other Metrics and Measureable Outcomes

Suspension – Special Education Subgroup

According to the CA Dashboard, the suspension rate for the district declined 1.1%, compared to last year. The Foster Youth subgroup earned a status of "Red" and the Homeless subgroup received an "Orange" status. Last year, three subgroups were identified as "Red" on the dashboard - Socioeconomically Disadvantaged, English Learners and Hispanic subgroups.

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.

English Learners ELA/Math

According to the CA Dashboard current English Learners in ELA scored 107.1 points below standard but maintained at 2.5 points. The achievement gap is apparent comparing to English Only students that scored at 7.2 points above standard.

In the area of mathematics, English Learners performed 129.5 points below standard with a decline of 9.6 points in comparison to English Only students that scored 19.4 points below standard.

Reclassified students

According to the CA Dashboard Reclassified English Learners declined in both ELA and Math. In ELA, they were performing 6.4 points below standard and had a decline of 5 points. In Math, they were performing 35.7 points below standard and declined by 4.6 points. Reclassified students in 2nd and 3rd grade at Lincoln School are performing higher than English Only students in both ELA and Math. Additional support is needed at other sites as students are being reclassified in both ELA and Math. Teachers need to be more aware of reclassified students in their classrooms to ensure they are appropriately scaffolding and providing needed interventions. Systems need to be analyzed and implementation of best practices for first initial teaching.

Although our English Learners are performing above the state average on the English Progress Indicator, teachers need 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 need to be put in place in order for all students to access the rigorous content in all areas.

Greatest Progress – Fall 2017 CA Dashboard Results**2. English Learner Progress Indicator – BLUE**

- a. 322 Students
- b. 84.5% High
- c. Increase of 13.1%

According to the CA Dashboard ELPI data from Spring of 2017 was at a medium-68.55 status and had a decline of 2.3%. KECSD had a significant increase in the fall of 2017. English Learners have moved to a high status - 84.5% and an increase of 13.1%. Additional ELD planning sessions were provided during the summer and throughout the year. Additional training for Integrated and Designated ELD. EL Summer School was offered to all incoming 2nd-4th graders. Each EL site coordinator works closely with the principal and district EL coordinator to assure progress monitoring. Supplemental materials are offered to students that are reading below grade level and newcomers. Progress monitoring folders are done at each grade level to ensure students are receiving interventions needed. All sites have a designated ELD schedule in place.

3. Chronic Absenteeism Rate

- a. .7%
- b. At KECSO 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.

Greatest Need – Fall 2017 CA Dashboard Results

The district used the data from the CA Dashboard and other multiple measures to conduct a district and staff needs assessment. District and site leadership teams worked together and with individual staffs to identify a specific area of concern, based on data, to help students improve. To help address the area of concern a root cause analysis was conducted. After determining a possible cause of the concern, administrators worked with their leadership team to identify a solution to the problem, using a 4-quadrant model. Principals then developed their own site specific action plans to implement with staff. The District Leadership Team also followed the same format, with the plan for next steps described below.

Special Education Subgroup

1. Kingsburg Elementary School District is red in all measurable categories in the subgroup of special education, including English Language Arts, Math, and Suspensions. Kingsburg strives to show overall improvements in all categories in relationship to special education. In the areas of academics, a close look is being given to each school site, their dashboard results, and doing root cause analysis to determine what is working and what can be improved upon. Staff is submitting detailed information on what subjects are being covered during time spent with a special education teacher, and what subjects are being missed, to allow for scheduling analysis with subsequent focus on optimization of learning opportunity during core curriculum time and for core curriculum subjects. Curriculum is also being currently looked into, with the hopes of choosing a grade level to begin a research based program based on neuro-science and processing abilities, and if found to be successful, introducing this program to other grade levels. In regards to suspensions, each suspension was carefully looked at, and coding clarification was shared with administration. 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, and alternative disciplinary consequences have been shared with administration. 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.

Performance Summary of Other Metrics and Measureable Outcomes

1. English Learners – Math and ELA

According to the data from the CA dashboard English Learners decline in both Math and Language Arts. Students were in low status and there was a decline of 12.1 points from Spring to Fall of 2017. In Math the status was low and a decrease of 14.1 points. In order to enhance the academic achievement of the English Learner program, additional resources need to be provided. Professional development relating to the ELA/ELD framework along with additional training for integrated ELD. Although our English Learners showed improvement on the English Learner Progress Indicator, teachers need additional resources to provide access to content. We continue to use our SIOP (Sheltered Instruction Observation Protocol) but there is a need for more intentional and targeted instruction to proficiency level during integrated ELD. Scaffolds need to be put in place in order for all students to access the rigorous content in all areas.

2. English Language Arts

According to data from the CA dashboard “All” students met the criteria for Yellow/Medium level, scoring at 4.8 points below Level 3, with a decline of 8.4 points compared to the previous year. The dashboard further indicates that students in grade 3 are performing at a high/green level, while students in grade 4-8 met the criteria for “orange/low” level.

As a result, teachers in grades 4-6 are receiving professional development in how to implement small group instruction for ELA. The professional development includes training in how to use the Developmental Reading Assessment - DRA to determine individual student’s needs, as well as next steps to help students reach the next level and eventually master state expectations.

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.

Teachers in grades 4-6 will all learn more about the *Writing Pathways* book from Teacher's College Reading and Writing Project, common rubrics, writing progressions, and on-demand writing prompts will be explored and implemented across grade levels.

A three-year plan will be developed to implement process writing with Writer's Workshop according to the CA ELA Standards through the Teacher's College Reading and Writing Project Writing Units of Study and Jennifer Serravallo's Writing Strategies.

Teachers in grades TK-3 will continue to receive ongoing training in Guided Reading and Tier 2 Intervention to support individual student’s needs.

3. Math

Response from Kingsburg Elementary Charter

According to the CA Dashboard “All” students in the district performed at the orange level/Low, with a score of 29.3 points below level 3 and a decline of 12.7 points as compared to the previous year. Third grade students in the district performed at the green/high level. Students in grades 4-8 performed at the orange/low level.

Next year, the Kingsburg Elementary Charter School District will partner with the Fresno County Superintendent of Schools Office to provide training on the 8 mathematical practices. In addition to county support, the district’s four academic coaches and site administrators will provide extra support and training through full staff meetings, preservice days and in professional learning communities throughout the year.