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**TO:** State Board of Education

**FROM:** Kings County Office of Education  
Andrea M. Perez, Educational Learning Coordinator

**DATE:** February 4, 2019

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

1. **Charter District Spring 2018 CAASPP:** Kings River-Hardwick Elementary Union students scored higher than both the county or state averages in English Language Arts and Mathematics. 73% of students scored met or exceeded standards in ELA. Kings County averaged 45%. Kings River students met or exceeded standards at an average of 60% in Math. This surpasses county rates at 32%. The district charter students performed better than 12 of the local districts within Kings County in both academic areas.
2. **LCAP and Annual Update:** The 2018-19 Kings River-Hardwick Elementary Union board approved LCAP and Annual Update may be found at: <http://www.kings.k12.ca.us/LCAP1/Kings%20River%20Hardwick%20Union%20Elementary%2018.19%20LCAP.pdf>
3. **Charter District Annual Site Visit:** The County Office of Education charter team visited Pioneer school sites on November 29, 2018.
4. **County Summary of District's Fall Dashboard Results:** In the area of academics, or Priority 4, students maintained. They scored green or high in ELA and Math. All six student groups maintained, increased or increased significantly, and were either green or blue in ELA. Four of the six student groups maintained or increased in math. Two student groups declined. Five of the six were green, and one student group was yellow in math. 86.3% of students scored well or moderately developed on the summative state language proficiency assessment. Priority 5, student engagement, or chronic absenteeism rates were orange. The district saw a 7.1% overall increase in this area. All students were orange, and one student group was red. Two of the student groups declined in chronic absenteeism rates. School climate, or Priority 6, maintained. All students and each student group was blue and very low in the area of suspension. The district reported and met all local indicator areas. 100% of students participated in the ELA and math state assessments. Overall, the district had one blue, two green, and one orange indicator. The Kings County Office of Education continues to provide level 1 general support to the charter district.

5. **County Office Acknowledgement:** The Kings County Office of Education has no concerns. The charter team has commendations for the educational programs offered at all three schools. This charter district highlights the dedication of their teachers that have resulted in high instructional pedagogy. Professional development has enabled staff to develop their own curriculum in several content areas. The increased collaboration has culminated in deeper reflection and improvement mindsets. Learning by all levels has empowered staff to have greater impacts on student outcomes. We observed students actively engaged in music programs, art instruction, and have established a school farm that includes both animal care and plant agricultural science. A key part of the educational program is providing well rounded opportunities for students. Our team is
  
6. The district has recently joined an MTSS cohort to focus on analyzing systems and coordinating continuous improvement efforts. They have begun to explore ideas for implementation of Universal Design for Learning. They have continued to implement and improve their professional learning communities. Island continues to have a welcoming family atmosphere. Small group instruction is highlighted as a key educational program component that is used to actively engage students in the learning process. The community atmosphere is strong. Staff and students are actively involved in numerous community service projects throughout the school year. Our team is privileged to work with the devoted staff and students of Kings River. Their enthusiasm is inspiring.

Respectfully submitted,

Andrea M. Perez

Andrea M. Perez  
Educational Learning Coordinator  
Kings County Office of Education  
559-589-7078  
[andrea.perez@kingscoe.org](mailto:andrea.perez@kingscoe.org)

Joy Santos

Joy Santos  
Program Director  
Kings County Office of Education  
559-589-7068  
[joy.santos@kingscoe.org](mailto:joy.santos@kingscoe.org)

## **Kings River-Hardwick Charter School District Annual Report on Academic Performance 2017-2018**

### **Charter District Response:**

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

The Kings River-Hardwick Charter School District, upon review of our overall academic performance on the CAASPP, believes the district performed very well in comparison with comparable local districts in the county. (See data chart.) The data received from this CAASPP administration has been used to set growth goals for increased performance of all students as well as significant subgroups. Through analysis of these performance results, we have identified areas of success and greatest progress in addition to focus for continued growth in academic achievement, including areas for continued professional development.

The district has established a solid academic foundation upon which we will continue to develop and enhance educational programs for our children. 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 21<sup>st</sup> century.

The success we are most proud of upon review of the state and local indicators include our academic progress in ELA, Mathematics, and Suspension rate respectively. As the state Dashboard indicates, we are 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 (41.1% above standard, maintained) and 60 % in Mathematics (14.6 points above standard, maintained). In addition, our EL students made significant growth as well in ELA, achieving an overall met or exceed level of 54% (14.7 points above standard, increased 27.6 points). Our Suspension Rate indicator is currently Blue at 0%.

Attendance is another area that stands out for our LEA with an overall attendance rate of 96.1%. However, the Dashboard indicates that Chronic Absenteeism is an area of greatest need. Currently, our Chronic Absenteeism Dashboard indicator is orange, (97.1%), signifying the need for improvement.

In order to maintain and build upon these successes, we plan to continue our professional development which enables 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. The addition of our EL academic coach 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 decrease our Chronic Absenteeism rate, 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 continued attendance awards and incentives for individual students and classrooms, as well as ongoing extra-curricular opportunities for keep students engaged and motivated to come to school each and every day. In addition, we will conduct Student Success Team meetings for students struggling to meet attendance expectations to develop a plan to help them overcome any existing obstacles to attendance.

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

The district is still in the process utilizing and revising 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 three 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 has made needed upgrades to the Interim Assessment system that should 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.

In addition to academic indicators, we also met all of our Local Indicators of student growth and achievement.

### 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 English Language Arts, Mathematics, Science, and Technology. 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, we will continue to effectuate increased student learning outcomes each year.

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

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 is performing in comparison with other comparable districts in Kings County. This chart highlights the significant student learning outcomes our district students are achieving in comparison with students in other districts in our county, as well as our county and state student performance as a whole.

<b>2018 CAASPP RESULTS</b>	ELA All Students	Math All Students	ELA Low Income Students	Math Low Income Students	ELA English Learners	Math English Learners
Kings River- Hardwick	73%	60%	58%	47%	44%	30%
Pioneer	60%	45%	49%	34%	19%	15%
Hanford Elementary	46%	38%	38%	27%	18%	16%
Kit Carson	38%	24%	30%	13%	8%	3%
Island	61%	51%	46%	40%	13%	6%
Kings County	45%	32%	34%	23%	12%	10%
California	49%	38%	35.5%	25%	12%	12%