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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.



Jim A. Yovino
Superintendent

fresno county superintendent of schools

March 9, 2018

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 2017-18 school year. The site visit to Kingsburg Elementary Charter District was held on February 26th. Based on the site visit results and a review of the dashboard and statewide data, we have no concerns with the district.

Please feel free to contact me with any further questions or requests.

Sincerely,

A handwritten signature in black ink that reads 'Corey Greenlaw'.

Corey Greenlaw, Ed.D.
Director, Assessment, Data, Grants & Charters
Office of the Fresno County Superintendent of Schools

Response for Kingsburg Elementary Charter

Kingsburg Elementary Charter School District
Charter Oversight – District Response to CA Dashboard Results
March 8, 2018

Greatest Progress – Fall 2017 CA Dashboard Results**1. 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.

2. Chronic Absenteeism Rate

- a. .7%
- b. 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.

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

Response for Kingsburg Elementary Charter

Kingsburg Elementary Charter School District
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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

Response for Kingsburg Elementary Charter

Kingsburg Elementary Charter School District
Charter Oversight – District Response to CA Dashboard Results
March 8, 2018

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

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.

Response for Kingsburg Elementary Charter

COE Summary of Charter District's Fall Dashboard Analysis

County Office of Education (COE)	Fresno County Superintendent of Schools
Charter School	Kingsburg Elementary Charter
Charter Authorizer	California Department of Education
Dashboard Year	Fall 2017

Kingsburg Elementary Charter - Fresno County

List of all schools in this district

Enrollment: 2,231 Socioeconomically Disadvantaged: 58.1% English Learners: 14.5%

Dashboard Release:

Foster Youth: 0.4% Grade Span: K-8 Charter School: No

Fall 2017 ▼

- Equity Report
- Status and Change Report
- Detailed Report
- Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<u>Chronic Absenteeism</u>	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		9	6
<u>English Learner Progress (1-12)</u>		1	0
<u>English Language Arts (3-8)</u>		7	5
<u>Mathematics (3-8)</u>		7	5

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
<u>Basics (Teachers, Instructional Materials, Facilities)</u>	Met
<u>Implementation of Academic Standards</u>	Met
<u>Parent Engagement</u>	Met
<u>Local Climate Survey</u>	Met

Equity Report Summary

Kingsburg Elementary has met all requirements for the Local Indicators as revealed on the Equity Report. The number of significant student subgroups ranges from 7 to 9 depending on the state indicator. Significant student groups are identified as groups with 30 or more students with the exception of homeless and foster youth which require 15 or more for LEAs and 30 or more for schools. Kingsburg Elementary Charter School's significant subgroups include English learners, homeless, socioeconomically disadvantaged (SED), students with disabilities (SWD), Asian, Hispanic, and White students. The foster youth and two or more races subgroups are only included in the suspension rate indicator.

Kingsburg Elementary Charter School's highest performance level (PL) is blue for the English learner progress indicator (ELPI). English learners' progress increased by 13.1% when compared to 2015-16. All elementary schools with 30 or

Response for Kingsburg Elementary Charter

more English learners had a blue performance level for the ELPI with the exception of Lincoln Elementary School which had a yellow performance level. Although Lincoln Elementary School had a yellow performance level, their English learners progress increased by 11% when compared to 2015-16.

Kingsburg Elementary Charter students achieved a yellow performance level for English Language Arts. Asian and White students obtained a green performance level. English learners, homeless, SED, and Hispanic students were at an orange performance level. The SWD subgroup was identified at a red performance level. All significant student subgroups regardless of performance level had a decline in points when compared to 2015-16. When looking at performance levels by schools, Lincoln Elementary and Kingsburg Community Charter Extension were at a green performance level and Rafer Johnson Junior High and Ronald W. Reagan Elementary were at an orange performance level.

The mathematics indicator was identified as a possible area for improvement due to the orange performance level. White students were at a yellow performance level. English learners, homeless, SED, and Hispanic students were at an orange performance level. The SWD subgroup was identified at a red performance level. All significant student subgroups regardless of performance level had a decline in points when compared to 2015-16. Although Asian students were identified at a green performance level, they also had a decline in points when compared to 2015-16. Overall, students at Lincoln Elementary (green PL), Ronald W. Reagan Elementary (orange PL), and Rafer Johnson Junior High (orange PL) declined in points when compared to 2015-16. Kingsburg Community Charter Extension was the only school to increase in points when compared to 2015-16; the school site is now at a yellow performance level.

The suspension rate indicator was also identified as a possible area for improvement due to the orange performance level. Students with two or more races was the only subgroup at a blue performance level. Homeless and White students both maintained their status at a yellow performance level. English learners and Asian students' suspension rates both increased when compared to 2015-16; they were identified at an orange performance level. Although foster youth were identified at an orange performance level, they had a 1.3% decline in their suspension rate. SED and SWD subgroups were identified with a red performance level with their status at high and very high respectively. When looking at the performance levels by schools, Kingsburg Community Charter Extension and Roosevelt Elementary were at blue performance levels. Lincoln Elementary was at a yellow performance level. Rafer Johnson Junior High and Washington Elementary were at an orange performance level. Ronald W. Reagan Elementary was at a red performance level.

Performance gaps for student groups are defined as student groups who earned two or more performance levels below the "all student" performance. SWD are identified as a performance gap for student groups in the English Language Arts indicator due to their red performance level compared to all students' performance level of yellow. In fact, the SWD subgroup had a red performance level in all relative state indicators including suspension rate, English Language Arts, and mathematics. Although SED and Hispanic student subgroups were not identified as having performance gaps, both subgroups had a red performance level in the suspension rate indicator and an orange performance level in English Language Arts and mathematics. SED and Hispanic students are the second lowest group in performance levels when compared to other significant subgroups.

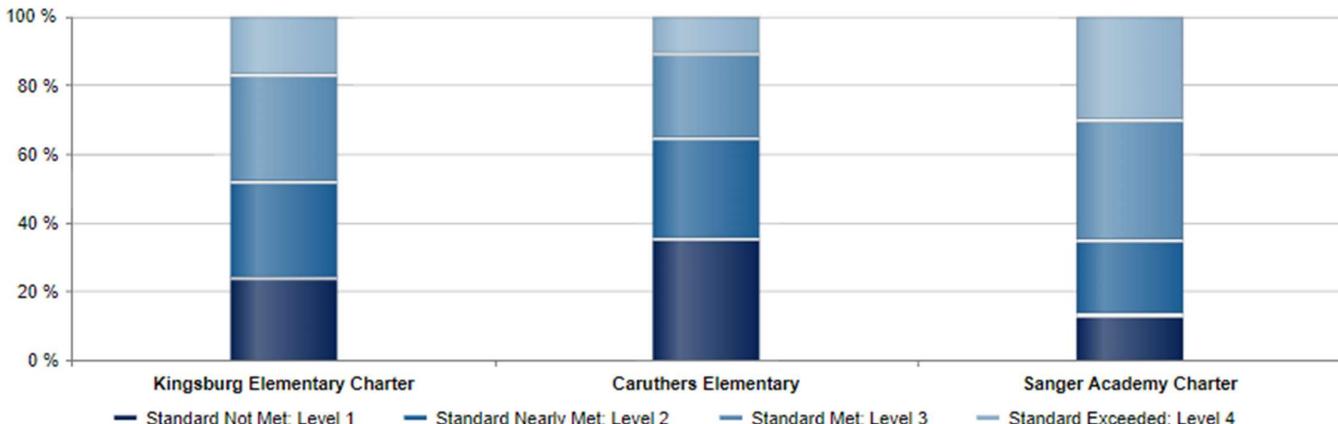
Response for Kingsburg Elementary Charter

Charter District CAASPP Comparable Data Analysis

County Office of Education (COE)	Fresno County Superintendent of Schools
Charter School	Kingsburg Elementary Charter
Charter Authorizer	California Department of Education
Assessment Year	Spring 2017

Smarter Balanced Summative Assessment – English Language Arts

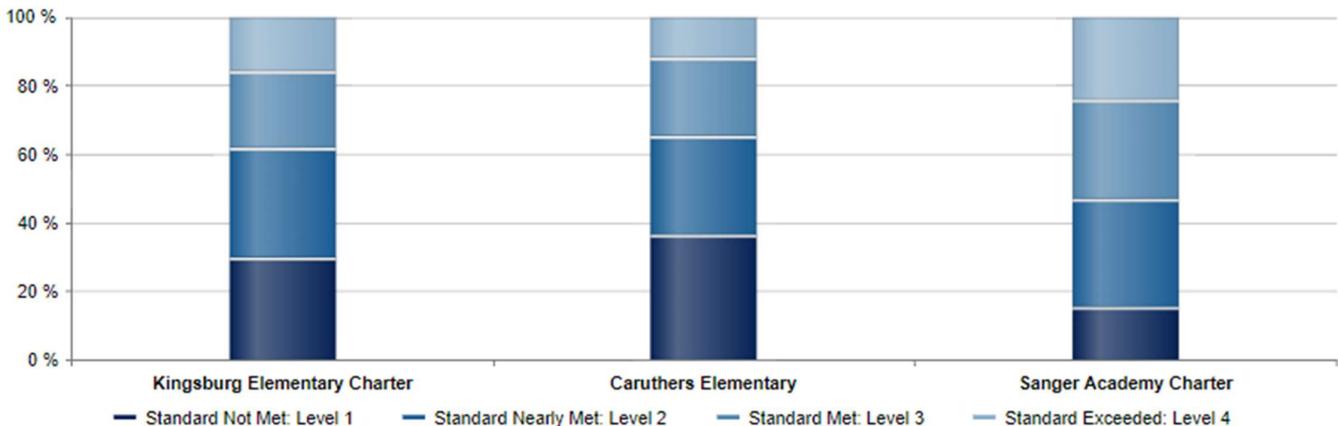
All Grades



	Kingsburg Elementary Charter	Caruthers Elementary	Sanger Academy Charter
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4	16.98 %	10.47 %	30.31 %
Standard Met: Level 3	31.04 %	24.37 %	34.97 %
Standard Nearly Met: Level 2	27.69 %	29.24 %	21.50 %
Standard Not Met: Level 1	24.28 %	35.92 %	13.21 %

Smarter Balanced Summative Assessment – Mathematics

All Grades



	Kingsburg Elementary Charter	Caruthers Elementary	Sanger Academy Charter
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4	15.78 %	12.05 %	24.61 %
Standard Met: Level 3	22.34 %	22.30 %	28.76 %
Standard Nearly Met: Level 2	31.63 %	28.78 %	31.35 %
Standard Not Met: Level 1	30.26 %	36.87 %	15.28 %

Overall Score Summary

Overall, 48.02% of Kingsburg Elementary Charter students met or exceeded standard for English Language Arts (ELA) compared to 34.84% at Caruthers Elementary and 65.28% at Sanger Academy Charter. When looking at mathematics, 38.12% of Kingsburg Elementary Charter students met or exceeded standard. This rate was higher than Caruthers Elementary at 34.35%; however, lower than 53.37% of students who met or exceeded standard at Sanger Academy Charter.

Smarter Balanced Summative Assessment – English Language Arts (Socioeconomically Disadvantaged)

	Kingsburg Elementary Charter	Caruthers Elementary	Sanger Academy Charter
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4	10.05 %	8.84 %	23.74 %
Standard Met: Level 3	27.51 %	23.97 %	35.97 %
Standard Nearly Met: Level 2	29.22 %	29.86 %	23.74 %
Standard Not Met: Level 1	33.22 %	37.33 %	16.55 %

Smarter Balanced Summative Assessment – Mathematics (Socioeconomically Disadvantaged)

	Kingsburg Elementary Charter	Caruthers Elementary	Sanger Academy Charter
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4	9.04 %	10.18 %	19.42 %
Standard Met: Level 3	18.88 %	22.70 %	27.70 %
Standard Nearly Met: Level 2	32.04 %	28.96 %	33.81 %
Standard Not Met: Level 1	40.05 %	38.16 %	19.06 %

Socioeconomically Disadvantaged Students Score Summary

Similar to overall scores for the Smarter Balanced Summative Assessment, socioeconomically disadvantaged (SED) students at Kingsburg Elementary Charter had a higher rate of met or exceeded standard for ELA when compared to SED students Caruthers Elementary however a lower rate when compared to SED students at Sanger Academy Charter with a rate of 37.56%, 32.81%, and 59.71% respectively. Mathematic scores reflect a lower rate of met or exceeded scores for SED students at Kingsburg Elementary Charter when compared to Caruthers Elementary and Sanger Academy Charter SED students. That is, met or exceeded standard rate for SED students at Kingsburg Elementary Charter was 27.92% compared to Caruthers Elementary at 32.88% and Sanger Academy Charter at 47.12%.

Smarter Balanced Summative Assessment – English Language Arts (English Learners)

	Kingsburg Elementary Charter	Caruthers Elementary	Sanger Academy Charter
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4	0.00 %	2.16 %	0.00 %
Standard Met: Level 3	5.47 %	8.11 %	20.93 %
Standard Nearly Met: Level 2	23.44 %	28.65 %	37.21 %
Standard Not Met: Level 1	71.09 %	61.08 %	41.86 %

Smarter Balanced Summative Assessment – Mathematics (English Learners)

	Kingsburg Elementary Charter	Caruthers Elementary	Sanger Academy Charter
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4	0.00 %	4.28 %	2.33 %
Standard Met: Level 3	3.91 %	11.76 %	20.93 %
Standard Nearly Met: Level 2	22.66 %	28.88 %	53.49 %
Standard Not Met: Level 1	73.44 %	55.08 %	23.26 %

English Learners Score Summary

English learners (EL) at Kingsburg Elementary Charter had a lower rate of students meeting or exceeding standard for the Smarter Balanced Summative Assessment in English Language Arts when compared to Caruthers Elementary and

Response for Kingsburg Elementary Charter

Sanger Academy Charter EL students. That is, 5.47% of EL students at Kingsburg Elementary Charter met or exceeded standard compared to 10.27% at Caruthers and 20.93% at Sanger Academy Charter. Likewise, EL students at Kingsburg Elementary Charter had a lower rate of students meeting or exceeding standard for mathematics when compared to Caruthers Elementary and Sanger Academy Charter EL students. Mathematic scores revealed the rate of met or exceeded standard for EL students at Kingsburg Elementary Charter was 3.91%, EL students at Caruthers Elementary was 16.04%, and EL students at Sanger Academy Charter was 23.26%.