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Response from Kings River-Hardwick Union Elementary

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**Letter dated March 30, 2023 RE: Information Memo for
Kings-River Hardwick Union Elementary School
District**



1144 West Lacey Boulevard, Hanford, CA 93230

Telephone: 559.589.1441 Fax: 559.589.7000

TO: State Board of Education

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

DATE: March 30, 2023

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

1. **LCAP and Annual Update:** In accordance with Education Code Sections 52070 and 42127, the Kings County Office of Education has reviewed the Local Control Accountability Plan (LCAP) and adopted budget of the school district for fiscal year 2022-23. The 2022-23 Kings River-Hardwick board approved LCAP and Annual Update may be found at:
 - 1 2022-2023 KRH LCAP FINAL 9.12.22B.pdf
 The 2021-22 Kings River-Hardwick board approved LCAP and Annual Update may be found at:
 - *2021 KRH FINAL Board Approved LCAP.pdf
2. **Charter District Annual Site Visit:** The County Office of Education charter team visited Kings River-Hardwick Elementary School on November 18, 2022.
3. **Technical Assistance offered by KCOE:** The Kings County Office of Education Superintendent of Schools supports all districts and schools within Kings County by providing the following Level 1 Supports: Accountability Updates, Leadership Network, WASC participation and writing support, Technical Assistance for Content Areas, State/Federal programs, Local Control & Accountability Plan (LCAP), and School Plan for Student Achievement (SPSA), Curriculum updates and professional development, Coordinating services for Foster Youth and students experiencing homelessness, Charter school support, College and Career Readiness resources and support, Tobacco Use Prevention Education program support, Data and Assessment resources and support.
4. **County Office Acknowledgement:** The Kings County Office of Education has no concerns, and has commendations for Kings River-Hardwick School. Kings River-Hardwick has a sincere and gracious feel. Tradition is well blended with innovation. Professional development planning includes the infusion of Improvement Science to support continuous improvement efforts and staff innovation. We observed students actively engaged in music programs, art instruction, and a school farm that includes both animal care and plant agricultural science. Our team is fortunate to work and learn from the district's staff and students.
5. **Success of the Charter District:** The Kings River-Hardwick District Charter emphasizes the well-rounded education of their students. Through the Local Control Accountability Plan (LCAP) and consistent with its charter, the Kings River Hardwick Elementary Charter School District has identified and implemented actions to provide the highest quality education for its students. The Charter fosters a secure, friendly, environment in which students experience a wide variety of learning activities through increased technology usage; lab specific and hands-on science (STEM) activities; music; art; agriculture; enrichment; and competitive athletics, as well as the fundamentals of basic academic programs.

**Kings River-Hardwick UESD – Academic
Memorandum Response**

Kings River-Hardwick UESD- Academic Memorandum Response

General Information

Address: 10300 Excelsior Avenue, Hanford, California 93230

Website Address: kingsriverhardwick.com

County-District-School (CDS) Code: 16-63941-6010474

Charter Number: D7

Charter Term: 2019-2024 with an extension to 2026

District Description: The Kings River-Hardwick School District is a one school Charter District. Kings River-Hardwick seeks to maintain a traditional small school atmosphere while promoting high expectations in a safe, friendly environment. Our areas of focus are academics, social relationships, behavior, character, and physical and emotional well-being.

The district motto: "Teaching children to lead the way" is lived daily in taking to heart the challenge of preparing children to communicate effectively; gather, use, and produce information; make informed responsible decisions; respect the rights of others; become life-long learners; productive citizens; and enthusiastically embrace challenges and responsibilities. Placed in the context of creating professional learning communities, these concepts are encouraged by the support of parents and families, drawing its standards from the traditional small school atmosphere so cherished by the charter community.

Mission Statement: The Kings River-Hardwick Union Elementary School District-wide Charter, recognizing the value of every child, will continually strive to inspire students to learn and grow beyond their potential by:

- * Fostering a collegial team atmosphere between home, community, and school for the benefit of each student

- * Insuring a quality education and positive learning experience

- * Providing instruction that meets the individual needs of each student

- * Developing the learning and social skills necessary for life-long learning

- * Facilitating an open-door policy allowing all people concerned with the well-being of each child to share their ideas about improving the district

The Kings River-Hardwick Union Elementary School District-wide Charter parents, staff, and students believe in:

- * Fostering a collaborative team atmosphere with the community which benefits the students

- * Nurturing student success within a safe school environment

- * Preserving the traditional small school atmosphere

*Promoting high expectations

* Enabling all students to learn by recognizing each student learns differently

* Promoting parental involvement as an essential element of a quality educational experience

The Charter fosters a secure, friendly, environment in which students experience a wide variety of learning activities through increased technology usage (one-to-one devices in all grades Tk-8th); lab specific and hands-on science (STEM) activities; music; art; agriculture; enrichment; and competitive athletics, as well as the fundamentals of basic academic programs. The district believes that an educated person in the 21st century is a confident, life-long learner who can communicate effectively, think creatively, reason logically, manage resources efficiently, and contributes their talents, strengths, and abilities as a productive citizen.

The Charter believes that learning occurs best when:

* Instructional activities are meaningful and, where appropriate, integrated

* Expectations and accountability are high

* Assessments are used as a diagnostic tool to guide instruction and as an accountability tool to ensure academic mastery

* Curriculum and instruction reflect a rich and appropriate balance of direct instructions, reading, and activities that provide real-life application

* Parents are involved in the educational process

* Students are respected and their input is acknowledged, valued, and promoted

* Students are given opportunities to make responsible decisions

* Students feel safe and secure in their learning environment

* Student learning is enriched by access to technology, field trips, exposure to the visual and performing arts, and extra-curricular activities.

Grade Levels Served: TK – 8th Grade

2021-22 Enrollment: 815

Site Based or Non-Site Based: Site Based

Areas of Greatest Progress and Need

1. Internal assessments being used to demonstrate the charter district's areas of greatest progress:

In addition to the California Assessment of Student Performance and Progress (CAASPP) the charter district utilizes the ICA's, IAB's, the Developmental Reading Assessment, and district created benchmark assessments and performance tasks to demonstrate the charter district's areas of greatest progress. Although these assessments are not on the state's approved and verified data list, the charter district has found the data obtained through these assessments to be a reliable reflection of student progress.

2. Identify the charter district's areas of greatest progress:

The charter district considers its areas of greatest progress for all students to be in the academic areas of ELA and Math. Following the pandemic, the charter district has been focused on recouping the learning loss students experienced during this world-wide state of emergency. The charter district is proud of the academic success students are achieving in ELA and Math, and the progress they are making while persevering through these challenging times. Although the district is still working to recoup its pre-pandemic academic performance levels in these areas, we are moving our students forward, and are committed to putting systems and structures in place to provide robust learning opportunities for students to accelerate their learning and help close the achievement gaps that exist.

3. What data demonstrate these areas of progress? Include any related Dashboard data and internal data.

The charter district's performance level according to dashboard data in both ELA and Math is "high". This reflects student achievement on the 2022 CAASPP, where 66.41% of students met or exceeded standards in ELA, and 55.34% of students met or exceeded standards in Math. These performance levels reflect a 4% growth in ELA and 3% growth in math over the previous year. The district's internal data reflects the same steady progress.

4. Identify the charter district's areas of greatest need including references to student sub-groups:

The charter district considers its areas of greatest need to be Chronic Absenteeism for all students and English Learner performance in Math. The charter district considers consistent school attendance to be crucial for ensuring student learning. Students must be present at school to effectively access a high-level education. Students who are chronically absent end up falling behind and develop learning gaps that affect not only their immediate academic progress, but potentially their future learning progress as well.

5. What data demonstrate these areas of need? Include any related Dashboard data and internal data?

The charter district's Chronic Absenteeism performance level according to the dashboard data is "very high." This data aligns with district internal data that suggests student absenteeism has risen since the pandemic began.

The charter district's English Learner Progress performance level according to the dashboard is "low." This "low" rating is due to a Calpads/Student Information System error that over-reported the number of English Learners enrolled in the district. Due to the elevated enrollment numbers, it appeared the district tested less than 95% of its English Learner students on the ELPAC, when in fact the district tested 100% of its actual English Learners. Student performance on the ELPAC actually showed that

64.5% of English Learners made progress towards English language proficiency on the ELPAC, which would have translated to a “high” rating if the enrollment numbers had been correct

However, despite the low rating evolving from the student information system error and not actual student performance, the charter district’s English Learner students’ performance on the CAASPP showed only 16.66% of English Learners met or exceeded standards in Math. Although this level of performance is higher than the state average, it is considerably lower than the district’s overall achievement of 55.34%.

6. How is the charter district addressing these areas of need? Include references to student sub-groups.

The charter district is addressing the area of Chronic Absenteeism to the greatest extent possible, through communication with students and parents regarding the importance of consistent attendance and the correlation between a student’s attendance and their academic performance. The district is having to reeducate our families about attendance following the pandemic to shift their mindset back to the importance of sending their children to school every day. This includes rebuilding trust with parents that the school environment post-pandemic is a healthy, safe place for their child. From 2019 to 2020 the district’s messaging regarding the importance of coming to school every day did a total 180 degree pivot to prevent the spread of COVID-19. We went from providing coveted “Perfect Attendance” awards, to imploring parents to keep their children home if they were showing any signs of illness. We are now in the process of pivoting back to placing a high regard on attendance once again, urging parents to send their children to school every day without being overly focused on every little sniffle. These extreme mindset shifts in a relatively short period of time have been difficult for parents to process and adjust to as expediently as we would like. However, we will continue to gradually add additional layers of attendance support, and consequences for lack thereof, to effectuate increased attendance for all students while decreasing chronic absenteeism. The district has also added related mental health services via the Kings County Office of Education to help reengage students in school and help us overcome any barriers that may exist that are preventing students from coming to school on a consistent basis.

Summary of Performance on Measurable Pupil Outcomes

1. Provide a summary of the performance in Element 2 (Measurable Pupil Outcomes) in the petition:

A summary of the charter district’s Measurable Pupil Outcomes is included in the two data charts attached to this narrative. The district outperformed the state average in all areas. Overall, the district met its measurable pupil outcomes in 21-22. With regards to element 2, conditions of learning, all students had access to a broad course of study with standards-based curriculum and standards-based report cards disseminated on a trimester basis. EL students also had access to standards aligned ELD instruction and

materials. In addition, 100% of our teachers were appropriately assigned and credentialed.

2021-22 Local Control Accountability Plan Progress

1. Provide a summary of progress made in meeting the charter district's 2021-22 Local Control Accountability (LCAP) goals:

The charter district's overarching goal since the end of the pandemic has been to accelerate learning through increasing student learning trajectories in an effort to raise student learning outcomes back to the high levels achieved in 2018-19. (ELA- 79.92% & Math- 62.69%) The district's 2021-22 CAASPP results showed that progress was made in the right direction towards reaching our 18-19 performance levels with increases in both ELA and Math performance over that of 20-21 by 4% in ELA & 3% in Math. The district also met its goals in providing intervention and extended learning opportunities to students as needed. This included providing summer school. The district also successfully provided highly qualified teachers for all students, along with a broad course of study, on a safe campus where students feel valued and connected.

2. Provide a summary of the ongoing 2022-23 LCAP annual update process, including the charter district's work to engage community members in the process:

The charter district has been working with its community partners, including parents, staff, students, and supporting agencies to review our data, monitor ongoing student progress, strengthen programs and systems that are working, and review and develop new options and opportunities to further student access to learning opportunities and enhance student learning outcomes. Community surveys, advisory input, and data review will continue through the spring. The charter district is also excited to now have access to Parsec thanks to our partnership with the Kings County Office of Education. This data disaggregation platform and the training that is being provided, will also be utilized to inform our annual update process and develop our next LCAP.

3. How is the charter district addressing learning loss from the prior school year?

The charter district is addressing learning loss from last school year through continued implementation of RTI and MTSS programs that occur during the school instructional day, as well as a robust extended learning opportunity program. These small group, targeted intervention programs continue to support district efforts to increase student learning trajectories and close existing achievement gaps in ELA and Math.

2022-23 Plan for Independent Study

1. Inform if the charter district is providing independent study (IS) in the 2022-23 school year, including the percentage of average daily attendance enrolled in IS:

The Kings River-Hardwick Charter School District offers short-term independent studies for students. The charter district does not offer independent study as a long-term option for accessing learning.

Kings River-Hardwick UESD – Academic Results

Kings River-Hardwick UESD – Academic Results

California Assessment of Student Performance and Progress (CAASPP) Test Results

The following data represents percentages of students that met or exceeded standards for English Language Arts (ELA) and mathematics (Math). This information was obtained from the CAASPP Test Results for California's Assessments web page at <https://caaspp-elpac.ets.org/caaspp/>.

Results for All Grades and Students

Year	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
School ELA	70.61%	72.78%	79.92%	No Data	62.3%	66.41%
School Math	61.34%	60.16%	62.69%	No Data	52.4%	55.34%
State ELA	48.56%	49.88%	51.10%	No Data	49.01%	47.06%
State Math	37.56%	38.65%	39.73%	No Data	33.76%	33.38%

Results for Student Sub-Groups 2021–22

Student Sub-Group	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
School ELA	40%	N/A	N/A	54.54%	38.23%
School Math	16.66%	N/A	N/A	30.68%	32.35%
State ELA	12.47%	20.64%	27.79%	35.24%	15.61%
State Math	9.71%	10.30%	15.90%	21.23%	11.41%

2022 California School Dashboard Data Overview

Due to the COVID-19 pandemic, state law allows the 2022 California School Dashboard (Dashboard) to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Additional information regarding 2022 Dashboard data is available on the Dashboard Communication Toolkit web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>. The following information was obtained from the Dashboard website at <https://www.caschooldashboard.org/>.

Performance (Status) Levels

Dashboard Indicator	School Performance (Status) Level	State Performance (Status) Level
Chronic Absenteeism	Very High	Very High
Suspension Rate	Low	Medium
English Learner Progress	Low- <i>(Due to Calpads error w/% of students tested)</i> Academic Performance- High	Medium
Graduation Rate	N/A	Medium
College/Career	N/A	Not Reported
ELA	High	Low
Math	High	Low

This document was prepared by the California Department of Education, Charter Schools Division, January 2023.