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**TO:** State Board of Education

**FROM:** Kings County Office of Education  
Andrea M. Perez, Director Foundational Services

**DATE:** February 26, 2020

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

- 1. Charter District CAASPP:** Students attending Kings River-Hardwick continue to score higher than the county and state in both ELA and Math. 72.92% of students met or exceeded standards in ELA. This was an increase of 2.31%. In the area of Math, 62.69% of students scored met/exceeded, which was an increase of 1.35%. District students met or exceeded standards by 40.81% on the CAST assessment.
- 2. LCAP and Annual Update:** The 2019-20 Kings River board approved LCAP and Annual Update may be found at: [https://drive.google.com/file/d/1LyUw-6Em31sbqnNET3Z9XyOEH7M\\_5TIZ/view](https://drive.google.com/file/d/1LyUw-6Em31sbqnNET3Z9XyOEH7M_5TIZ/view)
- 3. County Office Site Visit:** The charter oversight team visited Kings River on January 14, 2020.
- 4. County Summary of District's Fall Dashboard:** Kings River was green overall in ELA and Math Academic Indicators. Students are scoring 41.7 points above standard in ELA and 19.2 points above in Math. 60.7% of English Learners made progress on the ELPAC. 7.2% of students were chronically absent, which placed them in the yellow. The Suspension Rate Indicator garnered a blue score, with 0.1% of students suspended at least once. 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, 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.

Respectfully submitted,

*Andrea M. Perez*

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Response from Kings River-Hardwick Union Elementary

**Kings River-Hardwick Charter School District**  
**Annual Report on Academic Performance**  
**2018-2019**

**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 (41.7% 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 is currently Blue at 0%.

Attendance is another area that stands out for our LEA with an overall attendance rate of 97.2%. However, the Dashboard indicates that Chronic Absenteeism is an area of need. Currently, our Chronic Absenteeism Dashboard indicator is Yellow, (7.2%), improving from an Orange indicator last year, but still signifying the need for improvement.

In order to maintain and build upon these successes, 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. 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 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 to keep students engaged and motivated to come to school each and every day. In addition, we will implement, Attention to Attendance, and continue to 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 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 four 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.

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>2019 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%	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 School District

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Mrs. Cathlene Anderson, Superintendent

## Academic Performance Report Update 2020-21

### Continuity of Distance Learning

The Kings River-Hardwick Union Elementary Charter School District will begin the school year through a distance learning instructional model. Distance learning has been designed to include daily live interaction per Senate Bill 98. Distance learning will include live instruction following a modified daily schedule and may include video, audio and/or written instruction in which the primary mode of communication between the student and teacher is online interaction through synchronous video (Zoom) or asynchronous video (pre-recorded) as well as other instruction that relies on computer or communications technology. Distance Learning may also include the use of print materials with written or oral feedback. Students will continue to have access to and utilize the district's adopted curriculum in ELA, math, science and social science. The district will continue to utilize the adopted curriculum as an instructional resource when teaching the guaranteed standards for their grade level in each content area.

Daily live interaction with certificated employees and peers for purpose of instruction, progress monitoring and maintaining school connectedness will be provided to students. This interaction may take the form of internet or telephonic communication, or by other means permissible under the public health order. KRHSD has identified common instructional tools and methods for distance learning. These tools will be supported through training and professional learning.

\* Platform for Learning: Google Classroom; \* Synchronous Learning Tool: Zoom; \* Parent-Teacher Communication Tool: Bloomz.

In order to inform instruction and gauge student learning during the course of distance learning, it is important to consider and solidify a systematic cycle of assessments, including initial screenings and formative and summative assessments. Teachers and administrators will use designated collaboration time to analyze data, identify student needs and implement intervention strategies to respond to these data and student needs. This process will aid in regularly informing instruction for all students, including those with unique learning needs such as students with disabilities, English learners, students placed in foster care and students experiencing homelessness.

### Technology Devices and Connectivity for All Pupils

All students will be issued an iPad or Chromebook device for distance learning. The district has purchased portable hotspots to be loaned to families without connectivity. Families are asked to contact the district office to request a hotspot. iPads or Chromebook devices are provided to all families while special considerations will be given to McKinney Vento, foster youth, low income, special education and families living in outlying areas of the city when

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distributing hotspots. Information about family needs are gathered through conversations over the phone as well as the data collected by teachers when meeting and speaking with parents. District and site technology personnel are available to assist parents and students with access and to help ensure the iPad and Chromebook devices are working properly. Families can email the Technology Department for additional support.

The technology department is working with several outlying areas in the county to provide the right type of internet access. If mifi units are not strong enough to acquire a strong internet signal in the outlying areas of town, those devices are upgraded to a Tmobile, Verizon hotspot, or an in-home unit through Kings County of Education.

### **Learning Loss Mitigation 2019-20 and 2020-21**

The district will administer the Developmental Reading Assessment and/or Scholastic Reading Assessment to students in grades 1-8. The assessments will be administered every six-eight weeks during the school year. It will measure learning loss as a result of the school closures during the COVID-19 pandemic, as well as help to monitor student progress throughout the school year. Administrators will work with grade-level teams to develop common formative assessments to measure student learning, particularly in areas of English Language Arts, English language development and mathematics. Common formative assessments will be administered regularly to assess the guaranteed standards being taught in every content area. These common formative assessments will be developed and administered through Illuminate, which is an online assessment platform that all students will be able to access remotely.

School closures have significantly impacted the progression of student learning. KRHSD will take steps to ensure opportunities for academic intervention and remediation are available and meaningful to all students, including economically disadvantaged, English Learners, foster youth, McKinney-Vento, and students with disabilities. In supporting students of special populations, teachers may use multiple methods of providing instruction to meet student needs such as in-person one-to-one support, small group differentiated instruction or virtual supports.

English Learners will focus on the same rigorous grade-level academic standards that are expected of all students. To accomplish this, all English Learners will receive a comprehensive program of designated and integrated ELD) instruction targeted to their proficiency level and appropriate academic instruction. KRHSD will provide language instruction services to English learners through designated and integrated ELD to enable their meaningful participation. These practices may include remote instruction, meetings held on digital platforms, supplemental physical or virtual resources, online options for data tracking and documentation of services, supports, and accommodations provided, instructional packets or assigning written assignments to English Learners.

Students with disabilities are included in all offerings of school education models by using the Individualized Education Plan (IEP) process to customize educational opportunities and provide support when necessary. It is critical that the IEP team meets and works with the family to jointly determine what is working for each student as well as what accommodation of learning allows the greatest access. KRHSD staff will work with each family and student to determine FAPE looks like for each student and family during the COVID-19 pandemic as it

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may be different from the IEP developed prior to the pandemic. The special education teachers will collaborate with general education teachers to ensure appropriate accommodations, modifications and supports are provided to students whether on-campus or participating in distance learning.

Through the district liaison, the needs of homeless and foster youth will continue to be met. Opportunities and programs will be sought out to support these students. For students currently and formerly in foster care and that have experienced homelessness, existing challenges related to housing, education, employment, income and health have only been intensified by the pandemic. KRHSD will ensure that all foster youth and McKinney-Vento students have equitable access to all school activities, whether online or in-person. KRHSD is also committed to providing McKinney-Vento and Foster Youth students access to mental health services to support students.

### **Mental Health and Social Emotional Well-Being**

The district recognizes the need to support the whole child. Social and emotional support will be provided first and foremost by the classroom teacher, with teachers being provided professional development in social and emotional learning (SEL) practices connected to the "Believe in You" framework during distance learning. The district's social worker and county school psychologist have received 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 support will have remote access to the school social worker, county psychologist, administrators, and/or outside agencies. Although the school site is not fully open, essential mental health services continue to be available through the district with staff being available by phone and/or video conferencing. If a parent is concerned about how their child is emotionally responding to COVID-19 or other issues, they are encouraged to contact the district for support. The district is also implementing a new SEL curriculum: "Believe in You" This curriculum teaches critical social and emotional life skills to all students.

During distance learning, positive reinforcement will be provided by each teacher and paraprofessional interacting with students online. Wellness checks for students will continue to be provided by the district. KRHSD partners with Kings County Mental Health, Kings Behavioral Health, Aspiranet, and other outside resources in which families and students may be referred to in order to provide more intensive mental health services. School-based student support services staff, administration and a resource officer are available to make home visits as well as to ensure students are engaging in their daily lessons and also are safe in their home environments. At any time, the school social worker and county psychologist are available to help students and/or families in crisis situations. Students experiencing such situations are referred to the social worker by their teacher or parents.

### **Apportionment Deferrals**

The district is fortunate to have a healthy reserve at this time that will sustain us financially during deferral periods throughout the 2020-21 school year.

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