California Department of Education

Charter Schools Division

Created 03/2025

memo-lacb-csd-apr25item01

Attachment 12

# California State Board of Education-Authorized Charter District 2024 Academic Memorandum Form

CALIFORNIA DEPARTMENT OF EDUCATION

This document contains Academic Memorandum Form responses from Kings River-Hardwick Union Elementary Charter (Charter #00D7). Responses from the charter district have been provided, as is, and have not been edited by the California Department of Education (CDE) for capitalization, punctuation, or spelling.

## Kings River-Hardwick Union Elementary Charter 2024 Academic Memorandum Form

### Section 1. Charter District Information

#### General Information

Provide the following information as it pertains to the charter district.

| **Prompt** | **Response** |
| --- | --- |
| Charter District Name | Kings River-Hardwick Union Elementary Charter |
| District Address | 10300 Excelsior Avenue |
| City | Hanford |
| ZIP Code | 93230 |
| County | Kings |
| Website Address | kingsriverhardwick.com |
| County District School (CDS) Code | 16-63941-6010474 |
| Charter Number | 00D7 |
| Current Charter Term Start Date | 7/1/2019 |
| Current Charter Term End Date | 6/30/2027 |
| Grade Levels Served | TK-8 |
| 2023–24 Enrollment | 850 |
| Instruction Type | Classroom-based |

**District Description:**

One School Districtwide-Charter District

#### Charter Schools within the Charter District

Provide information regarding the first charter school.

| **Prompt** | **Response** |
| --- | --- |
| Charter School Name | Kings River-Hardwick Union Elementary |
| County District School (CDS) Code | 16-63941-6010474 |
| Charter School Address | 10300 Excelsior Avenue |
| City | Hanford |
| ZIP Code | 93230 |
| Grade Levels Served | TK-8 |
| 2023–24 Enrollment | 850 |
| Instruction Type | Classroom-based |

##### Demographic Information

Provide the following information as a percentage of the charter district’s total student population. Provide the information as it is reported on the 2024 California School Dashboard.

###### 2024 Student Group Information

| **Prompt** | **Percentage** |
| --- | --- |
| English Learners | 3.6 |
| Foster Youth | 0.4 |
| Homeless | 0 |
| Socioeconomically Disadvantaged | 33.4 |
| Students with Disabilities | 6.5 |

###### 2024 Race/Ethnicity Information

| **Prompt** | **Percentage** |
| --- | --- |
| African American | 0.2 |
| American Indian | 0.1 |
| Asian | 0.5 |
| Filipino | 0.7 |
| Hispanic | 46 |
| Pacific Islander | 0 |
| Two or More Races | 5.4 |
| White | 46.5 |

### Section 2. California School Dashboard Data Overview

#### California School Dashboard

For each California School Dashboard indicator below, provide the percentage of the charter district’s total student population and color regarding the charter district’s 2024 academic performance. For English Language Arts and Mathematics, indicate if the charter district is above or below distance from standard.

###### 2024 Performance Levels: Percentage and Colors

| **Prompt** | **Percentage** | **Color** |
| --- | --- | --- |
| Chronic Absenteeism | 4.6 | Blue |
| Suspension Rate | 0.2 | Blue |
| English Learner Progress | [No Response] | No Performance Color |
| Graduation Rate | [No Response] | No Performance Color |
| College/Career | [No Response] | No Performance Color |

###### 2024 Performance Levels: Color and Distance from Standard

| **Prompt** | **Color** | **Above or Below Standard** | **Distance From Standard** |
| --- | --- | --- | --- |
| English Language Arts | Green | 32.1 | Above standard |
| Mathematics | Green | 20.2 | Above standard |

#### California Assessment of Student Performance and Progress

Provide the percentage of students that met or exceeded the standard for California Assessment of Student Performance and Progress (CAASPP) English language arts/literacy and mathematics test results:

| **Prompt** | **Percentage** |
| --- | --- |
| English Language Arts | 66.2 |
| Mathematics | 60.5 |

### Section 3. Areas of Greatest Progress and Need

Provide a narrative response to each of the below questions.

1. Based on California School Dashboard (Dashboard) data, identify the charter district’s areas of greatest progress.

The Dashboard shows that the district's actions are continuing to have positive effects on student learning outcomes. District students are performing well above state and county averages in all areas. Some of the district's greatest areas of performance and progress include: \* Chronic Absenteeism rate declined by 6.1% in 23-24 to 4.6%, receiving a Blue rating. Chronic absenteeism has been a lingering area of difficulty since the COVID pandemic; therefore, the district is pleased with the progress made in student attendance. \*Student Suspension rate declined by 1%, receiving a Blue rating for all student subgroups. \* English Language Arts received a Green rating for all student groups except students with disabilities. All students combined scored 32.1 points above standard. This is an increase of 1 point. Although students with disabilities received a Yellow rating, their performance increased 1.2 points, performing only .7 points below standard. \* Mathematics received received a Green rating for all students, with white students receiving a Blue rating. All students combined scored 20.2 points above standard. This is an increase of 7.8 points over the previous year. Student groups including Socioeconomically Disadvantaged, Hispanic, and White students noted an increase in their performance.

1. What internal assessments (not CAASPP) are being used to demonstrate the charter district’s areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?

Internal assessments utilized by the district include; District Benchmark Assessments, iReady Assessments, and the Developmental Reading Assessment. Both iReady Assessments and the Developmental Reading Assessment are on the approved verified data list.

1. Based on Dashboard data, identify the charter district’s areas of greatest need. Include references to student groups.

The Dashboard shows that some of the district's areas of greatest need include: \*English Learner academic progress in English Language Arts and Mathematics remain a focus area for the district. The district only had 11 EL students in the testing range (down from 29 the previous year), scoring 82.7 points below standard in ELA and scoring 186.4 points below standard in Mathematics. \*Students with Disabilities academic progress in English Language Arts and Mathematics are a focus area for the district this year. Students with Disabilities were the only subgroup to receive a Yellow rating in ELA despite growing 1.2 points. They also received a Yellow rating in Mathematics, declining 16.3 points to 17.1 points below standard. \*The Hispanic student subgroup received a Yellow rating in Mathematics despite growing 1.5 points to 3.6 points below standard, making them a focus group at this time.

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

The district sets high expectations for all students and works diligently to effectuate optimal learning outcomes for all student groups. The district is currently addressing the areas of need identified above in the following ways: \* English Learner academic progress is addressed and supported throughout the entire instructional day. The district's Principal and Director of Student Services provide support, coaching, and professional development to teachers and paraprofessionals to ensure students receive high quality instruction in all areas. In addition, the Bilingual Instructional Assistant provides designated ELD instruction and extended learning opportunities. Due to the small number of students in this sub group, even small shifts in student performance tend to have a large impact on our data. To meet the needs of our EL students we truly focus on individual learning plans for each of them to ensure they make as much progress as possible in each subject every year. \* Students with Disabilities academic progress is addressed and supported throughout the entire instructional day. The district's Resource Specialist Teacher, Resource Specialist Instructional Assistant, and General Education classroom teachers work together in tandem to meet the unique needs of each of our students with disabilities. Programming that includes push-in and pull-out services are utilized to maximize learning outcomes for our students with disabilities. Accommodations and modifications are also implemented to ensure access to the curriculum for all students. \*Hispanic student academic progress in math is addressed through ongoing professional development and daily expert, targeted instruction. The district is currently participating in the Tulare County Office of Education Accelerating Learning cohort in the area of Mathematics. This professional development is grant funded, with the cohort working together to improve student learning outcomes over a two year period.

### Section 4. Summary of Performance on Measurable Pupil Outcomes

Provide a narrative response to the below question.

1. Identify the Measurable Pupil Outcomes in Element 2 of the charter petition. Summarize the performance for each outcome.

Measurable pupil outcomes in Element 2 of our charter petition are measured by the CAASPP. As stated in the petition, Kings River-Hardwick Union Elementary Charter District's charter places high expectations on individual students and hold them fully accountable for meeting those expectations. Assessment of student progress is the core of any assessment of an instructional program. "That assessment should measure both how students are meeting internal standards and on their ability to compare favorably with State and/or national norms." Our performance goals are aligned with the Federal and State Performance indicators. The district continues to be committed to an academic program that promotes a high level of student achievement based upon each student's needs, through a rigorous curriculum with high expectations and support. In keeping with the educational philosophy, the charter's measurable pupil outcome goals are for district charter students to become sufficiently proficient in the core content areas of English language arts, mathematics, science, and history-social science, as well as physical education, to enter high school without need of any remedial coursework, on their way to becoming college and career ready. California Assessment of Student Performance and Progress 2024: Achievement results on the CAASPP demonstrate the strong academic program provided through the charter. The Kings River-Hardwick Union Elementary Charter School performance exceeds County and State results and demonstrates benefit for all students and significant subgroups. Kings River-Hardwick's performance on State measures are currently the highest in Kings County. All district local indicators were "Met."

### Section 5. Local Control and Accountability Plan Progress

Provide a narrative response to each of the below questions.

1. Provide a summary of progress made in meeting the charter district’s 2023–24 Local Control and Accountability Plan (LCAP) goals.

All of the district's 2023-24 LCAP Goals were substantially met. These goals included: \* The district provided a high quality educational system for all students including all subgroups, focusing on mind, body, and spirit, utilizing active learning, high academic rigor, and systematic intervention to ensure student success. The district continues to increase student achievement, with a focus on narrowing the achievement gap for all subgroups. \* The district operated with increasing efficiency and effectiveness in all areas of operation including provision of high quality learning facilities, provision of instructional materials, promoting safe school environments, and parental engagement and communication. \* Students received a broad course of study that includes English Language Arts, Mathematics, Science, History, Visual and Performing Arts, and Physical Education. \*English Learners, Low Income, Students with Disabilities and Foster Youth students who are not making sufficient progress were identified and supported.

1. Provide a summary of the charter district’s 2024–25 LCAP mid-year update that describes what the charter district is doing to increase community input.

The Kings River-Hardwick Union Elementary Charter District is fortunate to have a very involved community who are always willing to provide support in any area needed. From volunteering in our classrooms to raising funds to support enhanced opportunities for our students, our community is dedicated to supporting the district's efforts any way they can. To increase community input in 2024-25 the district is is utilizing more in-depth parent/community surveys in addition to the community advisory, school site council, ELAC, parent booster club, and board meetings regularly held.

### Section 6. Differentiated Assistance

1. Does the charter district qualify for Differentiated Assistance?

No

If yes, provide a narrative response to each of the below questions.

1. Under which student groups and state priorities did the charter district meet the eligibility criteria for Differentiated Assistance (DA) in both the prior and current year?

[No Response]

1. Identify the support provider the charter district will be working with for technical assistance with DA.

[No Response]

1. What improvement strategies and actions has the charter district selected to address its identified student groups and state priorities?

[No Response]

### Section 7. Acknowledgment, Certification, and Submission

Initial each of the below statements to confirm that you have read and understand following:

#### Acknowledgment

I understand and acknowledge that the CDE will present this information to the California State Board of Education (SBE) as a part of its annual information memoranda regarding the academic progress of charter districts authorized by the SBE. This information will be made publicly available and/or provide the information to other agencies, organizations, and individuals.

CA

#### Certification

I hereby certify that I am a full-time paid employee of the charter district who has direct knowledge of the information contained herein and am authorized to submit this information to the CDE. I certify that I have provided only true and correct information about the charter district.

CA

###### Contact Information

| **Prompt** | **Response** |
| --- | --- |
| Full Legal Name | Cathlene Anderson |
| Job Title | Superintendent |
| Email Address | canderson@krhsd.k12.ca.us |
| Phone Number | 559-584-4475 |