California Department of Education

Charter Schools Division

Created 03/2025

memo-lacb-csd-apr25item01

Attachment 14

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

CALIFORNIA DEPARTMENT OF EDUCATION

This document contains Academic Memorandum Form responses from Kingsburg Elementary Charter School District (Charter #00D2). 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.

## Kingsburg Elementary Charter School District2024 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 | Kingsburg Elementary Charter School District |
| District Address | 1310 Stroud Avenue |
| City | Kingsburg |
| ZIP Code | 93631 |
| County | Fresno |
| Website Address | https://www.kesd.org/ |
| County District School (CDS) Code | 10-62240-0000000 |
| Charter Number | 00D2 |
| Current Charter Term Start Date | 7/1/2021 |
| Current Charter Term End Date | 6/30/2028 |
| Grade Levels Served | TK-8 |
| 2023–24 Enrollment | 2151 |
| Instruction Type | Combination classroom-based and nonclassroom-based |

**District Description:**

The Kingsburg Elementary Charter School District, recognizing the value of each child, will continually strive to inspire students to learn and grow beyond their potential by... • Fostering a collegial or team atmosphere between home, community, and school for the benefit of each student • Imparting a quality education combined with a positive learning experience • Providing instruction that meets the individual needs of each student • Developing the learning and social skills necessary for lifelong learning including, but not limited to, secondary, post-secondary, and career education • Presenting an open-door policy allowing all people concerned with the well-being of each student to communicate their ideas about improving the district Our mission is simple. “We will find a way for ALL students to learn!”

#### Charter Schools within the Charter District

Provide information regarding the first charter school.

| **Prompt** | **Response** |
| --- | --- |
| Charter School Name | Central Valley Home School |
| County District School (CDS) Code | 10-62240-6114805 |
| Charter School Address | 1776 6th Avenue Drive |
| City | Kingsburg |
| ZIP Code | 93631 |
| Grade Levels Served | K-8 |
| 2023–24 Enrollment | 128 |
| Instruction Type | Nonclassroom-based |

Provide information regarding the second charter school.

| **Prompt** | **Response** |
| --- | --- |
| Charter School Name | Lincoln Elementary |
| County District School (CDS) Code | 10-62240-6006704 |
| Charter School Address | 1900 Mariposa Street |
| City | Kingsburg |
| ZIP Code | 93631 |
| Grade Levels Served | 2-3 |
| 2023–24 Enrollment | 418 |
| Instruction Type | Classroom-based |

Provide information regarding the third charter school.

| **Prompt** | **Response** |
| --- | --- |
| Charter School Name | Rafer Johnson Jr. High |
| County District School (CDS) Code | 10-62240-6108328 |
| Charter School Address | 1300 Stroud Avenue |
| City | Kingsburg |
| ZIP Code | 93631 |
| Grade Levels Served | 7-8 |
| 2023–24 Enrollment | 461 |
| Instruction Type | Classroom-based |

Provide information regarding the fourth charter school.

| **Prompt** | **Response** |
| --- | --- |
| Charter School Name | Reagan Elementary |
| County District School (CDS) Code | 10-62240-0113142 |
| Charter School Address | 1180 Diane Avenue |
| City | Kingsburg |
| ZIP Code | 93631 |
| Grade Levels Served | 6-Apr |
| 2023–24 Enrollment | 639 |
| Instruction Type | Classroom-based |

Provide information regarding the fifth charter school.

| **Prompt** | **Response** |
| --- | --- |
| Charter School Name | Roosevelt Elementary |
| County District School (CDS) Code | 10-62240-6006712 |
| Charter School Address | 1185 10th Street |
| City | Kingsburg |
| ZIP Code | 93631 |
| Grade Levels Served | 1 |
| 2023–24 Enrollment | 219 |
| Instruction Type | Classroom-based |

Provide information regarding the sixth charter school.

| **Prompt** | **Response** |
| --- | --- |
| Charter School Name | Washington |
| County District School (CDS) Code | 10-62240-6006720 |
| Charter School Address | 1501 Ellis Street |
| City | Kingsburg |
| ZIP Code | 93631 |
| Grade Levels Served | TK-K |
| 2023–24 Enrollment | 283 |
| 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 | 10.3 |
| Foster Youth | 0.3 |
| Homeless | 4.4 |
| Socioeconomically Disadvantaged | 72.2 |
| Students with Disabilities | 10.8 |

###### 2024 Race/Ethnicity Information

| **Prompt** | **Percentage** |
| --- | --- |
| African American | 0.5 |
| American Indian | 0.1 |
| Asian | 2.6 |
| Filipino | 0.1 |
| Hispanic | 67.7 |
| Pacific Islander | 0 |
| Two or More Races | 3.4 |
| White | 24.4 |

### 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 | 1.9 | Blue |
| Suspension Rate | 3.6 | Yellow |
| English Learner Progress | 58.1 | Green |
| 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 | Yellow | 3.8 | Below standard |
| Mathematics | Orange | 36 | Below 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 | 46.9 |
| Mathematics | 36.5 |

### 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.

In the 2023-2024 school year, KECSD students took the CAASPP Summative Assessment for ELA and math. After reviewing the results of 1,278 students in grades 3 through 8, our greatest progress occurred in the area of Suspension Rater for the 2023-2024 school year, with our suspension rate declining 0.6%. Also, our Long-Term English Learners making progress increased by 4.3%. Data from the CA Dashboard indicates that for both ELA and math, KECSD students surpassed the state averages.

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?

Our district uses the following approved academic progress indicators: i-Ready, STAR Assessments by Renaissance and Development Reading Assessment (DRA).

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

Based on the Dashboard our greatest needs are the following: ELA = SWD, Math = SWD, Suspension Rate = FY

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

The district-wide professional development focus for the majority of previous years has been on early literacy and math. Data from the most recent CAASPP Summative Assessments, local assessments indicate that students need additional support focused on ela and math. In the 24-25 school year, we have made ela our focus, as we have partnered with the Fresno County Office of Education for ELA professional learning and coaching for our teachers. This training should help our teachers better meet the needs of our SWD students. Students scored at a significantly lower level in math compared to ELA. Also, we are having all of our TK-3 teachers participate in the Science of Reading Training called LETRS. Also, we added additional intervention teachers and/or paraprofessionals to all of our sites, to help our students specifically in the area of English Language Arts. This year we are using the i-Ready program for our benchmarks, and it also provides individualized instruction for all our students in math and ELA. In regards to reducing suspensions, we have added counselors to each of our sites, along with a dedicated liaison for each site to better support our students, including our Foster Youth students. We continue to do the Positivity Project and PBIS, to promote positive behavior with our students.

### 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.

Student Achievement Our ELA scores on the California Dashboard were in the Maintained category. Our math scores on the California Dashboard were in the Maintained category. Our English Learner Progress scores on the California Dashboard were in the Maintained category. This year we have continued to have all our teachers trained in their content areas by coaches from the Fresno County Superintendent of Schools. Provide a Safe, Positive and Healthy Learning Environment Our suspension rate on the California Dashboard showed that our suspensions declined by 0.6%. We now have counselors at each of our school sites, and a SRO officer for our school district. Increase Parent Involvement and Continue to Promote Public Relations The district has planned additional opportunities for families to engage with the school community. Some of the planned events include, but are not limited to: Title I Night, KHS Educational Night, Food Services Tasting Event, Bilingual Night, Santa Lucia Parade and the Swedish Festival. Also, our district received the community schools grant, and as part of that we have added an additional parenting program. Raising Highly Capable Kids Parenting Program was offered to any parent/guardian/caretaker in the Fall and Spring Semesters of the 24-25 school year. Classes were offered in English and in Spanish so that parents could access the curriculum in their first language. RHCK is free to all Kingsburg Schools, families, and community members. We have found that RHCK has been very well received by facilitators and parents. A bit about the program. Raising Highly Capable Kids (RHCK) is an evidence-based parenting program developed to build stronger families by empowering parents with the confidence, tools, and skills they need to raise healthy, caring, and responsible children. The goal of RHCK is to increase parents’ knowledge and skill level of the 40 Developmental Assets, which are proven to increase childhood resiliency and academic achievement. Additionally, we partnered with Fresno State Parent University to offer both online and in-person classes for parents. We also collaborated with Success Together, a company that brings parents and students together for on-campus events focused on Math, Reading, Science, and Art curriculum. These events are led by credentialed instructors, providing parents with opportunities to engage in their child's learning and support their academic growth. Kingsburg Elementary Charter School District parents, students and staff work together as a team to make academic success possible. The Kingsburg Elementary Charter School District believes effective communication is at the heart of educating our students and is key to parent involvement. KECSD prides itself on the strong relationships it has with students and their families and their participation in school events and activities. KECSD communicates with the school community in a variety of ways. There is a wealth of information for families located on our district website.There you will find information regarding the district and individual school sites, as well as links to many resources. Annual parent-teacher conferences provide teachers with a great opportunity to build relationships with parents/guardians and clearly communicate the student’s progress in school, as well as learn more about each student. The district values the time spent collaborating with families and has dedicated one week for conferences. Students observe a minimum day schedule and teachers are expected to meet with 100% of its families. Additional parent conferences are scheduled and based on student needs. Every parent receives a progress report on their student for each mid-trimester or quarter, depending on the grade level of the student, and report cards are issued every trimester or quarter. The district has developed additional supports for students with additional needs, as recommended by the various surveys, task groups, and parent advisor groups to support students with exceptional needs, in foster care, linguistically diverse, and those experiencing homelessness. School/Community Liaisons help monitor the needs of students and families to overcome barriers resulting in poor school attendance, as well as barriers to learning by providing resources such as individual and group counseling, social-emotional learning, and behavioral supports. Also, we have partnered with Fresno State’s Parent University to provide parenting classes for all our parents. We plan on continuing these classes again for the next school year. We recognized a group of them that completed their class at a special night ceremony. Also, with our community school's grant that we received, we will continue to plan engaging family and school events to continue to build our relationships between school staff and families. One of our highlights this year was our KECSD Wellness 5K Run, that was held at Rafer Johnson Jr. High. Hundreds of participants inclu

### 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.

Reflection on the 2023-2024 school year. After reviewing the data in the California School Dashboard for the testing year of 2023-2024, our district discovered the following successes for the 1,278 students that took the assessment. In ELA, our district scored 9.4 points higher than the state average. In Math, our district scored 11.6 points higher than the state average. In the area of Chronic Absenteeism, our district scored 16.7% better than the statewide average. For the Suspension Rate category, our district had 0.4% more suspensions than the statewide average. When analyzing our overall Math and ELA test scores, our district scored higher than the state average in the following subgroups: EL, Hispanic, Homeless, SED, LTEL and Two or More Races.

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.

Below are the following items in our 24-25 LCAP mid-year update that demonstrate how we are increasing community input. The unique design elements of this action are:• Improved Communication: Bilingual interpreters facilitate clear and accurate communication between the school and EL families, ensuring that important information about academic progress, school events, and policies is understood. • Family Engagement: By providing interpretation services, the district encourages greater participation from EL families in school activities, meetings, and decision-making processes, fostering a stronger school-community connection. Family and Community Engagement:• Involve families and caregivers in the MTSS process by providing information about interventions, progress monitoring, and ways they can support their child's learning and behavior at home. Establish partnerships with community organizations and resources to enhance support for students and families, especially for those requiring intensive interventions. School/Community Liaison: Maintain Budget for SARB Prevention of Truancies/Absences and provide support for students at risk of dropping out of school and widening achievement gaps. Family and Community Engagement: Strengthen relationships with FY, and LI families through regular communication and collaboration on health-related matters. Encourage family involvement in healthcare decisions and promote a shared responsibility for student well-being and attendance. Community Partnerships: Collaborate with local community organizations to offer additional support services such as parenting workshops, health clinics, and financial literacy classes that address the broader needs of LI and EL families, empowering them to participate more fully in their children's education.Access to Additional Resources: Provide information and referrals to additional community resources and services, such as mental health support, financial assistance, and educational programs, to address the broader needs of LI, FY, and EL families.

### Section 6. Differentiated Assistance

1. Does the charter district qualify for Differentiated Assistance?

Yes

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?

Our district qualified for Differentiated Assistance under the category of Students with disabilities, specifically in the areas of academics and suspension rate. We are currently working with the Fresno County Office of Education DA team. We have completed the data dive, and we selected the focus area of ELA for our SWD students. This process we are using will follow the improvement science approach. A systematic approach to change that draws on the efforts of all users to collectively learn their way into stronger system performance and better outcomes for students. Improvement Science values a "learn by doing" model to make small, rapid changes that lead to large system improvements. We are focusing our efforts on Reagan Elementary. The change being tested is general education and special education are scheduling collaboration monthly with an agenda. We believe that in order to improve outcomes for our students with disabilities, we need to focus on interdepartmental collaboration and one way for our team to do that is to schedule monthly collaboration meetings (GenEd & SpEd) and utilize a collaboration agenda. This year our suspensions were reduced, so we no longer qualify for DA, but we receive support for two years.

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

We are currently working with the Fresno County Office of Education DA team.

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

We have completed the data dive, and we selected the focus area of ELA for our SWD students. This process we are using will follow the improvement science approach. A systematic approach to change that draws on the efforts of all users to collectively learn their way into stronger system performance and better outcomes for students. Improvement Science values a "learn by doing" model to make small, rapid changes that lead to large system improvements. We are focusing our efforts on Reagan Elementary. The change being tested is general education and special education are scheduling collaboration monthly with an agenda. We believe that in order to improve outcomes for our students with disabilities, we need to focus on interdepartmental collaboration and one way for our team to do that is to schedule monthly collaboration meetings (GenEd & SpEd) and utilize a collaboration agenda.

### 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.

MS

#### 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.

MS

###### Contact Information

| **Prompt** | **Response** |
| --- | --- |
| Full Legal Name | Matthew Scott Stovall |
| Job Title | Assistant Superintendent |
| Email Address | mstovall@kesd.org |
| Phone Number | 559-897-2331 |