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fresno county  
superintendent of schools

Dr. Michele Cantwell-Copher, Superintendent

March 13, 2024

Ms. Carolyn F. Pfister, Education Administrator  
CALIFORNIA STATE BOARD OF EDUCATION  
1430 N Street, Suite 5111  
Sacramento, CA 95814

RE: Charter District Academic Memo for Kingsburg Elementary Charter School District

Dear Ms. Pfister:

Enclosed please find the Kingsburg Elementary Charter School District (KECSD) and the Office of the Fresno County Superintendent of Schools (FCSS) response to the request from the California State Board of Education regarding annual performance.

KECSD produced and adopted an LCAP for the 2023-2024 school year during the 2022-23 school year. Based on the charter renewal petition site visit and evaluation results, and a review of the dashboard and statewide data, FCSS has no concerns with the charter district. The Fresno County Superintendent of Schools Charter team performed a site visit at Alvina Elementary on **October 16, 2024**.

The FCSS provides the same support to Kingsburg Elementary Charter School District as it does for other districts and charters in the county. This includes but may not be limited to: LCAP training, coaching, and approval; state & federal program support, financial oversight and support; curriculum, instruction, and assessment support, and CALPADS technical support.

The KECSD's response to the California System of Accountability is included herein. This information was submitted by **Dr. Wesley Sever, Superintendent** of Kingsburg Elementary Charter School District.

Please do not hesitate to contact me with any further questions or requests.

Sincerely,  
*Jeffrey Hunt, Ed.D*  
Jeffrey Hunt, Ed.D, Director  
CHARTER SCHOOLS  
Direct (559) 265-3074 | Email [jhunt@fcoe.org](mailto:jhunt@fcoe.org)

# Kingsburg Elementary Charter School District Academic Memorandum Response

## Section 1. Charter District Information

### General Information

1. **District Address:** 1310 Stroud Avenue, Kingsburg, CA 93631
2. **County:** Fresno
3. **Website Address:** www.kesd.org
4. **County-District-School (CDS) Code:** 10-62240-0000000
5. **Charter Number:** 00D2
6. **Current Charter Term Start Date:** 2021
7. **Current Charter Term End Date:** 2026

**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
8. Our mission is simple. "We will find a way for ALL students to learn!"
  9. **Grade Levels Served:** TK-8
  10. **2022–23 Enrollment:** 2135
  11. **Instruction Type:** Site Based

### Charter Schools within the Charter District

Note: Input "Not Applicable" or "N/A" in unused cells of the table below.

**Table 1. Charter Schools within the Charter District**

School Name (CDS Code)	Address	Grade Levels Served	2022–23 Enrollment	Program Type
Washington 10622406006720	1501 Ellis Street Kingsburg, CA 93631	TK-K	285	Site Based
Roosevelt 10622406006712	1185 10th Street Kingsburg, CA 93631	1st	231	Site Based
Lincoln 10622406006704	1900 Mariposa Street Kingsburg, CA 93631	2nd-3rd	414	Site Based
Reagan 10622400113142	1180 Diane Avenue Kingsburg, CA 93631	4th-6th	632	Site Based
Rafer Johnson Junior High 10622406108328	1300 Stroud Avenue Kingsburg, CA 93631	7th-8th	442	Site Based
Central Vallery Home 10622406114805	1776 6th Avenue Drive Kingsburg, CA 93631	K-8th	125	Non-Site Based

### Demographic Information

The following demographic information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

**Table 2. 2023 Student Group Information**

Student Group	Charter District Total (Percentage)	County Total (Percentage)
English Learners	12.4	18.91%
Socioeconomically Disadvantaged	72.6	76.51%
Students with Disabilities	10.6	10.94%

**Table 3. 2023 Race/Ethnicity Information**

Race/Ethnicity	Charter District Total (Percentage)	County Total (Percentage)
African American	0.2	4.57%
Asian	2.7	9.72%
Hispanic	67.3	66.55%
Pacific Islander	0	.27%
White	24.8	14.71%

## Section 2. California School Dashboard Data Overview

### California School Dashboard

The following performance information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

**Table 1. 2023 Performance Levels**

Dashboard Indicator	Charter District Performance Level	State Performance Level
<b>Chronic Absenteeism</b>	Blue 2.1% chronically absent	<b>Yellow</b> 24.3% chronically absent
<b>Suspension Rate</b>	Orange 4.2% suspended at least one day	<b>Orange</b> 3.5% suspended at least one day
<b>English Learner Progress</b>	Blue 59.9% suspended at least one day	<b>Yellow</b> 48.7% making progress
<b>Graduation Rate</b>	NA	<b>Orange</b> 86.4% graduated
<b>College/Career</b>	NA	<b>Medium</b> 43.9% prepared
<b>English Language Arts</b>	Yellow 3.8 points below standard	<b>Orange</b> 13.6 points below standard
<b>Mathematics</b>	Orange 34.4 points below standard	<b>Orange</b> 49.1 points below standard

### California Assessment of Student Performance and Progress

The Charter District's California Assessment of Student Performance and Progress (CAASPP) results are available on the CAASPP website at <https://caaspp-elpac.ets.org/caaspp/>.

A direct link to the Charter District's CAASPP English language arts/literacy and mathematics test results is available at <https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=10&lstDistrict=62240-000&lstSchool=0000000>.

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

### **1. Based on California School Dashboard (Dashboard) data, identify the Charter District's areas of greatest progress.**

In the 2022-2023 school year, KECSD students took the CAASPP Summative Assessment for ELA and math. After reviewing the results of 1,404 students in grades 3 through 8, our greatest progress occurred in the area of English Learner Progress for the 2022-2023 school year, with our scores improving 12.3%. Overall, student results decreased slightly for ELA, but increased in math. However, data collected from the CAASPP website indicates that for both ELA and math, KECSD students surpassed the state averages. Overall, students did significantly better in ELA, than in math.

### **2. 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?**

- Star Assessments by Renaissance - Yes, approved.
- ELPAC by Educational Testing Service - Yes, approved.

Also, the district uses the following assessments to monitor progress.

- DRA
- Local Benchmark Tests-i-Ready

### **3. 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 = EL, FY and SWD

### **4. 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 teaching reading. Data from the most recent CAASPP Summative Assessments, local assessments, and stakeholder input, indicate that students need additional support focused on math. In the 23-24 school year, we have made math our focus, as we have partnered with the Fresno County

Office of Education for Math 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. This is also true when analyzing how the district's English Learners performed on the end of the year summative assessments. 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 EL, FY and SWD 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**

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

Goals 1 and 2 –

22-23 CAASPP

ELA - 48.74% Met or Exceeded the Standard for ELA

Math - 37.75% Met or Exceeded the Standard for Math

21-22 CAASPP

ELA - 49.33% Met or Exceeded the Standard for ELA

Math - 35.98% Met or Exceeded the Standard for Math

Our overall CAASPP scores in ELA dropped slightly from 49.33% to 48.74%. Our overall CAASPP scores in Math increased from 35.95% to 37.75%.

ELPAC - 22-23

16.50% Proficient

ELPAC - 21-22

18.00% Proficient

Our overall proficient scores dropped slightly, but we reached the highest blue category on the California Dashboard for our EL students.

This year we have continued to have all our teachers trained in their content areas by coaches from the Fresno County Office of Education. We have focused on math, and also have worked extensively with our designated ELD teachers.

#### Goal 3 -

This year we have continued to expand our after school intervention/enrichment programs at all of our sites. We hired a director to oversee and continue to enhance these programs. We are excited about the growth in the numbers of students attending these programs. We believe this will help each of these students grow in the areas they need more help with.

\*Last year at this time we had 330 students, and 56 EL students. This school year we have 666 total students, and 72 EL and redesignated students.

#### Goal 4 -

We have continued to provide mental health support to our students by maintaining the following: school psychologist, counselors, behavior support providers and health-aides at each school site. One exciting offering for our parents this year, is we have partnered with Fresno State's Parent University program. Many of our parents are able to take classes ranging from learning English to Digital Literacy. New this year is we were able to hire a BCBA-Board Certified Behavior Analyst, and also we have school liaisons at all of our school sites. According to the district's local climate and culture survey, 75.8% of the students in 4th, 5th & 6th grades and 78.4% of the students in grades 7th & 8th grade participating in the district's locally developed school climate and culture survey indicated that they felt safe at school. Unfortunately students suspensions increased 1.7% over the previous year. The district recognizes that resources to support students will be crucial. Mental health, intervention, and support for our most vulnerable students are a few of the assistance strategies that will be needed to help students get back on track. The district and each school will continue its ongoing recruitment of families, focusing on parents of English Learners, Foster Youth, Students with Disabilities and Low-income students, to participate in the various parent groups at the site and district levels including but not limited to School Site Council, English Learner Advisory Council, District English Learner Advisory Council, Parent Advisory Committee, parent workshops, and the WATCH D.O.G.S. Program. These groups and others will continue to provide valuable input in regards to student safety and a positive school climate and culture, as well as promote increased family engagement in schools.



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

### **1. Provide a summary of progress made in meeting the Charter District's 2022–23 Local Control and Accountability Plan (LCAP) goals.**

Our district made significant growth in many areas towards meeting our LCAP goals. Some of the highlights were providing additional funds for each of our school sites to add additional intervention teachers and/or paraprofessionals to target the needs of our individual students, including our EL, Low Income and Foster students. According to the 2023 CA Dashboard, 93% of our teachers are Clear (% of teaching FTE). Providing effective teachers in our classrooms gives our students the best first instruction. Another area of focus for our district is in the area of mental health. We have fully staffed behavior teams at each site. Each behavior team consists of a School Counselor, Behavior Support Assistant, and Home-School Liaison. In addition, we have a BCBA for the district who offers Tier 3 supports. We are refining our SST referral system using Aeries Pre-Referral interventions to guide our decision-making. Our MTSS ensures that students receive timely intervention for behavior and social-emotional development, and progress is tracked via data collection so that meaningful decisions can be made as students move through the tiers of support. Maybe our most significant progress shown in 22-23, was the growth that our EL students made on the CAASPP. Our EL students scores increased 12.3%, and our dashboard color was blue, the highest color. We have committed to significant amounts of professional learning for our teachers, and they have been applying the new strategies in their classrooms.

### **2. Provide a summary of the Charter District's 2023–24 LCAP mid-year update that describes what the Charter District is doing to increase community input.**

The Kingsburg Elementary Charter School District has already had multiple opportunities to engage with our community of educational partners during the development of the LCAP for this year. At the beginning of the school year, principals shared student data and discussed academic and intervention programs with their individual staff, parents, community members, and leadership teams. The data aligned with the LCAP's Eight State Priorities. The data will be used to help develop the LCAP, address educational partner needs, and will be shared with the District LCAP Parent Advisory Committee (PAC), School Site Council (SSC), English Learner Advisory Committee (ELAC), and the District English Learner Advisory Committee (DELAC). All Rafer Johnson Junior High School students and Reagan Elementary School students will have the opportunity to participate in an online survey taken during the school day and KECSD parents will be invited to participate in an online survey, giving our educational partners an additional opportunity to voice their opinions and provide input. KECSD also meets with our SELPA monthly to

review the budget, legislation, updated legal information and procedural changes, special education programs and supports, social-emotional and mental health programs and supports, and to collaborate with other LEAs. Each LEA has the opportunity to provide input in the revisions of the SELPA Local Plan. Additionally, frequent communication on an as-needed basis is welcomed and utilized, including input on how to leverage the LCAP to provide support for students with unique needsTip: To spell check the entire document, select the "tab" key after completing this field)

**Additional Information - Differentiated Assistance**

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

Students with Disabilities - Academics & Suspension Rate

- 2. Identify the support provider the School will be working with for technical assistance with DA.**

Anne Castillo  
Executive Leadership Coach  
Data Strategy & Improvement  
Office of the Fresno County Superintendent of Schools

Justin Paredes  
Executive Leadership Coach  
AC&G - Data Strategy & Improvement Department  
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- 3. What improvement strategies and actions has the School selected to address its identified student groups and state priorities?**

We are in the data analysis phase, and haven't selected our focus. Most likely we will focus on the academic portion.