

This document was provided, as is, to the California Department of Education (CDE) by **Kings River-Hardwick Union Elementary**. This document is posted to the CDE website to meet the legal requirements of California *Education Code* Section 33009.5.

For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by email at [charters@cde.ca.gov](mailto:charters@cde.ca.gov).

1144 West Lacey Boulevard, Hanford, CA 93230



Telephone: 559.584.1141 Fax: 559.589.7000

**TO:** State Board of Education

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

**DATE:** March 1, 2024

**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 2023-2024

The 2023-24 Kings River-Hardwick Union board approved LCAP and Annual Update may be found at: [KRH LCAP 2023.24.pdf](#)

2. **Charter District Annual Site Visit:** The County Office of Education charter team visited Kings River-Hardwick Elementary School on December 6, 2023.
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 Technical Assistance with UPK, CCSPP and Differentiated Assistance.
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 Union Elementary Charter

## Academic Memorandum Response

### Section 1. Charter District Information

#### General Information

1. **District Address:** 10300 Excelsior Avenue, Hanford, California 93230
2. **County:** Kings
3. **Website Address:** kingsriverhardwick.com
4. **County-District-School (CDS) Code:** 16-63941-6010474
5. **Charter Number:** D7
6. **Current Charter Term Start Date:** 07/01/2019
7. **Current Charter Term End Date:** 06/30/2027
8. **District Description:** One School Districtwide-Charter District
9. **Grade Levels Served:** TK-8
10. **2022–23 Enrollment:** 823
11. **Instruction Type:** Classroom 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
Kings River-Hardwick Elementary (60104740)	10300 Excelsior Avenue, Hanford, CA 93230	TK-8	823	Classroom Based
N/A	N/A	N/A	N/A	N/A

School Name (CDS Code)	Address	Grade Levels Served	2022–23 Enrollment	Program Type
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

### Demographic Information

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

**Table 1. 2023 Student Group Information**

Student Group	Charter District Total (Percentage)	County Total (Percentage)
English Learners	4.6%	17.1%
Foster Youth	.1%	.7%
Homeless	N/A	1.4%
Socioeconomically Disadvantaged	30.9%	63.3%
Students with Disabilities	6.4%	8.7%

**Table 2. 2023 Race/Ethnicity Information**

Race/Ethnicity	Charter District Total (Percentage)	County Total (Percentage)
African American	.4%	3.2%
American Indian	.1%	1.0%
Asian	.7%	.9%
Filipino	1.1%	1.4%
Hispanic	45.9%	73.2%
Pacific Islander	N/A	.2%
Two or More Races	4.5%	3.4%
White	46.8%	16.4%

## 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>	Yellow 10.7%	<b>Yellow</b> 24.3% chronically absent
<b>Suspension Rate</b>	Orange 1.2% suspended at least one day	<b>Orange</b> 3.5% suspended at least one day
<b>English Learner Progress</b>	(No Performance Color) 65% making progress	<b>Yellow</b> 48.7% making progress
<b>Graduation Rate</b>	N/A	<b>Orange</b> 86.4% graduated
<b>College/Career</b>	N/A	<b>Medium</b> 43.9% prepared
<b>English Language Arts</b>	Green 31.1 points above standard	<b>Orange</b> 13.6 points below standard
<b>Mathematics</b>	Green 12.4 points above 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=16&lstDistrict=63941-000&lstSchool=6010474>).



## **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.**

The Dashboard shows that the district's actions in response to learning loss experienced during the COVID-19 pandemic are having positive effects on student learning outcomes. Some of the district's greatest areas of progress include:

- \* Chronic Absenteeism rate declined by 13.6% in 22-23 to 10.7%.

- \* English Language Arts received a Green rating for every student group. All students combined scored 31.1 points above standard. This is an increase of 3.7 points over the previous year. Notably, Socioeconomically Disadvantaged students increased by 7.5 points and Students with Disabilities increased by 19.8 points. In addition, recently reclassified English learners scored an impressive 52.9 points above standard.

- \* Mathematics received a Green rating for every student group. All students combined scored 12.4 points above standard. This is an increase of 8.4 points over the previous year. Notably, Socioeconomically Disadvantaged students increased by 15.6 points and Students with Disabilities increased by 32.8 points. In addition, recently reclassified English learners score an impressive 34.9 points above standard.

### **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?**

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.

### **3. 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:

- \* Continuing to make improvements to the district's Chronic Absenteeism rate. Although noteworthy progress has been made since the COVID-19 pandemic, the district desires to see continued improvement in this area.

\* Suspension Rate received an Orange rating, with 1.2% of students suspended for at least one day compared with .6% the previous year. White, Socioeconomically Disadvantaged, and English Learner groups all experienced an increase in suspension rate. Hispanic students maintained their rate. Two or More Races, and Students with Disabilities saw a decline in their suspension rates.

\* English Learner academic progress in English Language Arts and Mathematics remain a focus area for the district. The district only had 29 EL students in the testing range, scoring 20.9 points below standard in ELA and scoring 46.8 points below in Mathematics.

#### **4. 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:

\*Chronic Absenteeism- Since the COVID-19 pandemic, the district has worked relentlessly to encourage and support families in their efforts to get their children to school every day, on-time. Through increased communication with parents about the importance of attendance in ensuring student academic and social-emotional success over the past two years, we have now seen significant improvement in attendance. Strategies we are implementing include phone calls to parents; attendance letters to parents; Student Success Team meetings with administrators, the Student Specialist, or School Psychologist to develop a plan to help eliminate any barriers to attendance that the student or their family may be struggling with; home visits by school administrators or school resource officer; local SARB; and county SARB. In addition, individual students with perfect or good attendance are celebrated regularly.

\* Suspension Rate- This year the district has hired a Student Specialist to focus on the social emotional needs of our unduplicated student population. The Student Specialist works on student engagement activities in and outside of the classroom; supports students in developing their conflict resolution skills; conducts friendship, social skills and structured play groups; and serves as a highly visible, easily accessible resource for students. In addition, the district has hired a full-time psychologist this year to support students social emotional needs. The school psychologist oversees the implementation of the district Social Emotional Learning program, provides counseling services to students, and provides behavioral support to students when needed.

\* English Learner academic progress is addressed and supported throughout the entire instructional day. The district's EL Curriculum and Instruction Specialist provides 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 throughout the week for EL 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.**

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 holds 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 2023 :

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.

The information in the charts below show the percentage of students meeting or exceeding standard on the 2023 CAASPP, comparing Kings River-Hardwick's performance to other elementary school districts in Kings County. When analyzing the performance of all students, KRH ranks 1st in ELA and mathematics among county elementary school districts.

See Attachment "A" for Data Charts

All district local indicators were "Met".



2023 CAASPP Results by Student Group. When compared with county-wide performance data, each group had a greater percentage of students meeting or exceeding standards in ELA and mathematics.

ELA All Students: 67% met or exceeded; Low Income: 57% met or exceeded; English Learner: 11% met or exceeded; Students with Disabilities: 55% met or exceeded.

Math All Students: 59% met or exceeded; Low Income: 49.5% met or exceeded; English Learner: 17% met or exceeded; Students with Disabilities: 48% met or exceeded.

## **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.**

All of the districts 2022-23 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.

**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 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 2023-24 the district 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.

Attachment A

ELA	Standard Not Met	Standard Nearly Met	Standard Met	Exceeded Standard	% Met or Exceeded Standard	Rank
Kings River Hardwick	14%	20%	41%	26%	67%	1
Island	14%	22%	31%	33%	64%	2
Pioneer	23%	23%	31%	22%	53%	3
Lemoore El.	29%	23%	30%	18%	48%	4
Central	28%	24%	29%	19%	48%	5
Hanford El.	31%	24%	27%	18%	45%	6
County	34%	24%	26%	16%	42%	7
Armona	39%	29%	22%	10%	32%	8
Kit Carson	43%	26%	23%	8%	31%	9
Lakeside	45%	25%	21%	9%	30%	10

MATH	Standard Not Met	Standard Nearly Met	Standard Met	Exceeded Standard	% Met or Exceeded Standard	Rank
Kings River Hardwick	17%	24%	30%	29%	59%	1
Island	23%	25%	28%	25%	53%	2
Pioneer	27%	30%	24%	19%	43%	3
Central	32%	28%	23%	17%	40%	4
Hanford El.	38%	28%	20%	14%	34%	5
Lemoore El.	39%	28%	20%	13%	33%	6
County	46%	26%	17%	11%	28%	7
Armona	54%	26%	14%	6%	20%	8
Kit Carson	51%	29%	14%	6%	20%	9
Lakeside	28%	25%	10%	7%	17%	10

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.