California Department of Education

Charter Schools Division

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Attachment 6

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

CALIFORNIA DEPARTMENT OF EDUCATION

This document contains Academic Memorandum Form responses from Alvina Elementary Charter School District (Charter #00D5). 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.

## Alvina Elementary Charter School District 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 | Alvina Elementary Charter School District |
| District Address | 295 W. Saginaw Ave |
| City | Caruthers |
| ZIP Code | 93609 |
| County | Fresno |
| Website Address | www.alvinaelementaryschool.org |
| County District School (CDS) Code | 10-61994-6005730 |
| Charter Number | 00D5 |
| Current Charter Term Start Date | 7/1/2020 |
| Current Charter Term End Date | 6/30/2028 |
| Grade Levels Served | TK-8 |
| 2023–24 Enrollment | 176 |
| Instruction Type | Classroom-based |

**District Description:**

LEA: The Alvina Elementary School District was originally established in an unincorporated farming area just outside the town of Caruthers, California in 1912. Caruthers is located in the Central San Joaquin Valley approximately fifteen miles south of Fresno. Caruthers is home to a diverse farming community and prides itself in small town living. Education and higher learning opportunities are heavily valued and nurtured by the local community. Alvina, a small, single site school district, converted to a charter school in August of 2000 as a result of the district educational partners intent to remain independent and reform the current school system. Our charter school founders were committed to the task of creating an environment that would (1) provide individualized attention toward student needs, (2) personalize the school experience through limiting and maintaining small class sizes in grades TK-8, (3) provide a safe, caring, and nurturing school environment the school community takes pride in, and (4) provide parents a school of choice they felt would best nurture the developmental needs of their individual child. With these values setting the foundation of the school district, the school staff takes great pride in meeting the needs of all its students, and as a result, the district has the overwhelming support of its parents, teachers, support staff, students, and community members. Students Served and Attendance: Alvina Elementary Charter School District seeks to serve all students, grades TK-8, who wish to attend the school and who meet the criteria and procedures for enrollment as set by local school board policy. Our board has currently stipulated that student enrollment in grades TK-8 will not exceed an average of 22 students per classroom. Presently, we have 176 students enrolled and a school wide average of 20 students per classroom. Of those students, 72 (41%) are from within the Alvina Elementary Charter School boundaries, while 104 (59%) come from outside of the district. The Alvina Elementary Charter School District serves a varied and diverse ethnic student population, which is representative of the geographic area in which it is located: 90.3% Hispanic or Latino, 8.0% White, 0.6% Asian, and 0.6% African American (DataQuest). The district places an emphasis on fostering a secure, safe, nurturing and friendly environment in which students can experience a wide variety of learning activities through growing technologies, experimental science activities, an art program, intense interventions, a competitive sports program, along with the fundamentals of basic education. From academics to the arts, we believe as a charter school we offer students a well-rounded educational experience, which fosters a love for learning and encourages students to become life-long learners. Mission Statement: In collaboration with our community, it is the mission of Alvina Elementary Charter School to recognize the value and spirit of each and every one of our students. With complete dedication, it is our goal to: Promote Academic Student Success. Recognize the Value of Each Child. Inspire a Partnership with the Home. Develop Student Learning to its Fullest Potential. Enable Students to Develop a Love for Learning.

#### Charter Schools within the Charter District

Provide information regarding the first charter school.

| **Prompt** | **Response** |
| --- | --- |
| Charter School Name | Alvina Elementary Charter School |
| County District School (CDS) Code | 10-61994-6005730 |
| Charter School Address | 295 W. Saginaw Ave |
| City | Caruthers |
| ZIP Code | 93609 |
| Grade Levels Served | TK-8 |
| 2023–24 Enrollment | 176 |
| 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 | 26.1 |
| Foster Youth | 0 |
| Homeless | 0 |
| Socioeconomically Disadvantaged | 77.8 |
| Students with Disabilities | 8.5 |

###### 2024 Race/Ethnicity Information

| **Prompt** | **Percentage** |
| --- | --- |
| African American | 0.6 |
| American Indian | 0 |
| Asian | 0.6 |
| Filipino | 0 |
| Hispanic | 90.3 |
| Pacific Islander | 0 |
| Two or More Races | 0.6 |
| White | 8 |

### 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 | 5.6 | Green |
| Suspension Rate | 1.1 | Green |
| English Learner Progress | 65 | Blue |
| 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 | Orange | 19.7 | Below standard |
| Mathematics | Yellow | 33.4 | 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 | 40.8 |
| Mathematics | 40.8 |

### 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 reflecting on overall performance levels, as well as the performance of the Hispanic, Low-Income and English Learner subgroups, it was identified that the district was able to maintain performance in English Language Arts, as well as demonstrating growth in mathematics. Similar results were seen within the data of the California School Dashboard and the California Assessment of Student Performance and Progress. The district identified English Learners, although demonstrated growth, are performing at lower levels than compared to that of the Hispanic and Low-Income subgroup. The 2024 percentage of English Learners making a year or more of progress in acquiring English language skills was at 65%, an increase of 13.8% from the prior year. This resulted in a blue indicator (high performance) on the California School Dashboard. However, as stated above, the district identifies a gap between the Hispanic/Low-income subgroup compared to the performance of English Learners. The district will continue to work closely with our students, parents and Home Outreach Team to address our chronic absenteeism rate. Although the district identified at a 5.6% chronically absent rate, declining by 15.9% / green indicator, the district understands that the chronic absenteeism rate must be watched carefully. Actions to address this area will remain in the district's LCAP. Although the overall score of “Good” has been met through the use of the Facilities Inspection Tool, there is great concern with the delay in the school receiving state modernization and new construction funding. This has greatly stalled campus improvements that are critically needed. With this ongoing concern, the district will be making major changes to its facility and maintenance program. The district will be ending its in-house facility and maintenance program and contracting with a larger school district for support, as they will be able to meet many of the districts needs within the current scope of their program. In the analysis of the Suspension Rate, the district has identified through local data that overall suspensions remain at a minimal level. The district has implemented alternative measures in working with students who are struggling with behavior. The district feels the current approach to interventions have been effective and resulted in improved overall behavior. Additionally, the district will continue providing social emotional/behavioral, as well as mental health support to ensure the success of our students.

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?

The Alvina Elementary Charter School District, along with the use of curriculum assessments included within district adopted curricular units, the district is also using the iReady assessment system in both ELA and mathematics in grades Kindergarten through eighth grade. iReady by Curriculum Associates is a state approved assessment system. Additionally, in grades TK-2nd, in collaboration within PLC grade span groups, the district is using the ESGI assessment system to gain further detailed progress information.

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

The Alvina Elementary Charter School District has identified the following areas of greatest need: On the 2024 Dashboard, In ELA, the district slightly declined by 9.8 points overall (19.7 points below standard). The district did identify the English Learners at 37 points below standard, Hispanic group at 22.5 below standard, and socioeconomically disadvantaged group at 29.9 points below standard. In Mathematics, the district increased by 4.3 points overall (33.4 points below standard). The district did identify the English Learners at 72.1 points below standard, Hispanic group at 38.3 below standard, and socioeconomically disadvantaged group at 44.3 points below standard. The district, although demonstrated significant improvement in the chronic absenteeism rate at 5.6% chronically absent (decrease of 15.9%), the district must maintain a close eye on the indicator as it is very fluid. Effects from the pandemic mindset still connects with families keeping their children home for precautionary reasons and not true illness.

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

The Alvina Elementary Charter School District has taken the following steps to support improvement: The district will maintain its partnership with the AIMS center in providing on-going professional development for teachers on site. The district will also establish an intensive after school academic tutoring program to support struggling students. The district will have teachers develop and implement an Academic Improvement Plan for all classrooms and monitor progress through PLC meetings. The district will continue to implement student performance meetings to monitor student progress and identify areas of needs. The necessary supports will be provided as needed. The district will retain the Resource Specialist Program teacher, a Speech Language Pathologist, and an RSP aide to serve students with disabilities in alignment with the Special Education Plan (SEP). The district will provide instructional staff with the iReady assessment system for the ongoing assessment of students’ progress and to inform instructional decision-making focused on supporting all students, including Low-Income and English learners. The district will provide English Learners with designated and/or integrated English language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program. The district will maintain the technological infrastructure of the district by purchasing the necessary hardware and software to maintain optimum performance. To enhance well-rounded instruction and learning, the technological infrastructure must perform at capacity at all times. Providing this additional support will help close the achievement gap in English language arts and mathematics by ensuring teachers’ have the tools in hand to support the instructional program. The district will retain and maintain the Home Outreach Liaison in order to focus on the high Chronic Absenteeism Rate. This action will support English learners and low-income students by providing identified students with access to critical supports, services and supplies such as medical/health/dental guidance, mental health support, resources to financial assistance, and academic materials and supplies. The district will provide funding for trimester field trips and prizes for qualifying students who demonstrate overall attendance rate improvement. These incentives, coupled by parent informational letters and reminders demonstrating the importance of good attendance, will drive the district push for improved attendance among the all-student, Hispanic, English Learner, and low-income subgroups

### 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.

The Alvina Elementary Charter School District has made significant progress within Element 2 of the 2020 charter petition in meeting pupil outcomes within the focal areas of the eight straight priorities. The district continues to (1. Basic) employ fully credentialed teaching staff and paraprofessionals within the classroom in order to provide instructional support. The district has increased paraprofessional time within the classroom, as well as placing additional support in classrooms that have higher needs. The district also continues to implement an RSP paraprofessional to support students with exceptional needs. The district also continues to (2. State Standards and 4. Pupil Achievement) provide instructional staff with on-going professional development through publishers such as Amplify, Bridges and CPM, as well as collaborating with the AIMS Center in order to develop effective instructional strategies to support student learning. The focal areas within the AIMS partnership has extended to all grade levels, as well as focus beyond math to fully incorporating S.T.E.A.M. education. This focus also provides strategies to support teachers with instructional strategies that can assist English Learners within math instruction. Continued and consistent professional development within these areas will continue to support academic performance based on CAASPP. The district additionally added academic side by side coaching within the classroom to further engage our teaching professionals. The district continues to (3. Parent Involvement) build sustainable relationships with all educational partners and provides many opportunities for involvement. Decision-making opportunities such as the Parent Advisory Committee and the English Learner Advisory Committee play a critical role in developing the direction of the school through discussion and LCAP development. Both committees normally have a very high attendance rate, but the rates have been impacted by the pandemic. Additional opportunities include Back to School Night, Performances, Class Parties, the Spring Carnival and other activities. State Priority 5, Pupil Engagement, is a Goal/Focal Area that has been affected greatly by the pandemic. The district has seen significant improvement over the last few years. Additionally, with the support of the Home Outreach Team and attendance incentives, the district has seen continued improvement in overall attendance percentages. The district feels that improvements will continue within all subgroups. The district continues to (6. School Climate and 7. Course Access) focus on the upgrading of the school facilities through state hardship and modernization funds, as well as continuing to build technological infrastructure, add technological hardware and maintain sustainability. The district is currently in the design phase of a new multipurpose room, including the upgrading of cabling, access points and switches. This will allow the district to take full advantage of all new SMART Boards found in every classroom. Students also at this time have one to one chromebook devices in every grade Transitional Kindergarten through eighth grade. With any facility or technological infrastructure, maintenance is key. The partnership the district has with South County Support Services will ensure our technological system runs flawlessly for years to come. Additionally, the district has entered into a facilities and maintenance agreement with the Caruthers Unified School District in order to receive additional support that the district financial has struggled to implement. The district has developed (8.Other Pupil Outcomes) and expanded its school library. The school librarian, with assistance from the Fresno County Support Services team, replaced outdate material and has identified and purchased high quality reading materials that engage students and builds a love for reading. The library has also expanded into a makers space that provides a safe and engaging environment that offers a variety of activities for students to participate in outside their normal day to day activities. The district continues to place a focus on expansion with an emphasis in English Learner support and culturally aware ready materials.

### 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.

The Alvina Elementary Charter School District has made the following progress in meeting its 2023-24 LCAP Goals:

2023 California School Dashboard Academic Performance:

English Language Arts:

All Students – 9.9 points below standard, maintained 0.5 points, orange.

Hispanic Students – 16.7 points below standard, maintained 1.8 points, orange.

Low-Income Students – 27.7 points below standard, maintained -1.6 points, orange.

English Learners – 55.3 points below standard, increased 19.5 points, yellow.

Mathematics:

All Students – 37.6 points below standard, maintained 2.2 points, orange.

Hispanic Students – 43.1 points below standard, increased 4.5 points, yellow.

Low-Income Students – 52.6 points below standard, increased 5.2 points, yellow.

English Learners – 94.8 points below standard, maintained -1.4 points, orange.

2023 California Assessment of Student Performance and Progress:

English Language Arts:

All Students – 43.48% at or above standard, decrease of 1.78%.

Hispanic Students – 42.00% at or above standard, increase of 0.09%.

Low-Income Students – 35.11% at or above standard, decrease of 4.89%.

English Learners – 21.88% at or above standard, increase of 1.88%.

Mathematics:

All Students – 35.66% at or above standard, increase of 4.35%.

Hispanic Students – 34.00% at or above standard, increase of 5.43%.

Low-Income Students – 29.79% at or above standard, increase of 5.35%.

English Learners – 18.76% at or above standard, increase of 9.08%.

2023 CALPADS Local Data EL Reclassification Rate:

Students Redesignated to Fluent English Proficient (RFEP): 22.22% Redesignated (RFEP), prior year 12.96% Redesignated. This is above both our established baseline (16.4%) and target (19.4%). The metrics under English Learner Reclassification Rate to Redesignated Fluent English Proficient will be adjusted in the LCAP.

2023 California School Dashboard, English Learner Progress Indicator (ELPI):

English Learner Progress – 51.2% making progress towards English language proficiency, increased 4.8%, 43 EL students.

2023 California Assessment of Student Performance and Progress:

English-Language Fluency – Long Term English Learners, No data, Fewer than 11 students (DataQuest, Raw Data, 2 students). 2023 Pupils in the LEA have sufficient access to the standard-aligned instructional materials: School Accountability Report Card (SARC): 100% Sufficiency of Instructional Materials.

2023 State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards: State Standards Reflection Tool (Including ELD Standards): Rate at 5, increased by 1.

2023 California School Dashboard Chronic Absenteeism:

All Students – 21.5% chronically absent, increased 1.3%, red.

Hispanic Students – 23.7% chronically absent, increased 3%, red.

Low-Income Students – 24.3% chronically absent, increased 3.9%, red.

English Learners – 22.8% chronically absent, increased 0.8%, red.

The 2023 percentage of English Learners making a year or more of progress in acquiring English language skills was at 51.2%, an increase of 4.8% from the prior year. This resulted in a green indicator (high performance) on the California School Dashboard.

2023 California School Suspension Rate:

All Students – 2.1% suspended at least one day, increased 1.5%, orange.

Hispanic Students – 1.8% suspended at least one day, increased 1.2%, orange.

Low-Income Students – 1.9% suspended at least one day, increased 1.3%, orange.

English Learners – 0% suspended at least one day, maintained 0%, blue.

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 Alvina Elementary Charter School District finds it critical to involve all educational partners in the development of the LCAP as well as involvement in the annual update. In order to begin the development/update process and the involvement of all educational partners, the Superintendent/Principal develops materials for the sole purpose of communicating information aimed at educating our educational partners in regards to the Local Control Funding Formula and the Local Control and Accountability Plan. Within these materials, it establishes a description of the LCFF and LCAP, the eight state priorities, and the process to be followed in the development of the LCAP. Educating the district’s educational partners regarding LCFF and LCAP will continue to be a priority for the district. Involvement of Educational Partners: The administration continues to attend trainings regarding the Local Control Funding Formula and the Local Control and Accountability Plan provided by the Fresno County Office of Education. The administration continues to be involved in all aspects of the development of the LCAP. An LCAP Survey will be distributed to the Alvina Community (Parents & Staff). These surveys have areas that are specifically identified to address the Eight State Priorities. These surveys will be collected and reviewed by the Alvina Staff (certificated and classified), the Parent Advisory Committee/School Site Council, and the ELAC Committee for the purpose of maintaining, adjusting and/or developing new goals within the LCAP. Certificated (Teachers), Classified (Instructional Aides), and other staff members will be presented LCFF and LCAP materials and given opportunity for discussions as how the identified needs of the survey results, the eight state priorities, LCFF and the LCAP will all tie together in the best interest of the school district. The SELPA and the AECSD special education team will be given an opportunity to review and provide input on the district’s state and local data, along with input provided by the districts educational partners. A School Connectedness and Safety Survey will be distributed to students in grades 5th and 8th. These surveys have areas that identified all of the Eight State Priorities. These surveys will be collected and reviewed by the Alvina administration and staff. The Student Council will also be involved in learning about LCFF and the LCAP. Students on the committee will discuss their viewpoints on current district practices and provide input as to what students would like to see implemented within the school site. The Parent Advisory Committee/School Site Council will review our identified school needs, along with a focus on LCFF/LCAP, with an emphasis of combining both areas as it relates to the Eight State Priorities. The committee will be presented information regarding LCFF and LCAP at regularly scheduled meetings. The English Language Advisory Committee will also review our identified school needs, along with a focus on LCFF/LCAP, with an emphasis of combining both areas as it relates to the Eight State Priorities along with its impact on English Language Learners. Additionally, the Student Advisory Committee will also provide the necessary input from a student perspective in the development of the district LCAP. Drafts of the LCAP will be presented to the Parent Advisory Committee/School Site Council and the ELAC Committee in May. Written comments will be submitted to the Superintendent/Principal for response. The LCAP public hearing will be held at the regularly scheduled board meeting in May. After this meeting the LCAP will be posted and a public comment window was opened until the June board meeting. The LCAP will receive final approval from the Alvina Board of Trustees at the regularly scheduled board meeting in June. At this board meeting, the district will also present the local indicator outcomes, adopt the district budget, and approve the LCAP.

### 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.

MI

#### 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.

MI

###### Contact Information

| **Prompt** | **Response** |
| --- | --- |
| Full Legal Name | Mike Iribarren |
| Job Title | Superintendent/Principal |
| Email Address | miribarren@alvinaesd.org |
| Phone Number | 559-864-9411 |