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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 Alvina Elementary Charter School District

Dear Ms. Pfister:

Enclosed please find the Alvina Elementary Charter School District (AECSD) 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.

AECSD 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 **September 15, 2023**.

The FCSS provides the same support to Alvina 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 AECSD's response to the California System of Accountability is included herein. This information was submitted by **Mike Iribarren, Superintendent** of Alvina 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

Alvina Elementary Charter School District Academic Memorandum Response

Section 1. Charter District Information

General Information

1. **District Address:** 295 West Saginaw Ave, Caruthers CA 93609
2. **County:** Fresno County
3. **Website Address:** www.alvinaelementaryschool.org
4. **County-District-School (CDS) Code:** 10-61994-6005730
5. **Charter Number:** 5
6. **Current Charter Term Start Date:** 07/11/2020
7. **Current Charter Term End Date:** 06/30/2028

District Description: AlvinaThe 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 K-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.

8. **Grade Levels Served:** TK - 8th Grade
9. **2022–23 Enrollment:** 178
10. **Instruction Type:** Traditional 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
10619946005730	295 W. Saginaw Ave	TK-8	178	Traditional SB

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	26.4	18.91%
Socioeconomically Disadvantaged	77.5	76.51%
Students with Disabilities	10.7	10.94%

Table 3. 2023 Race/Ethnicity Information

Race/Ethnicity	Charter District Total (Percentage)	County Total (Percentage)
African American		4.57%
Asian	1.7	9.72%
Hispanic	90.4	66.55%
Pacific Islander		.27%
White	7.9	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
Chronic Absenteeism	20.2	Yellow 24.3% chronically absent
Suspension Rate	0.5	Orange 3.5% suspended at least one day
English Learner Progress	46.3	Yellow 48.7% making progress
Graduation Rate	100	Orange 86.4% graduated
College/Career	N/A	Medium 43.9% prepared
English Language Arts	10.4	Orange 13.6 points below standard
Mathematics	39.8	Orange 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=61994-000&lstSchool=6005730>.

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 Alvina Elementary Charter School District has had many successes as we return to normalcy and continue to face the impacts the pandemic had on education.

Administration continued to use collaborative teams to study and modify plans as the instructional program felt the continued strain of the effects the pandemic had on student's academic and behavioral growth. In review of district data, the following areas were identified as areas of success:

In review of the 2023 CAASPP data, the district scored 43.48% (met or exceeded) in English Language Arts and 35.66% (met or exceeded) in mathematics for all students. In both areas, the district maintained in comparison to the state average of 46.66% in ELA and 34.62% in mathematics. Although the district had a slight decrease in ELA and an increase in math scores, the district in its review of the CAASPP data, including the slight decrease in overall state ELA scores, feels it was able to maintain its progress in close comparison to the state average.

In review of the Hispanic/Latino subgroup, the district scored 42.00% (met or exceeded) in English Language Arts and 34.00% (met or exceeded) in mathematics. The district did see an increase in ELA and mathematics scores. In addition, the district maintained above the state average of 36.08% in ELA and 22.69% in mathematics.

In review of the English Learner subgroup, the district scored 21.88% (met or exceeded) in English Language Arts and 18.76% (met or exceeded) in mathematics. The district did see an increase in ELA and a significant increase in mathematics. The district did remain above the state average of 10.87% in ELA and the state average of 9.93% in mathematics.

In review of the Economically Disadvantaged subgroup, the district scored 35.11% (met or exceeded) in English Language Arts and 29.79% (met or exceeded) in mathematics. Although a slight decrease in ELA and an increase in mathematics, the district feels it maintained its scores from the prior CAASPP administration. In addition, the district did maintain at the state average of 35.27% in ELA and 22.91% in mathematics.

In review of the Educational Partner LCAP survey, as well as the School Climate Survey, parents (100%) and students (98%) both responded as feeling safe at school. In addition, parents (100%) and students (96%) also responded they feel connected and supported at school and that the school addresses parent/student needs in an immediate manner.

In review of the Educational Partner LCAP survey, 100% of parents and 100% of staff members agree that the school facilities are well maintained. In addition, there is full

agreement that safety repairs are immediately completed ensuring the safety of students and staff.

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?

The Alvina Elementary Charter School District continues to analyze data from the CAASPP assessment found on the California School Dashboard, along with the iReady Assessment System in both ELA and Mathematics in grades second through eighth grade. The iReady Assessment System developed by Curriculum Associates is a state approved assessment system. In addition, grades Transitional Kindergarten through first grade use the ESGI Assessment System to measure academic growth.

3. 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 had many successes although faced with the lingering academic and behavioral effects of the pandemic. However, although finding success, the district has identified areas of need and significant performance gaps among student groups. The following areas have been identified as areas of needs:

Review of the CAASPP results in English Language Arts and Mathematics demonstrate an increase in a majority of areas, however we did see a slight decrease/maintenance in school wide performance, as well as within all subgroups in identified areas. Although the district did not identify significant decreases, academic achievement and interventions are a focus the district will maintain.

Review of English Learner progress in comparison with the district's other identified subgroups demonstrates a slower progression of growth based on CAASPP assessment scores both in ELA and in Mathematics. Although the district maintains above the state average, resources will continue to be placed in line to support the needs of English Learners, including instructional strategies used by teaching staff.

Review of the Chronic Absenteeism Rate demonstrates a 21.5% chronically absent rate for all students in 2023. This is identified in the "Very High" level on the CA Dashboard. In order to address this identified area of low performance, the administration, in conjunction with the Home Outreach Liaison, will review weekly attendance data and intervene early with parents/students who are demonstrating high rates of unexcused absences. The district will work with and support parents in developing plans for attendance improvement to ensure student success.

Review of district survey results demonstrate a need to increase the amount of supports and training needed to assist our students with exceptional needs, especially in the primary grade levels. The district will maintain its support of students with exceptional needs by providing a five-day a week RSP teacher, as well as increasing time with our contracted FCSS school psychologist.

Review of district survey results demonstrate a continued need in supporting students with mental health needs. As a result of the pandemic, the district is seeing an increase in anxiety and depression within our middle school grades. The district will continue to support the needs of these students through our RSP teacher, FCSS psychologist and the All4Youth support team.

4. How is the Charter District addressing these areas of need? Include references to student groups.

The Alvina Elementary Charter School District, although faced with the lingering academic, behavioral and mental health effects of the pandemic, the district made many great strides in ensuring the well-being, health and safety of our students, parents and staff members. Identified key features of emphasis for continued success include:

Additional instructional aides in our classrooms provide additional support in meeting the needs of our students, with a focus on English Learners, Low-Income, and Foster Youth. This action supports our students in developing the foundational skills necessary for on-going academic, social and emotional success.

Our district mental health team (RSP, Psychologist and All4Youth), along with the support of our Home Outreach Liaison provide the necessary supports in order to meet the academic, social emotional, health/safety, and mental health needs of our students and families. Needs in our district are significant, and on-going support is necessary in order to find success in the school setting.

Continued focus on instructional strategies through on-going professional development in order to support our English Learners. Placing a strong focus on effective initial instruction is vital to finding instructional success within the classroom.

Continued recruitment of parents and staff members to participate in decision-making committees such as the Parent Advisory Committee and the District English Learner Advisory Committee. These committees build the foundations of great educational partnerships between the community and the school district. Continued implementation of the iReady Assessment System in order to focus on identified student needs and the identification and implementation of intervention components that support student learning.

Maintaining a focus on the development of a positive school culture through the Character Counts program, along with rewards and incentives for positive decision-making.

Maintaining a safe and secure environment, including well-maintained facilities, in order to support student all around success.

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.

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 state 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 in order to support students with learning loss. The district has also added two additional paraprofessionals with identified classrooms to support struggling student groups. The district also maintained an RSP paraprofessional as well to support an increase in identified students with exceptional needs.

The district also continues to (2. State Standards and 4. Pupil Achievement) provide instructional staff, especially new teachers and those who feel need additional support, 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 maintained the focus beyond math to fully incorporating S.T.E.A.M. education. This focus also provides strategies to support teachers with classroom instruction that can assist English Learners within math instruction. Continued and consistent professional development, in areas identified by instructional staff, within these areas will continue to support academic performance based on CAASPP.

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 (PAC) and the English Learner Advisory Committee (ELAC) play a critical role in developing the direction of the school through discussion and LCAP development. Within these committees, the district has also included members of the district SPED team, as well as including parents of students with exceptional needs. Both committees normally have a very high attendance rate. Additional opportunities include Back to School Night, Performances, Class Parties, the Spring Carnival and other on-site activities.

State Priority 5, Pupil Engagement, is a Goal/Focal Area that has been affected greatly by the Covid-19 pandemic. The district has struggled with chronic absenteeism as shown by the California Dashboard. The district has an identified 21.5% chronic absenteeism rate and is identified within the red marker area. The district will work closely with the Home Outreach Team in order to minimize chronic absenteeism by developing plans with parents in lowering unexcused absences.

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 (DSA) of a new multipurpose room, including upgrading the district internet connection to fiber optic cabling. This will allow the district to take full advantage of higher internet speeds across campus. Students also at this time have one to one Chromebook devices in every grade Transitional Kindergarten through eighth grade. The district continues to maintain and replace all damaged Chromebooks. With all facility or technological infrastructure issues, maintenance is key, which the district addresses immediately. The partnership the district has with South County Support Services will ensure our technological system runs flawlessly for years to come.

The district has developed (8. Other Pupil Outcomes) and expanded its school library. The district will continue the expansion of high quality reading materials within the school library. The district will not only place a focus on new high interest reading materials for all students, but also place an importance on purchasing high interest materials for English learner in both English and Spanish. This also includes reading materials that focus on cultural awareness. Media center staff who will focus on areas such as summarizing a story, re-reading a difficult passage, and talking about characters.

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.

The Alvina Elementary Charter School District has had many successes as we return to normalcy and continue to face the impacts the pandemic had on education. Administration continued to use collaborative teams to study and modify plans as the instructional program felt the continued strain of the effects the pandemic had on student's academic and behavioral growth. In review of district data, the following areas were identified as areas of success:

In review of the 2022 CAASPP data, the district scored 45.21% (met or exceeded) in English Language Arts and 31.31% (met or exceeded) in mathematics for all students.

In both areas, the district maintained in comparison to the state average of 47.06% in ELA and 33.38% in mathematics. Although the district had a slight decrease in ELA and math scores, the district in its review of the CAASPP data, including the slight decrease in overall state scores, feels it was able to maintain its progress from 2020-21 to 2021-22.

In review of the Hispanic/Latino subgroup, the district scored 41.91% (met or exceeded) in English Language Arts and 28.57% (met or exceeded) in mathematics. Although a slight decrease in ELA and mathematics, the district maintained above the state average of 36.40% in ELA and 21.24% in mathematics.

In review of the English Learner subgroup, the district scored 20.0% (met or exceeded) in English Language Arts and 9.68% (met or exceeded) in mathematics. Although a slight decrease in ELA and slight increase in mathematics, the district did remain above the state average of 12.47% in ELA and maintained at the state average of 9.68% in mathematics. In addition, the English Learner subgroup continues to make stable growth based on the summative ELPAC assessment. Based on the summative ELPAC assessment results, 16.33% of the districts EL students were identified as proficient. The district was able to maintain from the prior ELPAC administration and is slightly above the state average of 15.57% proficiency.

In review of the Economically Disadvantaged subgroup, the district scored 40.0% (met or exceeded) in English Language Arts and 24.44% (met or exceeded) in mathematics. Although a slight decrease in ELA and mathematics, the district feels it maintained its scores from the prior CAASPP administration. In addition, the district did maintain above the state average of 35.24% in ELA and 21.23% in mathematics.

In review of the Educational Partner LCAP survey, as well as the School Climate Survey, parents (100%) and students (98%) both responded as feeling safe at school. In addition, parents (100%) and students (96%) also responded they feel connected and supported at school and that the school addresses parent/student needs in an immediate manner.

In review of the Educational Partner LCAP survey, 100% of parents and 100% of staff members agree that the school facilities are well maintained. In addition, there is full agreement that safety repairs are immediately completed ensuring the safety of students and staff.

In order to continue to build upon these successes the district will:

Retain and maintain our qualified teachers within the classrooms (Goal 1, Action 1) supported by qualified instructional assistants (Goal 1, Action 2) in order to provide students with the necessary academic supports needed to find academic success on state and local assessments.

Continue to increase academic performance on state and local assessments by continuing to provide staff with high quality professional development (Goal 1, Action 3)

through adopted curriculum publishers, the Fresno County Office of Education and the Tulare County Office. This will also include the continuance of our partnership with the AIMS Center in providing teachers with continued professional learning (Goal 1, Action 4).

Continue to increase academic performance on state and local assessments by continuing the implementation of the iReady Assessment System (Goal 1, Action 7). This system provides certificated staff with academic performance data as well as necessary intervention supports for students.

Maintain a focus on School Culture and Social Behavior (Goal 3, Action 3) in order to support student connectedness and safety, as well as supporting the attendance rate.

Maintain a focus on School Facilities and Grounds (Goal 3, Action 1) in order to support student learning and safety. It is demonstrated that safe and well-maintained school facilities are critical to overall student achievement for all students.

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 district The Alvina Elementary Charter School District 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 2024-25 LCAP. Educating the district's educational partners regarding LCFF and LCAP will continue to be a priority for the district.

The Alvina Elementary Charter School District has one administrator, the Superintendent/Principal, and no certificated or classified bargaining units.

Involvement of Groups:

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 during the 2023-2024 school year. The administration continues to be involved in all aspects of the development of the LCAP including identifying areas of concerns developed through district data reviews.

Parents and Staff will receive a district LCAP Survey in March of 2024. These surveys have areas that were 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, and the English Learner Advisory 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. These discussions will occur during regularly scheduled meetings.

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. The identified areas will be included within the actions of the LCAP.

School Connectedness and Safety Surveys will be distributed to students in grades 5th and 7th in April of 2024. 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 provided input as to what students would like to see implemented within the school site. These discussions will occur during regular scheduled meetings.

Parent Advisory Committee 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 State Eight Priorities. The committee will be presented information regarding LCFF and LCAP at regularly scheduled meetings. A complete draft of the LCAP will be presented to the PAC at the May meeting.

District 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 State Eight Priorities along with its impact on English Language Learners. The committee will be presented information regarding LCFF and LCAP at regularly scheduled meetings. A complete draft of the LCAP will be presented to the DELAC at the May meeting.

The LCAP public hearing will be held at the regularly scheduled board meeting in May. The LCAP will be posted and a three week public comment window will be opened at the May 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 present the local indicator outcomes, adopt the district budget, and approve the LCAP.