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Response from Alvina Elementary



fresno county
superintendent of schools

May 8, 2020

Carolyn F. Pfister
State Board of Education
1430 N Street, Suite 5111
Sacramento, CA 95814

Charter District Academic Memo for Alvina Elementary Charter District

Miss Pfister,

Below is the Alvina Elementary Charter District and the Office of the Fresno County Superintendent of Schools response to the request from the California State Board of Education regarding annual performance.

Alvina Elementary has completed an LCAP and an Annual Update for the 2019-20 school year. The site visit to Alvina Elementary Charter District was held on Thursday, February 6, 2020. Based on the site visit results and a review of the dashboard and statewide data, we have no concerns with the district.

The next few pages include Alvina Elementary Charter's response to the California Accountability Dashboard summary based on the information in this link: <https://www.caschooldashboard.org/reports/10619946005730/2019>. This information was submitted from the charter district by Mike Iribarren, Superintendent at Alvina Elementary Charter.

Please feel free to contact me with any further questions or requests.

Sincerely,

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Alvina Elementary Charter School District Annual Report on Academic Performance 2018-2019

Charter District CAASPP Data Comparison:

Student Academic Performance

2018-19 English-Language Arts-SBAC-Percent of Students that Meet/Exceed Standard

Year	School-wide	Students w/ Disabilities	English Learners
Alvina Elementary Charter	47.73%	9.09%	17.14%
Burrel Union Elementary	23.92%	NA (<10)	16.00%
Caruthers Elementary	39.60%	0%	9.69%
Monroe Elementary	42.42%	NA (<10)	12.50%
Raisin City Elementary	15.34%	0%	12.70%

2018-19 Mathematics-SBAC- Percent of Students that Meet/Exceed Standard

Year	School-wide	Students w/ Disabilities	English Learners
Alvina Elementary Charter	40.15%	0.0%	11.43%
Burrel Union Elementary	27.18%	NA (<10)	20.00%
Caruthers Elementary	36.94%	0%	18.34%
Monroe Elementary	30.30%	NA (<10)	18.75%
Raisin City Elementary	10.67%	7.14%	9.38%

Charter District CAASPP Data Comparison:

2019 CAASPP Academic Performance			
School District		English Language Arts	Mathematics
Alvina ESD		47.73% At or Above Met Standard	40.15% At or Above Met Standard
Burrel ESD		24.18% At or Above Met Standard	27.18% At or Above Met Standard
Monroe ESD		42.42% At or Above Met Standard	30.30% At or Above Met Standard
Orange Center ESD		33.81% At or Above Met Standard	20.48% At or Above Met Standard
Pacific Union ESD		37.22% At or Above Met Standard	29.37% At or Above Met Standard
Raisin City ESD		15.34% At or Above Met Standard	10.67% At or Above Met Standard
Washington Colony ESD		38.03% At or Above Met Standard	34.65% At or Above Met Standard
Westside ESD		22.22% At or Above Met Standard	11.02% At or Above Met Standard

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Charter District Response**CAASPP Performance:**

The Alvina Elementary Charter School District, in our continued review of our CAASPP Academic Performance, believes the district continues to perform well in comparison with comparable local school districts. The district has demonstrated a 4.51% increase in overall ELA scores and a 5.41% increase in overall Math scores from the previous year. In comparisons to local districts in which our out-of-district students reside in, Alvina Elementary Charter School performance is at a higher level.

The district continues to maintain its focus on academic planning and improvement. The district has placed high levels of resources into the continued implementation of our districted adopted ELA and Math curriculum. Since the adoption of these two programs, the investment in teacher training and development has shown a steady increase in student academic improvement.

The CAASPP subgroup scores established in 2019 in comparison to the previous year are as follows: Hispanic 44.74% ELA (+5.32%) and 35.97% Math (+4.24%), White 62.50% ELA (-6.73%) and 62.50% Math (+8.65%), and Socioeconomically Disadvantaged 38.23% ELA (+5.27%) and 29.41% Math (+4.41%). These subgroup performance levels, along with our ELD students, will continue to be a central focus during our PLC instructional planning, CAASPP interim assessments and overall student academic performance meetings.

Overall, the district has established a new baseline for growth based on the 2018-2019 CAASPP results. The district, with performing well in comparison with comparable schools, feels the current direction, planning and improvements made in ELA and Math curriculum has demonstrated the results we were anticipating to see. Continued focus on professional development, coaching through AIMS, and a focus on improved common core instructional strategies, the district is on the forefront of continued student growth. The district will continue to make the necessary financial investments in creating the 21st century classroom that prepares our students to be college and career ready.

California Dashboard:

Response from Alvina Elementary

The Alvina Elementary Charter School District, in our review of our fall dashboard results, have identified several areas of strength as well as areas of weakness to continue to place at the forefront of continued focus. The district strengths include the continued progress within the ELA and Math indicators. The district has moved to a Green student performance indicator in Math and increased to a Yellow performance indicator in ELA. All subgroups continue showing positive movement towards Level 3 and are identified under the Yellow performance indicator. Also, 44.9% of English Learners are making progress towards English Language Proficiency.

Although the district continues to make positive growth, we have identified two subgroups that the district will focus on during PLC, Cycle of Inquiry and Student Performance Meetings. Our English Language Learners and our Student with Disabilities. The district will continue implementing instructional strategies developed through professional development with the Amplify curriculum group, as well as the AIMS Center at Fresno Pacific University. This, along with EL supports provided by the Fresno County Office of Education and the Tulare Office of Education, provide students a solid foundation to build upon during ELD which bridge over to ELA and Math.

Also, the district did identify an increase in the Suspension Rate Performance indicator from the Orange indicator to the Blue indicator. We feel that this increase is a result of alternative methods in student behavior management.

Overall Performance:

The Alvina Elementary Charter School District takes great pride in its academic program and continues to focus heavily in supporting the growth of its student's in the three critical needs areas; academic, social and emotional. As mentioned before, with the use of the 2018 and 2019 CAASPP data, the district will continue to use the data to identify strengths and weaknesses within its instructional program, continue identifying additional targeted areas of professional development, and have a better understanding of the implementation and alignment of the new curriculum with the identified needs of our students.

The district will continue to seek assistance and professional development based on our needs from the Amplify and Bridges publishers, support from the Fresno County Office of Education, Fresno Pacific University, The AIMS Center at Fresno Pacific University, Tulare County Office of Education and South County Support Services. These support groups will

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continue to assist the district in strengthening its foundation in order to provide high quality instruction.

Again, we believe the district continues to head in the right direction as based on the CAASPP local comparisons. The district made aggressive improvements to its instructional program in English Language Arts and Mathematics with the adoptions of the Amplify and Bridges programs. Teachers are working very hard, and as a staff, we feel very confident as we continue moving forward.

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Alvina Elementary Charter School District
Fresno County
Caruthers, CA

LEARNING CONTINUITY REPORT

1. A description of how the charter district will provide continuity of distance learning instruction during the school year to ensure pupils have access to curriculum.

The Alvina Elementary Charter School District has put together a Distance Learning Plan that has been shared with both parents and staff. This plan was a collaboration between administration and the Continued Learning Committee, consisting of district teachers. This plan addresses numerous areas including identification of priority standards, instructional methods, technological platforms and supports, instructional schedules, curriculum, standard based grading system, communication and resources, support for students with special needs and English Language Learners, monitoring of at-risk students, and meal services.

The Alvina Elementary Charter school will follow the plan that has been approved in order to provide students with a well-rounded education. Although the plan has been put in place and professional development has commenced, the district staff understands that this plan is fluid and can be adjusted based on the needs of our students. This can be adjustments based on academic/instructional needs or social emotional adjustments. The district will base its decision fully on the needs of our students.

2. A description of how the charter district will ensure access to devices and connectivity for all pupils to support distance learning.

One of the top priorities for the Alvina Elementary Charter School District was to ensure all students were able to have internet access. Due to infrastructure hardships faced by rural school districts, the district had to turn to hotspots in order to make this an achievable goal. The district purchased fifty T-Mobile hotspots and fifty Verizon hotspots. The district decided to go through two vendors as a protection against possible dead spots within the district. If a student were to identify within a dead spot of a certain carrier's hotspot, we would replace it with the other carrier. We hope this could give us options if difficulties should arise.

Also, before the pandemic, the district had already purchased one-to-one chromebooks for grades Kindergarten through Eighth grade. This will ensure that each student, if they so choose to sign-out a device from the district, will have one available to them. All chromebooks are protected through GoGuardian.

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During Parent-Teacher Back to School Conferences, teachers and parents will review the use of the devices, how they are connected to learning, the classroom expectations, and troubleshooting in case difficulties should arise. Also, teachers will review with parents the steps to connecting a device to a hotspot. This will clarify any confusion and support a smooth start for parents and students.

3. A description of how the charter district will address pupil learning loss that results from COVID-19 during the 2019-20 and 2020-21 school years with consideration of the charter district's demographics and grade levels served.

The district has made the decision to address learning loss using a different approach. Typically, students would be immediately assessed to identify strengths and weaknesses and adjust instruction accordingly. Due to the social emotional hardships that COVID-19 has placed on our students, we believe that we must begin by easing back into academics at a slower pace, not bombarding students with assessments, and placing a huge emphasis on the social emotional well-being of students. Teachers will begin by easing into grade level material and identify weaknesses and strength as they move through the curriculum. Slowly teachers will ease into identified intervention groups and work hand in hand with their instructional assistants in meeting the needs of all our students. We believe this gradual approach will lend to students being less anxious and feel much more comfortable and confident as they begin a much more rigorous program than experienced in the Spring.

4. A description of how the charter district will monitor and support mental health and social and emotional well-being of pupils during the school year.

The Alvina Elementary Charter School has placed mental health as its number one priority in returning students back to school. The district is working with its school psychologist in training all staff in the identification and support of students who are struggling with mental health, social and emotional well-being due to COVID-19. The district will provide staff with the necessary information in monitoring students through online learning and the appropriate steps to follow if higher levels of support are needed.

To support the family as a unit, the district has contracted with the Fresno County Superintendent of Schools All 4 Youth program. This program will add another layer of support in removing barriers for children and families in order to maintain a safe and healthy environment to live and learn in.

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5. A description of how the charter district will address the anticipated apportionment deferrals.

The Alvina Elementary Charter School District has had a track record of being fiscally conservative in its budgeting approach. With the apportionment deferrals looming, the district will maintain a keen focus on the county treasury. The district will continue its conservative approach to spending in order to ensure the appropriate amounts of reserves needed to sustain the impact are available. If necessary, the district would implement a temporary interfund transfer from fund 1702.