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# Response from Alvina Elementary

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Response from Alvina Elementary

**Letter dated March 23, 2023 RE: Charter District  
Academic Memo for Alvina Elementary Charter School  
District**

Response from Alvina Elementary



fresno county  
superintendent of schools

Dr. Michele Cantwell-Copher, Superintendent

March 23, 2023

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 2022-2023 school year during the 2021-22 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 29, 2022**.

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**

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

Response from Alvina Elementary

# **Alvina Elementary Charter School District Academic Memorandum Response**

## **Alvina Elementary Charter School District**

### **Academic Memorandum Response**

#### **General Information**

**Address:**

295 West Saginaw Ave, Caruthers, CA 93609

**Website Address:**

[www.alvinaelementaryschool.org](http://www.alvinaelementaryschool.org)

**County-District-School (CDS) Code:**

10-61994-6005730

**Charter Number:**

00D5

**Charter Term:**

2020 - 2025

**District Description:**

**Alvina Elementary Charter School is a small single-school district, serving a farming community, and located approximately 10 miles south of Fresno. Our name is reportedly derived from the two major crops grown near the original school site, alfalfa and vineyards. The Alvina District was established in 1912. We became a feeder school to Caruthers High School in 1914. Our present school site was erected in 1955. We converted to charter school district status in August 2000. We believe that our isolation from neighboring residential and commercial activities promotes our sense of school community, provides an atmosphere where teachers and students feel safe and comfortable, and fosters pride in our school. We provide educational services to students enrolled in transitional kindergarten through eighth grade. We have ten certificated teachers as well as twelve instructional assistants, and ten support staff members. We pride ourselves on our student to staff member ratio along with our small classroom averages.**

**Our goal at Alvina Elementary Charter School, in partnership with our community, is to deepen student knowledge, develop a strong sense of core ethical values, and to provide students with the skills needed to become lifelong learners. We**

**maintain our focus on our students' academic development, and we strive to help each student grow emotionally, physically, and socially.**

**Grade Levels Served:**

Transitional Kindergarten through Eighth Grade

**2021–22 Enrollment:**

**Site Based or Non-Site Based:**

Site Based

## **Areas of Greatest Progress and Need**

Based on the charter district's internal spring and fall 2022 assessments and the 2022 California School Dashboard (Dashboard), identify the charter district's areas of greatest progress and greatest need.

**1. What internal assessments (not California Assessment of Student Performance and Progress [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?**

Information regarding the verified data list is available on the California Department of Education, Verified Data Criteria and Adopted Indicators web page at <https://www.cde.ca.gov/sp/ch/verifdatacrit.asp>.

The Alvina Elementary Charter School District, along with the use of curriculum included unit and benchmark assessments, is also currently using iReady in both ELA and mathematics in grades Kindergarten through eighth grade and ESGI in Transitional Kindergarten and Kindergarten. iReady by Curriculum Associates is a state approved assessment system.

**2. Identify the charter district's areas of greatest progress:**

The Alvina Elementary Charter School District has had many successes although faced with the continuing impacts of the Covid-19 pandemic. Administration established collaborative leadership teams to study and modify safety plans as the instructional program felt the continued strain of the various surges of Covid-19 as the district returned to one hundred percent in-person learning. In review of district data, the following areas were identified as areas of success:

- Increasing the availability of social-emotional supports for students in need of mental health support. The district implemented supports through the special education team, the All4Youth program in partnership with Fresno County

Support Services, as well as the districts Home Outreach Team which assists families who may be struggling as a result of facing a variety of hardships.

- Increasing staffing supports for our special education team in order to meet the increase of services required for students with special needs. The district increased paraprofessional SPED support in order to provide one-on-one assistance when needed.
- English language arts and mathematics continue to be an area of strength for the district. The district aligned closely in comparison to the state average with results of 45.21% in ELA and 31.31% in mathematics. Although the district had a slight decrease in scores, the district was able to maintain closely from the prior year administration. The district continues to maintain the highest scores in comparison to neighboring schools.

### **3. What data demonstrate these areas of progress? Include any related Dashboard data and internal data.**

The Alvina Elementary Charter School District maintains a variety of data to demonstrate areas of progress. First, the SPED team works closely with administration and the All4Youth team to maintain a targeted list of students who are and need to receive services. Regularly scheduled meetings allow for discussions of progress and continued needs. Continual input from instructional staff allow the opportunity for adjustment in the services students are receiving. Student lists are closely monitored and adjusted.

SPED team data is recorded through continual progress and student performance meetings, as well as annual and tri-annual IEP meetings. Students are monitored closely throughout the school year and progress is reviewed during each six-week grading period. The SPED team works closely with instructional staff in order to implement the most effective strategies needed to support students with special needs.

Academic progress is monitored through the use of CAASPP results, Dashboard results, classroom assessment systems, iReady in reading and math, and ESGI in Kindergarten. The iReady assessment system used has identified steady improvement in reading scores, while a lag in overall math performance. This aligns with overall CAASPP results and results on the Ca Dashboard. Currently, the district data on the CAASPP 2022 administration is listed as 45.21% in ELA and 31.31% in math. On the Ca Dashboard the district data shows district performance as: ELA Low 10.4 points below standard and Math Low 39.8 points below standard.

### **4. Identify the charter district's areas of greatest need including references to student sub-groups:**

The Alvina Elementary Charter School District has had many successes although faced with the continuing impacts of the Covid-19 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 greatest needs:

- Review of the CAASPP results in mathematics demonstrates a decrease in schoolwide performance, as well as within subgroups (Hispanic/Latino, English Learners, and Economically Disadvantaged). Although the district did see growth through the iReady mathematics assessment system, this identified area still lags in comparison to ELA growth.
- 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. This slower progression is also seen within the Ca Dashboard and iReady results.
- Review of the annual ELPAC summative assessment demonstrates proficiency growth; however, the district will continue to maintain this area as an identified area of need.
- Review of the districts attendance rate demonstrates a high absenteeism rate. The messaging by the Fresno County Health Department has placed parents in a position of keeping their children home due to simple illnesses. With this precaution, many students have been identified with attendance issues. This is also identified within the Ca Dashboard Chronic Absenteeism Rate.
- Identification of a significant increase of students with social emotional behavioral concerns within the general education classroom has been made. The largest increase has been identified within grades Transitional Kindergarten through second grade.

##### **5. What data demonstrate these areas of need? Include any related Dashboard data and internal data.**

The Alvina Elementary Charter School District maintains a variety of data to identify areas of need. First, academic progress is monitored through the use of CAASPP results, Ca Dashboard results, classroom assessment systems, iReady in reading and math, and ESGI in Kindergarten. As identified through CAASPP, math results lag behind ELA progress. District data on the CAASPP 2022 administration has the district scoring at 31.31% schoolwide. Subgroups scored as follows on the 2022 CAASPP, Hispanic/Latino 28.57%, English Learners 9.68%, and Socioeconomically Disadvantaged 24.44%. The Ca Dashboard has the district identified as Low 39.8 points below standard schoolwide. Subgroups are identified as follows on the Ca Dashboard, Hispanic Low 47.5 points below standard, English Learners Low 74.7 points below standard, and Socioeconomically Disadvantaged Low 57.7 points below standard.

As identified above through CAASPP and Ca Dashboard, the English Learner subgroup is the districts lowest performing subgroup. Additionally, ELPAC scores support CAASPP and ELPAC performance data. Although assessment data demonstrates

proficiency growth, the district will continue to maintain this area as an identified need. The Ca Dashboard identifies English Learner Progress as Medium with 46.3% making progress towards English proficiency.

As shown by the Ca Dashboard the district is identified as having a Very High 20.2% chronically absent rate for all students, Very High 20.7% chronically absent rate for Hispanic, Very High 22% chronically absent rate for English Learners, and a Very High 20.4% chronically absent rate for Socioeconomically Disadvantaged.

Student mental health is monitored carefully through student performance meetings and regularly scheduled SPED meetings, which include All4Youth. Student progress is monitored through discussion notes, progress reports, observational notes and teacher input.

**6. How is the charter district addressing these areas of need? Include references to student sub-groups.**

The Alvina Elementary Charter School District is taking the necessary steps to address the greatest areas of need by:

- To support the district math curriculum and English Learners, the district has partnered with the AIMS center at Fresno Pacific University with a focus on S.T.E.A.M. (science, technology, engineering, art, and mathematics) with an emphasis on mathematics and EL support.
- The district will continue a focus on professional development through Fresno County Support Services (FCSS) and the Tulare County Office of Education (TCOE) with a focus on instructional strategies that engages all students using universal tools found within curriculum programs focusing on English Learners.
- In order to support mental health, the district is increasing psychological service time contracted through Fresno County Support Services (FCSS).
- In order to support students with special needs, the district has hired an RSP aide as well as a support aide to assist with the special education program.
- In order to support English Learners and students with special needs, the district has increased time for paraprofessionals in all classrooms.
- The district is working alongside the Fresno County Office of Education and the Fresno County Department of Public Health to develop an appropriate approach to address the attendance rate with correct health information. Parent education will play a critical role in improving the attendance rate.

## Summary of Performance on Measurable Pupil Outcomes

### 1. Provide a summary of the performance in Element 2 (Measurable Pupil Outcomes) in the petition:

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 in order to support students with learning loss. The district also added an RSP paraprofessional as well an afternoon SPED support aide.

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 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 Covid-19 pandemic. With the safety message continually shared by local health officials, with reason, that “if you are sick, stay home”, parents consistently have followed that message in support of the school which drastically affected the districts overall attendance rates. With support of the health department, the district will have to reeducate parents on the importance of school attendance. This will take time, persistence and dedication to return the attendance rate to normal levels.

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.

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 outdated material and has identified and purchased high quality reading materials that engage students and build 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.

## **2021–22 Local Control and Accountability Plan Progress**

### **1. Provide a summary of progress made in meeting the charter district's 2021–22 Local Control and Accountability (LCAP) goals:**

The Alvina Elementary Charter School District has made great progress in meeting its 2021-22 goals although faced with the continuing impacts of the Covid-19 pandemic. In review of district progress data, the following areas were identified as areas of importance:

In review of the 2021 CAASPP data, the district scored 49.14% (met or exceeded) in English Language Arts and 34.79% (met or exceeded) in mathematics for all students. In both areas, the district exceeded in comparison to the state average of 49.01% in ELA and 33.76% in mathematics. Although the district had a slight decrease in math scores, the district did increase in ELA from the prior administration of the CAASPP test prior to the cancellation due to Covid.

In review of the Hispanic/Latino subgroup, the district scored 46.23% (met or exceeded) in English Language Arts and 30.47% (met or exceeded) in mathematics. Although a slight decrease in mathematics, the district did demonstrate an increase of approximately two percent in ELA scores from prior CAASPP administration.

In review of the English Learner subgroup, the district scored 29.41% (met or exceeded) in English Language Arts and 8.82% (met or exceeded) in mathematics. Although a slight decrease of two percent in mathematics, the district did demonstrate an increase of approximately twelve percent in ELA scores from prior CAASPP administration. In addition, the English Learner subgroup continues to make stable growth based on the summative ELPAC assessment. Based on the summative ELPAC assessment results, 16.36% of the district's EL students were identified as proficient. This is an increase of approximately six percent from prior ELPAC administration and approximately two percent above the state average of 13.98% proficient.

In review of the Economically Disadvantaged subgroup, the district scored 43.48% (met or exceeded) in English Language Arts and 25.28% (met or exceeded) in mathematics. Although a slight decrease of three percent in mathematics, the district did demonstrate an increase of approximately five percent in ELA scores from prior CAASPP administration.

With the impacts the Covid-19 pandemic has had on the district's instructional program, with the slight decreases in mathematics and gains in English Language Arts, the district acknowledges this as a significant success. It has verified that the efforts of staff making the necessary connections with students during Independent Study, as well as on-campus instruction, meaningful to overall student learning. The necessary supports and interventions also provided the safety nets required to ensure learning continued despite the hardships faced by staff, students and parents.

In order to continue to build upon the progress towards the 2021-22 goals, 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, social and emotional 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.

Retain and maintain the Home Outreach Team (Goal 2, Action 6) in order to support students in their academic performance on state and local assessments, as well as supporting the attendance rate.

**2. Provide a summary of the ongoing 2022–23 LCAP annual update process, including the charter district's work to engage community members in the process:**

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.

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

#### 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 via Zoom. 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.

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.

### **3. How is the charter district addressing learning loss from the prior school year?**

The district has taken several approaches in addressing learning loss as a result of the Covid-19 pandemic. First and foremost, the district placed a major focus on preparing instructional staff on the importance of fostering strong relationships with their students. Through our SPED team, the district implemented a beginning of the school year professional development training on mental health and the identification of warning signs in students who are struggling.

The district also placed paraprofessionals in each classroom, including the SPED program, in order to provide students with not only academic instructional support, but social emotional support as well. Daily time was also increased so paraprofessionals could provide support for the full day.

The implementation of the iReady assessment system supported teachers in the identification of student instructional gaps, measured continual progress, and provided resources to assist in supporting student struggles. ELA and math data is reviewed during student performance meetings which takes place twice a year.

The districts on-going partnership with the AIMS Center also supported teachers in developing an understanding of curricular fluidity and adjustments based on identified student needs and gaps. This approach allowed teachers to focus much more on identifying where students are and ensuring instructional planning began at that point.

Teachers also provided opportunity for after school tutoring twice a week for targeted students to receive small group interventions. The identified groups were adjusted throughout the school year based on students successes and struggles.

The district continued to provided the after school extended learning program to support student social emotional well-being, nutritional health and enrichment activities. During the extended learning program students receive an after-school meal, academic assistance and a variety of enrichment activities such as the Fresno African Drummers program, Cano Boxing athletic training, and the Artist in Me painting assemblies.

The district also worked with the SPED team and the Home Outreach Team to create a central hub in which teachers could identify and receive support for students who are struggling with mental health, health and nutrition, in need of vision and/or dental support, and other needs as identified. It is critical for students to receive support and have their needs met in order for them to find academic success.

## **2022–23 Plan for Independent Study**

### **1. Inform if the charter district is providing independent study (IS) in the 2022–23 school year, including the percentage of average daily attendance enrolled in IS:**

The district currently does not have any students enrolled in Independent Study in the 2022-23 school year.



# **Alvina Elementary Charter School District Academic Results**

## Alvina Elementary Charter School District

### Academic Results

#### California Assessment of Student Performance and Progress (CAASPP) Test Results

The following data represents percentages of students that met or exceeded standards for English Language Arts (ELA) and mathematics (Math). This information was obtained from the CAASPP Test Results for California's Assessments web page at <https://caaspp-elpac.ets.org/caaspp/>.

##### Results for All Grades and Students

Year	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
School ELA	45.37%	43.22%	47.73%	No Data	49.14%	45.21%
School Math	43.52%	34.74%	40.15%	No Data	34.74%	31.31%
State ELA	48.56%	49.88%	51.10%	No Data	49.01%	47.06%
State Math	37.56%	38.65%	39.73%	No Data	33.76%	33.38%

##### Results for Student Sub-Groups 2021–22

Student Sub-Group	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
School ELA	20.00%	No Data	No Data	40.00%	No Data
School Math	9.68%	No Data	No Data	24.44%	No Data
State ELA	12.47%	20.64%	27.79%	35.24%	15.61%
State Math	9.71%	10.30%	15.90%	21.23%	11.41%

## 2022 California School Dashboard Data Overview

Due to the COVID-19 pandemic, state law allows the 2022 California School Dashboard (Dashboard) to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Additional information regarding 2022 Dashboard data is available on the Dashboard Communication Toolkit web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>. The following information was obtained from the Dashboard website at <https://www.caschooldashboard.org/>.

### Performance (Status) Levels

Dashboard Indicator	School Performance (Status) Level	State Performance (Status) Level
Chronic Absenteeism	Very High	Very High
Suspension Rate	Very Low	Medium
English Learner Progress	Medium	Medium
Graduation Rate	N/A	Medium
College/Career	Not Reported	Not Reported
ELA	Low	Low
Math	Low	Low

This document was prepared by the California Department of Education, Charter Schools Division, January 2023.