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Response from Alvina Elementary

September 27, 2021

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

Charter District Academic Memo for Alvina Elementary Charter District

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. During the 2021 school year, Alvina completed and adopted a Learning Continuity and Attendance Plan. During the 2020-21 school year, Alvina Elementary completed and adopted their LCAP for the 2021-22 school year. The site visit to Alvina Elementary Charter District was held on September 15, 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
2020-21 School Year

Charter District CAASPP Data Comparison

2021 CAASPP Academic Performance			
School District		English Language Arts	Mathematics
Alvina ESD		48.93% At or Above Proficient	39.34% At or Above Proficient
Burrel ESD		18.97% At or Above Proficient	13.34% At or Above Proficient
Caruthers ESD		24.59% At or Above Proficient	19.32% At or Above Proficient
Raisin City ESD		13.04% At or Above Proficient	2.48% At or Above Proficient
Westside ESD		10.44% At or Above Proficient	4.42% At or Above Proficient
Monroe ESD		No Report	No Report

Charter District Response

GREATEST PROGRESS:

The Alvina Elementary Charter School District has had many successes although faced with many obstacles as a result of the Covid pandemic. Administration, certificated, and classified staff established collaborative leadership teams to study, develop, implement and troubleshoot reopening and safety plans as the instructional program transitioned over to distance learning, as well as the return to in-person learning. According to staff and parent surveys, results showed that 97% of parents supported the district plans for in-person learning and the safety measures put into place. 97% of students returned to campus, while the remaining 3% remained on distance learning. 100% of students reported feeling safe on campus and enjoyed returning to school.

A top priority and success was also the ability of the district to provide all students with Chromebooks and internet hotspots. Depending on signal strength and location, families had the opportunity to select hotspots from one of three providers. This provided the opportunity for students to access the best signal possible in our rural area. Our technology team supported families by receiving and answering questions regarding technology issues, as well as, made numerous home visits to troubleshoot issues within the home. The support team also assisted parents in establishing appropriate workstations within the home in order to support our students in being much more organized and prepared.

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Based on 2019 data, in reference to the dashboard, the district increased in ELA progress (yellow / 6.7 points below standard) for all students, (yellow / 6.7 points below standard). There was a slight decrease in Mathematics (orange / -16.6 / 40.5 points from level 3) for all students and EL students in yellow. English Learner progress for all students maintained at 43.9% scoring at level 4. The district averaged 44.5% of students reaching standard in ELA and an increase of 5.41% of students reaching standard in Mathematics at 40.15%.

Instructional professional development played a critical role in the overall success of student learning before and during the Covid pandemic. Instructional professional development was provided to certificated staff members in order to continue the building of the foundational structure of our curricular program. The support of AIMS through FPU during the 2018-19 school year provided the boost needed to move our mathematics program to the next level by creating an environment in which teachers began to focus the development of mathematics skills much differently. During the pandemic, professional development in the use of technology and supportive technology programs were provided to all certificated and classified instructional staff members. An onsite technology lead teacher was also hired in order to have immediate technology support when needed. Additional support was provided by the Fresno County Office of Education.

The district also continues to maintain an overall low suspension rate within the blue level. Professional development has continued to support alternative methods in student discipline. With the support of All 4 Youth, school psychologist, and onsite SPED team, the district has worked to provide students with alternative supports to meet their needs.

The district will also continue to implement the home visitation team in order to provide support to families who have struggles with attendance/chronic absenteeism. According to 2019 data, the district maintained an attendance rate of 95.82%. With the support of the school psychologist, the district will continue to place a strong focus in this year, while still being sensitive to the struggles with Covid.

The district has also made great strides in upgrading technology equipment. Newly upgraded equipment such as Chromebooks, hotspots, laptops, owl cameras, and SMART Boards have supported distance learning and made it possible for all students to have adequate connectivity to their teacher in the classroom during distance and hybrid learning. Ongoing purchases, professional development, and maintenance will be an ongoing focus for the district.

The maintenance of the facilities has become a major focus during the Covid pandemic. Health and safety protocols are a major focus and the appropriate adjustments have been made in order to meet the guidance of local and state health officials. 100% of staff members reported within reopening

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surveys that they feel the health and safety protocols, along with other facility adjustments, ensure they feel safe. The district mitigation efforts, which include HVAC filters, air disinfection systems, plexiglass shields, masks/shields, thermometers, gloves, regular cleaning, added hand washing stations, Zoom meetings, remote teaching, appropriate signage, and adjustments to food services created an environment that ensured the health of staff and students came first.

The following plan will build upon our prior successes by continuing the actions that have contributed to general success, while adapting the goals, actions, and services to address the needs identified. The district will also incorporate new or revised actions from the Learning Continuity Plan implemented in 2020-21, and any additional actions identified through stakeholder input and/or a review of the data that will address students' academic and social-emotional needs as a result of the COVID-19 pandemic.

GREATEST NEED:

After an analysis of district performance based on the state and local indicators included within the LCFF Evaluation Rubrics, the school community has seen growth in many areas that have been identified in district meetings and district survey results. Yet, the following areas have been identified as the greatest areas of need:

- Yellow indicator in ELA, which is an improvement, but district has identified English learners as a subgroup who struggled in comparison to other subgroups.
- Green indicator in Mathematics, which is also an improvement, but the district has identified the low-income and English learners as subgroups who struggled in comparison to other subgroups.
- The district also has identified a drop in the English learner reclassification rate.
- Annual growth within the ELPAC has also demonstrated a drop in Level 4 performance.
- Professional development within adopted curriculum will continue to be a priority in order to ensure high quality instruction within the classroom and how to best identify and support learning loss.
- The district has also identified the need for increased mental health support at the percentage of risk assessments has increased over the last year.
- On-going professional development is needed to support instructional staff in identifying students with social emotional struggles.
- The district will continue to expand the school library in order to provide high quality reading materials to our students, especially our EL students.

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- To meet academic needs of special education students as they face learning loss, the district will maintain a fulltime RSP teacher to provide academic support five days a week.
- The district has an identified orange indicator under Chronic Absenteeism at 6.8%. Severe Chronic Absenteeism will continue to be a priority and support services will be provided by district staff through the Home Outreach Team identified within the LCAP.

SMARTER BALANCED ASSESSMENT:

During the Spring 2021 assessment period, the Alvina Elementary Charter School District used the California Assessment of Student Performance and Progress (CAASPP) to assess all third through eighth grades during May of 2021. All students were assessed on campus as the district returned students to full in-person learning during the month of April of 2021. Although many obstacles were faced during the assessment window, district teachers were vigilant and were able to complete assessment during the assigned assessment window.

The Alvina Elementary Charter School District, in the continued review of our overall 2021 CAASPP Academic Performance (currently embargoed), believes the district performed well in comparison with comparable local school districts. While faced with the effects of the pandemic, the district was able to increase to a 48.93% at or above proficiency rate in English Language Arts and was able to maintain at a 39.34% at or above proficiency rate in Mathematics from the previous assessment.

Overall, the district has established a new baseline for growth with the data that has been currently released to districts although still embargoed. The district, performing well in comparison with other comparable schools, feels with improvements within our current assessment system of student performance, professional development in curriculum use, and focus on improved common core instructional strategies, the district is on the forefront of tremendous student growth. The district will continue to make the necessary financial investments in creating the 21st century classroom that prepare our student to be college and career ready.

ADDRESSING PUPIL LEARNING LOSS:

The district will assess pupil learning through district benchmarks as well as the use of the i-Ready Diagnostic tool that will be administered three times annually. This will be first used during the 2021-22 school year, so it will be new to students, teachers, and parents. The administration of the i-Ready Diagnostic tool will be three times per year and results will be

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monitored by the classroom teacher and site administration, while also communicating results to students and their parents.

The resulting data will be central to our identifying students' abilities, instructional gaps, and their growth rates. The district will continue to conduct teacher collaboration meetings (PLC) specifically focused on student outcomes and next steps, and these meetings will continue into the future school years. These meetings particularly focus on the outcomes and needs of our pupils with unique needs while looking at information from all students.

With the data from both the i-Ready Diagnostic tool and teacher collaboration meetings, the identified data will drive many of our LCAP actions. This includes, but is not limited to, the students targeted for support in our ELA and Math remediation programs. Additionally, it will inform our needs for future professional development for teachers and instructional assistants, not only as stand-alone topics, but also as a component of all our professional staff development offerings.

ADDRESSING MENTAL HEALTH:

Using available state and local data and input from parents, students, teachers and other stakeholders, the Alvina Elementary Charter School District's special education team, along with assistance from the Fresno County Office of Education school psychologist and All4Youth program worked hand in hand in order to support the mental health and social/emotional well-being of the students of our district. The SPED staff provided successful supports to students, families and staff in the following areas:

- Training to instructional staff on "red flags" to look out for when students may be in distress.
- "Red flag" reports were monitored for student searches referencing suicide, death, depression and loneliness.
- Provided risk assessments for identified students.
- Data indicated an increase in threat assessments. However, students were more comfortable reaching out to their teachers to ask for help compared to when they were in-person.
- Referrals made to the All4Youth program when necessary.
- A calming area was created for struggling students.
- Transition activities were developed to assist struggling/anxious students when returning to in-person instruction.

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- SPED team and the school psychologists offered daily office hours to support students, parents and staff.
- Mental health services were provided via tele-health virtually.

Overall, the District data indicates mental health and social and emotional supports were delivered successfully. Some of the challenges faced in this area revolved around the increase in number of referrals and threat assessments. Although staff was able to provide the necessary supports for these students, it brought to light the need for additional staff support.