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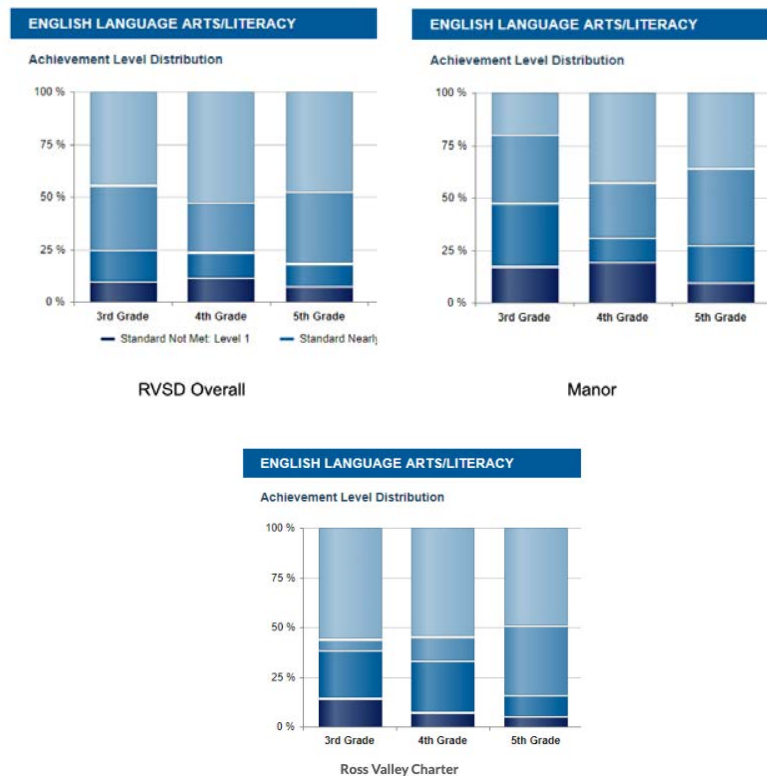
For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by e-mail at [charters@cde.ca.gov](mailto:charters@cde.ca.gov).

Response from Ross Valley Charter

**ROSS VALLEY CHARTER - JUNE 2019 ACADEMIC MEMO**

As a school in its second year we now have data from the CAASPP<sup>1</sup> to gauge the success of our program in meeting the academic needs of our students. We have analyzed data from our school and compared it to the results from our local district (RVSD), the school where the majority of our students would have otherwise attended (Manor School) and Marin County (given that our students came from around 15 traditional public, private, and charter public schools throughout the county in our first year).

**CAASPP English Language Arts Results**



In English Language Arts, 70.24% of Ross Valley Charter students met or exceeded standard on the overall. As can be seen by the above charts this score is comparable to the Ross Valley School District (78.56%) and better than Manor School (65.05%). Manor School is where the overwhelming majority of students within the district would have otherwise attended (around 2/3). This is also the school where the program RVC is based upon (MAP) was housed. It is also important to note that our students in our first year came from around 15 different schools throughout Marin county, and our students scored higher than those students as well (64.98%). It is also clear that a higher rate of RVC students exceeded standards in comparison to their district peers.

**Percentage of Students Meeting or Exceeding English Language Arts Standards**

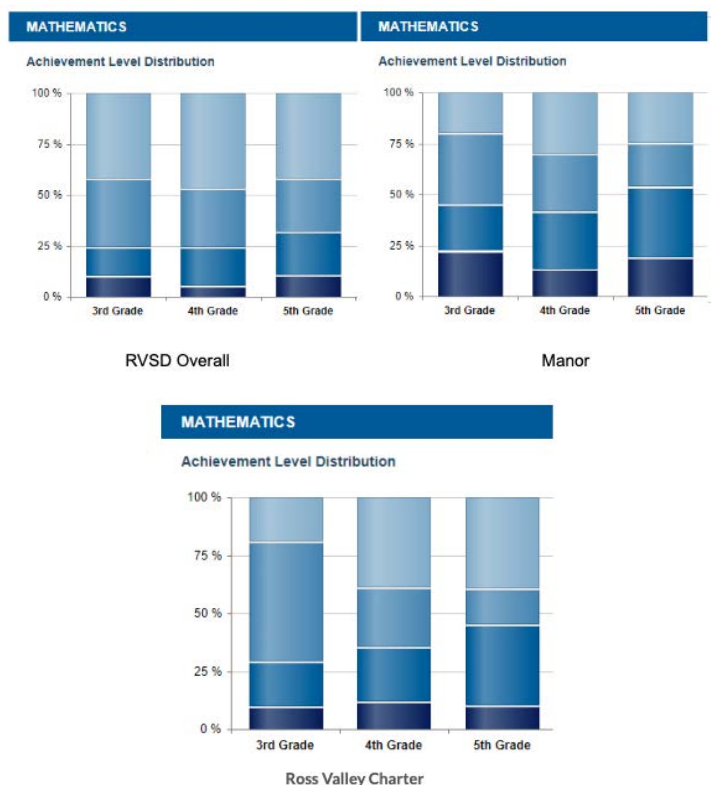
<sup>1</sup> Note we did not have any performance colors on the California Dashboard. The CAASPP results are our primary indicator for our first year.

Response from Ross Valley Charter

Ross Valley Charter	70.24%
Manor School	65.05%
Ross Valley School District	78.56%
Marin County	64.98%

It should also be considered that our overall scores are impacted by our higher percentage of English Learners (14%) compared to the rate within RVSD (2.2%). In addition, we have more than double the number of Low-Income students (25% vs. 10.2%). At local and state levels English Learners and Low-Income students are much less likely to meet or exceed standard than their peers.

**Math CAASPP Results**



In Mathematics, 64.28% of Ross Valley Charter students met or exceeded standard overall. As can be seen by the above charts this score is lower than the Ross Valley School District (73.85%) but better than Manor School (53.28%), where the overwhelming majority students would have otherwise attended. Again, it is also important to note that our students in our first year came from around 15 different schools throughout Marin county, and our students scored higher than those students (61.72%).

**Percentage of Students Meeting or Math Standards**

Ross Valley Charter	64.28%
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Manor School	53.28%
Ross Valley School District	73.85%
Marin County	61.72%

As with our English Language Arts results, our math scores are impacted by higher rates of English Learner and Low-Income students. Overwhelmingly, the families of English Learners and Low-Income students have chosen Ross Valley Charter over attending the local district schools. So, the direct comparison between RVC and RVSD schools should take into account the very different student populations that we serve.

### **How we meet the academic needs of our students**

With this data it is clear in our first year of operation we achieved comparable rates (sometimes exceeding) of achievement to the schools our students would otherwise attend. However, it is also clear the greatest need for improvement is for our English Language Learners. We are blessed with a student population that is much more diverse than our local district schools, it is our responsibility to meet the needs of these students. This need was already forecasted by our Charter Petition and reflected within our LCAP. The metrics for two of our goals set high standards for our English Language Learners and Low-Income students (meeting the scores of students in district schools within specific subgroups and maintaining annual growth for both of these populations). We are also dedicating resources to better supporting these students through teacher professional development, rigorous curriculum, increased parent engagement and education, and a dedicated English Learner and Intervention support teacher.

As we continue to assess our data and conduct the annual review of our LCAP we will make any necessary changes.

We believe that with these steps our students will continue to grow to meet the high standards we have for them and will continue to evaluate our program to ensure that we are doing everything within our capacity to ensure this growth.