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## Response from Ross Valley Charter



## ROSS VALLEY CHARTER - JUNE 2020 ACADEMIC MEMO

As a school in its third year we now have data from the CAASPP to gauge the success of our program in meeting the academic needs of our students with a year over year comparison. We have analyzed data from our students' CAASPP results as well as the California School Dashboard. As a whole we are pleased with our results, but also know that we have constant room for growth.

### California Assessment of Student Performance and Progress Test Results

#### Schoolwide Percentage of All Grades Tested (3–5) Standard Met/Exceeded for English Language Arts and Mathematics<sup>1</sup>

Ross Valley Charter	2017–18	2018–19
ELA	70.24	82.98
Math	64.28	73.4

As can be seen in the results above, our ELA and Math scores grew significantly between our first and second year. Our ELA scores grew by over 12 percentage points and our Math scores grew by over 9 percentage points. Growth was seen by all subgroups.

Our Latino/Hispanic scores improved significantly:

- In ELA, we went from 19% to 48% meeting/exceeding standard
- In Math, we went from 25% to 48% meeting/exceeding standard

Our Economically Disadvantaged scores improved significantly:

- In ELA, we went from 18% to 48% meeting/exceeding standard
- In Math, we went from 30% to 37% meeting/exceeding standard

<sup>1</sup> Data Source:

<https://caaspp-elpac.cde.ca.gov/caaspp/DashViewReport?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=21&lstDistrict=77065-000&lstSchool=0135350> Prepared by the California Department of Education, Charter Schools Division, March 2020

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Our English Learner scores improved significantly:

- In ELA, we went from 0% to 33% meeting/exceeding standard
- In Math, we went from 9% to 25% meeting/exceeding standard

We are pleased to see such growth, yet we recognize that there is still work to do. While we have narrowed the achievement gap, a gap still exists. We have worked tirelessly to look for patterns within our test results, in general, as well isolating the specific needs of individual students. This has required a multi-pronged approach to address the needs of our students. These efforts include:

- Increased focus on teaching English language fundamentals
- Explicit academic and content related vocabulary instruction
- Evaluation of new math programs
- Targeted intervention, individually and in small groups
- Teacher professional development in ELA fundamentals
- Increased home school collaboration
- Parent education related to reading and writing support at home

These efforts continue during distance learning and we are evaluating how to support these students through targeted support during the summer months and into the new school year.

**2019 California School Dashboard Data Summary Overview**

**School Performance Overview<sup>2</sup>**

<b>Indicator</b>	<b>Color</b>
<b>ELA</b>	Blue
<b>Math</b>	Blue
<b>Chronic Absenteeism</b>	Yellow
<b>Suspension Rate</b>	Yellow
<b>English Learner Progress</b>	No Performance Color
<b>Graduation Rate</b>	NA
<b>College/Career</b>	NA

<sup>2</sup> Data Source: <https://www.caschooldashboard.org/reports/21770650135350/2019>  
 Prepared by the California Department of Education, Charter Schools Division, March 2020

As can be seen in our School Dashboard Data Summary, we received colors for four out of seven indicators. Of those we earned 'Blue' for our academic indicators. Our analysis for these indicators is above. We did earn 'Yellow' for the Chronic Absenteeism and Suspension Rate Indicators. As both of these indicators can have a negative impact on a student's academic opportunity, our school has taken steps to evaluate the causes and solutions to the factors that lead to both Chronic Absenteeism and Suspension.

Regarding our Chronic Absenteeism rate, through our School Attendance Review Board we have identified the challenges many of our families have been facing in ensuring that their children are able to attend school regularly. Through more regular direct communication with the families regarding attendance we have started to see an improvement in absenteeism. We have also found that this requires diligence as an increasing number of our families are facing economic and emotional stress which can impact attendance. We are either providing or connecting families with resources to help them overcome these obstacles.

Regarding our Suspension rate, we had zero suspensions our first year, and suspended one student our second year. We do not take the decision to suspend a student lightly, and only do so as a last resort once all of our alternatives to suspension have been exhausted. Through positive behavior intervention and support we are better able to reduce and mitigate behaviors and provide students with the structure they need to thrive.

Ross Valley Charter is proud of its progress over its first few years. We do believe that progress needs to be constant, therefore we continue to analyze metrics such as those within this memo so that we can continue making adequate progress. When we find deficiencies we work as a community to evaluate and address the sources of those deficiencies to ensure that we are doing all that we can to best meet the needs of our students.

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

Based on public health guidance we have opened in a distance learning model and will monitor guidance to see when we may be able to begin offering in-person instruction. When and if we transition to an in-person model, we will continue offering a distance learning option for those that require that option.

Whether a student is attending through distance learning or in-person, we will utilize the same curriculum and schedule, providing continuity of learning for students and bringing clarity and coherence of program for all stakeholders.

Students will also have the capacity to continue with their homeroom teacher in either model so that they will have consistency. There will be times when their student will be connecting with their teacher and classmates online synchronously while completing some assignments asynchronously. Their teacher will also have some time each day dedicated to specifically connect with and support students who are distance learning.

We have conducted extensive professional development in order to prepare our teachers to teach effectively in the distance learning format. We engaged in regular professional development during the spring physical school closures as we worked to quickly transition to distance learning and then to refine our program in response to stakeholder input. We added two days to our usual summer professional development to devote additional time to preparing for the distance learning program. We are continuing with weekly staff meetings where support and collaboration for distance learning will continue.

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

We conducted a survey to determine technology needs of our students, and provided Chromebooks to all students as needed. For those families without connectivity, we are helping them apply or find connectivity (for instance, Marin library hotspot program). We will ensure that 100% of our families have devices and connectivity.

Anticipating ongoing need and considering the age of our current devices (3+ years) we have ordered two additional class sets of Chromebooks as backup should our need for devices exceed what was available.

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

Through regular assessments, homeroom teachers and specialists are closely monitoring student growth and progress. When students are found to not be at grade level we develop an action plan tailored to their specific needs.

Teachers are building in individual and small group intervention times within their schedules in order to address learning loss and support students with unique needs. Our reading intervention teacher is supporting English learners and students with learning loss. We have coordinated with a local daycare - Fairfax San Anselmo Children’s Center- to arrange for support with distance learning for students in need of child care.

We aim to mirror the in-person environment as much as possible for our students with IEP or 504 plans. We are providing services via Zoom, providing resources for families, and bringing students in for assessments as needed. Our classroom aides continue to support with one-on-one services.

English learners continue to receive Integrated and Designated ELD. Teachers embed integrated ELD strategies into their class instruction, and Designated ELD occurs during independent student work time. We are also providing resources for families. We are exploring ways to provide in-person instruction and collaborating with staff at Children’s Center to support our students, including English learners, who are attending this local community childcare provider.

Our Counselor & Family Outreach Coordinator are the primary staff members who monitor the progress and coordinate supports for our students in foster care and any students experiencing homelessness. As needed, we utilize a Student Support Team (SST) process that brings together a team to create a plan for intensive supports.

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

We track and monitor and support mental health and social and emotional well-being at the class level and school wide. Each class includes Social Emotional Learning through morning meetings, enrichments, and choice activities. Having a clear and consistent

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schedule with social and emotional wellness incorporated into the daily routines is our proactive approach.

We have a triage system for students who are not able to be supported at the class level. Through weekly meetings we decide and adjust our approach of support for students who require additional support. This includes check-ins with staff, support for parents/caregivers, and connecting to outside resources (including counseling).

*4) A description of how the charter school will address the anticipated apportionment deferrals.*

At its 9-24-20 Regular Board Meeting the board authorized the Business Official to apply for short term loans from three sources for the amount of the planned deferral, Westamerica Bank, California School Finance Authority (CSFA), and the State Deferral program being offered by Stifel & Charter Asset Management (CAM.)

The CSFA program is called the [Advances on State Aid Payments \(ASAP\) Program](#) and involves Tax Revenue Anticipation Notes (TRANS). Information is available at the CSFA website, <https://www.treasurer.ca.gov/csfa/>

The [Stifel and CAM programs](#) involve Revenue Anticipation Notes (RANs) or Receivable Factoring. More information can be found at [www.statedeferral.com](http://www.statedeferral.com) .

In addition, the board granted the School Director and Board Chair to apply for any apportionment deferral exemption programs offered by the State of California for public schools, if that seems appropriate when the application becomes available..