

This document was provided, as is, to the California Department of Education (CDE) by **Ridgecrest Charter**. This document is posted to the CDE Web site to meet the legal requirements of California *Education Code* Section 33009.5.

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 Ridgecrest Charter



Ridge  
crest  
Char  
ter  
Scho  
ol

TO: Charter School Division, California Department of Education

FROM: Dr. Steve Martinez, on behalf of Ridgecrest Charter School Governing Board

RE: Fall 2017 Dashboard Results

DATE: March 24, 2018

Summary of Fall 2017 Dashboard Results

Ridgecrest Charter School (RCS) is located in the Indian Wells Valley in Northeast Kern County. RCS serves approximately 500 students in Transitional Kindergarten through 8<sup>th</sup> grade. During the 2016-2017 school year, 53.7% of students were socioeconomically disadvantaged, 7.4% were English Learners, and 1.3% were foster youth.

The dashboard reported results in three state indicators for Ridgecrest Charter School: Suspension Rate, English-Language Arts (3-8) and Mathematics (3-8). There were 5 student groups included for the suspension rate and 3 student groups in English-Language Arts and 3 student groups in mathematics. Chronic Absenteeism and English Learner Progress (1-12) were not reported. RCS's performance levels were orange for each state indicator. RCS met all local indicators: Basics, Implementation of Academic Standards, Parent Engagement, and Local Climate Survey.

**Greatest Progress:** The greatest progress was made in our Suspension Rate for all students, progressing from red performance level reported during the Spring 2017 dashboard to orange performance level reported during the Fall 2017 dashboard. The Fall 2017 status was high at 4.3% and had increased significantly. The Spring 2017 status had decreased .3% and changed -.1%.

**Greatest Needs:** The greatest needs are in student performance for all students in English-Language Arts and Mathematics. All students' status for English-Language Arts including significant subgroups of Socioeconomically Disadvantaged, Hispanic, and White reported Low to Very Low and change from Declined to Declined Significantly. All students' status for Mathematics including significant subgroups of Socioeconomically Disadvantaged and White reported Low to Very Low and change from Declined to Declined Significantly. The only significant subgroup to show an increase in Mathematics status was Hispanic which increased 4.8 points.

RCS's results align with California and national results. In California and nationally, Smarter Balanced results are flattening and decreasing. In California, 48.56% of students met or exceeded standards in English-Language Arts on the Spring 2017 CAASP, a decrease of approximately .5%<sup>1</sup>. In mathematics 37.56% met or exceeded standards, an increase of approximately .5%<sup>1</sup>. Nationally, 13 of 14 states that participated in the Smarter Balances assessment showed no gains or declines<sup>2</sup>.

## Response from Ridgecrest Charter

Summary of Element Two: Measureable Pupil Outcomes

Measuring pupil outcomes has changed since the implementation of the Common Core State Standards and the California Assessment of Student Performance and Progress (CAASPP). RCS focuses on student growth and improvement and measures student outcomes in academics, attendance, suspension/expulsion, and English Learner progress.

Academics: Results from the 2017 Spring CAASPP assessment showed 28.62% of all students met or exceeded standards in English-Language Arts and 28.27% of students met or exceeded standards in Mathematics.

Results from the 2017 Spring Northwest Evaluation Association's MAP assessments reported 86% of all students demonstrated growth in Mathematics, 71% of all students demonstrated growth in Reading, and 47% of all students in grades 3-8 demonstrated growth in Language. The Language Assessment is only given in grades 3-8. Mathematics and Reading assessments are given in TK-8 grades.

## Attendance:

RCS's chronic absenteeism rate during the 2016-2017 school year was 8.7% and Average Daily Attendance of 95%.

## Suspension/Expulsion:

RCS's suspension rate during the 2016-2017 school year was 4.0% and expulsion rate was .18%.

## English Learner Progress:

Twenty RCS students were reclassified in May 2017. Reclassified students were reported in the Fall 1 CALPADS report for the 2017-2018 school year.

Summary of Element Three: Method for Measuring Pupil Outcomes

Pupil outcomes for academics are measured in the classroom using a combination of formative and summative assessments. Teachers use curriculum assessments and supplemental programs such as Accelerated Reader, STAR, and Lexia to measure student growth. RCS uses the CAASPP and NWEA MAP as benchmark assessments to measure student growth schoolwide. NWEA MAP is nationally norm referenced assessment based on the Common Core State Standards.

RCS uses Aeries for our Student Information System which is used to monitor student attendance and suspension and expulsion rates.

English Learner Progress was measured during the 2016-2017 school year using a combination of CELDT data, classroom assessments, benchmark assessments, CAASP assessments, and teacher reports.