

School Response Sheet

2020/21 Academic Report

Indicator	School Response
1. State Accountability	<p>Due to COVID-19 RVLA was restricted in available data due to the cancellation of state assessments. RVLA scholars based on MAP growth did show growth based on Fall to Winter assessments. While RVLA had plans to begin supporting interim assessments for the state assessment, the information from the NWEA MAP (Fall to Winter) was used to support scholar growth and strengths. This data point highlighted we were on track to meeting targets and improving outcomes for scholars.</p>
2. Geographic Comparisons	<p>Due to COVID-19 no data was tracked statewide. However, RVLA has one of the highest populations of Global Majority scholars in the state, in addition to high rates of scholars who receive SPED services, FRL, and ELL all combined.</p> <p>19/20 Data: Global Majority Scholars: RVLA-98.1% , WA- 47.5% , SPS- 53.5% Scholars receiving SPED supports: RVLA-18.1% , WA- 15% , SPS- 15.9% Multi-Lingual Scholars: RVLA- 20.6%, WA- 11.8% , SPS- 12.5% Free and Reduced Lunch: RVLA-75.3% , WA- 46.1% , SPS- 32.8% No permanent housing: RVLA-2.5% , WA- 2.9% , SPS- 3.9%</p> <p>20/21 Data: Global Majority Scholars: RVLA-97.5% , WA-48.9% , SPS-45.7% Scholars receiving SPED supports: RVLA-22.3% , WA-14.1% , SPS-14.9% Multi-Lingual Scholars: RVLA-15.7% , WA-11.9% , SPS-12.5% Free and Reduced Lunch: RVLA-78.9% , WA-44.5% , SPS- 32.6% No permanent housing: RVLA-?, WA-2.2% , SPS- 3.7%</p> <p>Due to the population of scholars who have been historically marginalized in our country, we recognize we are undoing the past harms in our community with far less resources than our geographic comparisons.</p> <p>In addition, the diversity in the scholar body is seen as an asset and has been cultivated at RVLA in various ways. According to a John Hopkins study Black scholars who have two black teachers are 32% more likely to graduate from college, and 39% less likely to drop out of high school. (Stanley, 2017). We believe it is important to have a diverse staff body as well and have been able to increase staff diversity by almost 50% during the 19/20-20/21 school years. We have also brought in speakers across the globe to speak with our scholars about their career fields and lived experiences as Global Majority leaders.</p> <p>Previous to the pandemic during the 19/20 SY RVLA Academic Leadership Team had a third party auditor conduct a full school review</p>

of all practices including instructional practices. This audit highlighted concerns around all instructional staff needing additional supports to understand pedagogy of best teaching practices and building relationships to support classroom management. The leadership team prior to the audit, requested an organization Culturally Transformative Teacher Training (CT3) to come in and support the Academic Team with real-time coaching supports in a turnaround setting, instructionally supporting teacher abilities, and classroom management training that included major shifts around mindsets of adults in the school setting. These trainings supported all adults in the building, regardless of certification status, with increasing instructional support practices and supporting a more positive culture and climate of the overall setting. These changes directly impacted scholar academic outcomes. These shifts in training supported rebuilding trust with community and scholars, even though there was still a long road ahead. We have continued with the training and real time coaching around instructional and classroom management techniques that we believe will continue cultivating successful scholar outcomes.

While we are consistently reviewing academic growth, RVLA has been able to support scholars' social emotional and academic growth even through the pandemic. Ensuring all scholars had accessibility to technology, written and digital materials as necessary for each scholar, small group supports with teachers, and office hours to ensure scholars success. Staff drove to scholars' homes to drop off information and materials to families and mentors and staff checked in with each family weekly or more. Many of the measures have stayed in place through the 20/21 school year as well, and will continue beyond.

Scholars still received SPED and ML services through small groups, 1:1 and whole class support as IA's and teachers still provided differentiated instruction to scholars virtually and in person during the 19/20 & 20/21 SY respectively. We also offered services on weekends to ensure families could access the additional supports needed.

For scholars and graduation rates, RVLA did not have 12th graders during the 19/20 school year to address graduation rates. In the 18/19 school year, RVLA received the 1st class of 9th graders. These were not 9th graders who matriculated in from 8th grade as RVLA did not have an 8th grade at the time, only 6th and 7th graders. Since we know our scholars who came to us were not adequately prepared for HS, based on historical data in our country for our demographic population. We have put measures in place to support with 9th grade on track success. In the 20/21 school year we partnered with Stand's (stand.org) High School Success Coalition to specifically support 9th graders on track. The entire High School team of educators, and support staff are a part of the team that meets weekly to discuss 9th graders on track and how to best support. In addition, starting in the 19/20 SY our all of our

	<p>middle school scholars had access to High School level courses including Foreign Language courses, Math and English to further support being on track for graduation.</p> <p>Attendance through a transition and pandemic wavered and has been increased dramatically during the 20/21 school year to 94-97%. During the 19/20 SY attendance was low, >85%, due to systems being pulled out by Green Dot, and the systems put in place to replace them were not adequately set up to support the infrastructure, this meant robo calls could not be sent out, our office manager was calling families individually. Since our SIS system has been adequately set up, scholars receive a robocall up to twice a day to say if a class was missed and receive text messages. In addition, when mentors take attendance and notice a scholar is absent, they text/call families in the moment to let them know which has especially been helpful during the 20/21 SY in a pandemic where some scholars were working from home as their families went out to work.</p> <p>English Language Learners (ELL) aka Multilingual (ML) scholars received a session a week or more from their multilingual teacher to support the work being done in classrooms based on push-in and pull-out services.</p>
<p>3. Comparison to Schools Serving Similar Students (Regression)</p>	<p>While there was no data statewide collected on the comparison to schools serving similar scholars (regression), RVLA internally collected data to iterate on programming through the pandemic to ensure scholars were still being served. An equitable grading policy was put into place, all staff recieved anti-racist training to ensure cultural competency and safety of scholars being provided for. Trainings were conducted around trauma informed practices, suicide prevention, universal design learning practices, and SIOP trainings for staff. In addition, a system of tracking learning through APEX was conducted on a weekly process to ensure scholars were progressing successfully with a check in and additional support offered to scholars who had some ground to make up.</p> <p>In short, family feedback about our process of supporting scholars through the pandemic even through a transition was discussed in detail through our QSR's and the WA state commission staff used the data we were collecting as a national example for what should be happening in a pandemic and long term for all schools nationally. For MS and HS, 51% of our scholars were on the honor roll in the 20/21 SY. To earn honor roll, a scholar can have no missing assignments and no C's.</p>

<p>4. School -Specific Goals</p>	<p>State and interim assessments were cancelled by the state due to the COVID-19 pandemic. At RVLA we push our systems to be equitable and address the holistic needs of scholars in our community, this approach supports the academic success of all Global Majority scholars often referred to as “subgroups”.</p> <p>While state and interim assessments were cancelled due to the COVID-19 pandemic, the 19/20 SY NWEA MAP results from Fall to Winter showed being on track to meet school specific goals, 49.6% in ELA, and 53.2% in Math. Our discipline goal was exceeded with an average suspension rate below 14%. We believe with all of the additional supports our scores would have only continued to show growth and our 19/20 SY goals would have been met. During the 20/21 SY there were no suspensions online and none for the last quarter of in-person learning.</p> <p>Even through the pandemic (March 19-June 21) RVLA worked diligently to continue to provide interventions virtually and in person to scholars. RVLA provided Multilingual scholars with push-in services in Science and ELA, and pull out services in Social Studies. Scholars receiving SPED services continued to receive push-in and pull-out services, small group, 1:1 and whole group. In addition, collaborative time was held with staff with the SPED team and multi-lingual services.</p> <p>Counseling supports were provided to scholars virtually who were referred by their mentors or families. Mentors continued to check in with families on a weekly basis to ensure families were supported mentally, emotionally, physically through housing and food security. On average, RVLA sent over 2,000 communications per week in support of scholar learning and praising scholar efforts. If families needed more than the school could provide we communicated to community partners to direct families to the supports needed.</p> <p>During the 19/20 SY before March pre-pandemic, staff volunteered to provide scholars with additional tutoring support through a Saturday school program and study skills classes were implemented to support organizational skills for scholars to succeed. During the 20/21 SY these practices were continued with small groups coming to the building and receiving supports on the weekends.</p> <p>ELA teachers were using practices for reading across the curriculum, close reading, vocabulary development and additional reading support where necessary leaning on universal design learning principles and platforms like Lexia.</p> <p>Our 20/21 Goals have been exceeded: MS Goal: 10% of African American males (MS) who tested in the low or low average percentile band on the Fall 20/21 NWEA MAP Reading test</p>
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	<p>progress to a higher percentile band on a 20/21 NWEA MAP Reading test. RVLA exceeded this goal moving 50% of MS African American males grew from low/low avg on the NWEA MAP for 20/21 SY.</p> <p>HS Goal: 10% of African American males (MS) who tested in the low or low average percentile band on the Fall 20/21 NWEA MAP Reading test progress to a higher percentile band on a 20/21 NWEA MAP Reading test. RVLA exceeded this goal moving 26.7% of HS African American males grew from low/low avg on the NWEA MAP for 20/21 SY.</p> <p>During the 20/21 school year all HS teachers were a part of the 9th grade success team, and all staff read Grading for Equity by Joe Feldman over the summer to create systems for equitable grading practices across the school. Moving into SY 21/22 we are going back through Grading for Equity on a deeper dive and supporting our staff to even more deeply understand the concepts of master grading. These summer reading are in addition to anti-racist readings that will support culturally responsive pedagogy in classes.</p> <p>Beginning in the 19/20 SY and through the 20/21 SY, weekly content and GLT meetings were implemented to support teacher development and accountability to scholars ensuring scholars' needs were being met, pre and active pandemic.</p> <p>Teachers have undergone an extensive hiring process screening for anti-racist mindsets, and social emotional skills for adults in addition to instructional practices and relationship based classroom management skills.</p> <p>Staff was also supported around relational classroom management skills through real-time coaching practices to support a sense of belonging and trust. Real-time coaching also increased scholar outcomes, and fidelity of turnaround practices for the school.</p>
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Rainier Valley Leadership Academy

School Response Sheet

2020-2021 Financial Report

Indicator	School Response
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1.a. Current Ratio	RVLA is projected to continue to maintain and improve its current ratio
1.b. Unrestricted Days Cash	RVLA is projected to continue to maintain and improve its unrestricted days of cash. The school would like the commission to note the significant increase in unrestricted days of cash. Furthermore, the school would like to add that current projections show the school maintaining and increasing unrestricted days of cash for the foreseeable future.
1.c. Debt Default	RVLA is projected to improve its debt default standard.
2.a. Total Margin	<p>The total margin measures if a school operates at a surplus (more total revenues than expenses) or a deficit (more total expenses than revenues) in a given period. The total margin is critical to track as schools cannot operate at deficits for a sustained period without risk of closure.</p> <p>RVLA in SY 19-20, was at a pivotal phase in the school history. With the recent closures of the two sister schools (Destiny and Excel) and as a regional affiliate of Green Dot Public Schools National, many obligations to maintain this status greatly impacted the total margin for RVLA.</p> <p>RVLA was the sole remaining entity post school closures necessitating that the school take on and encumber all financial obligations for the closing schools and home office while the school transitioned into independence. This required that RVLA manage and support home office staff, encumber financial obligations for the school closures, facilitate and cover any outstanding debt held by Destiny and Excel. Furthermore, RVLA used SY 19-20 to transition from the larger Green Dot network.</p> <p>The school's transition to independence required internal support for all services that were previously covered by Green Dot National to be housed internally or contracted with local third parties. This required a transition from one school information system to a new school information system, development and hiring new staff, new leadership onboarding for compliance, financial back office supports, leadership compliance training and handoff, supporting in house curriculum purchases, IT needs, and many other essential areas to ensure the school had the knowledge base, platforms and long term contracts with companies. This required the school to pay additional onboarding fees with new contracts, new contract fees with the loss of network</p>

	<p>affiliation and cancellation and penalty fees for contracts that were no longer in use or feasible given the size of the school versus the size of the regional operations of four separate schools.</p> <p>As a result the existing affiliation of the Green Dot Public Schools network impacted the total margin for a young school. Despite these facts the school has made several strides towards a more positive financial outlook. In the 20-21 school year RVLA has a budget of 125 scholars. The school has maintained consistent enrollment at 165 allowing for significant cost savings. Included in the budgeting process, which was led by a collaborative community approach, there were significant adjustments and an overall conservative budgeting approach to allow for the school to adjust enrollment while COVID-19 uncertainty remains. For SY 21-22 RVLA is taking the same approach of overly conservative budgeting and cost cutting efforts for the next three years to ensure that the school reaches sustainability. In addition, the board and school staff are in close collaboration for boosting unrestricted philanthropic giving to ensure that the schools total margin will meet standard and support the school until it reaches sustainability.</p>
<p>2.b. Debt to Asset Ratio</p>	<p>RVLA achieved a debt to asset ratio of 0.90 which puts it on the line for meeting standard but the official requirement is to be below 0.90. With the reduction of obligations from Destiny and Excel and the lean operations of the standalone charter, RVLA is seeking to meet standards in this area for future school years.</p> <p>Additionally we'd like to note that significant improvement from 18-19 to 19-20 supports the efforts the school has made to have lean operations. In addition, in future years RVLA will be responsible for the physical facility of RVLA only. Based on the current audited financials for SY 19-20 RVLA will continue to see a reduction in its annual deficit and a decrease in its annual debt.</p>
<p>2.c. Cash Flow</p>	<p>RVLA is proud to show that it has positive cash flow. The school will continue to maintain, fundraise and grant write to ensure that the school can cover any expenses and supplement costs until sustainability is reached. Furthermore, the school hopes the commission and others recognize the significant increase in cash flow from year 2 to year 3 and note that the school is on target to maintain this same level of cash flow for year 4.</p>
<p>Enrollment Variance</p>	<p>As an emerging entity a part of the Green Dot Public Schools network, RVLA had enrollment metrics based upon a regional model. This required RVLA to stretch its reach and capacity based upon that model.</p> <p>RVLA showed strong enrollment (in excess of 360 scholars) and application completion prior to the announcement of school closures for SY 19-20. However, with the knowledge of sister school closures,</p>

more than 90% of school staff deciding to leave the school due to the school closures, an almost entirely new staff and school leadership being hired over the summer there were significant impacts to scholar enrollment during the beginning of SY 19-20. Amongst many of those changes there were also programmatic modifications requested from the community, scheduled adjustments based on teacher and staff ability and cultural adjustments required to accommodate a major culture shift in the school. The amount of change in a short period of time, the impact of school cultures lurking in the background significantly impacted enrollment in SY 19-20.

In 20-21 SY enrollment projections RVLA has seen sustained enrollment from the beginning of the year to end of the year with little to no enrollment movement. As a school the focus has been to build strong lasting relationships with families to ensure that retention of scholars from one year to the next is sustained and that the annual enrollment variance meets standards for future years. In addition, the former model for enrollment was to overbid and try to fill spots at the last minute. RVLA as a standalone has really shifted from creating enrollment targets that are not aligned with current enrollment and school climate. It is paramount to RVLA staff and the greater school community to build a strong school culture that promotes scholar safety, achievement and leadership.

The school understands that in order to turnaround a school this will be a long term project that typically takes 3-5 years in middle and high schools. RVLA has updated enrollment projects to reflect a realistic growth plan that supports retention of scholars and staff to ensure that enrollment can be consistent from the beginning of the year to end.