

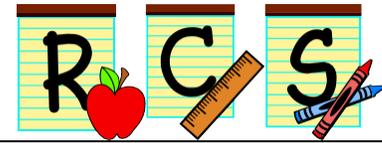
Appendix 1

Ridgecrest Charter School

♦ 325 S Downs ♦ Ridgecrest, CA 93555 ♦ (760) 375-1010

School Calendar

Board Approved June 19, 2013



Important Dates

2013

2014

JULY

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

JANUARY

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

AUGUST

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

FEBRUARY

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

SEPTEMBER

M	T	W	T	F
2	3	4	5	6
	9	10	11	12
16	17	18	19	20
23	24	25	26	27
30				

MARCH

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

OCTOBER

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

APRIL

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

NOVEMBER

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

MAY

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

DECEMBER

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JUNE

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

LEGEND

- = Minimum Days and FLEX Release @ 12:15 pm
- = Holiday/No School
- = First Day of School/Last Day of School

180 Days of School, 153 Full Days, 27 Half Days

AUGUST

- 12 First Day of School
- 14 Back To School Night 5:30 – 6:30 pm
Session I: 5:30-6:00 and Session II: 6:00-6:30
- 22 District Pre-Assessment, NED Show 9-10:15
- 29 Picture Day

SEPTEMBER

- 02 No School - Labor Day
- 06 Grandparents Day
- 11 Hero's Day Luncheon
- 25-27 Early Release - Parent/Teacher Conferences

OCTOBER

- 14 No School - Columbus Day
- 16 District Benchmark 1
- 21-25 Red Ribbon Week
- 25 Harvest Festival
- 31 Costume Parade 8:30 am

NOVEMBER

- 08 Trimester 1 Ends (63 days)
- 11 No School - Veterans Day
- 22 Thankful Feast
- 25-29 No School - Thanksgiving Break

DECEMBER

- 19 Winter Program: TBD
- 23 No School - Winter Break 12/23-01/03

JANUARY

- 06 Classes Resume
- 10 District Benchmark 2
- 13 Science Fair Projects Due
- 15-17 Early Release - Parent/Teacher Conferences
- 20 No School - Martin Luther King Jr. Day

FEBRUARY

- 14 No School - Lincoln's Birthday
- 17 No School - Washington's Birthday
- 28 Trimester 2 Ends (61 days)

MARCH

- 13-14 Jr. Olympics
- 14 District Benchmark 3
- 24-28 No School - Spring Break

APRIL

- 02-11 Scholastic Book Fair
- TBD Pictures: Spring, K & 8th Promotion (No Make Up's)
- 09-11 Early Release - Parent/Teacher Conferences
- 11 Early Release- SST/Retention Meetings
- 14 STAR Testing Window April 14-May 2
- 18 No School - In Lieu of Admission Day
- 21 No School - District Holiday, Ed Code 37220 (a)(13)

MAY

- 05-09 Camp KEEP Ocean
- 15 Open House 5:30-6:30 pm
- 16 District Post-Assessment
- 26 Memorial Day- No School
- 26-29 Early Release - Last Week of School
- 28 8th Grade Promotion @ 5:30 pm
- 29 Kindergarten Graduation @ 9:00 am
- 29 Trimester 3 Ends (56 days) Last Day of School

Important Information

To report student's absences, call the main office.
If you need to set up a Short Term Independent Study Contract, you must call 72 hours before the absence.

Main Number.....(760) 375-1010

Fax Number.....(760) 375-7766

School Website.....www.ridgecrestcharterschool.org

**MASTER CALENDAR
2013-2014 School Year**

First Day of School	August 12, 2013
Days of Instruction	180
Last Day of School	May 29, 2014

School Holidays (No school)

September 2, 2013	Labor Day
October 14, 2013	Columbus Day
November 11, 2013	Veteran's Day
November 25 – 29, 2013	Thanksgiving Break
December 23 – January 3, 2014	Winter Recess
January 1, 2014	New Year's Day Holiday
January 20, 2014	Martin Luther King Jr's Birthday
February 14, 2014	Lincoln's Birthday
February 17, 2014	Washington's Birthday
March 24-28, 2014	Spring Recess
April 18, 2014	In Lieu of Admission Day
April 21, 2014	District Holiday, EC 37220. (a)(13)
May 26, 2014	Memorial Day

Trimester Endings (Progress Reports/Report Cards)

1 st Trimester Progress Report	September 25, 2013
1 st Trimester Ends– 63 days	November 8, 2013
2 nd Trimester Progress Report	January 15, 2014
2 nd Trimester Ends– 61 days	February 28, 2014
3 rd Trimester Progress Report	April 9, 2014
3 rd Trimester Ends– 56 days	May 29, 2014

Minimum Days: students released at 12:15 p.m.*

***Flex and Parent Conference Days**

August 16, 30, 2013	January 15-17, 31, 2014
September 13, 25-27, 2013	February 28, 2014
October 12, 25, 2013	March 14, 2014
November 8, 22, 2013	April 9-11, 25, 2014
December 6, 20, 2013	May 9, 23, 27-29, 2014

Staff Development Days & Professional Development Days

Staff development days will be August 5-9, 2013 and May 30, 2014.

Teachers will work 1 Saturday School day per year: 4 hours.

Teacher's Professional Development Days: 18

Teachers work year is 187 days.

Parent Conference Days **

1 st Trimester Conferences	September 25-27, 2013
2 nd Trimester Conferences	January 15-17, 2014
3 rd Trimester Conferences	April 9-11, 2014

** Parent Conferences will be held on Minimum Days noted above.

Ridgecrest Charter School Board Meetings

All regularly scheduled meetings will be held each month at the Ridgecrest Charter School at 4:30 p.m.

July 17, 2013	October 16, 2013	January 15, 2014	April 16, 2014
August 21, 2013	November 20, 2013	February 19, 2014	May 21, 2014
September 18, 2013	December 18, 2013	March 19, 2014	June 18, 2014

Bell Schedule 2013-2014

Kindergarten			Instructional	Non-Instructional
	Start Time	End Time	Minutes	Minutes
Opening	7:55 AM	8:00 AM		5
Instruction	8:00 AM	9:15 AM	75	
Recess	9:15 AM	9:30 AM		15
Instruction	9:30 AM	10:30 AM	60	
Lunch	10:30 AM	11:10 AM		40
Instruction	11:10 AM	1:20 PM	130	
Recess	1:20 PM	1:35 PM		15
Instruction	1:35 PM	2:55 PM	80	
Closing	2:55 PM	2:30 PM		5
Total Minutes			345	80

1 st and 2 nd			Instructional	Non-Instructional
	Start Time	End Time	Minutes	Minutes
Opening	7:55 AM	8:00 AM		5
Instruction	8:00 AM	9:15 AM	75	
Recess	9:15 AM	9:30 AM		15
Instruction	9:30 AM	11:00 AM	90	
Lunch	11:00 AM	11:40 AM		40
Instruction	11:40 AM	1:20 PM	100	
Recess	1:20 PM	1:35 PM		15
Instruction	1:35 PM	2:55 PM	80	
Closing	2:55 PM	3:00 PM		5
Total Minutes			345	80

3 rd , 4 th and 5 th			Instructional	Non-Instructional
	Start Time	End Time	Minutes	Minutes
Opening	7:55 AM	8:00 AM		5
Instruction	8:00 AM	9:30 AM	90	
Recess	9:30 AM	9:45 AM		15
Instruction	9:45 AM	11:40 AM	115	
Lunch	11:40 AM	12:20 PM		40
Instruction	12:20 AM	1:35 PM	75	
Recess	1:35 PM	1:50 PM		15
Instruction	1:50 PM	2:55 PM	65	
Closing	2:55 PM	3:00 PM		5
Total Minutes			345	80

6 th , 7 th and 8 th			Instructional	Non-Instructional
	Start Time	End Time	Minutes	Minutes
Homeroom	7:55 AM	8:05 AM		10
Period 1	8:05 AM	8:55 AM	50	
Period 2	8:55 AM	9:45 AM	50	
Break	9:45 AM	10:00 AM		15
Period 3	10:00 AM	10:50 AM	50	
Period 4	10:50 AM	11:40 PM	50	
Period 5	11:40 PM	12:30 PM	50	
Lunch	12:30 PM	1:10 PM		40
Period 6	1:10 PM	2:00 PM	50	
Break	2:00 PM	2:15 PM		15
Period 7	2:15 PM	3:00 PM	45	
Total Minutes			345	80

FLEX and Minimum Day Schedule

Kindergarten			Instructional	Non-Instructional
	Start Time	End Time	Minutes	Minutes
Opening	7:55 AM	8:00 AM		5
Instruction	8:00 AM	9:15 AM	75	
Recess	9:15 AM	9:30 AM		15
Instruction	9:30 AM	10:30 AM	60	
Lunch	10:30 AM	11:10 AM		40
Instruction	11:10 AM	12:10 PM	60	
Closing	12:10 PM	12:15 PM		5
Total Minutes			195	65

1 st and 2 nd			Instructional	Non-Instructional
	Start Time	End Time	Minutes	Minutes
Opening	7:55 AM	8:00 AM		5
Instruction	8:00 AM	9:15 AM	75	
Recess	9:15 AM	9:30 AM		15
Instruction	9:30 AM	11:00 AM	90	
Lunch	11:00 AM	11:40 AM		40
Instruction	11:40 PM	12:10 PM	30	
Closing	12:10 PM	12:15 PM		5
Total Minutes			195	65

Ridgecrest Charter School Petition Appendix and Attachments

3 rd , 4 th and 5 th			Instructional	Non-Instructional
	Start Time	End Time	Minutes	Minutes
Opening	7:55 AM	8:00 AM		5
Instruction	8:00 AM	9:30 AM	90	
Recess	9:30 AM	9:45 AM		15
Instruction	9:45 AM	11:40 AM	115	
Lunch	11:40 AM	12:15 PM		35
Dismissal	12:15 PM	12:15 PM		
Total Minutes			205	55

6 th , 7 th and 8 th			Instructional	Non-Instructional
	Start Time	End Time	Minutes	Minutes
Period 1	8:00 AM	8:40 AM	40	
Period 2	8:40 AM	9:20 AM	40	
Period 3	9:20 AM	10:00 AM	40	
Break	10:00 AM	10:15 AM		15
Period 4	10:15 AM	10:55 PM	40	
Period 5	10:55 AM	11:35 PM	40	
Period 6	11:35 PM	12:15 PM	40	
Total Minutes			240	15

Instructional Minutes

Instructional Minutes	Instructional Minutes	State Requirement	RCS Over
Kindergarten (Full Day)			
(153 Full Days) X (345 Minutes)	52,785		
(27 Minimum Days) X (195 Minutes)	5,265		
	Total= 58,050	36,000	22,050
1 st and 2 nd Grade			
(153 Full Days) X (345 Minutes)	52,785		
(27 Minimum Days) X (195 Minutes)	5,265		
	Total= 58,050	50,400	7,650
3 rd Grade			
(153 Full Days) X (345 Minutes)	52,785		
(27 Minimum Days) X (205 Minutes)	5,535		
	Total= 58,320	50,400	7,920
4 th and 5 th Grade			
(153 Full Days) X (345 Minutes)	52,785		
(27 Minimum Days) X (205 Minutes)	5,535		
	Total= 58,320	54,000	4,320
6 th , 7 th and 8 th Grade			
(153 Full Days) X (345 Minutes)	52,785		
(27 Minimum Days) X (240 Minutes)	6,480		
	Total= 59,265	54,000	5,265

Appendix 2

Clubs Schedule1st Wednesday of the month10/02/13, 11/06/13, 12/04/13, 01/08/14, 02/05/14,
03/05/14, 04/02/14

K-3	Global Cultures- Rimmer's
4-5	K Kids 4 th /5 th - Heseman, Schooley and Boss
6-8	Student Council- Mattina

2nd Wednesday of the month10/09/13, 11/13/13, 12/11/13, 01/22/14, 02/12/14,
03/12/14, 04/09/14

3-5	Zumba- Howell and Kicklighter
6-8	Yearbook- Blazek, Hogg and Atencio

3rd Wednesday of the month10/16/13, 11/20/13, 12/18/13, 01/22/14, 02/19/14,
03/19/14, 04/16/14

K-2	Chess- Wingo
3-5	Pen Pal- Laird
6-8	Math Club- Griffin

4th Wednesday of the month10/23/13, *11/20/13, *12/18/13, 01/29/14, 02/26/14,
*03/19/14, 04/23/14

3-5	Art- Stein and Lewis
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6-8	Chess- Jacotin
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Odyssey of the Minds- Heseman 6-8
Odyssey of the Minds- Schooley 6-8
Sunshine Club- Thompson
Volleyball, Basketball- Kaufman

Appendix 3

2013–14 Student Achievement Plan Template

Name of School: SBE-Ridgecrest Charter School
Address: 325 S Downs, Ridgecrest, CA 93555
CDS code: 15-75630-1530500
Charter Term: June 2014
Grades Served: K-8
Enrollment: 400
Numerically Significant Subgroups: White, Socioeconomic Disadvantaged
Title 1 Funded: Yes
PI Status: No

For each area in which the School did not meet API targets and/or AYP, the School must submit a SAP to the CDE describing **specific** and **concrete** actions the school will take in order to improve student achievement over the course of the current school year. The SAP must address, at minimum, the following elements. Use the tables below to respond to each of the elements. The *blue text* provides instructions for each element and is meant as a guide and can be typed over as each school completes the template.

Methods or system the School uses to examine student achievement data on a regular basis across grade levels, by subject matter, by significant subgroups, and across the School as a whole.

Systems in place to analyze data and when: Teachers review data several times per year. At professional development meetings, teachers work in grade level groups analyzing BMK and curriculum assessments. At each BMK, teachers meet to analyze data and make informed curricular changes. Additionally, teachers meet with parents and students to update ILPs three times per year; part of the ILP review is looking at data and making informed conclusions and updates for areas of strength and focus.

Method used to review student data: Teachers use Data Director for BMKs as well as their own informal and formal assessments.

Types of data reviewed: CSTs, BMKs, informal and formal assessments (curriculum), grade level comparisons, Accelerated Math, Accelerated Reader, STAR Math, STAR Reader or STAR Literacy, Unit Reviews, Themed tests, RTi BMKs and behavioral assessments.

Analysis of the Standardized Testing and Reporting (STAR) Program and AYP results that identifies the specific problem in the area(s) not meeting targets and/or criteria.

RCS met the 2013 API growth targets schoolwide as well as for all student subgroups: white and socioeconomically disadvantaged. RCS's 2012-13 API growth targets schoolwide and for all student subgroups was "A," as the school and student groups scored at or above the statewide performance target of 800 in 2013. RCS's actual 2012-13 schoolwide API growth was 16 points. The white student subgroup's API growth was 9 points, and the socioeconomically disadvantaged student subgroup's API growth was 31 points in 2012-13.

RCS did not make AYP this year, having met 14 of 17 AYP criteria. In mathematics, RCS improved and met all 2013 AYP mathematics proficient rate criteria for all student subgroups. Schoolwide, RCS is 71.9% at or above proficient; the white subgroup is 73.2% at or above proficient; and the socioeconomically disadvantaged subgroup is 72.4% at or above proficient. In English Language Arts, RCS fell short with a slight decrease schoolwide to 69.1% proficient in 2013. The white subgroup also fell to 70.9% proficient in 2013, and socioeconomically disadvantaged students met 2013 AYP criteria at 67.3% proficient in 2013.

Last year RCS focused on mathematics and we saw significant increases in all subgroups: schoolwide increase from 66.7% last year to 71.9% proficient or advanced; white students increased from 70.6% to 73.2% proficient or advanced, and socioeconomically disadvantaged increased from 62.2% to 72.4% proficient or advanced in 2013. Finally, as RCS fully implemented RTI strategies schoolwide we saw our students with disabilities grow from 51.9% to 64% proficient.

RCS's API grew 16 points from 848 to 864; furthermore we were able to disaggregate our schoolwide data and our K-5 API is 874 and our middle school API is 838.

Made AYP: No
Met 14 of 17 AYP Criteria

GROUPS	English-Language Arts Target 95%					Mathematics Target 95%				
	<u>Met participation rate criteria? Yes</u>					<u>Met participation rate criteria? Yes</u>				
	<u>Enrollment</u>	<u>Number</u>	<u>Rate</u>	<u>Met</u>	<u>Alternative</u>	<u>Enrollment</u>	<u>Number</u>	<u>Rate</u>	<u>Met</u>	<u>Alternative</u>
	<u>First</u>	<u>of</u>		<u>2013</u>		<u>First</u>	<u>of</u>		<u>2013</u>	
	<u>Day of</u>	<u>Students</u>		<u>AYP</u>	<u>Method</u>	<u>Day of</u>	<u>Students</u>		<u>AYP</u>	<u>Method</u>
	<u>Testing</u>	<u>Tested</u>		<u>Criteria</u>		<u>Testing</u>	<u>Tested</u>		<u>Criteria</u>	<u>Method</u>
Schoolwide	235	235	100	Yes		235	235	100	Yes	
Black or African American	10	10	100	--		10	10	100	--	
American Indian or Alaska Native	4	4	100	--		4	4	100	--	
Asian	2	2	100	--		2	2	100	--	
Filipino	4	4	100	--		4	4	100	--	
Hispanic or Latino	54	54	100	Yes	ER	54	54	100	Yes	ER
Native Hawaiian or Pacific Islander	0	0	--	--		0	0	--	--	
White	141	141	100	Yes		141	141	100	Yes	ER
Two or More Races	20	20	100	--		20	20	100	--	
Socioeconomically Disadvantaged	120	120	100	Yes	ER	98	98	100	Yes	ER
English Learners	5	5	100	--		5	5	100	--	
Students with Disabilities	26	26	100	--		26	26	100	--	

GROUPS	English-Language Arts Target 89.2%					Mathematics Target 89.5%				
	<u>Met percent proficient rate criteria? No</u>					<u>Met percent proficient rate criteria? Yes</u>				
	<u>Valid</u>	<u>Number At</u>	<u>Percent At</u>	<u>Met 2013</u>	<u>Alternative</u>	<u>Valid</u>	<u>Number At</u>	<u>Percent At</u>	<u>Met 2013</u>	<u>Alternative</u>
<u>Scores</u>	<u>or Above</u>	<u>or Above</u>	<u>AYP</u>	<u>Method</u>	<u>Scores</u>	<u>or Above</u>	<u>or Above</u>	<u>AYP</u>	<u>Method</u>	
	<u>Proficient</u>	<u>Proficient</u>	<u>Criteria</u>			<u>Proficient</u>	<u>Proficient</u>	<u>Criteria</u>		

Schoolwide	217	150	69.1	No		217	156	71.9	Yes	SH
Black or African American	10	--	--	--		10	--	--	--	
American Indian or Alaska Native	4	--	--	--		4	--	--	--	
Asian	2	--	--	--		2	--	--	--	
Filipino	4	--	--	--		4	--	--	--	
Hispanic or Latino	53	32	60.4	No		53	35	66.0	Yes	SH
Native Hawaiian or Pacific Islander	0	--	--	--		0	--	--	--	
White	127	90	70.9	No		127	93	73.2	Yes	SH
Two or More Races	17	11	64.7	--		17	11	64.7	--	
Socioeconomically Disadvantaged	98	66	67.3	Yes	SH	98	71	72.4	Yes	SH
English Learners	5	--	--	--		5	--	--	--	
Students with Disabilities	25	15	60.0	--		25	16	64.0	--	

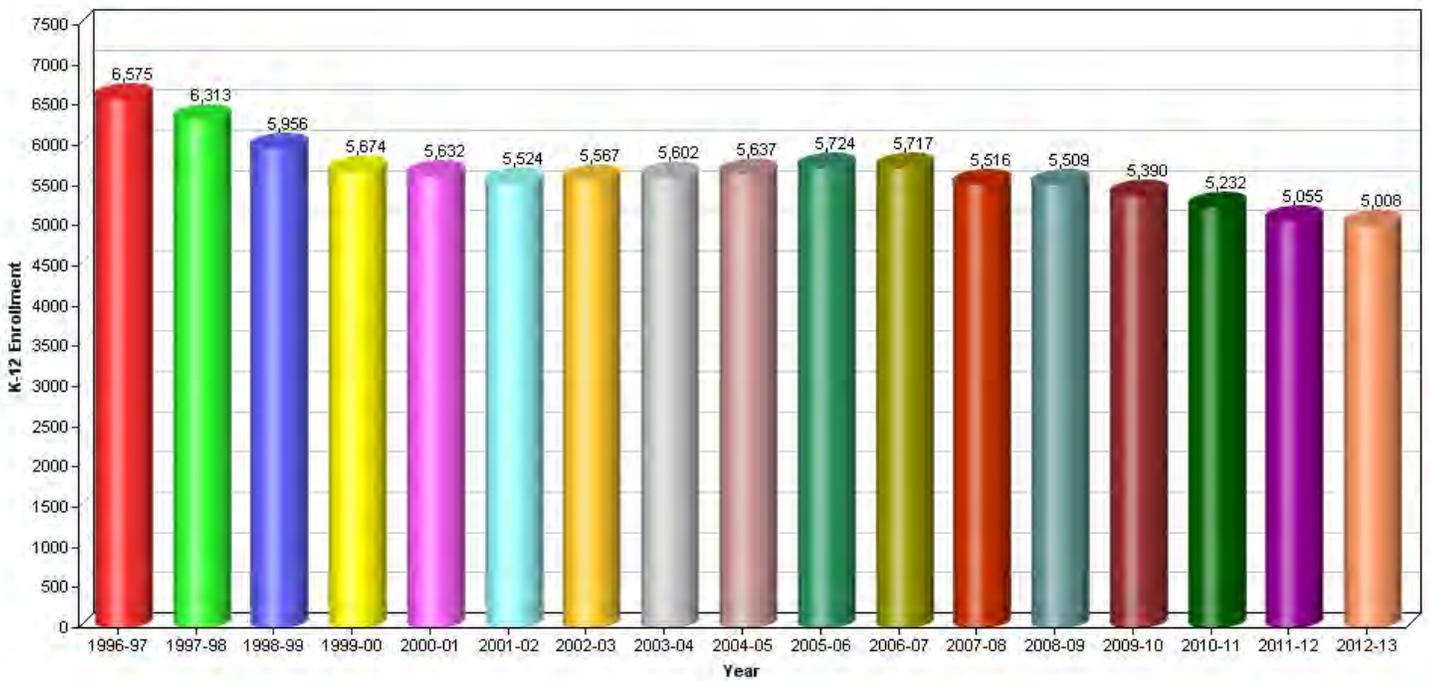
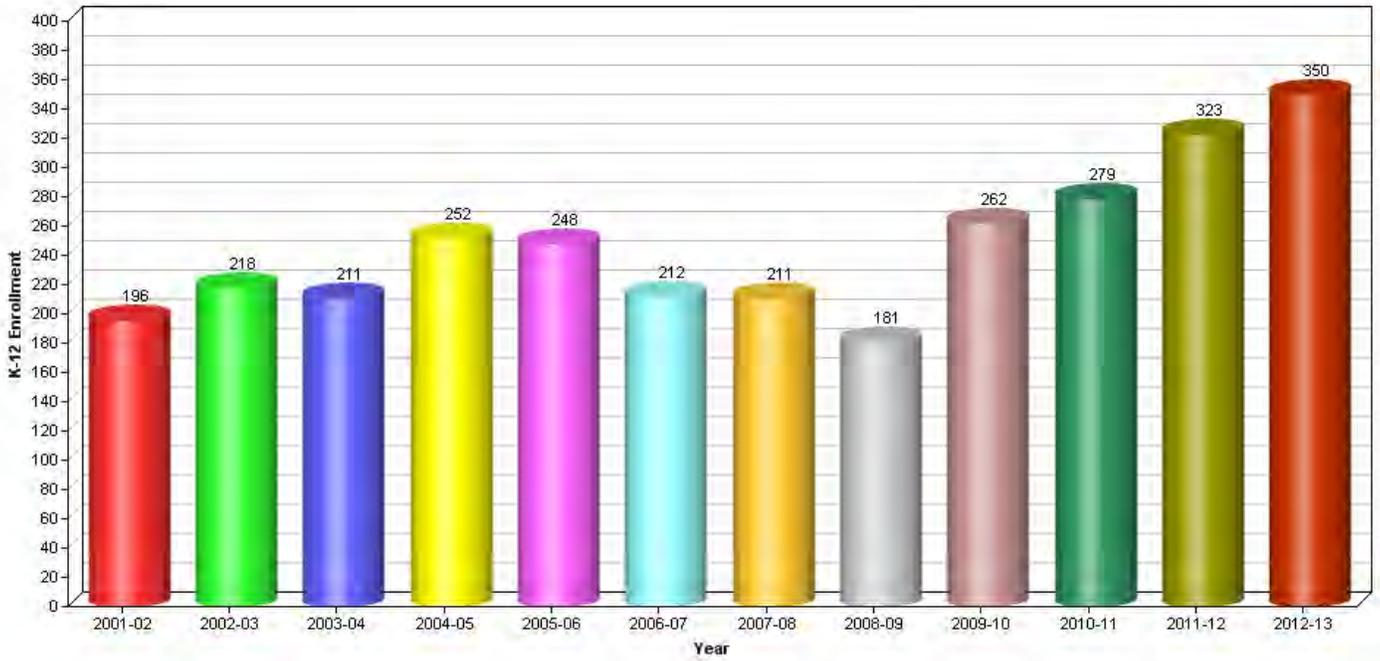
Academic Performance Index (API) - Additional Indicator for AYP

2012 Base API	2013 Growth API	2012-13 Growth	Met 2013 API Criteria	Alternative Method
848	864	16	Yes	

2013 API Criteria for meeting federal AYP: A minimum "2013 Growth API" score of 770 OR "2012-13 Growth" of at least one point.

Factors contributing to not meeting targets: RCS teachers work hard each year, and are extremely disappointed when students do not reach State Proficiency levels. The major factors for RCS are its significant growth over the last few years. Students transferring to RCS are students who are below grade level and failing at the District. Students who are excelling do not transfer schools. A few years ago our population was 230 and today we have 400 students (2013-2014). In less than 5 years RCS has more than doubled its student population while increasing its API from 736 in 2008 to 864 in 2013, an increase of 128 points. Below are graphs of RCS's increasing enrollment and the District's decreasing enrollment, respectively.

Ridgecrest Charter School Petition Appendix and Attachments



Specific and measurable goals the School will achieve during the current school year.*

State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)

- B. The Academic Performance Index (API)
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • All students will become proficient in English, math, science and social science. • Students perform well on all external tests. • Students show growth on benchmark assessments. • All students show growth on external measures. 	<ul style="list-style-type: none"> • Standards based and aligned curriculum. • Regular benchmark assessments (minimum 3x per year) aligned to standards • Extensive student support structures (remediation courses, tutoring, differentiated instruction) • Curriculum maps designed to support ELs and struggling students • Extensive professional development, (10+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups 	<ul style="list-style-type: none"> • 70% or more of all students will demonstrate at least one year of growth on the CST or CCSS. • 70% of students will show growth on their internal benchmark assessments for each course. • 95% or more of students will earn a passing grade of C or above in their courses. • On average, 75% of students are proficient or above on STAR or CCSS. • 75% of all subgroups score a proficient or above on STAR or CCSS. • API is above 800. • School meets 90% of AYP criterion. • 90% of ELs make progress towards EL proficiency as measured by the CELDT. • 75% of ELs are reclassified as measured by the CELDT.

State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:
Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)
Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics,

visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(ii))		
ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> 100% of students are enrolled in a broad course of study. 	<ul style="list-style-type: none"> Extensive Support Systems (tutoring, remedial courses, RTi, etc.). Comprehensive career and college focus 6-8. 	<ul style="list-style-type: none"> 95% of students promote from 8th grade. 60% of students are enrolled in honors and/or college prep classes following 8th grade promotion from RCS to HS.
<hr/>		
ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<p>Goal 1: All students will become proficient readers and writers of the English Language.</p> <p>Goal 2: All students will become proficient in mathematical skills and content.</p> <p>Goal 3: All students will become proficient in science concepts and scientific thinking.</p> <p>Goal 4: All students will become proficient in social science practice and content.</p>	<ul style="list-style-type: none"> Standards based and aligned curriculum maps. Regular benchmark assessments (minimum 3x per year) aligned to standards. Extensive student support structures (remediation courses, tutoring, and differentiated instruction). Curriculum maps designed to support ELs and struggling students. Extensive professional development, (10+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups. 	<ul style="list-style-type: none"> 70% or more of all students will demonstrate at least one year of growth on the English STAR test or CCSS test. 70% of students will show growth on their internal benchmark assessments for English. 75% or more of all students will be proficient or above English STAR or CCSS test. An average of 70% or more of all students will be classified as having an advanced or proficient grade level equivalence on the STAR Reading Assessment. 95% or more of all students will earn a passing grade of C or above in their English course. 70% or more of all students will demonstrate at least one year of growth on the CST for math. 70% of students will show growth on their internal benchmark assessments for math. 75% of students will be proficient or above on the math STAR test or CCSS test. 95% or more of students will earn a passing grade of C or above in their math course. 70% or more of all students will

		<p>demonstrate at least one year of growth on the CST for science.</p> <ul style="list-style-type: none">• 70% of students will show growth on their initial benchmark assessments for science.• An average of 75% of students will be proficient or above on the science STAR test.• 95% or more of students will earn a passing grade of C or above in their science course.• 70% or more of all students will demonstrate at least one year of growth on the CST for social science.• 70% of students will show growth on their initial benchmark assessments for social science.• 70% of students will be proficient or above on the social science STAR test.• 95% or more of students will earn a passing grade of C or above in their social science course.• School leadership/department lead yearly audit of curriculum and lesson plans show that 95% of curriculum maps are aligned to CCSS and ELD standards and have supports for ELs and struggling students.
--	--	---

Specific actions, which follow from the goals and examination of student data, the School will take to improve student achievement in the area(s) identified as needing improvement, including changes to curriculum, instruction, assessment, governance, and organization.*

Please see the RCS SAP Action Plan, below.

Professional development plan for teachers and/or other staff that supports the activities the School will implement to improve performance in targeted areas.

Goals for Staff Development:

1. Improve student achievement.
2. Prepare teachers to successfully meet the challenges of the Common Core State Standards and assessments.
3. Prepare faculty to successfully meet the academic, behavioral and social needs of diverse

- learners using differentiated instructional strategies.
4. Promote collegiality, collaboration and synergism among all staff members at RCS.
 5. Encourage personal and professional growth.
 6. Prepare faculty to integrate the teaching of reading and writing across multiple curriculum and grade level areas.
 7. Prepare faculty to effectively integrate technology into daily lesson planning.

Objectives:

1. Teachers will encourage student participation in performance-based activities such as oral reports, role plays, model construction, discovery based lab activities, multi-media presentations, debates.
2. Teachers will require students to engage in research based activities such as examination of public records for investigation purposes, use of accessible media, study of sources to distinguish between valid and invalid information, generation of original research documents and use of the internet and other electronic research technologies.
3. Teachers will encourage students to use of a variety of intellectual skills, which demonstrate understanding of major ideas by using graphic organizers (i.e. Venn Diagrams, semantic maps, KWL's etc.).
4. Teachers will use community resources as they invite community presenters to classes, plan field trips into the community, encourage students to interview community members and participate in service learning projects.
5. Teachers will use evaluative tools such as rubrics, portfolios and benchmarks to accurately evaluate students and their own professional performance.
6. Teachers will develop a classroom environment by building student skills of cooperation and collaboration; by developing an understanding of cultural differences and similarities; and by nurturing acceptance of the ideas of others.

Needs Assessment:

- A. **Student Needs** - Student achievement and performance is assessed by analyzing BMK data, student attendance rates, and student performance on state and locally developed assessments.
- B. **Teacher Needs** - Teacher needs are assessed by completing teacher surveys which will identify areas of interest.
- C. **Targeted areas of growth** - Implement new strategies and programs that will positively impact student achievement and mastery of the Common Core State Learning Standards.

Strategies, Activities and Opportunities Provided for Continuous and Sustained Professional Development Directly Related to Student Learning Needs:

- Computers and other technologies
- Curriculum alignment
- Early literacy

- Differentiated instruction
- Essential elements of instruction
- Reading and writing across the content areas
- Common Core State Standards

Professional Learning Communities and Classroom Walk-throughs

Peer Coaching is a non-evaluative confidential relationship through which peers collaborate, in and out of the classroom, with a focus on developing skills that will increase student learning.

During Professional Developments days - teachers have common planning time which serves as a professional development opportunity.

Expected Teacher Participation

All teachers will participate in staff development offered by the school. The PD Plan will provide ample opportunities for newly certified teachers to meet the 175 hours of professional development every five years required for teachers applying for certification after February 2004.

Evaluation Plan

Student achievement and performance will be assessed by analyzing BMK data, attendance rates, and student performance on state and locally developed assessments.

8/5/13	New Teacher Orientation	All Staff
8/5/13	Data Session- CST Data	All Staff
8/5/13	Special Education- Roles and Responsibility	All Staff
8/5/13	Individual Learning Plans	All Staff
8/7/13	Sexual Harassment Training	All Staff
8/7/13	FERPA Training	All Staff
8/7/13	Child Abuse Training	All Staff
8/9/13	Whole Brain Teaching- Chris Biffle	All Staff
8/9/13	Cume Review- and initial ILP	
8/13/13	Common Core- Bridging Math	All Staff
8/13/13	IEP Goals and Meeting Student Needs (Common Core)	All Staff

By Elizabeth Breaux and Monique Boutte Magee		
9/13/13	Teacher Book Report- Solving Behavior Problems in Math Class by Jennifer Taylor-Cox	All Staff
9/13/13	Teacher Book Report- Helping Students Motivate Themselves By Larry Ferlazzo	All Staff
9/27/13	Classroom Management Simplified by Elizabeth Breaux	All Staff
9/27/13	Common Core- Social Studies and Science	
10/11/13	Professional Learning Communities (PLC)	All Staff
10/25/13	Data Session- Looking at BMK I Results (Adjust ILPs)	All Staff
11/8/13	CPI Part I Training	All Staff
11/22/13	CPI Part II Training	All Staff
12/06/13	Teacher Book Report- 75 Solutions To Common Classroom Disruptions by Bryan Harris and Cassandra Goldberg	All Staff
12/20/13	Classroom walk-Thru's	All Staff
01/17/14	Data Session- Looking at BMK II Results (Adjust ILPs)	All Staff
01/31/14	Retention- Criterion, Pros and Cons	All Staff
02/28/14	Teacher Book Report- 50 Ways to Improve Student Behavior By Annette Breaux and Todd Whitaker	All Staff
03/14/14	Looking at the CST Released Test Questions or New CC Questions	All Staff
04/11/14	Data Session- Looking at BMK III Results (Adjust ILPs)	
04/25/14	Looking at the CST Released Test Questions or New CC Questions	All Staff
05/09/14	Survey Results- 13-14 Data	All Staff
05/23/14	Planning 2014-2015 Schedule	All Staff

Diagnostic assessments that will be used to enable the school to monitor the effects of proposed changes on student performance, and the specified intervals at which students will be assessed in order to develop at least two to three data points.

Accelerated Math and Accelerated Reader, Renaissance Place <http://www.renlearn.com/am/> Publishing-, (daily assessments) STAR Reader, STAR Literacy and STAR Math (6 week intervals).

Curriculum Assessments:(see attached Instructional Materials List)

Spelling, vocabulary and math (intervals are weekly)

Biweekly ELA (bi-weekly)

ELA Themed Tests and Math Cumulative Reviews (intervals are 4-6 weeks)

District BMKs- (intervals are 3 times per year)

District Pre and post assessment (2 times per year)

Instructional Materials List		
Subject Area	Textbook Title	Year Adopted
English- Language Arts	Houghton Mifflin California Excursions	2009-10
HMH Common Core English California Student Edition Practice	Houghton Mifflin California Series	2013-14
HMH Common Core English California Student Practice-Reading Adventures	Houghton Mifflin California Series	2013-14
HMH Common Core English California Student Practice-Writing Handbook	Houghton Mifflin California Series	2013-14
Literature 7-8	McGraw Hill Glencoe Course 2, Course 3	2009-10
Common Core Practice Book Literature 7-8	McGraw Hill Glencoe Course 2, Course 3	2013-14
Common Core Writing Handbook 7-8	McGraw Hill Glencoe Course 2, Course 3	2013-14
Math K-6	Houghton Mifflin California Series	2008-09
HMH Common Core Math California Student Edition Practice	Houghton Mifflin California Series	2013-14
HMH Common Core Math California Student Edition Homework Practice Book	Houghton Mifflin California Series	2013-14
Pre- Algebra/ Algebra 7-8	McGraw Hill Glencoe California Pre-Algebra/ Algebra	2008-09
Common Core Practice Book California Pre-Algebra/ Algebra	McGraw Hill Glencoe California Pre-Algebra/ Algebra	2013-14
Science K-6	Houghton Mifflin California Science	2007-08
Science 7-8	McGraw Hill Glencoe Life/Physical	2007-08
Elective- Life Skills 6-8	Glencoe Applying Life Skills	2013-14
Elective- Art History 6-8	Meet the Masters Track A Track B Track C	2010-11 2011-12 2013-14
Elective- Study Skills 6-8	What's Happening? HMH Tier II Intervention Resource	2012-13
Elective- Current Events 6-8	Boe-Bot Robot Kit - Serial (with USB adapter and cable)	2013-14
Social Studies K-6	Harcourt Reflections	2007-08
History-Social Science 7-8	McGraw Hill Glencoe Discovering Our Past	2007-08

Timelines for each of the specific actions proposed.*

Please see the RCS SAP Action Plan, below.

Ridgecrest Charter School – SAP Action Plan

Goal: All students will become proficient in English, math, science and social science.					
Action Items	Evidence of Achievement	Specific Timeline		Person Responsible	Year-end Results
		Start Date	End Date		
Objective #1: All students will become proficient readers and writers of the English Language				Ellingsworth K-8 Teachers	
Action Items #1: Regular benchmark assessments 3 X per year	70% of students will show growth on their initial benchmark	Aug 2013	May 2014	Ellingsworth K-8 Teachers	BMK Data
Action Item #2: Student support structures (remediation courses, tutoring, differentiated instruction)	95% or more of students will earn a passing grade of C or above in their courses	Aug 2013	May 2014	Ellingsworth K-8 Teachers	Grade Data
Objective #2: All students will become proficient in mathematical skills and content				Ellingsworth K-8 Teachers	BMK Data
Action Items #1: Regular benchmark assessments 3 X per year	95% or more of students will earn a passing grade of C or above in their courses	Aug 2013	May 2014	Ellingsworth K-8 Teachers	Grade Data
Action Item #2: Student support structures (remediation courses, tutoring, differentiated instruction)	70% of students will show growth on their initial benchmark	Aug 2013	May 2014	Ellingsworth K-8 Teachers	BMK Data
Objective #3: All students will become proficient in science concepts and scientific thinking				Ellingsworth K-8 Teachers	BMK Data
Action Items #1: Regular benchmark assessments 3 X per year	95% or more of students will earn a passing grade of C or above in their courses	Aug 2013	May 2014	Ellingsworth K-8 Teachers	Grade Data
Action Item #2: Student support structures (remediation courses, tutoring, differentiated instruction)	70% of students will show growth on their initial benchmark	Aug 2013	May 2014	Ellingsworth K-8 Teachers	BMK Data
Objective #4: All students will become proficient in social science practice and content				Ellingsworth K-8 Teachers	BMK Data
Action Items #1: Regular benchmark assessments 3 X per year	95% or more of students will earn a passing grade of C or above in their courses	Aug 2013	May 2014	Ellingsworth K-8 Teachers	Grade Data
Action Item #2: Student support structures (remediation courses, tutoring, differentiated instruction)	70% of students will show growth on their initial benchmark	Aug 2013	May 2014	Ellingsworth K-8 Teachers	BMK Data

Appendix 4

07/01/2013



2012 Academic Accountability Report Card

School: Ridgecrest Charter School

General School Data

CDS Code: 15-75630-1530500
 Primary Contact: Tina Ellingsworth
 Phone: (760) 375-1010
 Address: 325 S Downs
 Ridgecrest, CA 93555
 Grades Served: K-8
 School Type: ELEMENTARY

School Renewal & Authorization

Charter Start Date: 09/04/2001
 Authorizer: California State Board of Education
 Charter Expiration Date: 06/30/2014
 Number of Years Old: 11

General School Data

Number of Valid 2012 STAR Test Scores:	194	% African American:	6
% of Free/Reduced Price Lunch Eligible Students:	57	% American Indian/AN:	2
% of English Language Learners:	4	% Asian:	2
% of Students with Disabilities:	15	% Filipino:	3
Average Parent Education:	3.01	% Latino/Hispanic:	21
% of Parent Education Responses Received:	94	% NH/Pacific Islander:	1
		% White:	63
		% Two or More Races:	5
% of Student Retention from October 2011 to 2012 STAR Testing:	90		

Note: The above data are publicly reported to the California Department of Education through the 2012 STAR Program student answer documents. They are used for the calculation of schools' Similar Students Measure (SSM) - see page 2.

What's Inside This Report

Page 2: CCSA Accountability Framework

The CCSA Accountability Framework measures three elements of your school's performance: academic status (API score), growth over time (cumulative API growth over the past three years), and comparison to similar student populations (Similar Students Measure, or SSM).

-Schools are divided into 4 quadrants based on whether their API and cumulative growth scores place them above or below the statewide average - these are the status and growth metrics.

-Schools are also categorized into SSM Performance Bands based on whether they perform below, within range of, or above a predicted score based on student background - this is the comparison metric (See more detail on page 4).

Schools four years and older (ASAM excluded) must meet at least one of the following CCSA minimum criteria for renewal:

- API at or above 700 points
- 3-year cumulative API growth greater than or equal to 50 points (2009-10 growth + 2010-11 growth + 2011-12 growth)
- Similar Students Measure (SSM) band higher than "Below" at least two out of the last three years.

Page 3: SBE Revocation Regulations

In 2010, the State Board of Education adopted regulations that would allow them to initiate a process of potential revocation if a school is below certain level of performance. They only apply to non-ASAM schools five years and older. If a school five years and older has both of the following, it could be identified for potential revocation by the SBE:

- API Statewide Rank in the first decile for both of the prior two years
- 3-year cumulative API growth less than 50 points (2009-10 growth + 2010-11 growth + 2011-12 growth)

The revocation process would trigger a review where the school would be called to present additional performance data to demonstrate additional value-add to students' educational experience. SSM results would guide CCSA support in the event of revocation implementation.

Summary of School Results

Meets CCSA Minimum Criteria for Renewal?

(Options: Above, Below, Not Applicable)

ABOVE OR BELOW MINIMUM CRITERIA?

Above

Above or Below SBE Revocation Regulations?

(Options: Above, Below, Not Applicable)

ABOVE OR BELOW REVOCATION CRITERIA?

Above

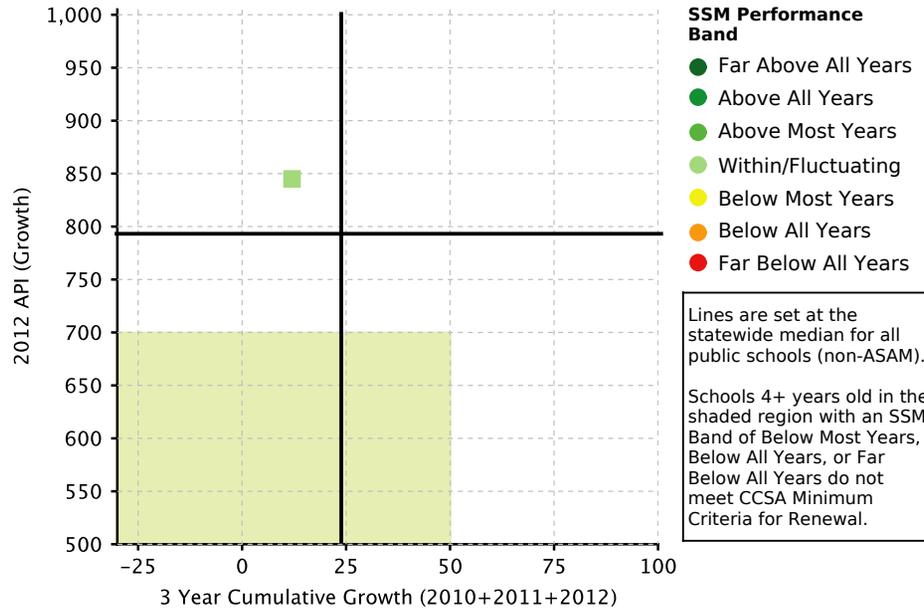


2012 Academic Accountability Report Card

07/01/2013

School: Ridgecrest Charter School

CCSA Accountability Framework: Status, Growth, & SSM



CCSA Minimum Criteria for Renewal

	School Result
2012 API (Growth):	845
3-Year Cumulative API Growth:	12
SSM Performance Band:	Within/Fluctuating
ABOVE OR BELOW MINIMUM CRITERIA?	Above

My school is 11 years old. Minimum criteria only apply to schools 4 and older.

Definition of CCSA Minimum Criteria for Renewal: Schools four years and older must meet **at least one** of the following in order to qualify for CCSA support at renewal:

- API score at or above 700
- 3-year cumulative API growth greater than or equal to 50 points (2009-10 growth + 2010-11 growth + 2011-12 growth)
- Similar Students Measure (SSM) band higher than "Below" at least two out of the last three years

More Detail: SSM Performance Band

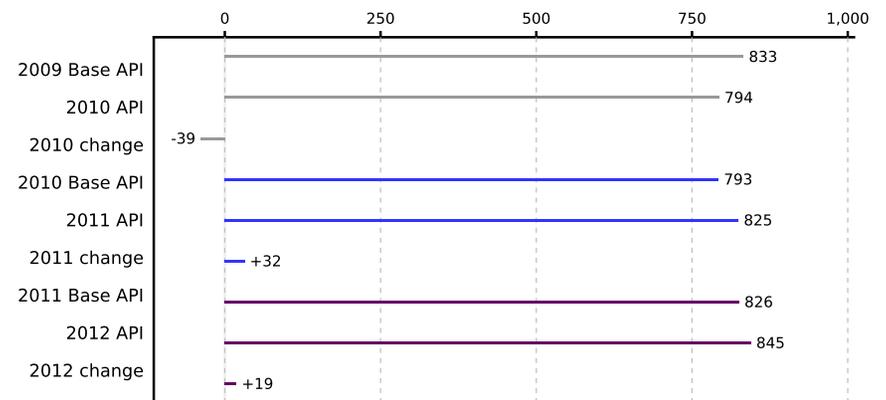
Academic Year	Annual Result (Far Above, Above, Within, Below, or Far Below)
2009-2010:	Within Predicted
2010-2011:	Within Predicted
2011-2012:	Within Predicted

SSM Performance Band: Within/Fluctuating



See page 4 of this report for a description of the Similar Students Measure.

More Detail: 3-Year Cumulative API Growth





2012 Academic Accountability Report Card

07/01/2013

School: Ridgecrest Charter School

State Board of Education Revocation Regulations

Criteria for revocation eligibility (only applies to non-ASAM schools 5 years and older): Statewide rank of 1 over the past two years and 3-year cumulative growth under 50 points

Criteria	School Status
Does it apply? (i.e., Is my school non-ASAM, 5+ years?)	Yes
Statewide Rank 2009-10	5
Statewide Rank 2010-11	6
3-year Cumulative API Growth	12
Above or below revocation criteria:	Above

If you have any questions on the material presented in the CCSA Academic Accountability Report Card, please contact:

accountability@calcharters.org

or call Chase Davenport, Vice President Performance Management, at 213-244-1446 ext. 403

For more information on the CCSA Accountability Framework, please visit

<http://www.calcharters.org/advocacy/accountability/>



2012 Academic Accountability Report Card

07/01/2013

School: Ridgecrest Charter School

Definitions and Data Sources		
Term	Definition	Data Source
API Score	The Academic Performance Index (API) is a numeric score ranging from 200 to 1,000 that summarizes a school's performance on California's standardized tests. It is used for school accountability purposes.)	2012 Growth API Data File
3-year cumulative API growth	Cumulative API growth over the last three API cycles (i.e. an API cycle represents the difference between a current year growth API and the prior year's base API).	2012, 2011 and 2010 Growth API Data Files
Similar Students Measure	<p>What is it? The Similar Students Measure (SSM) identifies schools that over- and under-perform compared to schools with similar students statewide. It functions as a "proxy value-add" measure by comparing each school's performance to a prediction based on how schools with similar demographic characteristics perform.</p> <p>How is it calculated? For each of the prior three years, schools are categorized by whether their API score was Far Above, Above, Within Range of, Below, or Far Below their prediction based on student background. Those results are aggregated into a three-year SSM Performance Band. There are seven SSM Performance Bands: Far Above All Years, Above All Years, Within/Fluctuating, Below Most Years, Below All Years, Far Below All Years. The SSM calculation is based on API scores and publicly-reported student demographics, as reported to the California Department of Education with STAR testing. The variables used are listed below. For technical detail on the SSM, see the Technical Guide: http://www.calcharters.org/2011/02/technical-guide-construction-of-asp-and-ssm.html</p>	California Charter Schools Association, calculated using California Department of Education (CDE) reported data
School Type	Elementary, Middle, or High School, as assigned by CDE for determining API ranks	
# of Valid Test Scores	Number of students in grades two through eleven tested in STAR Program testing for 2012. Note: Only includes number of students included in the 2012 API	2012 Growth API Data File
% Free/Reduced Lunch Enrollment	Percentage of students in the school who were eligible for the free or reduced-price lunch program	
% English Language Learners	Percentage of students at the school who were designated as English Learners	
% Students with Disabilities	Percentage of students who were designated as students with disabilities (SWDs). A SWD receives special education services and has a valid disability code on the STAR Program student answer document.	
Average Parent Education Level	Average of all parent education level responses using the following scale: 1 = Not high school graduate; 2 = High school graduate; 3 = Some college; 4 = College graduate; 5 = Graduate School	
Response Rate for Parent Education	Percentage of parents responding to parent education level question	2012 STAR Program answer document
% Student Retention from October 2011 to 2012 STAR Testing:	Percentage of students who were counted as part of the school enrollment on the October 2011 Fall Census Day and who have been continuously enrolled since that date to the date of STAR Program testing	
Pupil ethnicity percentages	Percentage of students in the school in each ethnic category: African American, American Indian, Asian, Filipino, Hispanic, Pacific Islander, White, and Two or More Races	
Percentage of grade span enrollments	<p>Percentage of total enrollment in the following grade spans:</p> <ul style="list-style-type: none"> • Elementary schools: grade 2, grade 6, grades 7-8 and grades 9-11 • Middle schools: grade 2, grades 3-5, grade 6, grades 9-11 • High schools: grade 2, grades 3-5, grade 6, grades 7-8 	



2012-13 School Quality Snapshot

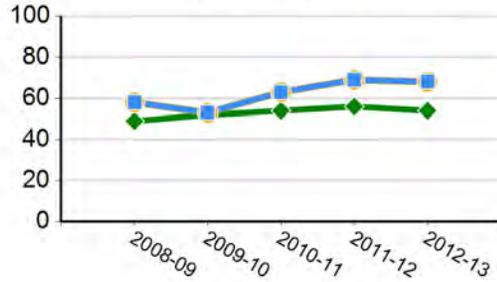
Ridgecrest Charter

SBE - Ridgecrest Charter

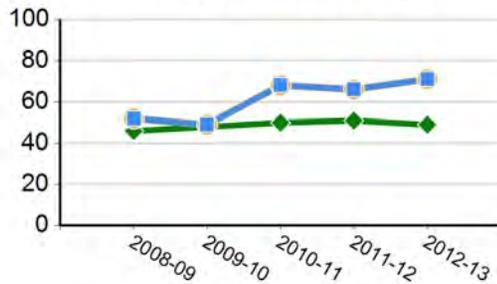
325 South Downs St., Ridgecrest, CA 93555

Grades Offered: K-8
Enrollment: 350
Charter: Yes
Title I Funded: Yes
CDS Code: 15-75630-1530500

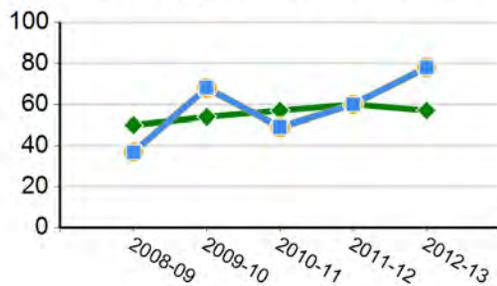
**CST English-language Arts Results
(percent proficient and above)**



**CST Mathematics Results
(percent proficient and above)**

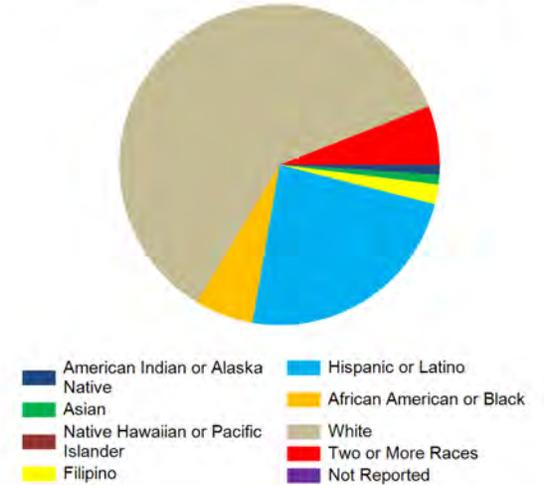


**CST Science Results
(percent proficient and above)**



2013 Growth API	864
2011-12 Growth from Prior Year	16

2012-13 Enrollment by Race/Ethnicity



2012-13 Subgroup Enrollment

English Learners	1%
Socioeconomically Disadvantaged	50%
Students with Disabilities	7%

Average Class Size

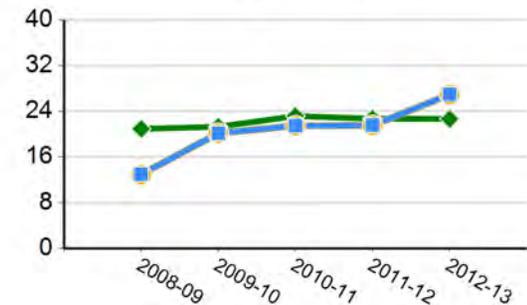


CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

CST: CA Standards Test CDS: County-district-school

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

Ridgecrest Charter School Petition Appendix and Attachments



2012-13 School Quality Snapshot

Ridgecrest Charter

SBE - Ridgecrest Charter

325 South Downs St., Ridgecrest, CA 93555

Grades Offered: K-8

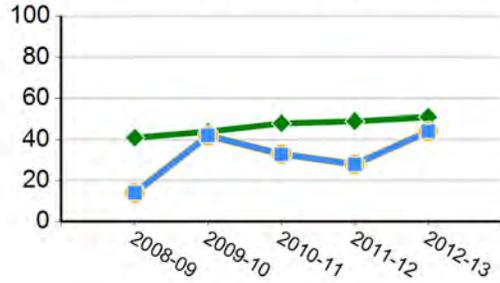
Enrollment: 350

Charter: Yes

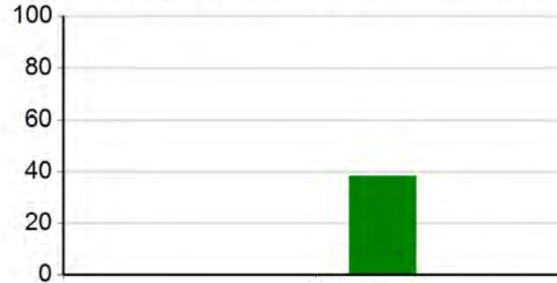
Title I Funded: Yes

CDS Code: 15-75630-1530500

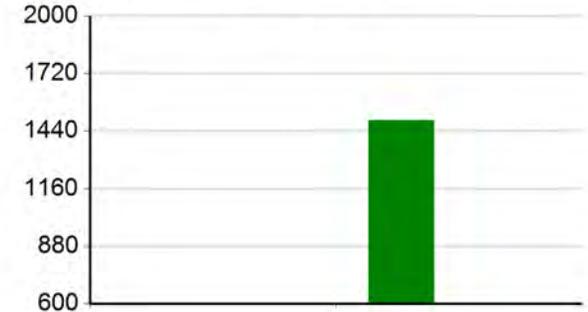
**CST History/Social Science Results
(percent proficient and above)**



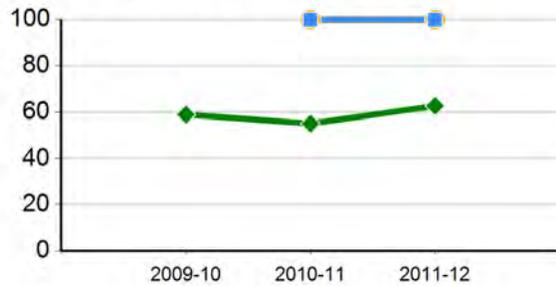
**Percentage of 2011-12 Graduates Meeting
University of California "a-g" Requirements**



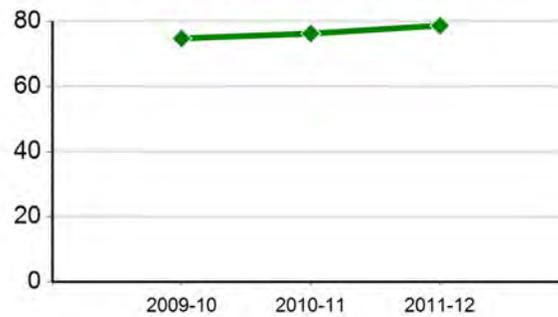
2011-12 Average SAT Score



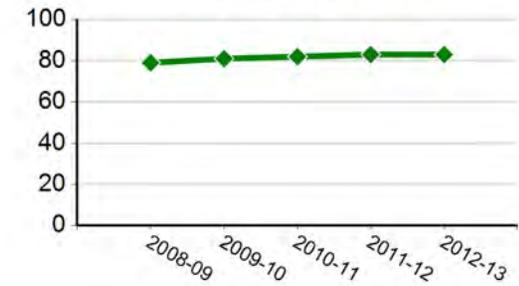
**Percentage of English Learners Making
Progress in Learning English**



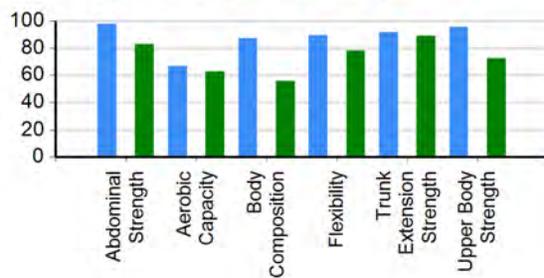
Cohort Graduation Rate*



**CAHSEE English-Language Arts
Grade 10 Passing Rate**



**Percentage of Students in the
Healthy Fitness Zone in 2011-12**



**2011-12 Suspensions and Expulsions
as a Percentage of Enrolled Students**

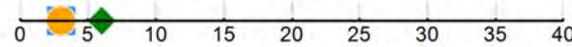


CHART LEGEND:

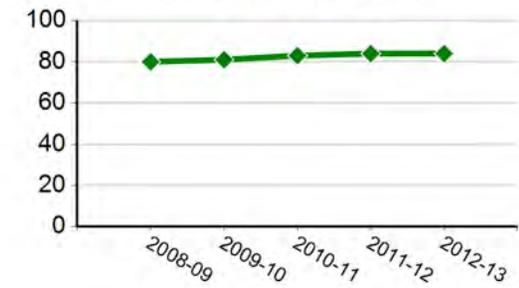
■ SCHOOL ● DISTRICT ◆ STATE

* Only three years of data are available

CAHSEE: CA High School Exit Examination
CST: CA Standards Test

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

**CAHSEE Mathematics
Grade 10 Passing Rate**



Appendix 5

Ridgecrest Charter School Petition Appendix and Attachments

Introduction

Students are responsible for knowing and following the contents of this handbook. The handbook will be reviewed annually.

The administration reserves the right to make additions and deletions, as it deems necessary, for the safety and/or welfare of all students.

Education Code Section 48982 requires parents or guardians to sign and return this acknowledgment.

Please sign, tear out and return to school.

Tardy Policy

RCS has a tardy policy. All students arriving to school after 8:00 a.m. will be counted as tardy. If a student accumulates a total of three tardies, a note will be sent home to the parent. Continued tardiness will result in the family being referred to the School Attendance Review Board, the District Attorney and possible dismissal from the school. I have received, read, understand and agree to comply with the tardy policy.

Attendance Policy

The school day begins officially at 8:00 a.m. Students are expected to arrive at school each day in time to enter the building/front gate and get to their classroom on or before 8:00 a.m.

Emergency Contact Information

The school must keep an updated file of the name, address, telephone number and e-mail of the person to contact for each child in the event of an emergency. Please contact the school at 760-375-1010 immediately if any of this information changes for your child after the school year has started.

Textbook Contract: Parent/Student

I, as the parent/guardian agree to pay for any and all lost or damaged textbooks, workbooks and library books. Students in grades 4-8 will have their books checked out to them directly through the library. These books are bar coded, and the student will be responsible for the assigned bar coded textbooks. Removal of bar code will result in additional costs.

Detention Policy

Students assigned detention will report to the assigned room at 3:00 p.m. and remain until 3:55 p.m. Students will be given 24 hours notice so that they may make arrangements for transportation. I have read RCS's detention policy and understand the school's detention policy. I will comply with the information herein.

Photo Release

I grant permission as the parent/legal guardian, for school use of pictures in which my child is included, and relinquish all title to said photographs, negatives, and reproduction. (Includes public media)

Yes; Please Initial: _____ No; Please Initial: _____

Acceptable Use Policy (AUP)

For Student

I have read RCS's Acceptable Use policy on pages 5 of this School Handbook. I agree to follow all of the rules. I understand that, if I break any of the rules or misuse the technology resources, I may lose the privilege of using the resources either for a short time or for the entire school year. I also understand that I will have to pay for any damage that I cause.

I understand that my use of the technology resources is not private. I understand that school officials may read, delete or change any of my files.

For Parent(s)/Guardians

I have read the RCS's Technology Use policy on page 5 of this School Handbook and explained it to my child. I understand that violation of these provisions may result in disciplinary action taken against my child, including but not limited to suspension or revocation of my child's access to the school's technology resources.

I understand that my child's technology usage is not private and that the school will monitor my child's use of technology resources. I consent to the school's interception of or access to all communications sent, received or stored by my child using the school's technology resources.

I agree to be responsible for any unauthorized costs arising from my child's use of the school's technology resources. I agree to be responsible for any damages incurred by my child.

Cell Phone Policy

I have read RCS's cell phone policy and understand the school's cell phone policy. I will comply with the policy on page 11 of this handbook.

Saturday School Program

(E.C. 37223, 48205) Students who are absent for personal reasons and who did NOT receive prior approval from the school administrator will be assigned to Saturday School to make up class work missed because of the **unexcused absence**. Absences will be considered unexcused and may affect extra-curricular eligibility if not cleared within 7 school days after the student returns from the absence. The Saturday School Program is an instructional session and an alternative program of classes, offered on Saturday, at which students can make up class work that was missed during the regular school week because of unexcused absence or **truancy**. **A student who is defined as a truant will be required to attend the Saturday School Program.** A student with unexcused absences or who is defined as truant shall be excused from the Saturday School Program if it is held on a day when such attendance would be in conflict with his/her religious beliefs.

Parent/Student Handbook

I have received and read the RCS Parent/Student Handbook and will comply with the information contained herein.

PLEASE PRINT STUDENT NAME Date

Homeroom/Classroom Teacher and Grade

Student Signature Date

PLEASE PRINT PARENT NAME Date

Parent Signature Date

Parent/Guardian Email Contact

I request to be included in the Email Contact List. This will include school updates and may be used as a tool for teachers to communicate with parents/guardians.

Parent/Guardian Email Address/Name

Parent/Guardian Email Address/Name

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Attendance Policies

MANDATED NOTIFICATION TO PARENTS/GAURDIANS

Education code 48980 and various other statutes require school districts to give written notification to parents/guardians on an annual basis regarding programs, rights, and services.

Compulsory Education

Each person between the ages of 6 and 18 years not exempted under the provisions of this chapter or Chapter 3 (commencing with Section 48400) is subject to compulsory full-time education. Each person subject to compulsory full-time education and each person subject to compulsory continuation education not exempted under the provisions of Chapter 3 (commencing with Section 48400) shall attend the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian is located and each parent, guardian, or other person having control or charge of the pupil shall send the pupil to the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located.

Absence

C.C.R. Title 5, Section 306- A principal or teacher may require satisfactory explanation from the parent or guardian of a pupil, either in person or by written note, whenever the pupil is absent a part or all of a school day or tardy.

PARENTS, PLEASE PROVIDE A NOTE FOE EVERY ABSENCE

Absences- Excused

A pupil shall be excused from school when the absence is:

- Due to his or her illness (note from parent)
- Due to quarantine under the direction of a county or city health officer
- For the purpose of having medical, dental, optometric or chiropractic services rendered (physicians note required)
- For the purpose of attending the funeral service of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.

A physician's note is required for all absences **3 or more continuous** days. Without this, the absences will be considered UNEXCUSED.

After **10 EXCUSED** Absences, a physician's note will be required for each subsequent absence.

A pupil absent from school for the above excused reasons shall be allowed to complete all assignments and tests missed during the absence that can reasonably be provided and, upon satisfactory completion, shall be given full credit. The teacher of any class from which a pupil is absent shall determine what assignments the pupil shall make up and in what period of time the pupil shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence. A pupil absent from school for unexcused reasons may make up the work by attending Saturday School.

Absences- Unexcused

Any absence for reasons other than listed as EXCUSED ABSENCES are deemed unexcused. The District is required by law to seek an explanation (a written or verbal justification) regarding all absences. Upon the third unexcused or uncleared absence for more than any 30 minute period from school in any school year, the student may be classified as truant. This could be grounds for referral

to the SARB and on to the City or District Attorney's Office for possible prosecution.

Absences for Religious Purposes

Pupils who are members of religions that observe religious holidays that fall on school days may be excusable from school by making prior arrangements, as specified by the school director and with written parental/guardian request (E.C. 48205(a)(7). Additionally, students may be absent to attend a religious retreat, not to exceed four hours per school year (E.C. 48205(C).

Attendance

School attendance is vital to student's achievement. Students who develop patterns of good attendance are much more likely to be successful both academically and socially.

Attendance Matters!

- When students attend school, they get better grades, score better on standardized tests and are more likely to go to college.
- It is our responsibility to teach students the importance of attendance now so they are prepared for the future. Employers say good attendance demonstrates responsibility and is a key factor in the hiring and promotion of employees.
- It's the law. Parents and guardians are responsible for ensuring that their children go to school. When parents are at work, students should be safe at school.

Parent Influence Attendance- Get Involved!

- Plan family vacations for non-school days only.
- Schedule non-emergency medical and dental appointments after school hours.
- Make sure your child's school has your accurate daytime contact information, including cell phone number and/or email address.
- Communicate often with your child's teachers.
- Gain access to AERIES and monitor your child(ren) up-to-the-minute progress online. Ask your school attendance clerk about AERIES.
- Make your school aware of any problems that may be causing your child to miss school.

Every student is expected to attend school on a daily basis, unless there is a valid justification for his or her absence (E.C. 48200). Do not allow your child to have "parent permitted truancies." These truancies are best described as absences for reasons other than what the law allows. They may include the following: personal business, car problems, no clean clothes and rain

Truancy and Tardy Policy

Any pupil subject to compulsory full-time education who is absent from school without a valid excuse three full days in one school year **or** tardy or absent for more than any 30-minute period during the school day without a valid excuse or three occasions in one school year, or any combination thereof is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district (E.C. 48260). District policy requires schools to notify parents by mail upon student's initial classification as a truant. The first mandated truancy notification states:

- That the parent or guardian is obligated to compel the attendance of the pupil at school
- That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution.
- That the parents or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

There is no excused tardy- UNLESS, there is a physician's note with the start date, return to school date and reason for absence.

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Any pupil is deemed a **habitual truant** who has been reported as a truant three or more times per school year after an appropriate district officer or employee has made a conscientious effort to hold at least one conference with the parents or guardian of the pupil and the pupil.

Any pupil who is deemed a habitual truant or is irregular in attendance in school or is habitually insubordinate or disorderly during attendance at school may be referred to a School Attendance Review Board (SARB). The notice shall indicate that the pupil and parents or guardians of the pupil will be required to meet with the School Attendance Review Board.

Any minor who is required to be reported as a truant will be required to attend makeup classes conducted on one day of a weekend (Saturday School Program).

In the event that any parent, guardian, student, or other person continually and willfully fails to respond to directives of the SARB or services provided, the SARB shall direct the school to make and file in the proper court a criminal complaint against the parent, guardian, student or other person charging the violation and shall see that the charge is prosecuted by the proper authority.

The District is in partnership with the Ridgecrest Police Department and the Kern County District Attorney's Office to provide services to parents of truant students.

Students on Campus Before/After School

Students are not to arrive on campus before 7:30 a.m., unless requested by a teacher. Once on campus, students are not allowed to leave without permission. The first bell rings at 7:55 a.m. and students must be in class and ready to begin at 8:00 a.m. Students arriving after 8:00 a.m. must report to the office for a tardy slip to keep from being marked absent. School ends at 3:00 p.m. and at 12:15 p.m. on Flex/Minimum Days. Students are to leave campus directly after school, unless they are staying for an authorized activity. If students are staying for an activity they are to remain with their teacher until they are released to the activity.

Saturday School Program

(E.C. 37223, 48205) Students who are absent for personal reasons and who did NOT receive prior approval from the school administrator will be assigned to Saturday School to make up class work missed because of the **unexcused absence**. Absences will be considered unexcused and may affect extra-curricular eligibility if not cleared within 7 school days after the student returns from the absence. The Saturday School Program is an instructional session and an alternative program of classes, offered on Saturday, at which students can make up class work that was missed during the regular school week because of unexcused absence or **truancy**. A student who is defined as a **truant** will be required to attend the Saturday School Program. A student with unexcused absences or who is defined as truant shall be excused from the Saturday School Program if it is held on a day when such attendance would be in conflict with his/her religious beliefs (alternative arrangements will be made).

Visitation/Observation

All campus visitors must have the consent and approval of the principal/designee. Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. Children who are not enrolled at the school are not to be on the campus unless prior approval of the principal has been obtained. Visitors may not interfere with, disrupt or cause substantial disorder in any classroom or school activity. District Policy states, that smoking and the use of all tobacco products is prohibited on all District property including District-owned or leased building, and in District vehicles at all times, by all persons, including employees, students, and visitors at any school or District site, or attending any school-sponsored events. Visitors are expected to:

- Follow the established school policy in requesting a classroom visitation
- Complete a visitor's permit upon arrival at the site
- Enter and leave the classroom as quietly as possible
- Not converse with the students, teacher and/or instructional aides during the visitation
- Not interfere with any school activity
- Keep the length and frequency of classroom visits reasonable
- Follow the school's established procedures for meeting with the teacher and/or principal after the visit, if needed
- Learn and follow the school-wide behavioral expectations
- Return the visitor's permit to the point of origin before leaving the campus.

Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

Use of the Office Phone

Any student that is not feeling well at any time during the day, including after school, needs to check into the school office. The office will call home and see that care is given until the child is taken home. (Refer to pg. 4 "First aid and Illness during School Hours") Students may not use the phone: to see if they can go home with, or bring home, a friend or to have their work or other forgotten items brought to school. Phone calls from parents/guardians to the classroom during the school day are disruptive to the teacher and students and are NOT recommended. * If possible, please inform your child of transportation changes in the morning before school.

Meal Applications: Breakfast and Lunch

Students can qualify for free or reduced price meals based upon their household size and income which is based on Federal Income Eligibility Guidelines. Most students are required to fill out a current meal application at the beginning of each school year. Applications for free and reduced price meals are mailed to students' homes before the start of each school year. They are also available at the school site.

If you receive an application in the mail please fill it out and mail it back in the return envelope provided, or return it to the school office; this will expedite the process.

Only one application per household is required. Please do not submit multiple applications as this will slow down your processing.

Once your application has been received and/or processed, an eligibility letter will be mailed to your home address.

Applications are accepted throughout the school year. If your income or household size changes you may submit an updated application. This may be subject to verification and documentation.

Detailed information on how to fill out a Meal Applications is available on our website.

A new application must be on file within the first 30 days of the new school year; this is known as the "grace period". After the end of the "grace period", any student without a new application on file will be required to pay full price for meals until an application is submitted and eligibility determined.

Students may also bring a lunch from home each day. A parent may bring a hot lunch for their student if desired. Students have 40 minutes for lunch. All food must be eaten in designated areas inside the Cafeteria or outside where tables and benches are provided. **No energy or soda drinks are permitted on campus.**

Parents/guardians are invited to have lunch with students during the student's designated lunch time. **Parents/guardians must sign in at the front office and obtain a visitor badge to be worn during their visit. While on campus parents/guardians will be**

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supervised by staff members. We strongly suggest that you adhere to a no soda policy as part of your student's lunch. Sugar drinks will make them thirstier and tired as the school day continues. We do sell milk at a minimal price in the office on a daily, weekly and monthly basis. We suggest you provide water or 100% fruit juice boxes in your student's lunch boxes. Please be sure that your student has adequate food for lunch and snacks for the full school day. The school office personnel cannot provide these items for your student.

Birthday Celebrations

Families should contact the classroom teacher to make arrangements. Parents/guardians must sign in at the front office and obtain a visitor badge to be worn during their visit.

Personal Belongings

Do not leave personal belongings unattended. The school is not responsible for lost or stolen items. Money should always be turned in to the teacher or carried on the person and never put in backpacks or left in the desk or classroom. The school is not responsible for lost money. Please refer to page 11 for a complete list of items not permitted on campus.

Campus Passes

All students who are out of class must have a pass from a staff member. Students must have a pass to leave designated areas at lunch time, between classes, and before or after school.

First Aid and Illness during School Hours

First Aid is administered in case of minor injuries. If illness or a serious accident occurs during the school day, every attempt is made to notify the parent/guardian at once. Any student not able to return to class due to illness or injury must be picked up from the school within 60 minutes of parent/guardian or emergency contact notification. If you cannot be reached, our only recourse is to use our judgment in seeking medical attention for your student. In the event you will be out of town during any school day, you must notify the office before school begins and give office personnel an emergency phone number of a person willing to take charge of and pick up your student in the event your student becomes injured or ill.

RCS has a room where an ill or injured pupil can lie down. The school will contact the parent to have the child picked up. An ill pupil cannot be released without parent permission. Every pupil must have on file at the school an emergency information card listing the family's choice of doctor and noting where parents/guardians or other responsible adult can be reached in case of emergency. It is very important that this card be returned to the school promptly after the pupil brings it home for his/her parent to complete and sign. If your phone number changes, please update the emergency information card in the office.

Medication

Children may take medication, which is prescribed by a physician, and get help from school personnel during the school day if:

1. The charter school designee has received a written statement from the physician detailing the medication name, method, amount, and time schedules by which the medication is to be taken; and
2. Parent, guardian or caregiver submits a written statement indicating his/ her desire that the school assist his/her child in taking the medication; and
3. Parent signs a release statement on a special form available from the school.

Children may carry and self-administer a blood glucose level test and diabetes care, inhaled asthma medication and auto-injectable epinephrine if the rules in one through three above are met.

If your child is on a continuing medication regimen for a non-

episodic condition, you are required to notify the school designee of the medication being taken, the current dosage, and the name of the supervising physician.

Forms are available in the front office; all medication, whether prescription or over-the-counter, must be brought in by the parent/guardian in the original unopened container. The parent/guardian must come into the office to pick up all leftover medication. No medication will be given to students to take home.

The school office may not administer over-the-counter medications, such as aspirin or cough medicine, unless these conditions above are met, but you may come to the site and administer such medications to your child.

Note: No medication (including Tylenol and Aspirin) will be administered by school personnel without parent and/or doctor's written permission; however, parents and guardians may come to the school and administer medications to their child(ren).

Doctor's instructions must be renewed each year. Any changes in medication, amount, or means of administering require new doctor's instructions.

RCS recognizes that some students have asthma graded as moderate or severe and may need to carry their own inhalers in order to have immediate accessibility. Parents/guardians who are aware of this need must follow steps 1-3 in the above "Medication" section to allow qualified students to carry inhalers.

RCS recognizes that some students have allergies of such severity that they may require an emergency anaphylactic injection during the course of the school day. Parents/guardians who are aware of this foreseeable need may have the medication stored at the school in accordance with the medication policy. The medication will be made available for trained school staff, paramedics or parent administration. With appropriate permission from the student's physician and parent/guardian, students may self-inject the medication and/or may be assisted by staff to self-inject the medication.

Immunizations

A pupil may not be admitted to school unless he/she has been fully immunized against: Diphtheria, pertussis (whooping cough), Tetanus, poliomyelitis, measles, mumps, rubella, Hepatitis B and Varicella (chicken pox) in the manner and with immunizing agents approved by the State Department of Public Health, except that students who have reached the age of seven are exempted from the requirement of immunization against pertussis or mumps. The required immunizations are available from the County Health Officer or a physician.

Documented proof of immunizations is required upon registration. It is the policy of RCS that there be no "Conditional" admittance to school; immunizations must be up to date before admission to school is granted. This requirement does not apply if a school provided waiver is signed stating that the immunization is contrary to the beliefs of the parent/guardian, or a letter or affidavit from a licensed physician is given stating that the physical condition of the pupil is such that immunization is not considered safe. If an outbreak of a communicable disease occurs at the school, the non-immunized student will be excluded for his/her safety until such time as directed by health officials or school administration

Kindergarten and First Grade Physicals

State law requires that each student enrolling in the first grade must present a certificate, signed by a physician, verifying that the student has received a physical examination within the last 18 months. Parents/guardians may file a written objection (waiver) for the physical but must understand that the child may be sent home if he/she is suspected to be suffering from a contagious or infectious disease. You may find it convenient to have your child immunized at the same time that the physical examination is conducted. These

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services may be available to you at no cost through the Child Health and Disability Prevention Program (CHDPP). [E.C. 49450]

Oral Health Assessment [E.C. 49452.8]

Parents or guardians must have their child’s oral health assessed by May 31 of the student’s first school year (kindergarten or first grade). Assessments within the 12 months before the child enters school also meet this requirement. The assessment must be done by a licensed dentist or licensed or registered dental health professional. By law student health information is confidential.

Many things impact a child’s school progress and success, including health. Children must be healthy to learn, and children with cavities are not healthy. Baby teeth are not just teeth that will fall out. Children need their teeth to eat properly, talk, smile, and feel good about themselves. Children with cavities may have difficulty eating, stop smiling, and have problems paying attention and learning at school.

Scoliosis Screening [E.C. 49452.5]

Seventh grade girls and eighth grade boys are screened for scoliosis (curvature of the spine), unless you submit a written denial of consent.

Vision Screening [E.C. 49455, 49452]

Your child’s vision will be checked by an authorized person between grades kindergarten through 8, unless you present to the school a certificate from a physician or optometrist verifying prior testing or a letter stating it violates your faith in a recognized religious belief.

Hearing Test [E.C. 49452]

The school is required to provide for the testing of hearing of each student enrolled in kindergarten and grades 2, 5, 8, and 10, unless you submit a written denial of consent.

Sun Protection [E.C. 35183.5] [E.C. 35291, 35294.6]

Students when outdoors can wear sun protective clothing, including, but not limited to hats. Students may also apply sunscreen during the day without a doctor’s note or prescription.

Confidential Medical Services [E.C. 46010.1]

According to the Education Code, school authorities may excuse any student in grades 7 through 12 from school for the purpose of obtaining confidential medical services without the consent of the pupil’s parent or guardian. Schools are permitted to grant such excuses, but are not required to do so. RCS does not grant such excuses.

Pesticide Use [E.C. 17610.1]

RCS is providing parents/guardians the name of all pesticide products expected to be applied at school facilities this school year. That identification includes the name and active ingredients. Only fully certified pesticides can be used on school grounds. Parents and guardians may register with the school if they wish to receive notification of pesticide applications at a particular school or facility, please request an individual pesticide application notification form from RCS Facilities Department. Further information is available from the California Department of Pesticide.

Cross Check Plus	Lesco	Bifenthrin	279-3206-10404
Tempo SC Ultra	Bayer	Cyfluthrin	432-1363
Max Force Granular	Bayer	Hyperamethlnon	432-1262

Acceptable Use Policy & Digital Portfolios

The future our children will live in depends on their ability to use technology. RCS is providing students with access to and experience with cutting-edge technology. Each student has daily access to technology and receives instruction in the appropriate use of this technology. While RCS regularly updates blocking software to limit access to inappropriate resources and information, it is impossible to restrict access to all controversial materials. Student work is also monitored. Students are to follow all rules and regulations governing technology and Internet conduct. Any violations of these rules and regulations will result in disciplinary action. Students are responsible for their use of technology and technological resources and must sign an Acceptable Use Agreement annually.

Computers and the Internet are found in every classroom and the Library Media Center of the school. Students use computers for school projects and research. Teachers help students learn to use computers and the Internet properly so they will be prepared for the future. RCS will work to protect students from any dangerous or inappropriate material found on the Internet. It is the student’s job to use the computer properly and responsibly. Students must report any vandalism or dangerous and inappropriate material found on the Internet to their teacher or school employee immediately.

Personal Responsibility: Students are expected to know that the computer must be used correctly.

1. Students are expected to know that school rules must be followed on the computer network.
2. Students are expected to know that if anything is not right or makes me uncomfortable, I will tell the person in charge.
3. If a student finds something that is not appropriate on the Internet, they are expected to leave it right away and tell an adult.
4. Students are expected to understand that all the rules described in the discipline matrix apply when they are using the computer and/or the Internet.

Acceptable Use: Students are expected to understand that computers should be used for learning, research and creating classroom projects. The purpose of using the Internet in our school is to support research and education by providing access to unique resources and the opportunity for collaborative work. Transmission of any material in violation of school policy or any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material; threatening or obscene material; or material protected by trade secrets.

1. If a student copies anything from the Internet or software program and pastes it into their project, they are to give credit to the author.
2. Students are expected to follow the rules of the network.
3. Students are expected not to try to buy, sell or advertise anything on the school network.
4. Students are expected to understand that the computer belongs to the school and are not to change the way the computer desktop looks or works.
5. Students are expected not to download any commercial software from the Internet.

Network Etiquette and Privacy: Students are expected to abide by the generally accepted rules of network etiquette. The following are not permitted: sending or displaying offensive messages or pictures; using obscene language; accessing personal e-mail; harassing, insulting or attacking others; sharing confidential information (name, personal address, phone number); damaging computers, computer systems or computer networks; violating copyright laws; using others' passwords; trespassing in others' folders, work or files; intentionally wasting limited resources; employing the network for commercial purposes; downloading of files; and purchasing of items, materials, goods, etc.

Services: RCS has no control over the Internet. Teachers and staff will work with students to protect them from inappropriate material

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on the Internet. They will also teach students how to save and protect their work so that they are successful computer-users.

Vandalism: Will result in the cancellation of privileges. Vandalism is defined as any malicious attempts to harm or destroy data of another user, Internet, or any of the networks that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses, attempts at gaining unauthorized access, or changing online materials without permission.

Privileges: Using the computer network is a privilege students must earn and keep. If students don't use the computer correctly, students will face disciplinary action and their parents/guardians will be notified.

Security: Security on any computer system is a high priority, especially when the system involves many users. If a student feels they can identify a security problem on the Internet, they must notify the teacher/administrator in charge. Students shall not use another student's log in. Attempts to logon to the Internet as anyone but themselves may result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

Updating: With the rapidly changing nature of technology and information resources, it may be necessary to update and/or modify this Acceptable Use Policy (AUP). Each user will be required to review and sign this policy annually. All users are responsible for notifying the designated system administrator or any RCS staff member of changes in personal information that may compromise the integrity of the user's Acceptable Use Policy.

Digital Citizenship: Access to RCS-provided materials and technologies from any location will be subject to RCS discipline guidelines and procedures.

RCS makes no warranties of any kind, whether expressed or implied, for the service it is providing. RCS will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, miss-deliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. RCS specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Standards Based Grading

Academic Standards		Behavior Standards	
5= Advanced	90 - 100%	A	Outstanding 90-100%
4= Proficient	80 - 89%	B	Good 80-89%
3= Basic	70 - 79%	C	Satisfactory 70-79%
2= Below basic	60 - 69%	D	Needs Improvement 60-69%
1= Far Below basic	0 - 59%	F	Unsatisfactory 50-59%

Academic Performance Standards

Students are expected to perform to grade level standards. If a student receives a grade lower than 70% on any given assessment, the teacher will send the graded work or a note home in the weekly envelope for parent/guardian signatures. The signed work or note is to be returned to the classroom teacher the following day.

Report Cards

Transitional Kindergarten through fifth grade will have their first and second trimester report cards sent home in the student's Weekly envelope. The third trimester report card will be mailed home for all students. Sixth, seventh, and eighth grade students will always have their progress reports and report cards mailed home.

Progress Reports

Progress reports are generated halfway through each trimester to advise the parent of their student's progress. This gives the student the opportunity to improve his/her grade before the report card is issued. Other progress reports may be sent home in addition to this

progress report. Parent/teacher conferences are scheduled three times per year. First and third trimester progress reports will handed out at a mandatory parent/teacher conference. The second trimester progress report will be sent home in the Weekly envelope for grades Transitional Kindergarten through fifth. Sixth, seventh, and eighth grades, progress reports will be mailed home. If a parent/guardian is unable to attend the scheduled conference, please call to make alternate arrangements with your child's teacher. The necessity of other conferences is left to the teacher's or parent's discretion to schedule. However, parents/guardians may and are encouraged to schedule times to meet with teachers on a regular basis to discuss their student's progress.

Honor Roll

Honor Roll is a means of giving recognition to fourth through eighth grade students based on scholastic achievement. To make the Honor Roll a student must have at least a 3.0 GPA with no failing marks; and be working at, or above, grade level content standards. Honor Roll awards are given out at the end of each trimester and students will have their names published in the local newspaper. If you do not wish to have your student's name published, please contact the Director at the beginning of the school year.

Grade Promotion and Retention

The Ridgecrest Charter School Board is dedicated to the continuous development of each student. Typically, a student will be promoted annually to the next grade level; however, he/she may be retained when there is evidence that the student will not make satisfactory progress in the next grade.

Students that do not score at least month 3 of their grade level (.3) on the STAR Math or STAR Language Arts during the 1st trimester must be marked as risk for retention on their report card. Students that do not score at least month 6 of their grade level (.6) on the STAR Math or STAR Language Arts during the 2nd trimester must be marked as risk for retention on their report card. Students that do not score at least month 9 of their grade level (.9) on the STAR Math or STAR Language Arts during the 3rd trimester must be marked as risk for retention on their report card.

The process of promotion and retention of Ridgecrest Charter School students should take into consideration a myriad of factors including developmental stage, physical age, fine motor skills, gross motor coordination, capacity for learning, and academic progress. The director and teacher have the final authority for grade promotion.

Passing reading, math, and language arts in the respective grade levels is required for promotion to the next grade.

Academic Acceleration

Assignment to a higher grade level will occur only after careful assessment of the student's ability, intellectual growth, emotional development, social competence, and academic achievement. Any change in a student's grade level must be in the student's best interest. In some unique cases, parents/guardians may seek grade level advancement for a student in grades TK-8. The needs of each individual student are of utmost importance and must be met in the most effective manner possible; therefore, TK-8 grade level acceleration will be considered when compliance with all of the following criteria is completed: receipt of written request to the Director from the parent/guardian requesting their student "advance" a grade. The Director should receive this written request no later than the end of the second trimester; recommendation from the current grade level teacher as to in-class/grade performance in core subjects (Language Arts, and Mathematics). The developmental readiness of the student will be confirmed by in-class observation and external testing; review of available norm-referenced tests to determine academic ability with the proposed grade level placement as determined by STAR and Benchmark testing and the discretion of the Director; current grade level norm referenced test (pre and post),

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and the post test for the grade level to be “skipped”; the school psychologist or counselor may perform an emotional and social readiness evaluation of the student’s ability to deal with issues and students in the proposed grade placement; conference with the Director and parent/guardian; and the academic placement will be made by the Director prior to the start of school, and formally communicated to the parents/guardians via letter to their home address. A student may be accelerated if he or she meets all of the following requirements (scores are for end of the year exams of the grade being skipped):

1. Reading Assessment 90%
2. Math Assessment 90%
3. Other materials such as social maturity, observation records and student work
4. A school district representative recommends acceleration of the student
5. A parent of guardian approves acceleration of the student
6. Accelerated Reader score: (grade level being skipped +.9)
7. Accelerated Math score: (grade level being skipped +.9)
8. CST scores of Advanced in Math and Language Arts

The Student Study Team will make the recommendation for acceleration and the decision made will be final. Placement will occur based on the Team’s decision.

Awesome Eagles

“Awesome Eagles” is a monthly, student incentive program sponsored by the Parent Teacher Organization. Each student has the opportunity to qualify, participate, and be recognized for this award. The criteria for the award are the “3 E’s”: Excellent Citizenship (no documented discipline infractions), Excellent Attendance (no unexcused/unverified absences), and Excellent Academics (no more than 2 missing assignments).

Students must earn three Awesome Eagles per school year to qualify for the end of the year swim party (at least one award per trimester).

To attend the Pool Party: Students must have 97% attendance rate and not be considered truant. No suspensions (on campus- OCS or out of school). No more than 5 assigned detentions (lunch or OCS).

Attendance Recognition Program

Classes with perfect attendance and having the most students to school on time will receive special monthly recognitions during the school year. Every student will be encouraged to develop good school attendance habits.

Individual attendance certificates will be awarded to students with perfect attendance throughout the school year. Regular and prompt attendance increases instructional time in the classroom, minimizes classroom interruptions, and fosters good lifelong habits.

Planners

Parents, teachers, and administrators all have different ideas about how to best educate young people; the one constant among all of these different schools of thought is a shared goal: That we give students the best chance at becoming successful.

Students with a solid foundation in organization and planning are better equipped to learn and succeed, and student planners are among the best hands-on resources for building these invaluable skills. By incorporating a planner into his or her daily life, a student will begin to internalize the ideals of responsibility, neatness, organization and punctuality in a natural and efficient way. Each student receives their first planner/student handbook for free, if lost, replacement is \$6.00.

Planners are required to be brought to class each day.

Homework

Homework is an integral part of the education program at RCS. It is an extension of the classroom lessons and should directly relate to class work. Homework reinforces skills and concepts that are taught and helps develop good study skills and habits. It also informs parents/guardians what is being taught in the classroom. Some guidelines for the assignment of homework follow:

It is generally agreed that the younger the child, the less time the child should be expected to devote to homework. A general rule of thumb is that children do 10 minutes of homework for each grade level. Therefore, first graders should be expected to do about 10 minutes of homework, second graders 20 minutes, third graders 30 minutes, and so on. If your child is spending more than 10 minutes per grade level on work at night, then you may want to talk with your child’s teacher about adjusting the workload. In addition to homework all students should spend 20 minutes a night reading at least four times a week. Please contact teachers for missed homework assignments during absences via email or note; the office staff does not have information regarding missed assignments.

Students who do not complete homework may be assigned recess or lunch detention by their teacher on a daily basis.

Absences and Make-Up work

Students are responsible for making up work covered or assigned during his/her excused absence. All make-up work will be assigned no later than the day the student returns from the absence. The student is given two days to complete the work for each day absent. However, if a student is absent the day a previous assignment was due, that work is due the first day the student returns to school. For any unexcused absence, the student will be given a zero for the work assignment.

It is the responsibility of the student to turn in the work on the day it is due and to request make-up work from the teacher.

Please contact teachers via email for make-up work.

Independent Study Contracts

If parents/guardians know that their student(s) will be away for three (3) or more consecutive days, an Independent Study Contract **may be requested**. Independent Study Contracts allow students to complete their class work and homework assignments away from the school campus and students are not considered absent during these days. By contacting the school office personnel, parents/guardians may request an Independent Study Contract if their child is going to be absent three (3) or more days. Parents/guardians must allow **at least 48 hours (2 school days)** for teachers to be notified and assignments collected. Parents/guardians can get the necessary paperwork from the school office. Any school work completed by students during Independent Study Contract **MUST** be returned to the classroom teacher on the student’s **first day back** in class, or the contract will be void and the days the student was out will be changed to unexcused absences with zero marks for the work.

Independent Study Contract for Military Families

RCS may grant up to five days of excused absences for military-connected students whose parents are experiencing a deployment. The conditions under which the school may approve excused absences are: (1) the absence is preapproved; (2) the student is in good standing; (3) the student has a prior record of good attendance; (4) missed work is completed and turned in within the school’s allotted time period; and (5) the absence is not during standardized testing dates.

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Academic Honesty

To be successful in school, all students are expected to do their own work. In the event a student or group of students chooses to cheat on an assignment or test, the following policy will be followed: First incident: student(s) involved receive a warning and the teacher calls the parents/guardians.

Second incident: student(s) receives a zero on the assignment or test, parents/guardians are called, the teacher writes a disciplinary referral, and a consequence is given.

Third incident: student(s) face possible suspension and recommendation of expulsion according to the guidelines in the zero tolerance policy.

Student Study Team (SSTs)

The Student Study Team (SST) process is used at RCS as a tool to help students that are in danger of failing, having behavior issues, and/or attendance problems, which impedes his or her success during the school year. The SST Team also determines grade acceleration (skipping grades). The SST is made up of the student's teacher(s), one or several other teachers, an administrator or designee, the parents/guardians and the student. In grades four and above it is important that the student be part of this team and attend the meetings. The team works to assess the learning modes of the student and devises interventions to help them be more successful. During the meetings, the student's strengths and weaknesses are discussed and interventions are explored. When everyone involved follows the interventions, improvement occurs. The teachers or parents/guardians may request an SST.

Weekly Envelopes

Weekly envelopes are a primary source of communication to each student's home. The envelope will be sent home every Monday in the student's backpack. Please remember to look for this envelope every week. It will contain everything you need to know concerning class and school activities for the week. Advance notice of all important events, including permission slips, will be sent home via this envelope; please be sure to the sign outer cover of the envelope each week. Student work that has been graded at below 70% will need to be signed by the parent/guardian and returned to the teacher.

The front of the Envelope is to be signed by the parent each week to verify receipt of the contents. If the envelope is not signed and the contents of the envelope still remain, the parent will be contacted by the teacher.

Replacement of the Weekly Envelope is \$2.00 and can be purchased through the school office.

Eighth Grade Promotion/Class Trip Requirements

In order to participate in the eighth grade promotion ceremony and the class trip, the following requirements must be met:

Academic: Student must have an overall GPA (Grade Point Average) of at least 2.0 in core academics; Language Arts, Math, Science and Social Studies.

Behavior: Student must not receive more than three (3) after school detentions and/or on campus suspensions, or two (2) out of school suspensions during the year. Any expulsion or pending expulsion will mean an automatic loss of promotion/class trip privileges.

Valedictorian/Salutatorian: The Grade Point Average during the sixth, seventh and eighth grade years must be 3.5 or above.

Attendance: Students must have 97% attendance, unexcused absences and tardies qualify as truant.

Textbooks: All textbooks must be turned in and fines paid. Lost textbooks must be paid for prior to the class trips and ceremony.

Dress Code for Promotion: Girls should wear dresses or dress pants. No see through, strapless, or low cut clothes allowed. Boys should wear button down shirts, and casual slacks. Jeans are not allowed.

Kindergarten Graduation Requirements

In order to participate in the kindergarten graduation ceremony, the following requirements must be met:

Academic: Student must be recommended for 1st grade promotion by the classroom teacher.

Behavior: The student must not receive more than two (2) out of school suspensions during the year. Any expulsion or pending expulsion will mean an automatic loss of promotion privileges.

School Accountability Report Cards: The School Accountability Report Card is available on request and is accessible at the following Internet site: <http://www.ridgecrestcharterschool.org>. This contains information about the school regarding the quality of the programs and its progress toward achieving stated goals.

Standardized, Norm-Referenced Achievement Tests: The school is required to report each pupil's individual score, in writing, to the pupil's parent or guardian. The school invites parents/guardians to contact appropriate school personnel for further explanation or information regarding how the parent or guardian can best assist the school and the pupil in improving the pupil's performance.

Classroom Behavior Expectations

Students are expected to follow the classroom rules of the teacher. Students with good behavior will be rewarded and consequences will be used for students who break the rules. Good attendance, and completing homework and schoolwork as assigned are also examples of expected classroom behavior. Students will follow the directions of all classroom teachers, program assistants, and volunteers under the direct supervision of staff.

All school property will be kept neat and clean. Vandalism will not be tolerated and will result in student discipline. Parents/guardians are responsible for malicious acts by their students.

Code of Conduct

Respect for Self - students are expected to respect themselves by wearing correct uniform, using appropriate language, and maintaining appropriate hygiene and dress for their location.

Respect for Others - students are expected to respect others by obeying staff instructions, treating others with kindness, and striving to treat others as they would like to be treated.

Respect for Property - students are expected to respect their property, and the property of others, by consistently trying to leave things in the same (or better) condition than they found them.

School Wide Discipline Policy

School staff supports an environment that teaches students, through the daily curriculum, the skills to resolve conflicts and take responsibility for their actions. Character education instruction and discipline models are based on the schools character education program; which is comprised of six components: trustworthiness, respect, responsibility, fairness, caring, and citizenship, taught through the curriculum and school assemblies throughout the year. Students participate in formal and informal discussions about the meaning of each behavioral trait.

Teachers have established classroom management, token economies, and incentive programs based on school rules. At the beginning of the year, behavior expectations are outlined in a student handbook.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. Students who continue to make poor choices in conduct are referred to the Administrator. Consequences and disciplinary action are based upon

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the student's past behavioral trend and severity of infraction. Discipline measures are applied, firm, fair, and consistently throughout the school year.

Positive behavior and citizenship by students are acknowledged by staff members through intangible and tangible incentive programs. Students demonstrating good citizenship are immediately given verbal praise, and are eligible for a *Caught in the Act* card given by school staff: at the end of the month, the class with the most cards earns a special reward. Students are also eligible to earn flat currency in the token economy system. Their currency can be converted into various goods and services available through classroom and school-wide auctions. Teachers are empowered to deal with student misbehavior in their classrooms. Violations or non-compliance of the school-wide discipline policy will be taken seriously. If a student receives a referral, he/she is to report to the Administrator. Students that fail to report to the office when sent with a referral or fail to present the referral will incur serious consequences.

A referral will result in, but is not limited to, one or more of the following consequences:

Detention After school, lunch detention, or campus clean-up.

Suspension In-school or out-of-school suspension of 1-5 days depending upon the severity of the offense. A student on in-school suspension must be brought to the school office and picked up from the school office by a parent or guardian. (The decision to suspend out-of-school in excess of one day is decided by the Administrator.) Suspensions may be extended past the initial 5 day if an expulsion hearing is pending.

Expulsion Results in the student not attending school at RCS and the parents/guardians seeking placement elsewhere. This decision is made in a hearing with the Ridgecrest Charter School Governing Board.

Duty Concerning Conduct of Pupils: Every teacher shall hold pupils accountable for their conduct on the way to and from school, and on the playground.

Parent Responsibility: If a teacher suspends a student, the teacher may require the child's parent/guardians to attend a portion of the school day in his/her child's classes. Employers may not discriminate against parents/guardians who are required to comply with this requirement.

Duties of Pupils: All pupils are required to conform to school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profanity and vulgar language.

Parent's Liability: Parents or guardians are liable for all damages caused by any student's misconduct that results in injury or death to other students or school personnel, or causes damages to school property. Parents/guardians are also liable for any school property loaned to a student and not willfully returned. Following due process procedures, the school may withhold the grades, diplomas, or transcripts of the student until such damages are paid, or the property returned, or until completion of a voluntary work program in lieu of payment of monetary damages.

Student Search and Video Surveillance: The school principal or designee may search the person of a student (including backpack, purse, bag, etc.) or the student's locker if there is a reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property, or contraband. Evidence is gathered from video surveillance tape systems in posted areas is specifically admissible in discipline hearings, as no one has a reasonable expectation of privacy in those circumstances. (U.S. Supreme Court Case: *New Jersey v. T.L.O.* (1985) 469 U.S. 325)

Dear Students, Employees and Parents/Legal Guardians:

On June 22, 2010, the Governing Board of the Ridgecrest Charter School District adopted Board Policy 3515.7 and Administrative

Regulation 3515.7. This Board Policy authorizes the use of video surveillance cameras in School buildings and on School grounds to further the School's ongoing efforts to promote a safe educational environment for students, employees and visitors; to deter student drug use and violence; and to protect School property and equipment.

Please be advised that video surveillance will occur on School property. Video surveillance shall be limited to school hallways, entrances, school grounds and other areas deemed appropriate by the Director. Video surveillance shall not occur in areas where there is a reasonable expectation of privacy.

Video images obtained by the School shall be viewed by authorized School personnel as necessary. The School may rely on the images obtained by the video surveillance cameras in connection with the enforcement of Board policy, administrative regulations, building rules and other applicable law, including, but not limited to, student and staff discipline proceedings and matters referred to local law enforcement agencies in accordance with applicable law. Video images may become part of a student's educational record or a staff member's personnel record in accordance with applicable law.

The Governing Board sincerely hopes that this new technology will help the School create an even safer school environment for its students, staff and the community.

Grounds for Suspension or Expulsion

A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more subdivisions:

1. (a) Caused, attempted to cause, or threatened to cause physical injury to another person; or (b.) Willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stolen or attempted to steal school property or private property.
8. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.

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10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm. An "imitation firearm" means a replica of a firearm so similar in physical properties to a firearm as to lead a reasonable person to conclude that the replica is a firearm. Displaying an imitation weapon at a school can result in a misdemeanor or fines.
14. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
15. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness or both.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
18. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel as defined in subdivisions (f) and (g) of Section 32261. Such activity may result in a misdemeanor charge.
19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and

reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

23. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
24. A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
 1. While on school grounds.
 2. While going to or coming from school.
 3. During the lunch period whether on or off the campus.
 4. During, or while going to or coming from a school sponsored activity.

As used in this section, "school property" includes, but is not limited to, electronic files and databases.

The principal may use their discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. [Amended by AB 1411, Ch.21, Statutes of 2003]

Cyber Bullying

Cyber bullying is bullying that is conducted via electronic communication technology (e.g., texts, e-mails, blogs, postings). A person who engages in cyber bullying at school or school-related activities and events is subject to disciplinary action even if the bullying occurred on a personal electronic device. Cyber bullying that occurs off-campus but compromises the safety or instructional environment of the school may fall under District jurisdiction.

Mandatory Suspension/Expulsion

The principal or designee of the school shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds; unless the principal or designee finds that the expulsion is inappropriate, due to the particular circumstance:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with section 1 1053) of Division 10 of the Health and Safety Code, except for the first offense for the sale of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

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The principal or superintendent of schools shall immediately suspend and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior or written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a School.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

Due Process

Students have the right to a fair hearing before any disciplinary action can be taken, except in an emergency situation where a student has committed an act that endangers staff or students. All suspensions will be preceded by an informal telephone conference between the student and/or teacher or the Administrator, at which time the student shall be informed of the reason for the suspension and be given an opportunity to bring forth evidence in his or her self-defense. In emergency situations, this opportunity may not be afforded. However, a conference shall be held within 72 hours, or as soon as otherwise possible. It is the policy of the school to telephone parents/guardians at the time of the suspension. Additionally, a written notice will be sent to the home of the student in all cases involving suspension and expulsion.

On-Campus Suspension (OCS) Procedures

Students arriving early to school will wait in the office for the first bell to ring; students in OCS may be on campus to attend tutoring, they are not allowed on campus before or after school to participate in any other school activity; students will do their class work in a location other than their regular classroom. During free time activities and lunch time, they will be sent to a central location for monitoring; after school, students will wait in the office for parent/guardians to pick them up and ensure they are off campus. In the event a parent or family member is not able to pick the student up, they will be released to go home at 3:15 p.m. from the school office; students who are in OCS will not be allowed to participate in class field trips, reward events (i.e. Awesome Eagle reward events, or school functions off campus, i.e. academic contests or athletic events); one or more OCS referrals in one trimester may result in a loss of an upcoming field trip for that trimester; and students who refuse to follow the rules of the "On Campus" suspension will be suspended out of school.

Violations Against School Administrative Procedures

Defiance/Interference/Obstruction/Disobedience/Disruptive Behavior: Defiance is the refusal to obey lawful authority. All staff and volunteers filling specific staff positions are required by State Law to provide proper supervision of our students. A student may be suspended and/or expelled if he/she disrupts school activities or otherwise willfully defies the valid authority of staff members (volunteers performing assigned duties), teachers, or administrators performing their duties.

Sexual Harassment

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted

verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite gender.

Types of conduct which are prohibited in the school and which may constitute sexual harassment include, but are not limited to: unwelcome leering, sexual flirtations, or propositions; sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions; graphic verbal comments about an individual's body, or overly personal conversation; sexual notes, jokes, stories, drawings, pictures, or gestures; spreading sexual rumors; teasing or sexual remarks about students enrolled in a predominantly single-gender class; massaging, grabbing, fondling, stroking, or brushing against the body; touching an individual's body or clothes in a sexual way; purposefully cornering or blocking normal movement; and displaying sexually suggestive objects.

Notifications

A copy of the school's sexual harassment policy and regulation shall:

Be included in the notifications that are sent to parents/guardians at the beginning of each school year

Investigation of Complaints at School (Site-Level Grievance Procedure)

The director or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:

- The student who is complaining.
- The person accused of harassment.
- Anyone who witnessed the conduct complained of.
- Anyone mentioned as having related information.

The Director or designee shall write a report of his/her findings, decision, and reasons for the decision. If the Director or designee verifies that sexual harassment occurred, this report shall describe the actions taken to end the harassment, address the effects of the harassment on the student harassed, and prevent retaliation or further harassment. Within two weeks after receiving the complaint, the director or designee shall determine whether or not the student who complained has been further harassed.

Disciplinary Measures

Any student who engages in sexual harassment of anyone at school or school-related activities is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 thru 8 disciplinary actions may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstance of the incident(s) shall be taken into account.

Due Process for Special Needs Students Regarding Suspension and Expulsion RCS will work to comply with all applicable state and federal laws regarding the suspension and expulsion of students with special needs.

Items Not Permitted on Campus

The following items are forbidden on campus without prior approval by RCS staff: unshelled peanuts or sunflower seeds, gum, electronic toys and devices, radios, tape recorders, electronic music players, Game Boys, rollerblades, Heeleys, toy water guns (devices capable of discharging water), balloons, trading cards, CD players, hair spray, make-up, perfume, aftershave, cologne, aerosol containers, or any potentially dangerous items. Items forbidden on campus that are lost or stolen are not the responsibility of the school and will not be investigated by the school or its officials. Items brought to school on the above list will be confiscated when seen by a member of the school staff. A parent or guardian must pick up the items.

Cell Phone Policy

It is the policy of RCS to prohibit the use of cellular phones or any electronic signaling device by students on campus during normal school hours. Students are permitted to possess cellular phones, pagers, or electronic signaling devices on campus provided that any such device shall remain off and stored in a backpack, purse, pocket, or other place where it is not visible during normal school hours.

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Students are permitted to use cellular phones, pagers, or electronic signaling devices on campus before and after school or during school activities that occur outside of school hours. Students must comply anytime a request is made by school personnel to cease the use of a cellular telephone, pager or other signaling device even before or after school. The District is not responsible for lost or stolen cellular telephones or other personal items of value such as iPods, cameras, electronic games, radios, CD players, computers, etc.

RCS will NOT investigate stolen cell phones or other electronic devices. RCS will not pay for phones that are lost, stolen, or misplaced by staff members after confiscation.

Bicycles Electric Scooters Skateboards and Scooters

Bicycles, electric scooters, skateboards, and scooters are to be parked and locked in the designated area(s) and may not be ridden on campus. Students must walk the bicycle or scooter on school property. Students who violate this rule will have their bicycle privileges suspended initially for five (5) days, and a progressive discipline plan will be used for subsequent violations. Bicycles and electric scooters are parked at the student's own risk. Tampering with other students' bicycles or scooters will be considered vandalism.

Intimate Contact

Intimate physical contact is not allowed. This includes, but is not limited to, holding hands, excessive hugging, kissing, lap sitting, and leaning on each other. Students, who engage in such activities, will be disciplined.

Playground

Playground guidelines: be kind to others, reach out and make new friends; play only in the designated areas; share equipment with others; return equipment to the classroom or an adult; follow directions of the adult aide; stay outside unless an adult gives you permission to enter the building; line up quickly when the whistle is blown or the bell rings; and act-don't react- and play without pushing and shoving, kicking, and karate movements, tackling or touching others, throwing things, inappropriate language, or fighting.

Use of Sports Equipment on Campus

Playing with balls during recess and lunch periods is allowed on the basketball courts and on the playground. Balls must be kept away from the trees and/or the landscaping. Buildings may not be used for wall ball.

Landscaping

Do not hang on the trees; pull on the leaves or other plants. Rocks are to be left on the ground. Please treat all plants and trees with care. Abuse of any landscape material will be subject to disciplinary action.

Uniform Guidelines

The administrator will make the determination if the student is in violation of the dress code. A dress code violation will result in, but is not limited to, one or more of the following consequences: warning, detention, call to parents in case of questionable dress (not covered in the rules listed below), the administrator will make a final decision.

Dress Code

A dress code has been established to minimize economic and competitive differences among students. All students will be required to wear specified school attire. The students are expected to follow the adopted dress code policy and to exercise good hygiene every day.

Shirts may be any **solid color, plain, collared**, shirt or a button oxford shirt with sleeves (no zippers, snaps, ribbing, or designs). The shirts must be of a solid color with no logos. Shirts may not be pinned, tied tight, or rubber-banded behind the back or off to the side.

Undershirts must be **plain, solid color** (no lace or see-through) underneath the required uniform shirt. Turtleneck shirts may be worn in lieu of the uniform shirt during cold weather periods. All undershirts **must be long enough to be tucked in**.

Sweatshirts, Hoodies and Jackets may be any color. If the sweatshirt or jacket has logos, they must be school-appropriate with no alcohol, tobacco, profanity or drug logos. Sweatshirts, hoodies and jackets may not be worn over the head in any buildings.

Pants may be **plain navy** (dark blue), **black**, or **khaki** colored **twill** or **corduroy**. Pants must be straight leg, regular or relaxed fit only. Excessively loose or excessively tight pants are not permitted. **"Skinny jean" style pants are NOT permitted**. Pants must fit at the waist (no sagging, no low-waisted [hip huggers]). **Denim pants are not part of the uniform**. Logos should not exceed a total size of 2" x 3" (business card size) - similar to "Dockers" or "Dickies" labels.

Shorts may be **plain navy** (dark blue), **black**, or **khaki** colored **twill** or **corduroy** shorts. Shorts must fit at the waist (no sagging, no low-waisted [hip huggers]). **Denim shorts are not part of the uniform**. Logos should not exceed a total size of 2" x 3" (business card size) - similar to "Dockers" or "Dickies" labels.

Skorts, skirts, capris and skirt jumpers may be **plain navy** (dark blue), **black**, or **khaki**. Capris must fit at the waist (no sagging, no low-waisted [hip huggers]). **Denim skorts, skirts, capris, and skirt jumpers are not part of the uniform**. Logos should not exceed a total size of 2" x 3" (business card size) - similar to "Dockers" or "Dickies" labels.

Length and Size: Shorts, skorts, skirts, and skirt jumpers must not be shorter than four (4) inches above the knee or longer than four (4) inches below the knee. Students are encouraged to wear shorts under skirts and jumpers. All uniforms must be the appropriate size. Uniform items intentionally worn to be excessively loose or excessively tight are not permitted, regardless of waist size.

Shoes: Students are to wear safe, athletic-type shoes, with traction soles that may be Velcro or with laces that tie. Shoes are to be tied securely to the feet. At no time are bare feet, open-toe shoes, high heels or wedges, Heelys, mules or flip flops to be worn for safety reasons. Shoes must be appropriate for daily PE and comfortable for physical activity.

Belts: All pants designed to have belt loops, must have loops intact. The belts must be of appropriate size, worn through the belt loops and not dangle from the buckle. The belts should not have sharp or spiked edges or accessories attached to them.

Hats or Beanies with an appropriate logo or plain may be worn outside. Hats and Beanies are not allowed to be worn inside.

Jewelry: A single post earring in one or both ears may be worn. For safety reasons, no dangling or hoop-style earrings are allowed. Body piercing (except for ears) is not allowed. One necklace may be worn inside the blouse or shirt. No "Dog Collar" necklaces. A bracelet, wrist watch, and ring may also be worn. Tattoos are prohibited.

Athletic Guidelines

Students must obtain a sports physical and return it to the school. Students must have a parent permission slip on file for each sport to be played before they can try out or practice. Students will have a signed sports waiver on file and have on file proof of health insurance.

Students must have a 2.0 GPA with no F's from the previous grading period. Students must attend the entire school day of a game day. Only verified doctor or dentist appointments are acceptable excuses. Students must attend a mandatory check-in for eligibility for the following week. This check-in will be held by the coach or coaches. At this check in, the following will be verified: students will have picked up a weekly progress report and have it completed.

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This report will reflect a “C” – 70% or better weekly grade average. Students who have grades below 70% will be benched and required to attend tutoring until they have achieved above 70%; and students must attend all meetings and competitions. Progress reports will be verified on Friday for the following week.

Students are expected to be role models for the school. They will sign an Athletic Code of Conduct when accepted to the team. Any violations of this code may result in suspension from the team.

Disciplinary Action Students who receive an in-School Suspension will not play the following game. Students who receive an out-of-school suspension will be removed from the team. School service, detention, and other disciplinary action will result in a loss of playing time.

Parents Rights and Responsibilities

Parents as Equal Partners in the Education of Their Children, embraces family strengths and assets as essential to the academic success of students and recognizes parents as the first and most important lifelong teachers of their children. To that end, families and schools assume their responsibility for student success and commit to a partnership that: Maintains high expectations for student achievement, Ensures all children are college and career ready, Promotes productive conversation and collaboration and Reflects mutual respect and support.

Parents Have the Right To: A free education that honors their child’s learning and prepares them for college and careers, A welcoming environment that values family assets and contributions to learning, Information about the school’s expectations, educational programs, policies and procedures, The School Report Card to assess the quality of their child’s school, Visit their child’s classroom and develop partnerships with teachers and staff, Opportunities to learn how best to support education at home and at school, Tutoring services and other learning supports for their child and to Choose the best school/programs available for their child.

Parents Have the Responsibility To: Promote literacy, high achievement, and a love for learning, Ensure their child attends school every day, on time, and ready to learn, Monitor and guide their child’s academic progress to ensure success, Confer with teachers and other school staff about their child’s education, Attend meetings and learning activities to be informed and support their child’s education, Express their level of satisfaction through the annual School Experience Survey, Provide all information about their child as needed by the school and Advocate for their child’s education and for the school’s quality.

Family Participation

RCS requires four hours of volunteer time per month per family as a minimum guideline.

Families can be involved in a multitude of ways, including but not limited to: assisting educators in the classrooms; teaching/tutoring small groups of students in specific subject areas; leading small group activities in specific topics of expertise or interest, ranging from art to music to engineering and beyond; coordinating or delivering hot lunches to students; participating in the RCS Governing Board; helping maintain a clean and safe campus through evening classroom cleanup and/or weekend work days; supervising/driving on field trips; shopping/gathering resources for the curriculum; and joining one or more groups, which assist in the overall administration of school functions: Parent Advisory Council, school committees the Parent Teachers Organization and its committees, and school wide events. To achieve this goal, the Volunteer Coordinator and the Room Parents/guardians monitor the progress of each family’s effort toward the goal on a monthly basis and assist in identifying appropriate projects for those who need help in meeting their goal. The PTO, at the end of the year, rewards all

volunteers and gives special recognition to those families with 40 + hours.

Responsibilities

This includes responding to the Homework, and Annual Parent Surveys; to be responsible for transporting your child to and from the RCS to be an active participant in the Parent Teacher Conferences; to use the proper protocols when problems arise between parent and staff; to exercise discretion when speaking about other people’s children in front of your own children or with others; and to provide lunch and appropriate snacks for your child/children.

Lost and Found

Any items found on campus should be taken to the lost and found in the cafeteria. The lost and found will be cleaned out every 2 weeks. Items not claimed will be donated or discarded. All items brought to school should be clearly labeled with the child’s name. The school is not responsible to replace lost or damaged student belongings.

Students with Disabilities and Special Education

Students learn in a variety of ways with most students learning effectively in a traditional school setting. Students with disabilities may be eligible to receive special education services. These services are based on assessment and determined by an Individualized Education Program (IEP) team, which includes the student’s parent. Special education services are designed to meet the unique educational needs of students with disabilities and are provided at no cost to parents. Such services may include support, instruction and accommodations in the general education program or may be provided in other settings. To the maximum extent appropriate, student with disabilities must be educated with their nondisabled peers in the general education environment at the school they would attend if they were not disabled.

Parents of school age children who suspect their child may have a disability and who may need special education services should contact the Special Education Administrator.

Students with Disabilities Section 504

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a federal civil rights law that prohibits discrimination against individuals with disabilities in programs and activities that receive financial assistance from the U.S. Department of Education. Discrimination/harassment in any form toward individuals on the basis of their actual or perceived disability is unacceptable and will not be tolerated. The District will promptly investigate any complaints of disability-based discrimination/harassment and take reasonable actions to stop future incidents of such discrimination/harassment.

Section 504 also requires that students with disabilities be provided a free and appropriate public education (FAPE), a program designed to meet the educational needs of students with disabilities as adequately as the educational needs of students without disabilities. For students who are not eligible for special education services, but meet the federal definition of disabled under Section 504, a Section 504 Plan is developed which indicates the accommodations, supplementary aids and/or services that will be provided to assist the student in accessing the general education program. Parents or guardians must be notified in writing of any District decisions regarding the identification, evaluation, and/or educational placement of their student and their right to participate in and/or appeal these decisions under Section 504.

Suggestions, Comments, and Concerns Process

As with any other organization, we would like to have any issues resolved at the level that is closest to your student’s day. Any suggestion, comment, or concern should be addressed initially with your child’s teacher. You should receive a response to your inquiry within 72 hours. In the event that you are not satisfied with the

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teacher's response or the time frame established has not been met, you should then address your suggestion, comment, or concern **in writing** to the Director. The Director should respond to your suggestion, comment, or concern within 72 hours.

In the event you are not satisfied with the Director's response or timeliness of response, the next step would be to address your concern to the RCS Governing Board. It is recommended that you write a letter to the school board clearly stating your suggestion, comment, or concern. Identify in the letter that you have taken action and attempted to resolve the issue with your child's teacher and the Director. The board will respond within 14 days of receiving the letter.

Uniform Complaint Procedure

Parents, Guardians, Pupils, and Teachers:

You are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present. Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

A complaint form may be obtained at the school office, School office, or downloaded from the school's Web site at www.ridgecrestcharterschool.org. You may also download a copy of the California Department of Education complaint form from the following Web site: <http://www.cde.ca.gov/re/cp/uc>.

Compliance Officer

The Board designates the following compliance officers to receive and investigate complaints and ensure School compliance with law:

Tina Ellingsworth, Executive Director

Procedures

Step 1 - Filing of Complaint:

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the school using the *Complaint Form*.

Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination.

Step 2 - Mediation:

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the School's time-lines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Complaint Mediation

The Board recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Director shall initiate a mediation process before beginning a formal compliance investigation. The Director shall ensure that mediation results are consistent with state and federal laws and regulations.

Step 3 - Investigation of Complaint:

The compliance officer shall hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative and the School's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses.

Step 4 - School Response:

Within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the School's investigation and decision, as described in Step #5 below.

Step 5 - Final Written Decision:

The report of the School's decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the School shall arrange a meeting at which a community member will interpret it for the complainant.

Compliance officers shall maintain a record of each complaint as required for compliance with the 5 CCR 4632.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the School has appropriately, and in a timely manner, apprised the

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complainant of his/her right to file a complaint in accordance with the California Code of Regulations, Title 5, Section 4622.

Basis for Direct State Department of Education Intervention

The California Department of Education may directly intervene in the complaint without waiting for action by the School when one of the conditions listed in 5 CCR 4650 exists. In addition, the California Department of Education may also intervene in those cases where the School has not taken action within 60 calendar days of the date the complaint was filed with the School.

Complaint Form

Uniform Complaint Procedures Williams Settlement Form

For Education Code Section 35186 Complaints

Education Code (EC) Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.

Response requested: Yes No

Name: (Optional): _____

Mailing Address: _____

Phone Number: (Optional): _____

Issue of complaint (please check all that apply):

1. Textbooks and Instructional Materials

- A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or School-adopted textbooks or other required instructional materials to use in class.
- A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Facility Conditions

- A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school determines appropriate.
- A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

3. Teacher Vacancy or Misassignment

- Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
- Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Date of Problem: _____

Location of Problem: _____

(School Name, Address, and Room Number or Location)

Course or Grade Level and Teacher Name: _____

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation:

Please file this complaint at the following location:

Tina Ellingsworth, Executive Director
325 S Downs, Ridgecrest, CA 93555

Appendix 6

9/30-10/4		Opening	Math		Phonics/Spelling	Language Arts
Phonic Elements of the Week: all Theme of the Week: spiders	Monday	Hang up backpacks on chairs Turn in homework folders Accelerated math Drops in the bucket language arts wksh	Calendar Chapter 7 lesson 1 Subtract from 7 and 8 CC-1.OA.1, 1.OA.4 1.OA.7	Recess	Introduce ball card-all Spelling- introduce words to class and do wkbk pages 37-38 RF.1.3	Read Decodable Story-"A Tall, Tall Wall" on whiteboard SL.1.2. RL.1.1-3 Making Words lesson 3 RF.1.3
Spelling words: 1. all 2. call 3. fall 4. wall 5. ball 6. tall 7. not 8. top 9. much 10. thank	Tuesday	Hang up backpacks on chairs Turn in homework folders Accelerated math Drops in the bucket language arts wksh	Calendar Chapter 7 lesson 2 Subtract from 9 and 10 CC-1.OA.1, 1.OA.4 1.OA.7	Recess	Zoophonics with Mrs. Ikenoyama Wkbk pg 39 RF.1.3	Introduce Classify/Categorize L.1.5 Introduce HF words Read "All on the Map" on whiteboard SL.1.2. RF.1.4 RL.1.1-3
	Wednesday	Hang up backpacks on chairs Turn in homework folders Accelerated math Drops in the bucket language arts wksh	Library with Mrs. Beitnes (8:15-9:15) Chapter 7 lessons 3 Subtract in Vertical Lesson 4 Form and Subtract All or Nothing CC-1.OA.1, 1.OA.4 1.OA.7	Recess	Write _all words, sight words, and sentences on white boards RF.1.1 RF.1.3	Review HF words and do wbk pg 40 and 41 RF.1.3
High Frequency Words 1. how 2. make 3. of 4. some	Thursday	Hang up backpacks on chairs Turn in homework folders Accelerated math Drops in the bucket language arts wksh	Calendar Chapter 7 lesson 5 Draw a Picture Chapter review CC-1.OA.1, 1.OA.4 1.OA.7	Recess	Zoophonics with Mrs. Ikenoyama RF.1.3	Contraction's-n't and 's wkbk pg 42-43 RF.1.3 Read decodable book "Thank You, Mom!" RF.1.4 RL.1.1-3
Grammar Skill of the week: questions	Friday	Hang up backpacks on chairs Turn in homework folders Accelerated math Drops in the bucket language arts wksh	Calendar Chapter 7 Test CC-1.OA.1, 1.OA.4,1.OA.7 Weekly Math Magic 6	Recess	Lesson 6 Spelling Test RF.1.3	1 st Center- 25 minutes 2 nd Center-20 minutes Rotate center chart once to the right

Notes	<p>*Morning recess duty on Kindergarten playground all week</p> <p>*Send home October book orders home on Monday</p> <p>*Copy benchmark tests</p>
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		PE	Literacy Centers	Theme Work		Science	Sharing	Pack
Monday	Lunch	Run two laps Sharks and Minnows	1 st Center- 25 minutes 2 nd Center-20 minutes Rotate center chart once to the right	Introduce spiders Fill out our schema on spiders for the chart W.1.2. SL.1.1 SL.1.2	Recess	Chapter 8 Lesson 1 What Does Heating Do? Pg 256-259 Wbk pg 138-141 PS1 a,b	Student whose star is in the center top slot shares what they brought. Then others ask questions or comments about what was brought. SL.1.1	Pack up and dismissal
Tuesday	Lunch	Run two laps Relay race	1 st Center- 25 minutes 2 nd Center-20 minutes Rotate center chart once to the right	Read "Spiders" by Nic Bishop (small book) Add facts to spider chart W.1.2. SL.1. SL.1.2	Recess	Mrs. Hogg's Class Chapter 8 Lesson 1 What Does Heating Do? Pg 256-259 Wbk pg 138-141 PS1 a,b	Student whose star is in the center top slot shares what they brought. Then others ask questions or comments about what was brought. SL.1.1	Pack up and dismissal
Wednesday	Lunch	Run two laps Frisbee rings	1 st Center- 25 minutes 2 nd Center-20 minutes Rotate center chart once to the right	Read "Spiders" by Nat Geo Add facts to spider chart W.1.2. SL.1.1 SL.1.2	Recess	Chapter 8 Lesson 2 What Does Cooling Do? Pg 256-259 Wbk pg 142-144 PS1 a,b	Student whose star is in the center top slot shares what they brought. Then others ask questions or comments about what was brought. SL.1.1	Pack up and dismissal
Thursday	Lunch	Run two laps Freeze tag	1 st Center- 25 minutes 2 nd Center-20 minutes Rotate center chart once to the right	Read "Spiders" by Nic Bishop (big book) Add facts to spider chart W.1.2. SL.1. SL.1.2	Recess	Mrs. Hogg's Class Chapter 8 Lesson 2 What Does Cooling Do? Pg 256-259 Wbk pg 142-144 PS1 a,b	Student whose star is in the center top slot shares what they brought. Then others ask questions or comments about what was brought. SL.1.1	Pack up and dismissal
Friday	Lunch	Run two laps Hand slap race	Magic School Bus- Spider Spins a Web W.1.8	Spider fact craft for bulletin board -one fact about spiders on body W.1.2.	Recess	Spider craft with Styrofoam balls and pipe cleaners	Student whose star is in the center top slot shares what they brought. Then others ask questions or comments about what was brought. SL.1.1	Pack up and dismissal

Appendix 7

Instructional Materials List		
Subject Area	Textbook Title	Year Adopted
English- Language Arts	Houghton Mifflin California Excursions	2009-10
HMH Common Core English California Student Edition Practice	Houghton Mifflin California Series	2013-14
HMH Common Core English California Student Practice- Reading Adventures	Houghton Mifflin California Series	2013-14
HMH Common Core English California Student Practice- Writing Handbook	Houghton Mifflin California Series	2013-14
Literature 7-8	McGraw Hill Glencoe Course 2, Course 3	2009-10
Common Core Practice Book Literature 7-8	McGraw Hill Glencoe Course 2, Course 3	2013-14
Common Core Writing Handbook 7-8	McGraw Hill Glencoe Course 2, Course 3	2013-14
Math K-6	Houghton Mifflin California Series	2008-09
HMH Common Core Math California Student Edition Practice	Houghton Mifflin California Series	2013-14
HMH Common Core Math California Student Edition Homework Practice Book	Houghton Mifflin California Series	2013-14
Pre- Algebra/ Algebra 7-8	McGraw Hill Glencoe California Pre-Algebra/ Algebra	2008-09
Common Core Practice Book California Pre-Algebra/ Algebra	McGraw Hill Glencoe California Pre-Algebra/ Algebra	2013-14
Science K-6	Houghton Mifflin California Science	2007-08
Science 7-8	McGraw Hill Glencoe Life/Physical	2007-08
Elective- Life Skills 6-8	Glencoe Applying Life Skills	2013-14
Elective- Art History 6-8	Meet the Masters Track A Track B Track C	2010-11 2011-12 2013-14
Elective- Study Skills 6-8	What's Happening? HMH Tier II Intervention Resource	2012-13
Elective- Current Events 6-8	Boe-Bot Robot Kit - Serial (with USB adapter and cable)	2013-14
Social Studies K-6	Harcourt Reflections	2007-08
History-Social Science 7-8	McGraw Hill Glencoe Discovering Our Past	2007-08

Appendix 8

Kindergarten Pacing Guides for 2013/2014 - First Trimester

Week Days	Dates	Events	Math	Language Arts	Social Studies	Science	PE	Music	Art
1 1-5	Aug 12 - Aug 16 Flex Friday	BOY Assessment Back-to-School - W	Welcome to Kindergarten	Welcome To Kindergarten - Lesson 1	Unit 1 - Intro Being a Good Citizen	What Do Scientists Do?	Gross Motor Skills Cooperation	Melody Rhythm	Lines
2 6-10	Aug 19 - Aug 23	Ned Show - R	Unit 1 Chapter 1 Lesson 1-5 Review/Test	Welcome To Kindergarten - Lesson 2	Unit 1 - Lesson 1 Follow the Rules	Unit A - Lesson 1 Animal Needs	Gross Motor Skills Cooperation	Melody Rhythm	Lines
3 11-15	Aug 26 - Aug 30 Flex Friday	Picture Day - R	Chapter 2 Lesson 1-4 Review/Test	Theme 1 All About Me Lesson 1	Unit 1 Lesson 2 Rules	Unit A Lesson 2 Animal Parts	Gross Motor Skills Cooperation	Melody Rhythm	Lines
4 16-19	Sep 2 - Sep 6 NO School Monday	Labor Day - M Grandparent Day-F	Chapter 3 Lesson 1-5 Chapter 3 Review/Test	Theme 1 All About Me - Lesson 2	Unit 1 Lesson 3 A Good Citizen	Unit A Lesson 3 Animals move	Locomotion Skills / Cooperation	Melody Rhythm	Lines
5 20-24	Sep 9 - Sep 13 Flex Friday	Hero Luncheon - W	Unit 1 Review/Test	Theme 1 All About Me - Lesson 3	Citizenship Unit 1 Test	Unit A Lessons Animals Change 4	Locomotion Skills / Cooperation	Melody Rhythm	Shapes
6 25-29	Sep 16 - Sep 20	Pictures - W Johnny Appleseed -F	Chapter 4 Lessons 1-5 Review/Test	Theme 2 Families Lesson 4	Unit 2 Intro My Country	Unit A Lesson 5-6 Plant Needs/Parts	Locomotion Skills / Cooperation	Melody Rhythm	Shapes
7 30-34	Sep 23 - Sep 27 P/T Conferences W-F	PTC - W-F	Chapter 5 Lesson 1-5 Review/Test	Theme 2 Families Lesson 5	Unit 2 - Lesson 1 U.S. Flag	Unit A Lesson 7 Plant Growth/Different	Perceptual Motor Skills / Team Work	Expression Form	Shapes
8 35-39	Sep 30 - Oct 4		Chapter 6 Lessons 1-4 Review /Test	Theme 2 Families Lesson 6	Maps and Globes	Unit A Lesson 8 -Trees Unit A Test	Perceptual Motor Skills / Team Work	Expression Form	Shapes
9 40-44	Oct 7 - Oct 11 Flex Friday	Bench Mark 1	Unit 2 Review/Test	Theme 3 Friends At School - Lesson 7	Unit 2 - Lesson 2 Symbols of the U.S.A.	Food / Nutrition	Perceptual Motor Skills / Team Work	Expression Form	Color
10 45-48	Oct 14 - Oct 18 NO School Monday	Columbus Day - M Bosses Day - R	Chapter 7 Lessons 1-5 Review/Test	Theme 3 Friends At School - Lesson 8	Unit 2 - Lesson 3 Symbols of the U.S.A.	Food / Nutrition	Brain Gym Team Work	Expression Form	Color
11 49-53	Oct 21 - Oct 25 Flex Friday	Red Ribbon Week Harvest Festival - F	Chapter 8 Lessons 1-5 Review /Test	Theme 3 Friends At School - Lesson 9	Unit 2 - Lesson 4-5 California	Red Ribbon Week	Brain Gym Team Work	Expression Form	Color
12 54-58	Oct 28 - Nov 1 daylight savings -Su	Pumpkin Patch Field Trip-? Halloween - R	Quarter End Review/Testing	Theme 4 On The Farm Lesson 10	Maps Unit 2 Test	Red Ribbon Week	Brain Gym Team Work	Expression Form	Color
13 59-63	Nov 4 - Nov 8 Flex Friday	Trimester Ends - F	Chapter 9 Lessons 1-5 Review /Test	Theme 4 On The Farm Lesson 11	Unit 6 Intro Stories of the Past	Unit D - Lesson 1 My Senses	Rhythm and Movement Health	Texture	Color

2013/2014 Pacing Guides for Common Core Standards

Dates	Math	Common Core Standard	Dates	Language Arts	Common Core Standard
Week 1 Aug 12 - Aug 16	Welcome to Kindergarten		Week 1 Aug 12 - Aug 16	Welcome To Kindergarten - Lesson 1	K.RL. 1,2,10,10a K.RF. 1a K.SL. 1a,2,2a,4 K.L. 1f,1b,5a
Week 2 Aug 19 - Aug 23	Unit 1 Chapter 1 Lesson 1-5 Review/Test	CC.K.G.1,5	Week 2 Aug 19 - Aug 23	Welcome To Kindergarten - Lesson 2	K.RL. 1,3,4,10,10a K.W. 12 K.SL. 1a-b,2,2a,4 K.L. 1b,1e,5b-c,6
Week 3 Aug 26 - Aug 30	Chapter 2 Lesson 1-4 Review/Test	CC.K.MD.3 CC.K.G.4	Week 3 Aug 26 - Aug 30	Theme 1 All About Me Lesson 1	K.RL. 1,2,4,5c,7,10,10a-b K.RI. 5 K.RF. 1a-b,1d,2,3a,3c,4 K.SL. 1a,2a,4 K.L. 1a-1,2a,2c,5c,6
Week 4 Sep 2 - Sep 6	Unit 1 Review/Test		Week 4 Sep 2 - Sep 6	Theme 1 All About Me - Lesson 2	K.RL. 1,2,3,4,5,6,9,10,10a-b K.RF. 1a-b,1d,2b,3a,3c,4 K.SL. 1a,3,4 K.L. 1a-b,1f,2a,2c,4a,5a,5c,6
Week 5 Sep 9 - Sep 13	Chapter 4 Lessons 1-5 Review/Test	CC.K.G.2, 4	Week 5 Sep 9 - Sep 13	Theme 1 All About Me - Lesson 3	K.RL. 1,2,3,7,9,10,10b K.RF. 1a,1d,2b,3a,3c,4 K.W. 2 K.SL. 1a-b,2,2a K.L. 1a-b,5a,5c,6
Week 6 Sep 16 - Sep 20	Chapter 5 Lesson 1-5 Review/Test	CC.K.G.2	Week 6 Sep 16 - Sep 20	Theme 2 Families Lesson 4	K.RL. 1,2,3,4,5c,7,10,10a K.RF. 1c-d,2,2b,3a,3c,4 K.W. 2 K.SL. 1a,2,3 K.L. 1a-b,5c,6
Week 7 Sep 23 - Sep 27	Chapter 6 Lessons 1-4 Review /Test	CC.K.G.2	Week 7 Sep 23 - Sep 27	Theme 2 Families Lesson 5	K.RL. 1,2,3,4,7,9,10,10a-b K.RF. 1b-d,2a,3a,3c,4 K.SL. 1a-b,2,3,4,5 K.L. 1a-b,1f,2a-b,5a,5c,6
Week 8 Sep 30 - Oct 4	Unit 2 Review/Test		Week 8 Sep 30 - Oct 4	Theme 2 Families Lesson 6	K.RL. 2,3,9,10,10b K.RF. 1b,1d,2e,3a-c,4 K.W. 3,8 K.SL. 2,4,5,6 K.L. 1a-b,5c,6
Week 9 Oct 7 - Oct 11	Benchmark Testing		Week 9 Oct 7 - Oct 11	Theme 3 Friends At School - Lesson 7	K.RL. 1,2,3,4,5,6,7,10,10b K.RF. 1a-b,2a-b,3a-d,4 K.SL. 1a,2,4,5,6 K.L. 1f,2a-d,5c,6
Week 10 Oct 14 - Oct 18	Chapter 7 Lessons 1-5 Review/Test	CC.K.CC.4a-b, 5, 6	Week 10 Oct 14 - Oct 18	Theme 3 Friends At School - Lesson 8	K.RL. 1,2,3,3a-b,4,6,7,10,10a-b K.RF. 1b,1d,2a,2c,3a-d K.SL. 2,4,5,6 K.L. 1a, 1f,2a-b,2d,5c,6
Week 11 Oct 21 - Oct 25	Chapter 8 Lessons 1-5 Review /Test	CC.K.CC.1, 3, 4a-b, 5	Week 11 Oct 21 - Oct 25	Theme 3 Friends At School - Lesson 9	K.RL. 2,3,3a-b,9,10 K.RF. 1b,2c,2e,3a-d,4 K.W. 2 K.SL. 2,4,5 K.L. 1a-1,2b,2d,5a,5c,6
Week 12 Oct 28 - Nov 1	Chapter 9 Lessons 1-5 Review /Test	CC.K.CC.1, 3, 4a-b, 5	Week 12 Oct 28 - Nov 1	Theme 4 On The Farm Lesson 10	K.RL. 1,3,4,5,6,7,9,10,10a-b K.RI. 1,2,4,5,7,10a-b K.RF. 1a-b,1d,2b,2d-e,3a-d,4 K.W. 2 K.SL. 1a-b,1f,4,5,5c,6 K.L. 1b,1f,2c-d,5c,6
Week 13 Nov 4 - Nov 8	Unit 3 Review/Test		Week 13 Nov 4 - Nov 8	Theme 4 On The Farm Lesson 11	K.RL. 1,2,3,4,5,6,7,10,10a-b K.RF. 1a-b,1d,2a,3a-d,4 K.W. 7 K.SL. 1a-b,2,3,4,5,6 K.L. 1a-b,1f,2a-c,5c,6

Kindergarten Pacing Guides for 2013/2014 - Second Trimester

Week Days	Dates	Events	Math	Language Arts	Social Studies	Science	PE	Music	Art
14 64-67	Nov 11 - Nov 15 NO School Monday	Veteran's Day - M	Unit 3 Review/Test	Theme 4 On The Farm Lesson 12	Time Lines Colonial Life	Unit D Lesson 2 Sorting Objects	Rhythm and Movement Health	Texture	Color
15 68-72	Nov 18 - Nov 22 Flex Friday	Thanksgiving - F No School Next Week	Chapter 10 Lesson 1-5 Review/Test	Theme 5 Whatever the Weather -Lesson 13	Unit 6 Lesson 1-2 American Holidays Responsibility	Sci Fair Project	Rhythm and Movement Health	Texture	Color
16 73-77	Dec 2 - Dec 6 Flex Friday		Chapter 11 Lessons 1-5 Review/Test	Theme 5 Whatever the Weather -Lesson 14	Fact vs. Fiction stories Unit 6 Lesson 3 then and now	Unit D Lesson 3-4 Sink or Float/ Magnets	Rhythm and Movement Health	Texture	Black and White
17 78-82	Dec 9 - Dec 13		Chapter 12 Lessons 1-4 Review/Test	Theme 5 Whatever the Weather -Lesson 15	Christmas Around the World	Unit D Lesson 5 Material Properties	Dance Steps and Formations / Nutrition	Texture	Black and White
18 83-87	Dec 16 - Dec 20 Flex Friday	Winter Program - R Winter Break	Unit 4 Review/Test	Theme 6 Let's Play Lesson 16	Christmas Around the World	Unit D Lesson 6-7 Liquid-Solid/Evaporation	Dance Steps and Formations / Nutrition	Texture	Black and White
19 88-92	Jan 6 - Jan 10	Sci. Fair Due Bench Mark 2	Chapter 13 Lesson 1-4 Review/Test	Theme 6 Let's Play Lesson 17	Unit 6 Lesson 4 Patriots Unit 6 Assessment Enrichment Activity	Unit D Assessment Unit C Lesson 1 Weather and Seasons	Dance Steps and Formations / Nutrition	Harmony	Black and White
20 93-97	Jan 13 - Jan 17 Flex Schedule W-F	PTC - W-R	Chapter 14 Lesson 1-5 Review/Test	Theme 6 Let's Play Lesson 18	Unit 3 Lesson 1 Workers at school	Unit C Lesson 1 Weather and Seasons	Dance Steps and Formations / Nutrition	Harmony	Black and White
21 98-101	Jan 20 - Jan 24 NO School Monday	MLK Day - M 100 th Day - R	Unit 5 Review/Test	Theme 7 In the Neighborhood Lesson 19	Unit 3 Intro Workers	Weather Journal	Calisthenics and Stretches / Body	Harmony	Black and White
22 102-106	Jan 27 - Jan 31 Flex Friday	Chinese New Year -F Groundhog Day -Su	Chapter 15 Lesson 1-5 Review/test	Theme 7 In the Neighborhood Lesson 20	Unit 3 Lesson 2 map community jobs	Weather Journal	Calisthenics and Stretches / Body	Harmony	Texture
23 107-111	Feb 3 - Feb 7		Chapter 16 Lesson 1-4 Review/Test	Theme 7 In the Neighborhood Lesson 21	Unit 3 Lesson 3 work for money	Weather in the USA	Calisthenics and Stretches / Body	Harmony	Texture
24 112-115	Feb 10 - Feb 14 NO School Friday	Valentine's Day -R Lincoln B-day - F	Unit 6 Review/Test	Theme 8 Jobs people Do - Lesson 22	Unit 3 Lesson 4 - tools & jobs past and present	Weather in diff. CA environments	Calisthenics and Stretches / Body	Harmony	Texture
25 116-119	Feb 17 - Feb 21 NO School Monday	Wash B-day - M	Quarter End Review/Testing	Theme 8 Jobs people Do - Lesson 23	Unit 3 Lesson 5 - Little Red Hen Unit 3 Test		Fitness / Track	Harmony	Texture
26 120-124	Feb 24 - Feb 28 Flex Friday	Trimester Ends - F	Chapter 17 Lessons 1-5 Review/Test	Theme 8 Jobs people Do - Lesson 24			Fitness / Track	Listening Performing	Texture

2013/2014 Pacing Guides for Common Core Standards

Dates	Math	Common Core Standard	Dates	Language Arts	Common Core Standard
Week 14 Nov 11 - Nov 15	Chapter 10 Lesson 1-5 Review/Test	CC.K.CC.1, 2, 3 CC.K.CC.4a-b, 5	Week 14 Nov 11 - Nov 15	Theme 4 On The Farm Lesson 12	K.RL. 2,3,5,10 K.RI. 2,10 K.RF. 1b,2a,2d-e,3a-d,4 K.SL. 1a-b,2a,4,6 K.L. 1b,1f,2d,5a,5c,6
Week 15 Nov 18 - Nov 22	Chapter 11 Lessons 1-5 Review/Test	CC.K.CC.1,4a-b, 5 CC.K.OA.4	Week 15 Nov 18 - Nov 22	Theme 5 Whatever the Weather Lesson 13	K.RL. 1,5,10,10a K.RI. 1,3,4,5,6,7,8,9,10,10a K.RF. 1b,1d,2e,3a-c K.SL. 2,2a,3,4 K.L. 1a-b,1d,1f,2a-b,2d,5c,6
Week 16 Dec 2 - Dec 6	Chapter 12 Lessons 1-4 Review/Test	CC.K.CC.1,4a-c,5,6,7	Week 16 Dec 2 - Dec 6	Theme 5 Whatever the Weather Lesson 14	K.RL. 1,2,3,4,7,10,10b K.RI. 1,6,7,10,10a-b K.RF. 1b,2d-e,3a-d,4 K.W. 8 K.SL. 1b,2,2a,3,4,6 K.L. 1d,1f,2a-b,2d,5c-d,6
Week 17 Dec 9 - Dec 13	Unit 4 Review/Test		Week 17 Dec 9 - Dec 13	Theme 5 Whatever the Weather Lesson 15	K.RL. 2,3,10,10b K.RI. 1,2,10 K.RF. 1a-b,1d,2e,3a-d,4 K.SL. 1b,2a,3,4,5,6 K.L. 1a,1f,2a-b,2d,5c,6
Week 18 Dec 16 - Dec 20	Chapter 13 Lesson 1-4 Review/Test	CC.K.OA.1,2,5	Week 18 Dec 16 - Dec 20	Theme 6 Let's Play Lesson 16	K.RL. 2,3,4,5,6,7,10,10a-b K.RF. 1d,2a,2e,3a-c,4 K.SL. 1a,2,2a,4,5,6 K.L. 1a,1f,2a-c,5c,6
Week 19 Jan 6 - Jan 10	Chapter 14 Lesson 1-5 Review/Test	CC.K.OA.1,2	Week 19 Jan 6 - Jan 10	Theme 6 Let's Play Lesson 17	K.RL. 2,3,4,5,6,7,10,10b K.RF. 1a-b,1d,2d-e,3a-d,4 K.W. 2 K.SL. 1a,2,2a,4,6 K.L. 1b,1d,1f,2c-d,4a,5c-d,6
Week 20 Jan 13 - Jan 17	Unit 5 Review/Test		Week 20 Jan 13 - Jan 17	Theme 6 Let's Play Lesson 18	K.RL. 1,2,3,5,9,10,10a K.RF. 1a,1d,2a,2e,3a-d,4 K.W. 1 K.SL. 1a,2a,4,6 K.L. 1a-b,2c,5c,6
Week 21 Jan 20 - Jan 24	Chapter 15 Lesson 1-5 Review/test	CC.K.OA.1,3	Week 21 Jan 20 - Jan 24	Theme 7 In the Neighborhood Lesson 19	K.RL. 1,2,3,4,5,7,10,10b K.RF. 1b,2e,3a-d,4 K.W. 2 K.SL. 1a,4,5 K.L. 2d,5b-c,6
Week 22 Jan 27 - Jan 31	Chapter 16 Lesson 1-4 Review/Test	CC.K.OA.1,3,5	Week 22 Jan 27 - Jan 31	Theme 7 In the Neighborhood Lesson 20	K.RL. 1,3,4,5,6,9,10,10a-b K.RF. 1b,1d,2e,3a-d,4 K.W. 2,5 K.SL. 2,4,6 K.L. 1a,1d,1f,2c-d,5c,6
Week 23 Feb 3 - Feb 7	Unit 6 Review/Test		Week 23 Feb 3 - Feb 7	Theme 7 In the Neighborhood Lesson 21	K.RL. 1,3,4,5,6,10,10a-c K.RF. 1b,1d,2e,3a-d,4 K.W. 2,5 K.SL. 2,4,6 K.L. 1a,1f,1f,2c-d,5c,6
Week 24 Feb 10 - Feb 14	Quarter End Review/Testing		Week 24 Feb 10 - Feb 14	Theme 8 Jobs people Do - Lesson 22	K.RL. 1,2,3,9,10 K.RF. 1a-b,2d,3a-d,4 K.W. 2 K.SL. 1a,2,3,4,6 K.L. 1f,2d,5c,6
Week 25 Feb 17 - Feb 21	Chapter 17 Lessons 1-5 Review/Test	CC.K.OA.1,3 CC.K.CC.1,4a-b, 5 CC.K.NBT.1	Week 25 Feb 17 - Feb 21	Theme 8 Jobs people Do - Lesson 23	K.RL. 1,2,3,4,5,6,10,10b K.RI. 1,2,4,5,6,7,10,10a K.RF. 1d,2b,2d,3a-c,4 K.SL. 2,2a,3,4,6 K.L. 1a-b,1f,2c,5c,6
Week 26 Feb 24 - Feb 28	Chapter 18 Lesson 1-5 Review/Test	CC.K.CC.1,4c CC.K.NBT.1	Week 26 Feb 24 - Feb 28	Theme 8 Jobs people Do - Lesson 24	K.RL. 1,3,4,5,7,10,10a-b K.RF. 1b,2a,2e,3a-d,4 K.W. 3 K.SL. 1a,2,2a,3,4 K.L. 1,1b,1d,2d,5a,5c,6

Kindergarten Pacing Guides for 2013/2014 - Third Trimester

Week Days	Dates	Events	Math	Language Arts	Social Studies	Science	PE	Music	Art
27 125-129	Mar 3 - Mar 7	Dr Seuss - M	Chapter 18 Lesson 1-5 Review/Test	Theme 9 Animals All Around - Lesson 25	Unit 4 Lesson 1 Where Do We Live	Unit B Earth Science Unit B- Lesson 1 Looking At The Earth	Fitness / Track	Listening Performing	Texture
28 130-134	Mar 10 - Mar 14 Flex Friday	Bench Mark 3 Olympics - R-F	Unit 7 Review/Test	Theme 9 Animals All Around - Lesson 26	Globe - Land Forms	Unit B Lesson 2 Mountains and Valleys	Fitness / Track	Listening Performing	Space
29 135-138	Mar 17 - Mar 21	St Patrick's - M Spring Break	Chapter 19 Lesson 1-5 Review/Test	Theme 9 Animals All Around - Lesson 27	Science - Unit B Lesson 3-4 Environments		Team Sports Skills and Rules	Listening Performing	Space
30 139-142	Mar 31 - Apr 4	Spring Pictures - ? Book Fair - 2 nd -11 th	Chapter 20 Lesson 1-5 Review/Test	Theme 10 On the Go Lesson 28	Science - Unit B Lesson 3-4 Environments		Team Sports Skills and Rules	Listening Performing	Space
31 143-147	Apr 7 - Apr 11 Flex Schedule W-F	Book Fair - 2 nd -11 th PTC - W-R	Unit 8 Review/Test	Theme 10 On the Go Lesson 29	Soc.St. - Unit 4 Lesson 2-3 Models to Map - Traffic signs		Team Sports Skills and Rules	Listening Performing	Form
32 148-152	Apr 14 - Apr 18 NO School Friday	Good Friday - F	Chapter 21 Lesson 1-5 Review/Test	Theme 10 On the Go Lesson 30	Soc. St. - Unit 4 Lesson 3-4 Models to Map - countries & folktales		Team Sports Skills and Rules	Listening Performing	Form
33 153-157	Apr 21 - Apr 25 No School Monday Flex Friday	Earth Day -T	Chapter 22 Lesson 1-5 Review/Test	Review and Extend Lesson 31	Unit 4 Review Assessment	Unit B Lesson 5-6 Earth Resources/Care Unit B Review/Test	Team Sports Skills and Rules	Listening Performing	Form
34 158-162	Apr 28 - May 2		Unit 9 Review/Test	Review and Extend Lesson 32	Unit 5 Lesson 1 Time Goes By	Unit C Lesson 3-6 Seasons	Team Sports Skills and Rules	Listening Performing	Form
35 163-167	May 5 - May 9 Flex Friday	Cinco de Mayo - M Mother's Day - F	Chapter 23 Lesson 1-5 Review/Test	Review and Extend Lesson 33	Unit 5 Lesson 2 Months of the year	Unit C Assessment/Activity	Team Sports Skills and Rules	Listening Performing	
36 168-172	May 12 - May 16	Open House - R EOY Testing	Chapter 24 Lesson 1-5 Review/Test	Review and Extend Lesson 34	Unit 5 Lesson 4 Measuring Time		Team Sports Skills and Rules	Listening Performing	
37 173-177	May 19 - May 23 Flex Friday			Starfall Readers	Unit 5 Review/Test		Evaluation	Listening Performing	
38 178-180	May 27 - May 31 NO School Monday Flex Schedule T-W	Memorial Day - M K Graduation - R							

2013/2014 Pacing Guides for Common Core Standards

Dates	Math	Common Core Standard	Dates	Language Arts	Common Core Standard
Week 27 Mar 3 - Mar 7	Unit 7 Review/Test		Week 27 Mar 3 - Mar 7	Theme 9 Animals All Around - Lesson 25	K.RL. 1,3,4,5,7,10,10a K.RF. 1b,2a,2e,3a-d,4 K.W. 3 K.SL. 1a,2,3,4 K.L. 1,1d,2d,5a,5c,6
Week 28 Mar 10 - Mar 14	Chapter 19 Lesson 1-5 Review/Test	CC.K.MD.4a-b	Week 28 Mar 10 - Mar 14	Theme 9 Animals All Around - Lesson 26	K.RL. 1,2,3,4,5,6,7,10,10a K.RI. 7 K.RF. 1b,2e,3a-d,4 K.W. 1,2,7 K.SL. 1a,2,2a,4,6 K.L. 2a-d,5c,6
Week 29 Mar 17 - Mar 21	Chapter 20 Lesson 1-5 Review/Test	CC.K.MD.4a-b	Week 29 Mar 17 - Mar 21	Theme 9 Animals All Around - Lesson 27	K.RL. 1,2,3,5,10 K.RI. 2,7,10 K.RF. 1b,1d,2e-f,3a-c,4 K.W. 1,2,5 K.SL. 1a,2,2a,3,4,6 K.L. 1a,2c-d,5a,5c,6
Week 30 Mar 31 - Apr 4	Unit 8 Review/Test		Week 30 Mar 31 - Apr 4	Theme 10 On the Go Lesson 28	K.RL. 1,3,4,5,6,7,10,10a-b K.RF. 1a-b,2b,3a-d,4 K.W. 1,2,5 K.SL. 1a,2,2a,3,4 K.L. 1f,2d,5c,6
Week 31 Apr 7 - Apr 11	Chapter 21 Lesson 1-5 Review/Test	CC.K.CC.1,2	Week 31 Apr 7 - Apr 11	Theme 10 On the Go Lesson 29	K.RL. 1,2,3,4,5,6,7,10,10a-b K.RF. 1b,1d,2e,3a-d,4 K.W. 3,8 K.SL. 1a,2,2a,3,4,6 K.L. 1f,2d,5c,6
Week 32 Apr 14 - Apr 18	Chapter 22 Lesson 1-5 Review/Test	CC.K.CC.1,2	Week 32 Apr 14 - Apr 18	Theme 10 On the Go Lesson 30	K.RL. 2,3,5,6,7,9,10 K.RF. 1a,1d,2d-f,3a-d,4 K.W. 3,5 K.SL. 2,2a,4,6 K.L. 1f,2a-d,5c,6
Week 33 Apr 21 - Apr 25	Unit 9 Review/Test		Week 33 Apr 21 - Apr 25	Review and Extend Lesson 31	K.RL. 5,10 K.RI. 1,2,5,7,8,10,10a-b K.RF. 1b,2d,3a-d K.W. 2,5 K.SL. 1b,5,6 K.L. 1f,2,2a-b,5a,5c,6
Week 34 Apr 28 - May 2	Chapter 23 Lesson 1-5 Review/Test	CC.K.G.2-6	Week 34 Apr 28 - May 2	Review and Extend Lesson 32	K.RL. 1,5,7,10 K.RI. 1,7,9,10 K.RF. 1b,2e,3a-d K.W. 5,6,7 K.SL. 2a,5,6 K.L. 2a-b,5c,6
Week 35 May 5 - May 9	Chapter 24 Lesson 1-5 Review/Test	CC.K.MD.1,2	Week 35 May 5 - May 9	Review and Extend Lesson 33	K.RL. 1,3,5,10,10a-b K.RF. 1b,2e,3a-d K.W. 2 K.SL. 2a,4,6 K.L. 1f,2a-b,5c,6
Week 36 May 12 - May 16			Week 36 May 12 - May 16	Review and Extend Lesson 34	K.RL. 1,3,5,9,10,10a-b K.RF. 1b,2f,3a-d K.W. 3,5,6 K.SL. 2a,6 K.L. 5c,6
Week 37 May 19 - May 23			Week 37 May 19 - May 23	Starfall Readers	
Week 38 May 27 - May 31			Week 38 May 27 - May 31		

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Dates	Math	Common Core Standard	Dates	Math	Common Core Standard	Dates	Math	Common Core Standard
Week 1 Aug 12 - Aug 16	Welcome to Kindergarten		Week 14 Nov 11 - Nov 15	Chapter 10 Lesson 1-5 Review/Test	CC.K.CC.1, 2, 3 CC.K.CC.4a-b, 5	Week 27 Mar 3 - Mar 7	Unit 7 Review/Test	
Week 2 Aug 19 - Aug 23	Unit 1 Chapter 1 Lesson 1-5 Review/Test	CC.K.G.1,5	Week 15 Nov 18 - Nov 22	Chapter 11 Lessons 1-5 Review/Test	CC.K.CC.1,4a-b, 5 CC.K.OA.4	Week 28 Mar 10 - Mar 14	Chapter 19 Lesson 1-5 Review/Test	CC.K.MD.4a-b
Week 3 Aug 26 - Aug 30	Chapter 2 Lesson 1-4 Review/Test	CC.K.MD.3 CC.K.G.4	Week 16 Dec 2 - Dec 6	Chapter 12 Lessons 1-4 Review/Test	CC.K.CC.1,4a-c,5,6,7	Week 29 Mar 17 - Mar 21	Chapter 20 Lesson 1-5 Review/Test	CC.K.MD.4a-b
Week 4 Sep 2 - Sep 6	Unit 1 Review/Test		Week 17 Dec 9 - Dec 13	Unit 4 Review/Test		Week 30 Mar 31 - Apr 4	Unit 8 Review/Test	
Week 5 Sep 9 - Sep 13	Chapter 4 Lessons 1-5 Review/Test	CC.K.G.2, 4	Week 18 Dec 16 - Dec 20	Chapter 13 Lesson 1-4 Review/Test	CC.K.OA.1,2,5	Week 31 Apr 7 - Apr 11	Chapter 21 Lesson 1-5 Review/Test	CC.K.CC.1,2
Week 6 Sep 16 - Sep 20	Chapter 5 Lesson 1-5 Review/Test	CC.K.G.2	Week 19 Jan 6 - Jan 10	Chapter 14 Lesson 1-5 Review/Test	CC.K.OA.1,2	Week 32 Apr 14 - Apr 18	Chapter 22 Lesson 1-5 Review/Test	
Week 7 Sep 23 - Sep 27	Chapter 6 Lessons 1-4 Review /Test	CC.K.G.2	Week 20 Jan 13 - Jan 17	Unit 5 Review/Test		Week 33 Apr 21 - Apr 25	Unit 9 Review/Test	
Week 8 Sep 30 - Oct 4	Unit 2 Review/Test		Week 21 Jan 20 - Jan 24	Chapter 15 Lesson 1-5 Review/test	CC.K.OA.1,3	Week 34 Apr 28 - May 2	Chapter 23 Lesson 1-5 Review/Test	CC.K.G.2-6
Week 9 Oct 7 - Oct 11	Benchmark Testing		Week 22 Jan 27 - Jan 31	Chapter 16 Lesson 1-4 Review/Test	CC.K.OA.1,3,5	Week 35 May 5 - May 9	Chapter 24 Lesson 1-5 Review/Test	CC.K.MD.1,2
Week 10 Oct 14 - Oct 18	Chapter 7 Lessons 1-5 Review/Test	CC.K.CC.4a-b, 5, 6	Week 23 Feb 3 - Feb 7	Unit 6 Review/Test		Week 36 May 12 - May 16		
Week 11 Oct 21 - Oct 25	Chapter 8 Lessons 1-5 Review /Test	CC.K.CC.1, 3, 4a-b, 5	Week 24 Feb 10 - Feb 14	Quarter End Review/Testing		Week 37 May 19 - May 23		
Week 12 Oct 28 - Nov 1	Chapter 9 Lessons 1-5 Review /Test	CC.K.CC.1, 3, 4a-b, 5	Week 25 Feb 17 - Feb 21	Chapter 17 Lessons 1-5 Review/Test	CC.K.OA.1,3 CC.K.CC.1,4a-b, 5 CC.K.NBT.1	Week 38 May 27 - May 31		
Week 13 Nov 4 - Nov 8	Unit 3 Review/Test		Week 26 Feb 24 - Feb 28	Chapter 18 Lesson 1-5 Review/Test	CC.K.CC.1,4c CC.K.NBT.1			

2013/2014 Pacing Guides for Common Core Standards

Dates	Language Arts	Common Core Standard	Dates	Language Arts	Common Core Standard	Dates	Language Arts	Common Core Standard
Week 1 Aug 12 - Aug 16	Welcome To Kindergarten - Lesson 1	K.RL. 1,2,10,10a K.RF. 1a K.SL. 1a,2,2a,4 K.L. 1f,1b,5a	Week 14 Nov 11 - Nov 15	Theme 4 On The Farm Lesson 12	K.RL. 2,3,5,10 K.RI. 2,10 K.RF. 1b,2a,2d-e,3a-d,4 K.SL. 1a-b,2a,4,6 K.L. 1b,1f,2d,5a,5c,6	Week 27 Mar 3 - Mar 7	Theme 9 Animals All Around - Lesson 25	K.RL. 1,3,4,5,7,10,10a K.RF. 1b,2a,2e,3a-d,4 K.W. 3 K.SL. 1a,2,3,4 K.L. 1,1d,2d,5a,5c,6
Week 2 Aug 19 - Aug 23	Welcome To Kindergarten - Lesson 2	K.RL. 1,3,4,10,10a K.W. 12 K.SL. 1a-b,2,2a,4 K.L. 1b,1e,5b-c,6	Week 15 Nov 18 - Nov 22	Theme 5 Whatever the Weather Lesson 13	K.RL. 1,5,10,10a K.RI. 1,3,4,5,6,7,8,9,10,10a K.RF. 1b,1d,2e,3a-c K.SL. 2,2a,3,4 K.L. 1a-b,1d,1f,2a-b,2d,5c,6	Week 28 Mar 10 - Mar 14	Theme 9 Animals All Around - Lesson 26	K.RL. 1,2,3,4,5,6,7,10,10a K.RI. 7 K.RF. 1b,2e,3a-d,4 K.W. 1,2,7 K.SL. 1a,2,2a,4,6 K.L. 2a-d,5c,6
Week 3 Aug 26 - Aug 30	Theme 1 All About Me Lesson 1	K.RL. 1,2,4,5c,7,10,10a-b K.RI. 5 K.RF. 1a-b,1d,2,3a,3c,4 K.SL. 1a,2a,4 K.L. 1a-1,2a,2c,5c,6	Week 16 Dec 2 - Dec 6	Theme 5 Whatever the Weather Lesson 14	K.RL. 1,2,3,4,7,10,10b K.RI. 1,6,7,10,10a-b K.RF. 1b,2d-e,3a-d,4 K.W. 8 K.SL. 1b,2,2a,3,4,6 K.L. 1d,1f,2a-b,2d,5c-d,6	Week 29 Mar 17 - Mar 21	Theme 9 Animals All Around - Lesson 27	K.RL. 1,2,3,5,10 K.RI. 2,7,10 K.RF. 1b,1d,2e-f,3a-c,4 K.W. 1,2,5 K.SL. 1a,2,2a,3,4,6 K.L. 1a,2c-d,5a,5c,6
Week 4 Sep 2 - Sep 6	Theme 1 All About Me - Lesson 2	K.RL. 1,2,3,4,5,6,9,10,10a-b K.RF. 1a-b,1d,2b,3a,3c,4 K.SL. 1a,3,4 K.L. 1a-b,1f,2a,2c,4a,5a,5c,6	Week 17 Dec 9 - Dec 13	Theme 5 Whatever the Weather Lesson 15	K.RL. 2,3,10,10b K.RI. 1,2,10 K.RF. 1a-b,1d,2e,3a-d,4 K.SL. 1b,2a,3,4,5,6 K.L. 1a,1f,2a-b,2d,5c,6	Week 30 Mar 31 - Apr 4	Theme 10 On the Go Lesson 28	K.RL. 1,2,3,4,5,6,7,10,10a-b K.RF. 1a-b,2b,3a-d,4 K.W. 1,2,5 K.SL. 1a,2,2a,3,4 K.L. 1f,2d,5c,6
Week 5 Sep 9 - Sep 13	Theme 1 All About Me - Lesson 3	K.RL. 1,2,3,7,9,10,10b K.RF. 1a,1d,2b,3a,3c,4 K.W. 2 K.SL. 1a-b,2,2a K.L. 1a-b,5a,5c,6	Week 18 Dec 16 - Dec 20	Theme 6 Let's Play Lesson 16	K.RL. 2,3,4,5,6,7,10,10a-b K.RF. 1d,2a,2e,3a-c,4 K.SL. 1a,2,2a,4,5,6 K.L. 1a,1f,2a-c,5c,6	Week 31 Apr 7 - Apr 11	Theme 10 On the Go Lesson 29	K.RL. 1,2,3,4,5,6,7,9,10 K.RF. 1a,1d,2d-f,3a-d,4 K.W. 3,8 K.SL. 1a,2,2a,3,4,6 K.L. 1f,2d,5c,6
Week 6 Sep 16 - Sep 20	Theme 2 Families Lesson 4	K.RL. 1,2,3,4,5c,7,10,10a K.RF. 1c-d,2,2b,3a,3c,4 K.W. 2 K.SL. 1a,2,3 K.L. 1a-b,5c,6	Week 19 Jan 6 - Jan 10	Theme 6 Let's Play Lesson 17	K.RL. 2,3,4,5,6,7,10,10b K.RF. 1a-b,1d,2d-e,3a-d,4 K.W. 2 K.SL. 1a,2,2a,4,6 K.L. 1b,1d,1f,2c-d,4a,5c-d,6	Week 32 Apr 14 - Apr 18	Theme 10 On the Go Lesson 30	K.RL. 2,3,5,6,7,9,10 K.RF. 1a,1d,2d-f,3a-d,4 K.W. 3,5 K.SL. 2,2a,4,6 K.L. 1f,2a-d,5c,6
Week 7 Sep 23 - Sep 27	Theme 2 Families Lesson 5	K.RL. 1,2,3,4,7,9,10,10a-b K.RF. 1b-d,2a,3a,3c,4 K.SL. 1a-b,2,3,4,5 K.L. 1a-b,1f,2a-b,5a,5c,6	Week 20 Jan 13 - Jan 17	Theme 6 Let's Play Lesson 18	K.RL. 1,2,3,5,9,10,10a K.RF. 1a,1d,2a,2e,3a-d,4 K.W. 2 K.SL. 1a,2a,4,6 K.L. 1a-b,2c,5c,6	Week 33 Apr 21 - Apr 25	Review and Extend Lesson 31	K.RL. 5,10 K.RI. 1,2,5,7,8,10,10a-b K.RF. 1b,2d,3a-d K.W. 2,5 K.SL. 1b,5,6 K.L. 1f,2,2a-b,5a,5c,6
Week 8 Sep 30 - Oct 4	Theme 2 Families Lesson 6	K.RL. 2,3,9,10,10b K.RF. 1b,1d,2e,3a-c,4 K.W. 3,8 K.SL. 2,4,5,6 K.L. 1a-b,5c,6	Week 21 Jan 20 - Jan 24	Theme 7 In the Neighborhood Lesson 19	K.RL. 1,2,3,4,5,7,10,10b K.RF. 1b,2e,3a-d,4 K.W. 2 K.SL. 1a,4,5 K.L. 2d,5b-c,6	Week 34 Apr 28 - May 2	Review and Extend Lesson 32	K.RL. 1,5,7,10 K.RI. 1,7,9,10 K.RF. 1b,2e,3a-d K.W. 5,6,7 K.SL. 2a,5,6 K.L. 2a-b,5c,6
Week 9 Oct 7 - Oct 11	Theme 3 Friends At School - Lesson 7	K.RL. 1,2,3,4,5,6,7,10,10b K.RF. 1a-b,2a-b,3a-d,4 K.SL. 1a,2,4,5,6 K.L. 1f,2a-d,5c,6	Week 22 Jan 27 - Jan 31	Theme 7 In the Neighborhood Lesson 20	K.RL. 1,3,4,5,6,9,10,10a-b K.RF. 1b,1d,2e,3a-d,4 K.W. 2,5 K.SL. 2,4,6 K.L. 1a,1d,1f,2c-d,5c,6	Week 35 May 5 - May 9	Review and Extend Lesson 33	K.RL. 1,3,5,10,10a-b K.RF. 1b,2e,3a-d K.W. 2 K.SL. 2a,4,6 K.L. 1f,2a-b,5c,6
Week 10 Oct 14 - Oct 18	Theme 3 Friends At School - Lesson 8	K.RL. 1,2,3,3a-b,4,6,7,10,10a-b K.RF. 1b,1d,2a,2c,3a-d,4 K.SL. 2,4,5,6 K.L. 1a,1f,2a-b,2d,5c,6	Week 23 Feb 3 - Feb 7	Theme 7 In the Neighborhood Lesson 21	K.RL. 1,3,4,5,6,10,10a-c K.RF. 1b,1d,2e,3a-d,4 K.W. 2,5 K.SL. 2,4,6 K.L. 1a,1f,1f,2c-d,5c,6	Week 36 May 12 - May 16	Review and Extend Lesson 34	K.RL. 1,3,5,9,10,10a-b K.RF. 1b,2f,3a-d K.W. 3,5,6 K.SL. 2a,6 K.L. 5c,6
Week 11 Oct 21 - Oct 25	Theme 3 Friends At School - Lesson 9	K.RL. 2,3,3a-b,9,10 K.RF. 1b,2c,2e,3a-d,4 K.W. 2 K.SL. 2,4,5 K.L. 1e-f,2b,2d,5a,5c,6	Week 24 Feb 10 - Feb 14	Theme 8 Jobs people Do - Lesson 22	K.RL. 1,2,3,9,10 K.RF. 1a-b,2d,3a-d,4 K.W. 2 K.SL. 1a,2,3,4,6 K.L. 1f,2d,5c,6	Week 37 May 19 - May 23	Starfall Readers	
Week 12 Oct 28 - Nov 1	Theme 4 On The Farm Lesson 10	K.RL. 1,3,4,5,6,7,9,10,10a-b K.RI. 1,2,4,5,7,10a-b K.RF. 1a-b,1d,2b,2d-e,3a-d,4 K.W. 2 K.SL. 1a-b,1f,4,5,5c,6 K.L. 1b,1f,2c-d,5c,6	Week 25 Feb 17 - Feb 21	Theme 8 Jobs people Do - Lesson 23	K.RL. 1,2,3,4,5,6,10,10b K.RI. 1,2,4,5,6,7,10,10a K.RF. 1d,2b,2d,3a-c,4 K.SL. 2,2a,3,4,6 K.L. 1a-b,1f,2c,5c,6	Week 38 May 27 - May 31		
Week 13 Nov 4 - Nov 8	Theme 4 On The Farm Lesson 11	K.RL. 1,2,3,4,5,6,7,10,10a-b K.RF. 1a-b,1d,2e,3a-d,4 K.W. 7 K.SL. 1a-b,2,3,4,5,6 K.L. 1a-b,1f,2a-c,5c,6	Week 26 Feb 24 - Feb 28	Theme 8 Jobs people Do - Lesson 24	K.RL. 1,3,4,5,7,10,10a-b K.RF. 1b,2a,2e,3a-d,4 K.W. 3 K.SL. 1a,2,2a,3,4 K.L. 1,1b,1d,2d,5a,5c,6			

RL=reading literature RI=reading information RF=reading foundation (CAP) W=writing SL=speaking and listening L=language

Appendix 9

Appendix 9: Independent Study Board Policy and Master Agreement

BP 6158

Ridgecrest Charter School

Instruction

Independent Study (Short Term)

The Governing Board authorizes independent study as an optional alternative instructional strategy by which students in grades K-8 and adult education may reach curriculum objectives and fulfill graduation requirements. Independent study shall offer a means of individualizing the educational plan for students whose needs may be met best through study outside of the regular classroom setting.

The school's independent study option shall be substantially equivalent in quality and quantity to classroom instruction, thus enabling students enrolled in independent study to complete the school's adopted course of study within the customary time frame. Students in independent study shall have access to the same services and resources as is available to other students in the school.

The Administrator or designee shall determine that the prospective independent study student understands and is prepared to meet the school's requirements for independent study. Independent study entails a commitment by both the parent/guardian and the student. As the student gets older, he/she assumes a greater portion of the responsibility involved. Independent study may be offered only to students who can achieve in this program as well as or better than they would in the regular classroom.

The Administrator or designee shall ensure that a written independent study agreement, as prescribed by law, exists for each participating student. (Education Code 51747)

The Board recognizes that independent study may be used as an option to encourage students to remain in school. Teachers should carefully set the duration of independent study assignments, within the limits specified by the Board in order to help identify students falling behind in their work or in danger of failing or dropping out of school.

To foster each student's success in independent study, the Board establishes the following maximum lengths of time which may elapse between the time an assignment is made and date by which the student must complete the assigned work which shall be as follows:

1. For students in grades K-3: 1 week
2. For students in grades 4-8: 2 weeks

When circumstances justify a longer time, the Administrator or designee may extend the maximum length of an assignment to a period not to exceed eight weeks, pursuant to a written request with justification.

Appendix 9: Independent Study Board Policy and Master Agreement

b When any student fails to complete consecutive independent study assignments, the Administrator or designee shall conduct an evaluation to determine whether it is in the student's best interest to remain in independent study. Evaluation findings shall be kept in the student's permanent record.

The Administrator or designee shall annually report to the Board the number of students engaged in independent study, the ADA generated, the quality of these students' work as measured by standard indicators, and the number and proportion of independent study students who graduate or successfully complete independent study.

Legal Reference:

Education Code

17289	Exemption for building
44865	Qualifications for home teachers and teachers in special classes and schools; consent to assignment
46300-46300.6	Methods of computing ADA
48220	Classes of children exempted
48340	Improvement of pupil attendance
48915	Expulsion; particular circumstances
48917	Suspension of expulsion order
51225.3	Requirements for high school graduation
51745-51749.3	Independent study programs
52000	Improvement of elementary and secondary education: legislative intent
52015	School improvement plans: components of plan
52017	Secondary schools: additional plan components
56026	Individual with exceptional needs

Family Code

6550	Authorization affidavits
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Code of Regulations, Title 5

11700-11703	Independent study
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Policy Adopted: 10/10/02
Policy Amended: March 2006

Independent Study Board Policy and Master Agreement

Request for Short Term Independent Study

325 S Downs
Ridgecrest, CA 93555

Fax: 760.375.7766

www.ridgecrestcharterschool.org

Please submit 3 school days prior to planned leave

School of Attendance: Ridgecrest Charter School Date _____

Name _____
Last First Middle Initial

Student ID# _____ Grade _____ Birthdate _____

Parent/Guardian _____

Email Address _____

Home Telephone _____

Cell/Work Telephone _____

Reason for Request _____

First Date of Planned Absence _____ Last Date of Planned Absence _____

I understand that the following conditions must be met to participate in Short Term Independent Study:

- The maximum number of days of participation is 20 (twenty). If the student is absent after twenty days, he/she will be dropped from school rolls. A space will not be retained in your child's school or class.
- The Director must approve the Independent Study request.
- The student and parent MUST sign the appropriate form and pick up assignments BEFORE Independent Study begins.
- The student must complete the assigned work and keep it in the Independent Study folder.
- The assigned work must be completed and returned the day the student returns or the designated day of return, whichever comes first. If the assigned work is not returned on time as explained, the student WILL NOT receive any attendance credit, per California Education Code.

Does student receive Special Education Services? Yes No

Does student have an IEP? Yes No Has contract been amended? Yes No

Parent Signature Date

<input type="checkbox"/> Approved	<input type="checkbox"/> Not Approved (will meet with parents)
_____ Director Signature	_____ Date



Appendix 9: Independent Study Board Policy and Master Agreement

RIDGECREST CHARTER SCHOOL

Home of the Eagles

MASTER AGREEMENT FOR SHORT TERM INDEPENDENT STUDY

Student Name _____ Grade _____
ID Number _____ Teacher _____
Birth date _____ Age _____
Address _____
Start Date _____ End Date _____

Objective:

1. The major objective for the duration of this agreement is to enable the student to keep current with the grade studies for the period covered by this agreement.
2. This agreement is to enable the student to successfully reach the objectives and complete the objectives identified on the assignment sheet that will be part of this agreement. With the support of the parent, guardian, or caregiver the student will submit all assignments on or before the due date.
3. The Ridgecrest Charter School will provide the teacher services, instructional materials, and other necessary items and resources as specified for each assignment.
4. The student will complete the studies listed on the attached sheet during the term of the agreement as they are outlined in the Charter School curriculum.
5. Any child leaving the U.S.A. for a short vacation to any country considered by the Center for Disease Control and Prevention (CDC) to have increased risk of TB exposure (such as Mexico, the Philippines, India, or Southeast Asia) **MUST** receive a TB clearance upon return.
6. ALL work completed in this contract will be graded. The work will be kept in the records office.

THE ATTACHED ASSIGNMENTS MUST BE COMPLETED AND RETURNED THE DAY THE STUDENT RETURNS OR THE DESIGNATED DAY OF RETURN, WHICHEVER COMES FIRST.

Failure to comply will void this independent contract and result in all absences unexcused.

Agreement: We have read this agreement and hereby agree to all conditions set forth within:

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Director Signature: _____ Date: _____

Appendix 10

STUDENT STUDY TEAM

A GUIDE FOR PARENTS

To Parents:

Students are most successful when there is a cooperative effort between parents and school personnel to explore and problem-solve in order to help students succeed. This handout is intended to help you better understand the way the SST works so that you can become more actively involved in your child's education. Your questions, comments, and suggestions are very valuable.

What is the Student Study Team (SST)?

The SST is a school site team, which reviews individual student strengths and areas of concern. The SST plans strategies and organizes resources for addressing problems. This process is a function of regular education. A facilitator is appointed to guide the team. This is usually the teacher, but not always.

How is the student selected to be discussed at the SST?

Usually the classroom teacher indicates that the student's learning, behavioral, and/or emotional needs are not being adequately met under existing circumstances.

Will anything have been done to help my child before the SST?

Yes. Usually the teacher has already made some modifications in the classroom. The SST will have met to review the student and to make sure that beneficial accommodations have been implemented, and any appropriate screenings are done.

What are "appropriate screening tests"?

Evaluation of classroom skills by your child's teacher may occur. The Resource Specialist may also administer some standardized tests, to determine where your child stands according to the grade level standards.

What does "Program modifications" mean?

Measures taken to accommodate to the needs of an individual student, some examples include: change of seating, use of diagnostic materials, cross-age tutor, individual contracts, (for behavior modification) change of group, buddy system, change in expectation of completed assignments, notebooks or journals for organizational purposes, visual aids.

How many people will be involved in the SST?

Participants on the team may vary, depending on the nature of the concern. In addition to the teacher, the team may include the resource specialist, administrator, special day class teacher, psychologist, speech and language pathologist, school nurse, counselor, ESL teacher, reading specialist, or audiologist. Only those who are necessary to adequately review the student will participate.

SST Summary

The team will summarize key information discussed during an SST meeting, which will include the student's strengths, modifications in place and their effectiveness, areas of concern, questions, strategies to implement, person(s) responsible, and any other pertinent information. This information will be recorded in a summary, and serve as a record of the minutes of the SST meeting. As a parent, you will receive a copy of this summary, whether you attend the meeting or not. You may request that copies of the SST summary be sent to your child's doctor or other professional personnel.

Will my child receive special testing?

It is possible, if the classroom modifications have not been effective. If additional testing shows significant educational gaps, the possibility of Special Education assistance may be considered. The Resource Specialist will then become the facilitator, and parent permission must be obtained in writing to proceed.

Ridgecrest Charter School

STUDENT STUDY TEAM TEACHER REFERRAL FORM

Date: _____

Person Completing Form: _____

Student name:

Date of Birth: _____ Age: _____ Grade: _____ Sex: M / F

Parent/Guardian Name:

Parent/Guardian Address:

Phone: _____ Email: _____

Purpose Of Referral (Check all that apply):

Curriculum help

Health issues

Learning difficulties

Social/emotional problems

Other: _____

School History:

(Please list schools attended and note dates. Please make note if child has ever been retained, suspended or expelled while in school. Indicate other school experiences where student worked at home.)

Has the child ever been enrolled in a special education program? _____

If yes, explain

Student Strengths:

Student Concerns:

What methods have been attempted to solve the concern and what resulted?

Additional Information: (Please, include anything that has not been addressed in prior sections)

Signature of Person Completing Form

Date

Appendix 11

PROFESSIONAL DEVELOPMENT PLAN

2013-2014

Goals for Staff Development

1. Improve student achievement.
2. Prepare teachers to successfully meet the challenges of the Common Core State Standards and assessments.
3. Prepare faculty to successfully meet the academic, behavioral and social needs of diverse learners using differentiated instructional strategies.
4. Promote collegiality, collaboration and synergism among all staff members at RCS.
5. Encourage personal and professional growth.
6. Prepare faculty to integrate the teaching of reading and writing across multiple curriculum and grade level areas.
7. Prepare faculty to effectively integrate technology into daily lesson planning.

Objectives:

1. Teachers will encourage student participation in performance-based activities such as oral reports, role plays, model construction, discovery based lab activities, multi-media presentations, debates.
2. Teachers will require students to engage in research based activities such as examination of public records for investigation purposes, use of accessible media, study of sources to distinguish between valid and invalid information, generation of original research documents and use of the internet and other electronic research technologies.
3. Teachers will encourage students to use of a variety of intellectual skills, which demonstrate understanding of major ideas by using graphic organizers (i.e. Venn Diagrams, semantic maps, KWL's etc.).
4. Teachers will use community resources as they invite community presenters to classes, plan field trips into the community, encourage students to interview community members and participate in service learning projects.
5. Teachers will use evaluative tools such as rubrics, portfolios and benchmarks to accurately evaluate students and their own professional performance.
6. Teachers will develop a classroom environment by building student skills of cooperation and collaboration; by developing an understanding of cultural differences and similarities; and by nurturing acceptance of the ideas of others.

Needs Assessment

- A. Student Needs - Student achievement and performance is assessed by analyzing BMK data, student attendance rates, and student performance on state and locally developed assessments.
- B. Teacher Needs - Teacher needs are assessed by completing teacher surveys which will identify areas of interest.
- C. Targeted areas of growth- Implement new strategies and programs that will positively impact student achievement and mastery of the Common Core State Learning Standards.

Strategies, Activities and Opportunities Provided for Continuous and Sustained Professional Development Directly Related to Student Learning Needs

- Computers and other technologies
- Curriculum alignment
- Early literacy
- Differentiated instruction
- Essential elements of instruction
- Reading and writing across the content areas
- Common Core State Standards

Professional Learning Communities and Classroom Walk-thru's

Peer Coaching is a non-evaluative confidential relationship through which peers collaborate, in and out of the classroom, with a focus on developing skills that will increase student learning.

During Professional Developments days- teachers have common planning time which serves as a professional development opportunity.

Expected Teacher Participation

All teachers will participate in staff development offered by the school. The PD Plan, will provide ample opportunity for newly certified teachers to meet the 175 hours of professional development every five years required for teachers applying for certification after February 2004.

Evaluation Plan

1. Student achievement and performance will be assessed by analyzing BMK data, attendance rates, and student performance on state and locally developed assessments.

Ridgecrest Charter School Petition Appendix and Attachments

Date	Topic	Participants
8/5/13	New Teacher Orientation	All Staff
8/5/13	Data Session- CST Data	All Staff
8/5/13	Special Education- Roles and Responsibility	All Staff
8/5/13	Individual Learning Plans	All Staff
8/6/13	Pacing Guides and Planning (ADD CC Bridging Materials)	All Staff
8/6/13	BMKs- What do we use them for?	All Staff
8/6/13	Too Good For Drugs	All Staff
8/7/13	Sexual Harassment Training	All Staff
8/7/13	FERPA Training	All Staff
8/7/13	Child Abuse Training	All Staff
8/8/13	CPR Training (Those Who Need It)	All Staff
8/8/13	BTSA (Those Who Need It)	All Staff
8/9/13	Whole Brain Teaching- Chris Biffle	All Staff
8/9/13	Cume Review- and initial ILP	
8/16/13	Technology Integration- Are You CC Ready?	All Staff
8/16/13	Teacher Book Report- Rigor Made Easy by Barbara Blackburn	All Staff
8/13/13	Common Core- Bridging Math	All Staff
8/13/13	IEP Goals and Meeting Student Needs (Common Core)	All Staff
8/30/13	Common Core- Bridging English	All Staff
8/30/13	Teacher Book Report- How the Best Teachers Differentiate Instruction By Elizabeth Breaux and Monique Boutte Magee	All Staff
9/13/13	Teacher Book Report- Solving Behavior Problems in Math Class by Jennifer Taylor-Cox	All Staff
9/13/13	Teacher Book Report- Helping Students Motivate Themselves By Larry Ferlazzo	All Staff
9/27/13	Classroom Management Simplified by Elizabeth Breaux	All Staff
9/27/13	Common Core- Social Studies and Science	
10/11/13	Professional Learning Communities (PLC)	All Staff
10/25/13	Data Session- Looking at BMK I Results (Adjust ILPs)	All Staff
11/8/13	CPI Part I Training	All Staff
11/22/13	CPI Part II Training	All Staff
12/06/13	Teacher Book Report- 75 Solutions To Common Classroom Disruptions by Bryan Harris and Cassandra Goldberg	All Staff
12/20/13	Classroom walk-Thru's	All Staff
01/17/14	Data Session- Looking at BMK II Results (Adjust ILPs)	All Staff
01/31/14	Retention- Criterion, Pros and Cons	All Staff
02/28/14	Teacher Book Report- 50 Ways to Improve Student Behavior By Annette Breaux and Todd Whitaker	All Staff
03/14/14	Looking at the CST Released Test Questions or New CC Questions	All Staff
04/11/14	Data Session- Looking at BMK III Results (Adjust ILPs)	
04/25/14	Looking at the CST Released Test Questions or New CC Questions	All Staff
05/09/14	Survey Results- 13-14 Data	All Staff
05/23/14	Planning 2014-2015 Schedule	All Staff

Appendix 12

INDIVIDUAL LEARNING PLAN

School Name _____ Date Plan Developed _____
 Student Name _____ Student Identification # _____
 Teacher(s) _____ Grade/Age _____
 _____ Parent Name _____

ASSESSMENT RESULTS (ATTACH CST, BMK AND CURRICULUM ASSESSMENTS, STAR READING AND MATH)

ASSESSMENT	READING			MATHEMATICS		
	Scaled Score	Proficiency Level	Areas for Focus	Scaled Score	Proficiency Level	Areas for Focus
CST Grade 2						
CST Grade 3						
CST Grade 4						
CST Grade 5						
CST Grade 6						
CST Grade 7						
	BMK 1	BMK 2	BMK 3	BMK 1	BMK 2	BMK 3
BMK Test Scale score						
Proficiency Level						
	Pre-Test	Mid-Test	Post-Test	Pre-Test	Mid-Test	Post-Test
Curriculum Tests English						
Curriculum Test Math						
	September	January	May	September	January	May
STAR Reading						
STAR Mathematics						

AREAS FOR FOCUS TRIMESTER I

- 1.
- 2.
- 3.

AREAS FOR CELEBRATION

- 1.
- 2.
- 3.

AREAS FOR FOCUS TRIMESTER II

- 1.
- 2.
- 3.

AREAS FOR CELEBRATION

- 1.
- 2.
- 3.

AREAS FOR FOCUS TRIMESTER III

- 1.
- 2.
- 3.

AREAS FOR CELEBRATION

- 1.
- 2.
- 3.

SOCIAL AND EMOTIONAL LEARNING

CHECK THE BOX IF THIS IS AN AREA OF CELEBRATION, OR DESCRIBE WHY THIS IS AN AREA FOR FOCUS

Self-aware: _____

Caring and connected to others: _____

Responsible in their decision-making: _____

INTERVENTION AND/OR ACCELERATION PLAN

TYPE	AMOUNT OF TIME	PERSON(S) RESPONSIBLE
<input type="checkbox"/> After School Tutoring with Classroom Teacher		
<input type="checkbox"/> After School Tutoring- Success Maker		
<input type="checkbox"/> After School Program- LEXIA		
<input type="checkbox"/> Mentoring Support (peer)		
<input type="checkbox"/> One to One Classroom Support		
<input type="checkbox"/> Homework Assistance		
<input type="checkbox"/> Computer Assisted Instruction- LEXIA		
<input type="checkbox"/> Reading Specialist		
<input type="checkbox"/> Paraprofessional Support		
<input type="checkbox"/> RTi		
<input type="checkbox"/> SST		
<input type="checkbox"/> 504 Plan		
<input type="checkbox"/> IEP		
<input type="checkbox"/> Peer Tutoring		
<input type="checkbox"/> Peer Mentor		
<input type="checkbox"/> Current Events (Middle Only)		
<input type="checkbox"/> Odyssey Of the Mind (GATE)		

ENGLISH LANGUAGE LEARNER STATUS: IF NOT APPLICABLE CHECK HERE:

Your child is an English Learner; here are the California English Language Development Test (CELDT) results:

Skill Area	Scale Score	CELDT Proficiency Level
Listening		
Speaking		
Reading		
Writing		
Overall Proficiency		

Yes, this EL continues to meet the requirements for English Language Intervention.

No, this EL has been reclassified; this EL should only be monitored.

I agree to fully participate in the intervention program as outlined above.

Student Signature _____

Parent Signature _____

Teacher Signature _____

Appendix 13

Ridgecrest Charter School--Parent Survey

Begin by answering the following questions about yourself and your child.

I am a ...

- Parent of at least one child at this school
- Grandparent, other relative, and/or legal guardian of a child at this school
- Not applicable, not sure, or decline to answer

Is your child in any of these programs?

- Special Education Program, IEP (Individual Learning Plan), or a 504 plan
- English language development (for children learning English)
- Gifted and Talented Education (GATE) or takes Honors/AP classes
- Not applicable, not sure, or decline to answer

How many years has your child been at this school?

- Less than one year
- 1 to 2 years
- 3 to 5 years
- 6 to 10 years
- Over 10 years
- Not applicable, not sure, or decline to answer

What is your race or ethnicity?

- African American (Not Hispanic)
- American Indian or Alaska Native
- Asian or Asian American
- Hispanic or Latino/a
- Pacific Islander
- White or Caucasian (Not Hispanic)
- Other or Multi-Ethnic
- Not applicable, not sure, or decline to answer

Does one or more of your children receive a free or reduced-price breakfast at this school?

- Yes
- No
- Not applicable, not sure, or decline to answer

In what grade is your child?

- TK
- Kindergarten
- 1st Grade

- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade

Please Indicate how much you agree or disagree with the following statements about this school.

This School..

promotes academic success for ALL students.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	<input type="checkbox"/>				

treats all students with respect.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	<input type="checkbox"/>				

clearly tells students in advance what will happen if they break school rules.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	<input type="checkbox"/>				

gives all students opportunities to "make a difference" by helping other people, the school, or the community.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	<input type="checkbox"/>				

keeps me well-informed about school activities.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	<input type="checkbox"/>				

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	()	()	()	()	()

provides quality counseling or other ways to help students with social or emotional needs.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	()	()	()	()	()

is an inviting place for students to learn.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	()	()	()	()	()

allows input and welcomes parents' contributions.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	()	()	()	()	()

communicates the importance of respecting all cultural beliefs and practices.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	()	()	()	()	()

gives my child opportunities to participate in classroom activities.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	()	()	()	()	()

provides instructional materials that reflect my child's culture, ethnicity, and identity.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	()	()	()	()	()

enforces school rules equally for my child and all students.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	()	()	()	()	()

provides quality activities that meet my child's interests and talents, such as: sports, clubs and music.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	()	()	()	()	()

has quality programs for my child's talents, gifts, or special needs.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	()	()	()	()	()

is a safe place for my child.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	()	()	()	()	()

keeps me well-informed about my child's progress in school.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	()	()	()	()	()

promptly responds to my phone calls, messages, or emails.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	()	()	()	()	()

encourages me to be an active partner with the school in educating my child.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	()	()	()	()	()

Based on your experience, how much of a problem at this school is ..

student alcohol and drug use?

	Not a Problem	Small Problem	Somewhat a Problem	Large Problem	Don't Know/NA
	()	()	()	()	()

harassment or bullying of students?

	Not a Problem	Small Problem	Somewhat a Problem	Large Problem	Don't Know/NA
	()	()	()	()	()

physical fighting between students?

	Not a Problem	Small Problem	Somewhat a Problem	Large Problem	Don't Know/NA
	()	()	()	()	()

racial/ethnic conflict among students?

	Not a Problem	Small Problem	Somewhat a Problem	Large Problem	Don't Know/NA
	()	()	()	()	()

students not respecting staff?

	Not a Problem	Small Problem	Somewhat a Problem	Large Problem	Don't Know/NA
	()	()	()	()	()

weapons possession?

	Not a Problem	Small Problem	Somewhat a Problem	Large Problem	Don't Know/NA
	()	()	()	()	()

vandalism (including graffiti)?

	Not a Problem	Small Problem	Somewhat a Problem	Large Problem	Don't Know/NA
	()	()	()	()	()

	Not a Problem	Small Problem	Somewhat a Problem	Large Problem	Don't Know/NA
	()	()	()	()	()

Please indicate how much you agree or disagree with the following statements about this school.

This school..

actively seeks the input of parents before making important decisions.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	()	()	()	()	()

has clean and well-maintained facilities and properties.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	()	()	()	()	()

motivates students to learn.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	()	()	()	()	()

has a supportive learning environment for my child.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	()	()	()	()	()

has staff that really care about the students.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	()	()	()	()	()

My students teacher..

communicates with me regularly.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	()	()	()	()	()

provides feedback on homework and tests.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	()	()	()	()	()

Is firm, fair, and consistent with discipline.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	()	()	()	()	()

Respects students.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
	()	()	()	()	()

Please check all that apply...

I receive weekly school news from my child's homeroom teacher.

- Yes -6th Grade
- No -6th Grade
- Yes -7th Grade
- No -7th Grade
- Yes -8th Grade
- No -8th Grade

My childs teacher uses discipline effectively.

- Yes -Math
- No -Math

- Yes -English
- No -English
- Yes -Social Studies/Science
- No -Social Studies/Science

My child's teacher keeps me informed on his/her academic progress.

- Yes -Math
- No -Math
- Yes -English
- No -English
- Yes -Social Studies/Science
- No -Social Studies/Science

My child's teacher provides feedback regarding homework and tests.

- Yes -Math
- No -Math
- Yes -English
- No -English
- Yes -Social Studies/Science
- No -Social Studies/Science

Appendix 14

Executive Summary School Accountability Report Card, 2011–12

Ridgecrest Charter School

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Ridgecrest Charter School (RCS) is a K-8 district with 380 students (323 students in 2011-2012). The school is equipped with classrooms, a cafeteria, multipurpose room, computer lab, library and resource room. The school includes certificated, classified and paraprofessional employees who participate in extensive staff development programs. The staff takes pride in its elevated teaching standards and the success of all students.

Student Enrollment

Group	Enrollment
Number of students	323
Black or African American	8.0%
American Indian or Alaska Native	1.2%
Asian	0.9%
Filipino	2.2%
Hispanic or Latino	21.1%
Native Hawaiian or Pacific Islander	0.3%
White	60.7%
Two or More Races	5.3%
Socioeconomically Disadvantaged	59.1%
English Learners	1.2%
Students with Disabilities	10.2%

Teachers

Indicator	Teachers
Teachers with full credential	100%
Teachers without full credential	0%
Teachers Teaching Outside Subject Area of Competence	0%
Misassignments of Teachers of English Learners	0%
Total Teacher Misassignments	0%

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	69%
Mathematics	66%
Science	60%
History-Social Science	28%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	845
Statewide Rank (from 2011 Base API Report)	6
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 11 of 13
2012–13 Program Improvement Status (PI Year)	Not in PI

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

The District's goal is to provide school facilities which support teaching and learning and which are safe. The following are done regularly to ensure that school buildings are clean, safe and functional: all classroom facilities, eating areas and restrooms are cleaned based on standards established by the District. We use a triage system for problems which occur that need immediate attention and resolution. For example, broken heaters, inoperable restrooms, and vandalism which impairs a facility from operating in a functional way. The Custodian performs an early morning inspection to identify problems and reports them.

Repairs Needed

None.

Corrective Actions Taken or Planned

No corrective action required.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,293
District	\$4,293
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	Not Applicable

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

School		District	
School Name	Ridgecrest Charter	District Name	SBE - Ridgecrest Charter
Street	325 South Downs St.	Phone Number	(760) 375-1010
City, State, Zip	Ridgecrest, CA, 93555-4531	Web Site	www.ridgecrestcharterschool.org
Phone Number	(760) 375-1010	Superintendent	Fina Ellingsworth
Principal	Fina Ellingsworth, Principal	E-mail Address	ellingsworth@rcharter.org
E-mail Address	ellingsworth@rcharter.org	CDS Code	15756301530500

School Description and Mission Statement (School Year 2011–12)

The Mission of RCS is to provide an experience-centered, life-long learner based environment that enables each student to meet the academic challenges and develop the social, emotional, and physical understanding necessary to succeed in life.

Opportunities for Parental Involvement (School Year 2011–12)

Parents are encouraged to get involved by volunteering their time, attending school events, or sharing in the decision making process. School staff welcomes parent's assistance in the classroom, library and office. Back to School Night, Open House, student performances, academic competitions, monthly family fun nights, annual Ice Cream Social, Science Fair, Geography Bee and the Spelling Bees are just a few ways parents can support their children's efforts.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	55	Grade 8	25
Grade 1	43	Ungraded Elementary	0
Grade 2	40	Grade 9	0
Grade 3	39	Grade 10	0
Grade 4	40	Grade 11	0
Grade 5	29	Grade 12	0
Grade 6	27	Ungraded Secondary	0
Grade 7	25	Total Enrollment	323

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	8.0%
American Indian or Alaska Native	1.2%
Asian	0.9%
Filipino	2.2%
Hispanic or Latino	21.1%
Native Hawaiian or Pacific Islander	0.3%
White	60.7%
Two or More Races	5.3%
Socioeconomically Disadvantaged	59.1%
English Learners	1.2%
Students with Disabilities	10.2%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1 20	21 32	33+		1 20	21 32	33+		1 20	21 32	33+
K	21.0	2	0	0	21.0	2	0	0	18.0	3	0	0
1	19.0	2	0	0	18.5	2	0	0	21.5	2	0	0
2	14.0	2	0	0	19.5	2	0	0	19.5	2	0	0
3	15.0	2	0	0	15.5	2	0	0	19	2	0	0
4	27.0	0	1	0	27.0	0	1	0	19.5	2	0	0
5	25.0	0	1	0	28.0	0	1	0	27	0	1	0
6	27.0	0	1	0	23.0	0	1	0	27	0	1	0
Average	12.0	8	3	0	14.0	8	3	0	12.0	11	2	0

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Average Class Size and Class Size Distribution (Secondary: Middle School 6-8)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1 22	23 32	33+		1 22	23 32	33+		1 22	23 32	33+
English	24	0	3	0	23	0	3	0	24	0	3	0
Mathematics	24	0	3	0	23	0	3	0	24	0	3	0
Science	24	0	3	0	23	0	3	0	24	0	3	0
Social Science	24	0	3	0	23	0	3	0	24	0	3	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2011–12)

RCS provides a safe environment for learning through a closed campus policy. Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival.

Supervision begins at 7:30 am, school begins at 7:55 and the gates are locked by 8:05 am, and unlocked after 2:55 pm for dismissal. During the day the only access to the campus is through the front door. All visitors are required to sign in and wear a badge while on campus.

During recess and lunch, playground supervisors monitor student activities on the playground while members of the administration circulate though the campus greeting students and monitoring student

behavior. Each playground supervisor is CPI trained and equipped with a hand-held radio to facilitate routine and emergency communication.

When students are dismissed at the end of the day, teachers oversee the student pick-up area to ensure students depart in a safe manner. The Director, RSP teacher and a middle school teacher also monitor and provide additional supervision.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12
Suspensions	.026	.010	.021
Expulsions	0	.003	.003

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

RCS had a major renovation during the summer of 2011. This included adding separate restrooms for the staff, a new staff lounge, an additional classroom, 2 drinking fountains, and 2 additional student restrooms with handicap stalls. There was also a new playground structure added to the Kindergarten playground. The school is planning to add 2 additional portables to facilitate the continued growth (12-13), a new multipurpose room that will include a kitchen, indoor basketball and volleyball courts, a stage, storage areas and possibly boys and girls locker rooms for middle school PE. In December of 2012, a new playground will be installed for the 1st-8th grade students to use. Additionally, a new basketball court and wall ball court will be added during the 12-13 school year. The temporary kitchen was outfitted with convection ovens and hoods in October 2012. RCS continues to look for a food service vendor willing to provide services; however, our remote location has made it difficult.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		✓			
Interior: Interior Surfaces		✓			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		✓			
Electrical: Electrical		✓			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		✓			
Safety: Fire Safety, Hazardous Materials		✓			
Structural: Structural Damage, Roofs		✓			
External: Playground/School Grounds Windows/ Doors/Gates/Fences		✓			
Overall Rating		✓			

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	14	14	15	15
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.5	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	1	
Psychologist	1	
Social Worker	.2	
Nurse	.2	
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-teaching)	3	
Other	2	

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. Year and month in which data were collected: December 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2009-10	Yes	0%
Mathematics	2008-09	Yes	0%
Science	2007-08	Yes	0%
History-Social Science	2007-08	Yes	0%
Foreign Language	N/A	N/A	0%
Health	2012-13	Yes	0%
Visual and Performing Arts	2010-11	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4,293	\$1,100	\$5,397	\$41,806
State			\$5,455	\$67,932
Percent Difference – School Site and State			2%	39%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE *Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

In addition to staffing allocations and instructional material budgets provided by the District, our school provides professional development, teacher support, and intervention assistance for students below grade level from a variety of State, Federal and grant resources.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$32,391	\$40,097
Mid-Range Teacher Salary	\$38,159	\$68,531
Highest Teacher Salary	\$54,021	\$78,735
Average Principal Salary (Elementary)	\$85,020	\$100,422
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries	43%	
Percent of Budget for Administrative Salaries	8.5%	

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)** includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009 10	2010 11	2011 12	2009 10	2010 11	2011 12	2009 10	2010 11	2011 12
English-Language Arts	53%	63%	69%	53%	63%	69%	52%	54%	56%
Mathematics	49%	68%	66%	49%	68%	66%	48%	50%	51%
Science	68%	49%	60%	68%	49%	60%	54%	57%	60%
History-Social Science	42%	33%	28%	42%	33%	28%	44%	48%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English Language Arts	Mathematics	Science	History Social Science
All Students in the LEA	69%	66%	60%	28%
All Students at the School	69%	66%	60%	28%
Male	66%	68%	56%	36%
Female	73%	65%	65%	21%
Black or African American	61%	67%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	64%	56%	47%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	71%	69%	64%	20%
Two or More Races	73%	0%	0%	0%
Socioeconomically Disadvantaged	65%	61%	57%	22%
English Learners	0%	0%	0%	0%
Students with Disabilities	50%	54%	0%	0%
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Data: Not Applicable**California Physical Fitness Test Results (School Year 2011–12)**

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test,

and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.20%	38.50%	38.50%
7	18.20%	13.60%	68.20%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	7	5	6
Similar Schools	10	2	8

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	-39	32	19
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			

Native Hawaiian or Pacific Islander			
White	-29	36	25
Two or More Races			
Socioeconomically Disadvantaged		-18	14
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	194	845			4,664,264	788
Black or African American	11	796			313,201	710
American Indian or Alaska Native	3				31,606	742
Asian	3				404,670	905
Filipino	5				124,824	869
Hispanic or Latino	40	798			2,425,230	740
Native Hawaiian or Pacific Islander	1				26,563	775
White	122	860			1,221,860	853
Two or More Races	9				88,428	849
Socioeconomically Disadvantaged	113	821			2,779,680	737
English Learners	7				1,530,297	716
Students with Disabilities	29	700			530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator

- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School
Made AYP Overall	No
Met Participation Rate - English-Language Arts	Yes
Met Participation Rate - Mathematics	Yes
Met Percent Proficient - English-Language Arts	Yes
Met Percent Proficient - Mathematics	No
Met API Criteria	Yes
Met Graduation Rate	N/A

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0.0%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Not Applicable: Ridgecrest Charter School is a K-8

University of California
California State University
Dropout Rate and Graduation Rate
Completion of High School Graduation Requirements
Career Technical Education Programs (School Year 2011–12)
Career Technical Education Participation (School Year 2011–12)
Courses for University of California and/or California State University Admission
Advanced Placement Courses (School Year 2011–12)

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

2010-2011 Staff development days will be August 17-23, 2010 and June 9, 2011.

Teacher's Professional Development Days: 24

Teachers work year is 186 days.

2011-2012 Staff development days will be August 15-19, 2011 and June 8, 2012.

Teacher's Professional Development Days: 24

Teachers work year is 186 days.

2012-2013 Staff development days will be August 6-10, 2012 and May 31, 2013.

Teacher's Professional Development Days: 24

Teachers work year is 187 days.

Ridgecrest Charter

SBE - Ridgecrest Charter

School Accountability Report Card, 2011-2012

Provided by the Ed-Data Partnership

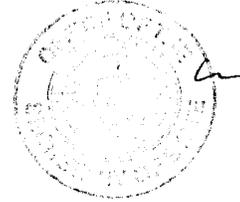
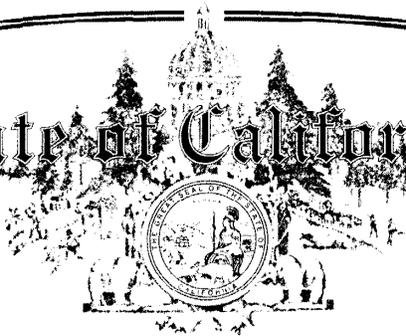
For more information visit www.ed-data.org



Appendix 15

2335376

State of California



SECRETARY OF STATE

I, *BILL JONES*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

MAR 1 2 2001



Bill Jones

Secretary of State

2335376

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

MAR 1 2 2001

BILL JONES, Secretary of State

**ARTICLES OF INCORPORATION
OF
RIDGECREST CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)**

I.

The name of the Corporation shall be: Ridgecrest Charter School.

II.

The Corporation is a non-profit public benefit corporation and is not organized for the private gain of any person. It is organized under the Non-Profit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the Ridgecrest Charter School (a California public school).

The Corporation is organized and operated exclusively for charitable purposes pursuant to and within the meaning of section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Paul C. Minney
7 Park Center Drive
Sacramento, CA 95825

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the non-profit public benefit provisions of the Non-Profit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

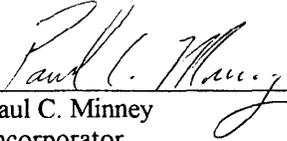
V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 3-12-2001



Paul C. Minney
Incorporator

BYLAWS OF RIDGECREST CHARTER SCHOOL
(A California nonprofit public benefit corporation)

**I. MEMBERSHIP; GENERAL AND SPECIFIC PURPOSES; LIMITATIONS:
DEDICATION OF ASSETS**

A. General and Specific Purposes

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. This corporation is organized exclusively for educational purposes within the meaning of Internal Revenue Code section 501 (c) (3) or the corresponding provision of any future United States internal revenue law. Despite any other provisions in these bylaws, the Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that do not further the purpose of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on by (a) a corporation exempt from federal income tax under Internal Revenue Code section 501 (c) (3) or the corresponding provision of any future United States internal revenue law; or (b) a corporation, contributions to which are deductible under Internal Revenue Code section 170 (c) (2) or the corresponding provision of any future United States internal revenue law. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

B. Members

The corporation shall have no voting members within the meaning of the nonprofit corporation law. The rights which would otherwise vest in the members vest in the directors of the corporation (hereinafter "Trustees") of RCS.

Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter "Board").

C. Dedication of Assets

This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Trustee or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

II. BOARD OF TRUSTEES

A. Powers

The Board shall conduct or direct the affairs of the corporation and exercise its powers, subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the Articles of Incorporation and these Bylaws. The Board may delegate the management of the activities of the corporation to others, so long as the affairs of the corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. Appoint and remove, at the discretion of the Board of Trustees, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
2. Change the principal office or the principal business office in California from one location to another, cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; and conduct its activities in or outside California.
3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
4. Adopt and use a corporate seal.

B. Number of Trustees

The number of Trustees of the corporation shall be no less than five (5) and no more than six (6). The Board may fix the number of Trustees by Board resolution or amendment of the Bylaws.

The corporation will strive to compose a Board that includes a city community member, a member appointed by staff election, and three school community members (including the parent or guardian of currently enrolled students). All five members shall be subject to an election process as outlined in Section II.C. and none shall be employed by the School or receive any direct or indirect financial benefit from relationships with the School. The sixth member shall be held aside for charter authorizer appointment. Per Education Code 47604(b), the charter authorizer may designate a voting representative to the Board at the discretion of the authorizer.

C. Nomination, Election of Trustees & Terms of Office

1. Nomination and Election Process.

Not less than sixty (60) days prior to April 30th, the Board Chair shall appoint a Nominating Committee of not more than five (5) members consisting of at least one (1) Trustee, at least one (1) staff member, and at least one (1) parent or guardian of a current RCS student. It shall be the duty of the Committee to return a list of nominees for election to the Board according to eligibility guidelines listed in Section C.2. Eligible individuals may also self-nominate, subject to applicable deadlines, and will be included on the list of nominees. A ballot with all eligible candidates will be prepared and distributed.

The Board of Trustees elections shall be held in May, beginning on the first Monday in May of each year. All current Ridgecrest Charter School staff members shall first vote for the staff-elected Trustee, who shall be elected by majority vote.

Thereafter, ballots shall be distributed to each school community member. Each school community member is entitled to submit one ballot. School community members include each parent and/or legal guardian of children currently enrolled in Ridgecrest Charter School (not to exceed a total of two ballots per family). The number of nominees equal to the number of upcoming Trustee vacancies who receive the majority of the votes will be considered the elected Trustees.

2. Eligibility. The electing bodies (staff and school community members) may elect any person who in their discretion they believe will serve the interests of the corporation faithfully and effectively. Candidates must accept nomination or be self nominated to be placed on any ballot.

3. Interested Persons. No Trustees serving on the Board may be interested persons. An "interested person" is:

a. Any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise, excluding any reasonable compensation paid to a Trustee as Trustee; or

b. Any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law, father-in-law, common law, domestic partner, or any persons or persons of common personal financial interests of any such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies

circumscribing potential conflicts of interest.

- c. Any Presiding Trustee that becomes or endeavors to become, an interested person, be it intentional or otherwise, is in violation of Ridgecrest Charter School Bylaws Section II, item C-2: Eligibility, and must resign their post to remedy the conflict of interest. If resignation does not occur in a timely fashion the Board may act appropriately under Section II, item D of the RCS Bylaws.

4. Term of Office.

- a. The term of office of all members of the Board of Trustees shall be two (2) years.
- b. Terms shall be staggered to ensure continuity. Two terms will end on June 30 of the even calendar years and three terms will end on June 30 of the odd calendar years.
- c. No Trustee may serve for more than three consecutive terms of service (for a total of no more than six (6) consecutive years).
- d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustee resulting from amendment of the Articles of Incorporation or the Bylaws or other Board action.
- e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the Articles of Incorporation or the Bylaws or other Board action.

D. Removal of Trustees

Any Trustee may be removed, with or without cause, by the vote of the majority of the remaining Trustees at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal in question are given in compliance with the provisions of the Ralph M. Brown Act [Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code]. Any vacancy caused by the removal of a Trustee shall be filled as provided in Section H.

The electing bodies shall also reserve the right to recall any Trustee at its discretion by majority vote following the submission to the Board of a majority signed petition (signed by either a majority of the staff for the staff-elected Trustee, or a majority of the parents/guardians of currently enrolled students for all other Trustees).

E. Resignation by Trustee

A Trustee may resign by giving signed written notice to the Board Chair or Board President or Secretary. The resignation becomes effective when given, and/or at any

later date specified in the written notice of resignation. A Trustee may not resign if the Trustee's resignation would leave the corporation without a duly elected Trustee in charge of its affairs, without first giving notice to the California Attorney General.

F. Vacancies

A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

Vacancies on the Board of Trustees may be filled by vote of the Board of Trustees, or, if the number of Trustees then in office is less than a quorum, by (1) the affirmative vote of a majority of the Trustees then in office at a meeting held according to notice complying with Corporations Code Section 6211, or (2) a sole remaining Trustee.

G. Compensation of Trustees

Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting corporation business.

III. PRINCIPAL OFFICE

The corporation's principal office shall be at 325 South Downs Street, Ridgecrest, California, 93555, or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

IV. MEETINGS OF THE BOARD

All meetings of the Board shall be called, held, and conducted in accordance with the terms and conditions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

A. Place of Meetings

Meetings shall be held at the principal office of the Corporation. The Board of Trustees may designate that a meeting be held at any place within the Charter School's jurisdiction that has been designated by resolution of the Board of Trustees or in the notice of the meeting. All meetings of the Board of Trustees shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq, as said chapter may be modified by subsequent legislation.

B. Annual Meetings

An Annual Meeting shall be held in July of each year for the purpose of swearing in Trustees, electing board positions, making and receiving reports on corporate affairs, and transacting other business as comes before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Trustees.

C. Regular Meetings

Regular meetings of the Board of Trustees, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Trustees. At least 72 hours before a regular meeting, the Board of Trustees, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

D. Special Meetings

Special meetings of the Board for any purpose may be called at any time by the Chair of the Board or a majority of the Board of Trustees. The party calling a special meeting shall determine the place, date, and time thereof.

E. Adjournment

A majority of the Trustees present at a meeting may adjourn the meeting to another time and place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Trustees who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

F. Notices

Notices of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings: At least 72 hours before a regular meeting, the Board of Trustees, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.
2. Special Meetings. In accordance with the Brown Act, special meetings of the Board of Trustees may be held only after at least twenty-four (24) hours' notice is given to each Trustee and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board shall adhere to the following notice requirements for special meetings:
 - a. Any such notice shall be addressed or delivered to each Trustee at the Trustee's email or physical address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Trustee for purposes of notice, or, if an

address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Trustees are regularly held.

- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

V. ACTION BY THE BOARD

A. Quorum

A majority of the voting Trustees then in office shall constitute a quorum. If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting, entitled to vote, and voting on any matter shall be a decision of the Board of Trustees. Should there be less than a majority of the Trustees present at any meeting, no quorum exists and a meeting will not be held. Voting Trustees may not vote by proxy.

B. Action by the Board

1. **Actions Taken at Board Meetings.** The actions done and decisions made by a majority of the Trustees present at a meeting duly held at which a quorum is present are the actions and decisions of the Board, except for purposes of electing Trustees, appointing committees and delegating authority thereto, or amending the corporation's Bylaws, where the action of a majority of Trustees then in office is required by the California Nonprofit Public Benefit Corporation Law or as set out in these Bylaws.
2. **Board Meeting by Conference Telephone.** Members of the Board of Trustees may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Trustees shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Trustees elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Trustees participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Trustees directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

C. Committees

1. Appointment of Committees. The Board may appoint one or more Board Committees by vote of the majority of Trustees. A Board Standing Committee will consist of not less than two Trustees, who shall serve at the pleasure of the Board.
2. Authority of Board Committees. The Board may delegate to a Board committee any of the authority of the Board, except with respect to:
 - a. The election of Trustees.
 - b. Filling vacancies on the Board or any committee which has the authority of the Board.
 - c. The fixing of Trustee compensation for serving on the Board or on any committee.
 - d. The amendment or repeal of any Board resolution.

¹ Members of the Board of Trustees who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

- e. The amendment or repeal of Bylaws or the adoption of new Bylaws.
 - f. The appointment of other committees of the Board, or the members of the committees.
 - g. The expenditure of corporate funds to support a nominee for Trustee.
 - h. Approve any contract or transaction to which the corporation is a party and in which one or more of its Trustees has a material financial interest.
3. Procedures of Committees. Meetings and actions of committees of the Board of Trustees shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Trustees' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Trustees' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Trustees may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Trustees has not adopted rules, the committee may do so.

D. Standard of Care

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith, in a manner the Trustee believes to be in the corporation's best interest and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
 - a. One or more officers or employees of the corporation whom the Trustee believes to be reliable and competent in the matters presented;
 - b. Legal counsel, independent accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
 - c. A Board Committee on which the Trustee does not serve, as to matters within its designated authority provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the corporation for investment, the Board shall exercise the standard of care described above and avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the corporation's capital. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to the corporation.

E. Rights of Inspection

Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting

Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except Trustees shall adhere to the provisions of the RCS Conflicts Code, these bylaws, and any Trustee shall be excused from the discussion and vote on any matter involving: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Trustee; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences

Every Trustee has a duty to maintain the confidentiality of all Board actions, including discussions and votes. Any Trustee violating this confidence may be removed from the Board. Moreover, the Trustee may be disciplined, including immediate dismissal, if Board information is disclosed without the Chair's prior approval.

VI. OFFICERS

A. Officers

The officers of the corporation consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The corporation also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the corporation, and such other powers and duties as the Board may prescribe. If present and able, the Chair shall preside at Board meetings.
2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair

shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the corporation's principal office, or such other place as the Board may direct a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the corporation's Articles of Incorporation and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.
4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the corporation's monies and other valuables in the corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the corporation's funds as the Board directs; (e) render to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the corporation's financial transactions and financial condition; (f) prepare any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Terms of Office

1. Election. The Board shall elect the officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.
2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
3. Terms of Office. Each officer serves at the discretion of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation

The Board may remove any officer, either with or without cause, at any time. Such removal shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the corporation, the resignation taking effect on receipt of the notice or at a later date as specified in the notice.

VII. NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the corporation's debts, liabilities or other obligations.

VIII. INDEMNIFICATION OF CORPORATE AGENTS

To the fullest extent permitted by law, this corporation shall indemnify its Trustees, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Trustees by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Trustees shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Trustees shall authorize indemnification.

IX. INSURANCE FOR CORPORATE AGENTS

The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Trustee, officer, employee or other agent of the corporation, against any liability other than for violating provisions of law relating to self-dealing asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of the California Nonprofit Public Benefit Corporation Law.

X. SELF-DEALING TRANSACTIONS

A. Self-Dealing Transactions

The Corporation shall not enter into a contract or transaction in which a Trustee directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's Trustees are Trustees have a material financial interest) unless all of the following apply:

- a. The Trustee with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Trustees meeting minutes.
- b. The Trustee with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested

Trustee who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).

- c. Such contract or transaction is authorized in good faith by a majority of the Board of Trustees by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board of Trustees considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more Trustees or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

B. Loans to Trustees and Officers

This corporation shall not lend any money or property to or guarantee the obligation of any Trustee or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a Trustee or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Trustee or officer would be entitled to reimbursement for such expenses of the corporation.

XI. OTHER PROVISIONS

A. Fiscal Year.

The fiscal year of the corporation begins on July 1 of each year and ends on June 30 of the following year.

B. Execution of Instruments.

Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power to bind the corporation by any contract or engagement, to pledge the corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes.

Except as otherwise specifically provided by Board resolution, checks, drafts,

promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation may be signed by the Chair, Treasurer or RCS Executive Director.

D. Construction and Definitions.

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the California Nonprofit Corporation Law and the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest

The corporation shall comply with the provisions of the California Corporations Code applicable to nonprofit public benefit corporations, as well as the Political Reform Act as applicable to public charter schools.

Any Trustee, officer, key employee, or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during in the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

1. Regular annual statements from Trustees, officers, key employees to disclose existing and potential conflict in interest; and,
2. Corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the corporation, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the corporation.

F. Interpretation of Charter

Whenever any provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of the Charter and the Conflicts Code control.

G. Compliance with Laws Governing Student Records

The Board shall comply with all applicable provisions of the Family Education Rights and Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g.

XII. AMENDMENT

The Board of Trustees may adopt, amend or repeal any of these Bylaws by a majority of the Trustees present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the Ridgecrest Charter School or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

Certificate of Secretary

I certify that I am the duly elected and acting Secretary of Ridgecrest Charter School, a California nonprofit public benefit corporation; that these Bylaws, consisting of 15 pages, are the Bylaws of this corporation as adopted by the Board of Directors on July 20, 2001; and amended on December 07, 2012, and that these Bylaws have not been amended or modified since that most recent date.

Executed on December 07, 2012, at Ridgecrest, California.

Jennifer Anderson, Secretary

Clean Version 12/7/12 (Edits Not Shown)

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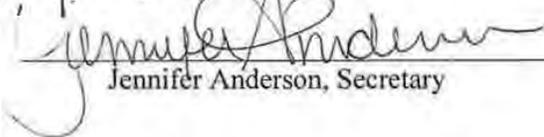
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Executed on December 07, 2012, at Ridgecrest, California.



Jennifer Anderson, Secretary

BP 002

RIDGECREST CHARTER SCHOOL

BOARD GOVERNANCE: CONFLICT OF INTEREST CODE

The Board of Directors hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all Board members, candidates for membership on the Board, and all other designated employees of the Charter School.

1. Statement Of Economic Interests: Time Of Filing

Each "designated employee," Board members and candidates, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned.

2. Designated Employees

Employees of this Charter School who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be considered "designated employees." A list of designated positions will be maintained by the School at all times and shall be incorporated by reference herein.

3. Definition Of Terms

As applicable to a charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

4. Disqualification

No designated employee, Board member or candidate shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family or on:

- Any business entity or real property in which the designated employee, Board member or candidate has a direct or indirect investment or interest worth one thousand dollars (\$1,000) or more.
- Any source of income totaling two hundred fifty dollars (\$250) or more provided or promised to the designated employee, Board member or candidate within twelve months prior to the decision. (This category does not include gifts or loans made at regular rates by commercial lending institutions.)
- Any business entity in which the designated employee, Board member or candidate is the director, officer, partner, trustee, employee, or any kind of manager.
- Any donor of gifts totaling \$250 or more in value provided or promised to the designated employee, Board member or candidate within twelve months prior to the decision; any intermediary or agency for such a donor.

No designated employee, Board member or candidate shall be prevented from making or participating in any decision to the extent that his/her participation is legally required for the decision to be made. (The need to break a tie vote does not make the designated employee's participation legally required.)

5. Statements of Economic Interest

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position.

All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Director shall make and retain a copy and forward the original to the County Board of Supervisors.

Initial Statements shall disclose any reportable investments, interests in real property and business positions held on the effective date of the Code and income received during the twelve (12) months prior to the effective date of the Code.

6. Manner Of Disqualification

When a designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Director, who shall record the employee's disqualification. In the case of a designated employee who is the Director, this determination and disclosure shall be made in writing and maintained on file at the School.

Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall then refrain from participating in the decision in any way.

Adopted:

Amended:

Appendix 16

Ridgecrest Charter School



Employee Handbook 2013-2014

**325 South Downs Street
Ridgecrest, CA 93555
Phone: (760) 375-1010 Fax: (760) 375-7766**

www.ridgecrestcharterschool.org

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE DIRECTOR.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School’s policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee’s Signature: _____ Date: _____

Please sign/date, tear out, and return to the School.

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE DIRECTOR.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.

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I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee’s Signature: _____ Date: _____

Please retain this copy for your records.

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INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with Ridgecrest Charter School (hereinafter referred to as “RCS” or the “School”). It explains some of our philosophies and beliefs, and describes in general terms, some of our employment guidelines. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. RCS also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the Director.

Employees must sign the acknowledgment form at the beginning of this Handbook, tear it out, and return it to the Director. This will provide the School with a record that each employee has received this Handbook.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

RCS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to race, creed, color, religion, national origin, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. RCS then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. RCS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered “at-will” employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

By acknowledging receipt of this Handbook, the Employee acknowledges he or she is a child care custodian and is certifying that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions.

Staff/Student Interaction Policy

RCS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the most safe and learning conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
 - 1. Stopping a student from fighting with another student;
 - 2. Preventing a pupil from committing an act of vandalism;
 - 3. Defending yourself from physical injury or assault by a student;
 - 4. Forcing a pupil to give up a weapon or dangerous object;
 - 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

- B. Examples of PROHIBITED actions (corporal punishment)
 - 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
 - 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;

3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.

- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.
- (d) Sending emails, text messages or letters to students if the content is not about school activities.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Being alone in a room with a student at school with the door closed.
- (b) Remarks about the physical attributes or development of anyone.
- (c) Excessive attention toward a particular student.
- (d) Sending emails, text messages or letters to students if the content is not about school activities

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing your Executive Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.

- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Policy Prohibiting Unlawful Harassment

RCS is committed to providing a work and educational atmosphere that is free of unlawful harassment. RCS's policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. RCS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business with. This policy applies to all employee actions and relationships, regardless of position or gender. RCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

RCS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Director. See Appendix A for the “Harassment Complaint Form.” See Appendix B for the general “Complaint Form.”

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such

material to read, display or view at work.

- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

RCS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

Whistleblower Policy

RCS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action.

Drug-Free Workplace

RCS is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace is extremely harmful to workers.

The bringing to the work place, possession or use of intoxicating beverages or drugs on any School premises is prohibited and will result in disciplinary action up to and including termination.

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest.

An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Director, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Smoking

RCS facility is a no smoking facility.

THE WORKPLACE

Work Schedule

Business hours are normally 7:30 a.m. – 4:30 p.m. Monday through Friday. The regular workday schedule for non-exempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements, including requisite participation in the **Saturday School Program** (E.C. 37223, 48205).

The Saturday School Program is an instructional session and an alternative program of classes, offered on Saturday, at which students can make up class work that was missed during the regular school week due to unexcused absence or truancy. Teachers will be assigned one (1) Saturday school assignment per year, 8:00 a.m. – 11:00 a.m. Teachers will be responsible for supervision of students in Saturday school, as well as completing student attendance paperwork. Teachers also may be assigned reasonable additional duties as necessary.

Meal Periods

Non-exempt employees are provided with at least a thirty (30) minute meal period, to be taken approximately in the middle of the workday. The Director should be aware of and approve your scheduled meal and rest periods.

You are expected to observe your assigned working hours and the time allowed for meal and rest periods. Do not leave the premises during your rest period and do not take more than ten (10) minutes for each rest period. You may leave the premises during the meal period.

Attendance and Tardiness

All employees, whether exempt or non-exempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

If you find it necessary to be absent or late, you are expected to telephone the Director as soon as possible but no later than one-half hour before the start of the workday. If you are absent from work longer than one day, you are expected to keep the Director sufficiently informed of your situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the Director will be considered a voluntary resignation from employment.

Time Cards/Records

By law, the School is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall keep be required to utilize the School's time card system.

Non-exempt employees must accurately sign in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must sign in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Director to make the correction and such correction must be initialed by both the employee and the Director.

No one may record hours worked on another's worksheet. Any employee, who tampers with his/her own time card, or another employee's time card, may be subjected to disciplinary action, up to and including release from at-will employment with the School.

Use of E-Mail, Voicemail and Internet Access

RCS will permit employees to use its electronic mail, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
2. The E-mail system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file of E-mail or a voicemail message without the latter's express permission.
4. School staff will not enter an employee's personal E-mail files or voicemail unless there is a business need to do so. RCS retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

Personal Business

RCS's facilities for handling mail and telephone calls are designed to accommodate School business. Please have your personal mail directed to your home address and limit personal

telephone calls to an absolute minimum. Personal calls should not be made outside your immediate dialing area. Do not use School material, time or equipment for personal projects.

Employee Blogs

If an employee decides to keep a personal blog that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including its computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be adhered to;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation

RCS reserves the right to take disciplinary action against any employee whose blog violates this or other School policies.

Personal Appearance/Standards of Dress for Faculty Members

The Board of Directors believes that teachers serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

The Board of Directors encourages staff, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all staff shall adhere to the following standards of dress:

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three inches above the knee.

- 2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection (Cal. Ed. Code § 35183.5). All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Director.
- 3) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are not permitted Monday through Thursday. Shorts should be modest in length and should be no higher than three inches above the knee.
- 4) Skirts and dresses should be no higher than three inches above the knee.
- 5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- 6) For safety purposes, earrings must not dangle more than one inch below the ear.
- 7) Clothing or jewelry with logos that depict and/or promote gangs (as defined in Cal. Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- 8) Appropriate shoes must be worn at all times.

Health and Safety Policy

RCS is committed to providing and maintaining a healthy and safe work environment for all employees.

You are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. You are required to report immediately to the Director any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a background criminal investigation. No condition or activity will be permitted that may compromise the School's commitment that the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Director.

Tuberculosis Testing

All employees of the School must submit written proof from a physician of an examination for tuberculosis (TB) within the last sixty (60) days showing that they are free of active TB. The examination for tuberculosis consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. TB examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers will be required to have annual TB exams. Documentation of employee and volunteer compliance with TB exams will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Security Protocols

RCS has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Director. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your work station that may be accessible. The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately notify the Director when keys are missing or if security access codes or passes have been breached.

Occupational Safety

RCS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. RCS's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. **Federal Income Tax Withholding:** The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. **State Income Tax Withholding:** The same factors which apply to federal withholdings apply to state withholdings.
3. **Social Security (FICA):** The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
4. **State Disability Insurance (SDI):** This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the Business Manager to explain them to you.

You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Business Manager. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Business Manager and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. RCS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Director. RCS provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Comp Time

RCS does not offer Comp Time.

Paydays

Paydays are scheduled on the last working day of each month. If you observe any error in your check, please report it immediately to the Business Manager.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of your earnings in their favor.

You are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning you, the Director will discuss the situation with you.

Medical Benefits

Eligibility

You are eligible for medical coverage if you are a full-time regular employee working for the School or if you are a part time employee who works a minimum of thirty-two (32) hours per week. Part-time employees will be responsible to pay a pro-rated share of the costs for medical coverage.

“Full-time” employee means that you are hired to work at least 40 regular hours per week. Temporary and internship employees are not eligible to participate in the plans.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

When Coverage Starts

Your coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. Your enrollment form must be submitted to the Director as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for your coverage.

COBRA Benefits

Continuation of Medical and Dental

WHEN COVERAGE UNDER THE SCHOOL'S HEALTH PLAN ENDS, YOU OR YOUR DEPENDENTS MAY CONTINUE COVERAGE IN SOME SITUATIONS.

When your coverage under the School's medical and/or dental plans ends, you or your dependents can continue coverage for 18 or 36 months, depending upon the reason benefits ended. To continue coverage, you must pay the full cost of coverage - your contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for you, your spouse, and your eligible dependent children can continue for up to 18 months if coverage ends because:

- Your employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Your hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making you ineligible for the plan.

This 18-month period may be extended an additional 11 months if you are disabled at the time of your termination or reduction in hours if you meet certain requirements. This 18-month period also may be extended if other events (such as a divorce or death) occur during the 18-month period.

Your spouse and eligible dependents can continue their health coverage for up to 36 months if coverage ends because:

- You die while covered by the plan;
- You and your spouse become divorced or legally separated;
- You become eligible for Medicare coverage, but your spouse has not yet reach age 65; or
- Your dependent child reaches an age which makes him or her ineligible for coverage under the plan (age 19 or if a full-time student age 25).

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

RCS will notify you or your dependants if coverage ends due to termination or a reduction in

your work hours. If you become eligible for Medicare, divorced or legally separated, die, or when your child no longer meets the eligibility requirements, you or a family member are responsible for notifying the School within 30 days of the event. RCS will then notify you or your dependents of your rights.

Health coverage continuation must be elected within 60 days after receiving notice of the end of coverage, or within 60 days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within 30 days of the due date;
- You (or your spouse or child) becomes covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition you (or your spouse or child, as applicable) may have;
- RCS stops providing group health benefits;
- You (or your spouse or child) become entitled to Medicare; or
- You extended coverage for up to 29-months due to disability and there has been a final determination that you are no longer disabled.

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by the Director. Performance evaluations will be conducted annually, on or about the anniversary date of your employment with the School. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with the Director, and that you are aware of its contents.

Newly hired employees will have their performance goals reviewed by the Director within the first ninety (90) days of employment.

Your salary and your potential for advancement will be based largely upon your job performance. On a periodic basis, the Director will review your job performance with you in order to establish goals for future performance and to discuss your current performance. RCS's evaluation system will in no way alter the at-will employment relationship.

Personnel Files and Record Keeping Protocols

At the time of your employment, a personnel file is established for you. Please keep the Director advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. You may add your comments to any disputed item in the file. RCS will restrict disclosure of your personnel file to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Director. Only the Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

HOLIDAYS, VACATIONS AND LEAVES

Holidays

RCS calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King Jr. Birthday
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day

- Religious Holidays - Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Director. The employee will be paid if the religious holiday is taken as an earned personal necessity day. The employee will not be paid if the religious holiday is taken as a personal leave of absence day.

- Employees on any leave of absence do not earn holiday pay.

Vacation

While the School recognizes the importance of vacation time as a period of rest and rejuvenation away from the job, vacations must be scheduled with due consideration for "peak traffic periods" in the school. With this in mind, it is expected that vacation time will be taken when school is not in session.

Regular full-time employees are entitled to vacation terms based upon date of hire, length of service and status with the School. Full-time clerical staff shall accrue 1 day per month of paid vacation each year, beginning after six (6) months of service. Paid vacation time for administrators will be established in the administrator's employment contract. Employees working on part-time basis (less than full-time) shall not earn vacation days.

Any vacation time taken during the school year or otherwise should be coordinated and cleared by the Director subject to scheduling and seniority. No vacation time may be taken by clerical staff during the last two weeks of August unless specifically authorized by the Director.

For clerical employees, vacation days should be taken when school is not in session, preferably between July 1 to August 15. Vacation time is figured on a school year beginning with the opening of school rather than on a fiscal year.

Vacation time may not be utilized before it is earned. An employee whose employment terminates will be paid for accrued unused vacation days. Vacation can accrue up to a maximum of two years. Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

Unpaid Leave of Absence

RCS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If you are currently covered, medical, and dental coverage will remain in force during a medical or worker's compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums. Benefits are terminated the day any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave.

No vacation time is accrued during any type of unpaid leave of absence.

Sick Leave

Sick leave is a form of insurance that employees accumulate in order to provide a cushion for incapacitation due to illness or injury. It is intended to be used only when actually required to recover from illness or injury; sick leave is not for "personal" absences. Time off for medical and dental appointments will be treated as sick leave. RCS will not tolerate abuse or misuse of your sick leave privilege.

RCS offers paid sick leave to regular full-time employees. You will accrue paid sick leave at the rate of one day per month allotted to each school year. Accrued sick leave carries over up to 40 hours from year to year and the School does not pay employees in lieu of unused sick leave. Sick leave records will be kept to insure the ability to use for retirement purposes.

If you are absent longer than three (3) days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to the School will be required before the School honors any sick pay requests. RCS may withhold sick pay if it suspects that sick leave has been misused.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond

accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act (“FMLA”) and the California Family Rights Act (“CFRA”), both of which require the School to permit each eligible employee to take up to 12 workweeks of FMLA leave in any 12-month period for the birth/adoption of a child, the employee’s own serious illness or to care for certain family members who have a serious illness. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as “FMLA leave.”

- **Employee Eligibility Criteria**

To be eligible for FMLA leave, the employee must have been employed by the School for the last 12 months and must have worked at least 1,250 hours during the 12-month period immediately preceding commencement of the FMLA leave.

- **Events That May Entitle an Employee to FMLA Leave**

The 12-week FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee’s newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude 12 months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of 12 weeks of leave for this purpose.
2. Because of the employee’s own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School’s separate pregnancy disability policy).
3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury.
4. For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.
5. A “serious health condition” is an illness, injury, impairment, or physical or mental condition that involves: (1) inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or (2) continuing treatment by a health care provider.

- Amount of FMLA Leave Which May Be Taken
 1. FMLA leave can be taken in one or more periods, but may not exceed twelve (12) workweeks total for any purpose in any 12-month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve of the employee’s normally scheduled workweeks. For a full-time employee who works five eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
 2. An employee who is the spouse, son, daughter, parent, or next of kind of a covered Armed Forces member shall be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the Armed Forced member.
 3. The “12 month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
 4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA leave entitlement.

- Pay during FMLA Leave
 1. An employee on FMLA leave because of his or her own serious health condition must use all accrued paid sick leave and may use any or all accrued paid vacation time at the beginning of any otherwise unpaid FMLA leave period.
 2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued paid leave at the beginning of any otherwise unpaid FMLA leave.
 3. All other FMLA leaves are unpaid leaves.
 4. The receipt of vacation pay, sick leave pay, or State Disability Insurance benefits will not extend the length of the FMLA leave. Vacation pay and sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

- **Health Benefits**

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

RCS may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

- **Seniority**

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced.

- **Medical Certifications**

1. An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in denial of the leave request until such certification is provided.
2. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
3. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA Leave
 1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Director. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
 2. Employees should provide not less than thirty (30) days notice or such shorter notice as is practicable, for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
 4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
 5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
 6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
 7. In most cases, the School will respond to an FMLA leave request within two (2) days of acquiring knowledge that the leave is being taken for an FMLA-qualifying reason and, in any event, within ten (10) days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work
 1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable

position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.

2. When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA leave taken because of his or her own serious health condition, the employee must obtain a certification from his or her health care provider that he or she is able to resume work.
4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- **Limitations on Reinstatement**

1. RCS may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.
2. A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

- **Employment during Leave**

An employee on FMLA leave may not accept employment with any other employer without the School's written permission. An employee who accepts such employment will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle an Employee to Pregnancy Disability Leave

The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five eight hour days per week, four months means 88 working and/or paid eight hour days of leave entitlement based on an average of 22 working days per month for four months.

Pregnancy disability leave does not count against the leave which may be available as Family Care and Medical Leave.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.
3. Vacation pay and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continued eligibility during pregnancy disability leave and these provisions may change from time to time. When a request for pregnancy disability leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, he or she will return with the same seniority he or she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Director. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days or as short of notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- **Return to Work**

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position available, but filling that position with the returning employee would substantially undermine the School's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from a pregnancy disability leave of three days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- **Employment during Leave**

An employee on pregnancy disability leave may not accept employment with any other employer without the School's written permission. An employee who accepts such employment will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

RCS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Director;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Director; and
- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. RCS, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Director and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

RCS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

RCS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

RCS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

Salaried employees are entitled to a leave of up to five (5) work days without loss of pay due to a death in the immediate family (parent, spouse, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, and grandchild). Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off.

Jury Duty or Witness Leave

For all exempt employees, the School will pay for time off if you are called to serve on a jury. For all non-exempt employees, the School will pay for up to three (3) days if you are called to serve on a jury.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Director at least two (2) days notice.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Director thirty (30) days notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult the Director.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
5. Fighting or instigating a fight on School premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on School premises.
8. Gambling on School premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.

19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Dishonesty.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. RCS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in

additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for you to terminate your at-will employment with the School, please notify the Director regarding your intention as far in advance as possible. At least two (2) weeks notice is expected whenever possible.

When you terminate your at-will employment, you will be entitled to all earned but unused vacation pay. If you are participating in the medical and/or dental plan, you will be provided information on your rights under COBRA.

INTERNAL COMPLAINT REVIEW

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Director or Board of Directors to express their work-related concerns.

Filing of Complaint

If complaints cannot be resolved informally, employees may file a written complaint with the Director or Staff Liaison as soon as possible after the events that give rise to the employee’s work-related concerns. The written complaint should set forth in detail the basis for the employee’s complaint.

Investigation

An objective and timely investigation of all complaints which cannot be resolved informally will be undertaken. This includes meeting separately with the employee and with others who either are named in the complaint or who may have knowledge of the facts set forth in the complaint.

RCS will attempt to treat all internal complaints and their investigation as confidential, recognizing, however, that in the course of investigating and resolving internal complaints some dissemination of information to others may be necessary or appropriate.

Upon completion of the investigation, the Director shall report the finding(s) to the employee in writing.

Non-Retaliation

If an employee has filed a complaint in good faith, the employee will not be disciplined or otherwise penalized for lodging the complaint. If an employee believes that he or she is being retaliated against for lodging a complaint, the employee should immediately notify the Director or Board President.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

RCS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Director or Board President.

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

RCS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

Received by: _____

Date: _____

APPENDIX B

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____

Date: _____

Appendix 17



Ridgecrest Charter School
325 S Downs
Ridgecrest, CA 93555
(760) 375-1010

TEACHER EVALUATION FORM

NAME _____ SCHOOL _____ SCHOOL YEAR _____

ASSIGNMENT _____

1. INSUFFICIENT PERFORMANCE		2. NEEDS DEVELOPMENT		3. INTEGRATING		4. INNOVATING				
TEACHING STANDARD 1							1	2	3	4
ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING (assessed by one or more of the following: reflection, observation, documentation or conferences).										
ELEMENTS	1.1 Connecting student's prior knowledge, life experience and interests with learning goals.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.3 Facilitating learning experiences that promote autonomy, interaction and choice.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.4 Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.5 Promoting self-directed, reflective learning for all students.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUMMARY (activities and evidence)										
TEACHING STANDARD 2							1	2	3	4
CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING (assessed by one or more of the following: reflection, observation, documentation or conferences).										
ELEMENTS	2.1 Creating a physical environment that engages all students.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2.2 Establishing a climate that promotes fairness and respect.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2.3 Promoting social development and group responsibility.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2.4 Establishing and maintaining standards for student behavior.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2.5 Planning and implementing classroom procedures and routines that support student learning.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2.6 Using instructional time effectively.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUMMARY (activities and evidence)										

Ridgecrest Charter School Petition Appendix and Attachments

TEACHING STANDARD 3

1 2 3 4

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING (assessed by one or more of the following: reflection, observation, documentation or conferences).

ELEMENTS	3.1 Demonstrating knowledge of subject matter content and student development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.2 Organizing curriculum to support student understanding of the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.3 Interrelating ideas and information within and across subject matter areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.5 Using materials, resources and technologies to make subject matter accessible to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY (activities and evidence)

TEACHING STANDARD 4

1 2 3 4

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS (assessed by one or more of the following: reflection, observation, documentation or conferences).

ELEMENTS	4.1 Drawing on and valuing students' backgrounds, interests and developmental learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.2 Establishing and articulating goals for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.3 Developing and sequencing instructional activities and materials for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.4 Designing short-term and long-term plans to foster student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.5 Modifying instructional plans to adjust for student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY (activities and evidence)

TEACHING STANDARD 5

1 2 3 4

ASSESSING STUDENT LEARNING (assessed by one or more of the following: reflection, observation, documentation or conferences).

ELEMENTS	5.1 Establishing and communicating learning goals for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.2 Collecting and using multiple sources of information to assess student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.3 Involving and guiding all students in assessing their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.4 Using the results of assessments to guide instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.5 Communicating with students, families and other audiences about student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*5.6 Evidence of student progress towards the attainment of grade level academic standards as evidenced by results from multiple performance measures. (BMK's, AM, AR, STAR Math, STAR Reading, teacher created tests)

SUMMARY (activities and evidence)

TEACHING STANDARD 6

1 2 3 4

DEVELOPING AS A PROFESSIONAL EDUCATOR (assessed by one or more of the following: reflection, observation, documentation or conferences).

ELEMENTS	6.1 Reflecting on teaching practice and planning professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.2 Establishing professional goals and pursuing opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.3 Working with communities to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.4 Working with families to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.5 Working cooperatively with colleagues to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.6 Complies with district and school site established rules, regulations, policies, contracts and laws.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY (activities and evidence)

- Teachers receiving the majority of insufficient performance ratings in any two (2) Standards 1-6 shall be rated as insufficient performance.
- * Insufficient performance rating in this element: teachers will be required to update all ILP's within 30 days and start a student progress monitoring system with a peer teacher.

1. Insufficient Performance		2. Needs Development		3. Meets Standards of Expectation		
ADDITIONAL RESPONSIBILITIES						
ADJUNCT DUTIES (assessed by the following: reflection, observation, documentation or conferences).						
ELEMENT						
Accepts fair share of responsibility for supervision of students and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On time to assigned morning duties (before school).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On time to dismissal AND supervises students during dismissal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains bulletin board in main hallway.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitored students during assigned morning and afternoon recess duty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains and updates website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chairs or co-chairs a club that meets at least 1 Wednesday per month.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Submits grades, progress reports and report cards on time to the Chief Operations Officer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAR Math/Early Literacy: December- grade level +.4 as class average. (K/1 st - Scaled Score range of 500-550)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAR Reader/Early Literacy: December- grade level +.4 as class average. (K/1 st - Scaled Score range of 500-550)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accelerated Math- 100% of objectives mastered by end of the year. Therefore, by December, a minimum of 45%-50% objectives complete as class average.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILP's are used to guide individual instruction and are updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviewed student cumulative file and updates file periodically with progress reports, BMK's and signed report cards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUMMARY (activities and evidence)						

Appendix 18

HEALTH AND SAFETY POLICIES AND PROCEDURES

INTRODUCTION

Ridgecrest Charter School is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers RCS's policies and expectations regarding the practices in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

CAMPUS SAFETY AND SECURITY

RCS and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe.

Entrances and Exits

The school director and chief operations officer should develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
- Maintaining a practice of locking doors that are not being regularly used, even during school hours
- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office
- Periodically testing the security system according the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily

Releasing Students

RCS employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the school director or designee before releasing the student.

Visitors Policy

RCS encourages interested members of the community to visit our school. To avoid potential disruptions to learning, to provide visitors with the information they need, and for the safety of students and staff, ALL visitors should register immediately upon entering the school building or grounds. Visitors shall sign in at the beginning of their visit, receive a visitor badge, and sign out at the end of their visit. Students from other schools as well as students who have ended their school day are not to be on campus unless accompanied by parents/guardians or with the permission of the site administrator.

In registering as a visitor, the sign-in form should include spaces for the following information

- Name;
- His/her purpose for entering school grounds;
- Destination within the school
- Time in and out

At his/her discretion, the director, chief operations officer or designee may also request

- proof of identity
- address
- occupation and company affiliation
- age (if less than 21); and any other information consistent with law.

Parents and guardians visiting during the school day for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as part of the normal school day schedule should also be requested to sign into the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child's classroom.

The director or chief operations officer may refuse to register any visitor if he or she reasonably concludes that the visitor's/outsider's presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code 627.4).

The director or chief operations officer may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds.

If necessary, the director or chief operations officer may call the local police to enforce the departure of the visitor/outsider. When a visitor/outsider is directed to leave, the Director or designee shall inform the visitor/outsider that if he or she reenters the school within seven (7)

days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

RCS shall inform parents annually about the school's policies regarding visitors/outside, and remind parents that to maximize safety and security they should also register when visiting the school.

This visitor/outside policy is subject to the further terms and conditions contained in RCS's Registered Sex Offender Policy, set forth below.

Fingerprinting Policy

For the protection of students, California State law requires criminal background checks for all public school employees, as well as any individual working alone with minors in a school setting. In most cases, fingerprinting is completed with a "Live Scan" machine which takes an electronic picture of the fingerprints (rather than using an ink pad). The fingerprints are then compared to the Federal Bureau of Investigations (FBI) and/or Department of Justice (DOJ) databases.

WHO SHOULD BE FINGERPRINTED

All new school employees must be fingerprinted and cleared before they begin work. Individuals who were previously fingerprinted when they worked in another school district must be fingerprinted again to ensure that RCS is notified if the person subsequently commits a felony or misdemeanor.

In addition, any volunteers who have the occasion to be alone with an RCS pupil while not in the presence of a credentialed RCS employee must receive fingerprint clearance prior to volunteering on campus. Volunteers do not have to be fingerprinted only if they are working under the direct and continual supervision of a credentialed school employee in the same room, and will have no occasion to be alone with an RCS pupil. This policy also applies to parents/guardians of RCS students who volunteer at the school and may have the occasion to be alone with an RCS pupil other than their own child.

The actual background check depends on the individual's residency history. If the individual has resided in the state of California for more than 5 years, only DOJ check is required. If the individual has resided in the state of California for less than 5 years, DOJ and FBI checks are both required.

Note that most DOJ background checks take less than seven days, sometimes more. FBI background checks take considerably longer. Individuals who wish to work or volunteer at RCS should plan to get fingerprinted as quickly as possible to avoid delays in commencing work or volunteer activities.

WHO PAYS FOR FINGERPRINTING

Potential employees pay for Live Scan (fingerprinting) services. Volunteers are also required to cover the cost of their own fingerprinting. If a potential volunteer is not able to pay for such fingerprinting, then the cost of the fingerprinting may be paid by the school's PTO.

Registered Sex Offender Policy

For the protection of pupils while they are traveling to and from school, attending school, or at a school-related activity, the director or chief operations officer should respond appropriately when apprised of information that a registered sex offender resides or works within two (2) miles of RCS, or otherwise may be likely to attempt to visit to RCS for any reason whatsoever.

In accordance with "Megan's Law", the director or chief operations officer shall recommend that parents utilize the information obtained from the California Attorney General's Megan's Law website, found at <http://meganslaw.ca.gov> (Penal Code 290.4 and Parra Act), and subject to the disclaimer found on said website.

RCS and its employees shall be immune from liability for the good faith dissemination of sex offender information so long as the dissemination is in the manner and to the extent authorized by law. (Penal Code 290).

When a school has received information about a registered sex offender from any source, the director or chief operations may, on a case-by-case basis, notify staff, including but not limited to, campus supervisors, staff who may be involved in visitor/outsider registration, and teachers. If the director or chief operations inform any staff member of the information about a registered sex offender, the director or chief operations shall also inform the staff member of the following:

- a) RCS will share public registered sex offender information with staff members to assist in identifying a danger;
- b) Any person who uses registered sex offender information to commit a felony will be subject to criminal penalties; and
- c) Staff is not permitted to notify any parents or any other members of the community of any information received pursuant to this policy without the written permission of the director or designee.

If a suspected registered sex offender is seen on or nearby school grounds, and is not a parent or guardian of a pupil at the school, staff members shall immediately inform the director or designee. When the director or designee receives information that a suspected registered sex offender may be on or nearby school grounds or around any pupil, he or she will determine whether the suspected registered sex offender has received written permission for the entry onto school grounds, is a parent or guardian of a pupil at the school, and if possible, is actually a registered sex offender. Any such registered sex offender who does not have written permission for the entry onto school grounds or is not a parent or guardian of a pupil attending the school will be promptly directed to leave by the director, who will notify law enforcement immediately. Law enforcement will determine if the registered sex offender is in violation of parole or probation conditions.

If a school learns or is notified that a registered sex offender is a parent/guardian of one or more pupils who attend the school, the director or designee should attempt to schedule a meeting with the parent/guardian for the following purposes:

- a) To establish a positive, cooperative working relationship to the extent possible;
- b) To discuss the incident(s) leading to the registration requirement, (RCS recognizes that the parent/guardian is not required to discuss any criminal or personal history with representatives of RCS);
- c) To explain the limitations placed upon the parent's/guardian's participation in school programs, activities or visits, as specified in this policy;
- d) To advise the parent/guardian that the regulations limiting his/her access to children at school will be strictly enforced with the assistance of law enforcement personnel, if required;
- e) To develop joint strategies with the parent/guardian for "normalizing" the educational experience of his/her children to the fullest extent possible; and
- f) To be advised of any judicial restraining orders or conditions of probation or parole that may limit the parent's/guardian's ability to participate in school activities.

This meeting shall be held on school grounds unless there is a concern for the safety or welfare of pupils or staff, and in that event, it may be held at a location within the director's or designee's discretion. If this meeting with the parent is not held, the director or designee shall notify the parent/guardian in writing of the information contained in this policy. RCS recognizes the following rights of the parent/guardian to participate in his/her child's education:

- a) To transport his/her child to and from school;
- b) To attend regularly scheduled parent conferences with the teacher, director or other school official; and
- c) To attend a regularly scheduled school program or activity in which their child is a participant.

The parent/guardian may not extend their presence at school beyond what is reasonable to exercise the aforesaid parental rights, and to that end, a registered sex offender shall not:

- a) Serve as a school or class volunteer;
- b) Act as a chaperone on a school field trip;
- c) Be in the presence of children for any reason other than for the parent rights stated herein; and
- d) Make individual contact with any student other than his/her own while at school or during a school activity.

Staff shall provide observation and/or supervision of a parent/guardian registered sex offender who is visiting a school or participating in a school activity defined herein. When a parent/guardian is a registered sex offender, the school will make an effort to preserve the confidentiality of information obtained pursuant to the Megan's Law notification process to the fullest degree possible. School officials may share relevant information with employees as needed but will not share the information with unauthorized employees, other parents or with the community at large. In order to avoid a breach of confidentiality, copies of forms, materials or information distributed or used in connection with the implementation of this policy should be collected and/or destroyed. Under no circumstances is it appropriate to post notices,

photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.

RCS shall inform parents annually about the existence of this policy regarding registered sex offenders. RCS shall cooperate to the fullest extent possible with local law enforcement for receiving, communicating and disseminating information concerning registered sex offenders. NOTE: Pursuant to Penal Code 290(q), any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; any person who uses registered sex offender information to commit a misdemeanor will be fined at least \$500 and not more than \$1000.

EMERGENCY PREPAREDNESS

RCS should have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated before school starts, ideally at an all school staff meeting just when the teachers return to duty.

Drills

It is the director's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The School Secretary may be asked to help out. Those drills are:

- **Fire Drill:** A fire drill should be conducted bi-monthly in which all pupils, teachers, and other employees are required to vacate the building.
- **Earthquake Duck & Cover Drill:** This drill should be performed bi-monthly per school year.
- **Major Disaster Drill:** This drill should be performed twice per school year so personnel are oriented to the Major Disaster Plan.

Alert Signals

The ability to respond quickly and efficiently when a major disaster strikes is important so that we are to provide protection for students and school staff. In order to be better prepared, the staff, students and parents should be informed of their responsibilities following a major disaster.

At the sound of the "Alert" signals:

- All students in transit between classrooms, in restrooms, etc., will walk to their assigned classrooms.
- Children on the playground or library will return to their assigned classrooms.
- Each teacher will stay in the classroom with his/her students.
- Each custodian will report to the school office for instructions.

At the sound of the "Take Cover" signals:

- Students will position themselves under desks or tables.
- Students on the playground or out of doors will drop, face down on the ground.
- Open all doors; leave windows as they are.
- The teacher should be ready with stories, songs, guessing games, etc., in case of an extended waiting period.

At the "All Clear" signals:

- Children will resume their regular class activities.
- When a building is unsafe to resume classroom instruction or if the situation has made the streets and sidewalks hazardous, the superintendent (or designee) will declare the premises unsafe.
- If an evacuation is found necessary, the director will post on a conspicuous place, the new location of the students. A notice or letter to parents designating a site as well as procedures should be included in the first day packet going home with students.

Staff Responsibilities

In the event of a disaster, individuals on the school site have the following responsibilities:

DIRECTOR

- Sound appropriate alarm to evacuate building (fire drill) or take cover within the building.
- Following fire drill procedures- check the building to ensure that all students, personnel and visitors have evacuated the building.
- Provide for administration of first aid and request other emergency assistance as needed.
- Keep the local county office informed and, if necessary, set up a telephone communications at a nearby residence or business.
- Give directions to police in search clearing procedures and take full responsibility for search.
- Coordinate supervision of students and all clean-up or security efforts.

TEACHERS

- Carry out appropriate emergency procedures to ensure the safety and welfare of students.
- Supervise children and maintain calm and order.
- Make sure you have access to the classroom copy of the students' emergency cards.

SCHOOL SECRETARY

- Assist and take direction from the director.
- Make sure first aid supplies are handy in case they are needed.
- Carry out other duties as assigned.

CUSTODIANS OR DESIGNEE

Shut off the valves for gas, water, electricity and air conditioning (if necessary). Open all gates and doors to assembly and exit areas.

AIDES, VOLUNTEERS AND OTHER ADULTS

Should assist teachers working with students to keep them safe, orderly and comfortable. Be on call for Administrators' requests.

School Emergency Supplies:

First aid kits
Flashlights
Batteries Radios
Megaphone
Walkie-talkies

Emergency Procedures

All classrooms should have emergency exit charts posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities and follow these

1. Director assesses the situation.
2. Director notifies all staff members of the emergency via PA, fire alarm, and/or megaphone.
3. Assigned person calls 911.
4. Assigned person notifies APS headquarters.
5. Director or assigned person meets with emergency crews.
6. Assigned person(s) ensures all classrooms, hallways and restrooms on first floor are empty after escorting students their students to assigned location.
7. Assigned person(s) ensures all classrooms, hallways and restrooms on second floor are empty after escorting students their students to assigned location
8. Assigned person(s) ensures the cafeteria and gym are empty.
9. Assigned person(s) greet, organize and comfort students outside the building.
10. Each teacher takes role and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Director.
11. Assigned person(s) will direct students who need first aid to an assigned location.
12. Director determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcement via megaphone.
13. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
14. All classroom teachers will ensure that students are released to guardians' care.
15. In the case that counseling services are subsequently needed by any students, the Director and an assigned person will coordinate that effort.
16. In the case that media coverage is an issue, Director and an assigned person will control and organize press releases and media requests.

First Aid

The First Aid area should be located at an assigned place and properly stocked at all times. The First Aid team will consist of individuals assigned by the Director or designee.

DISASTER PLANS

Whenever there is any type of disaster, the primary concern is the safety of the students. The following general guidelines will offer assistance in a variety of disaster situations. Each teacher should also display Disaster Plan guidelines prominently in each classroom.

Fire

1. Director, custodians and/or chief operations officer will determine the location of the fire.
2. School secretary will phone 911, picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child.
3. Custodian or Director will sound the fire alarms.

4. Staff will follow emergency procedures previously described.
5. Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

Earthquake

If indoors:

1. All drop down to the floor and duck and cover.
2. Turn away from windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, Director or office manager sounds alarms to evacuate the building.
7. Staff to follow emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Be prepared to duck and cover again due to aftershocks.
5. Staff to follow emergency procedures previously described.

Flood/ Severe Weather

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The Director will assess the situation and make an announcement over the PA or megaphone to A) evacuate, B) stay in classes or C) release students to go home. See emergency procedures previously described for evacuation directions.

Electrical Failure

1. Director and/or custodian notify the electrical company (PG&E) at 800-743-5000.
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

Gas Line Break

1. Director and/or custodian notify PG&E.
2. Director and/or custodian notify the Fire Department.
3. Staff to follow the emergency procedures previously described.

Water Main Break

1. Director and/or custodian notifies the water department.
2. Custodian shuts off water.

Water Contamination

1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify school office.
3. Have custodian turn off pressure to drinking fountains and sinks.

Chemical Spill/ Incident

If Indoors:

1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.
3. Notify school office and Custodian of the incident -contact 911 if necessary.
4. Custodian should check for chemical safety data to determine clean up procedure.

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the Director will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

Lockdown/Shooting Incident

If a shooting takes place the first priority is to shelter students and staff. On hearing shots or an announcement from Director:

1. Teachers close and lock all classroom doors and windows immediately.
2. Teachers take roll.
3. Teachers calmly direct students to duck under their desks.
4. Director calls 911.
5. Director assigned person ensure students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
6. Office personnel close and lock all office doors and windows immediately.
7. Nobody leaves their secure sites until emergency crew members escort them to safety.
8. Assigned person(s) will control and organize media.
9. Assigned person(s) will ensure that counseling services are available as soon as possible.

Bomb Threat

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a citing of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening. If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Director immediately.

2. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a citing of a suspicious object, the person would:

1. Notify Director immediately.
2. Do not touch the object but note any identifying features to describe it to the Director and emergency crews.

In all cases:

1. If Director determines to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
3. If you see any suspicious object, steer clear of it and report it to the Director and the emergency crew chief. Follow all emergency crew and bomb squad directives.
4. Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb(s).

Explosion

If indoors:

1. All drop down to the floor and duck and cover.
2. Turn away from the windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover.
5. Hold the position until directed to the building.
6. Staff to follow the emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

Death/Suicide

1. Director will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 911.
3. Assigned person(s) will phone APS headquarters.
4. Director will notify teachers to keep students in their classrooms until informed otherwise.
5. Assigned person(s) will control and organize media.
6. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
7. Assigned person(s) will ensure that counseling services are available as soon as possible.

Intruders/ Vicious Animals

1. Call the school main office and office staff will check out the situation and take appropriate action (i.e., contact Police or animal control agency).
2. Administration should initiate a code to alert staff of a potential suspicious intruder.
3. Keep the students in the classroom until the threat is cleared.
4. Implement shelter in place if necessary; lock classroom doors and windows, move away from windows, draw curtains, remain silent.
5. Notify office of who is with you, if possible.
6. All students outside of the building are to be quietly and cautiously led into the building.
7. Wait for further instructions from administration and/or police/animal agency.

SCHOOL UNIFORMS

RCS policy requires all students wear uniforms. RCS is committed to create a culture of academic rigor in our schools. A uniform dress code encourages this atmosphere. Implementation of this policy will reduce distractions and disruptions caused by clothing, make economic disparities between students less obvious, and minimize the use of clothing to signal gang affiliation and other risks to student safety, and promote student achievement and create an orderly learning environment.

- *Uniform selection:* The specific uniform (i.e. colors and other specifications) will be determined by the school.
- *Support for needy families:* RCS has a uniform closet (donations and exchange program) for families who may need assistance in meeting the uniform requirements.
- *Exceptions:* Because RCS is a school of choice, there will be NO exemptions for students.

Appendix 19

Strategies for Student Recruitment

In the student recruiting process, RCS does the following:

1. Raise awareness of RCS as a choice among targeted population
2. Persuade families to visit RCS or come to a presentation (open house, back to school night)
3. Manage parent expectations about the school, to ensure a good fit

Raising Awareness

In the first stage, a variety of methods can be used to make families aware that RCS is an alternative for their children. RCS's market of low-income families tends to have limited access to information about public school choices, so it's important to get information out in a targeted way.

Approach	Cost	Time	Ability to target	Comments
Presentations at community centers	Low	High	High	Community groups, including the boys and girls club, are an important and respected source of information for families.
Presentations at feeder schools	Low	High	High	Pre-school programs, especially Head Start, provide the best access to low-income families of would-be kindergarteners. Local parochial schools and even other neighborhood schools are also possibilities, if the relationship is friendly.
Word-of-mouth	Low	Low	Moderate	Effectiveness depends on current constituency and reputation
Flyers	Low	Moderate	Moderate	The process of posting flyers (i.e. in-person conversations with local small business owners) is a good way to make community connections and get a better feel for the neighborhood dynamics
Direct mail	High	High	Moderate	Ability to target depends on the source of the mailing list (district, community group)
Banner	Low	Low	Low	A very passive but easy way to let people at large know about the school
Community Digital Billboard	Low	Low	Low	Passive, not very targeted- however, locate near Wal-Mart and low cost for "public service announcements"
Newspaper	Low	Low	Moderate	We send updates that are printed for free.

Appendix 20

A Typical day at Ridgecrest Charter School

A typical day at Ridgecrest Charter School starts around 7:15 am as students and teachers begin to arrive on school grounds. Teachers arrive on campus entering the main building wishing everyone a good morning, checking their mail boxes and exchanging a few words with colleagues. At 7:30 am, the gates open and students start entering the campus. Some make their way to their classrooms to hang up their backpacks while others head to the cafeteria for breakfast or to the middle school lockers.

Teachers and administrators are visible to all students and parents; supervising the playground, crosswalks and cafeteria. Administrators and teachers ensure the safety of the students on the yard as they monitor, praise, and assist students to follow all playground rules and procedures. Suddenly, the bell rings. It's 7:55 am and students begin lining up on the quad. Teachers meet their students and listen to the morning announcements then the entire school recites the Pledge of Allegiance in unison. After Pledge, K-5 students are led into their classrooms to engage in morning warm-up activities while middle school (6-8 grades) students head to their homeroom.

Each classroom at RCS is inviting with colorful bulletin boards displaying student work with attached criteria charts, rubrics, and kid friendly standards displayed. Daily schedules and lesson objectives are written on the edge of the whiteboards. K-5 desks are arranged in groups to allow for maximum interaction and "think, pair/share" activities. In the K-2 rooms, a large rectangular shaped rug imprinted with individual squares sits facing a morning meeting math board and calendar. Classroom walls are covered with written work, drawings, maps, charts, and pictures that reflect the current topic of study. The classrooms at RCS are student centered and are constantly evolving to reflect the learning that is occurring within those walls.

While K-5 students are busy working on morning warm-ups, middle school students are making their way to their 1st period classes; math, English, science or PE. Middle school students have six, 50 minute blocks for core curriculum, and one 45 minute block for their elective class. They also enjoy two, 15 minute breaks and a 40 minute lunch each day.

As students engage in active learning and make the curriculum their own in their journey to mastering the Common Core and state standards, teachers are formally and informally assessing their progress. Students master content and skills through a variety of methodologies that address in an individualized fashion the diverse array of intelligences, learning styles, talents, and challenges in every classroom.

Teachers continuously tailor instruction to meet the needs of each student. Class structure varies from whole -class direct instruction to individual pursuits, small-group collaboration and instruction (including combining groups between different classrooms, based on skill level). Teachers use a variety of instructional methods and ongoing formative and summative assessments continuously to determine whether, in fact, the lessons have had the desired outcome: student mastery of standards.

As one walks the hallways they will notice bulletin boards full of data displaying progress and achievement in Accelerated Math, Accelerated Reader, class assessments and schoolwide BMKs. If

someone drops into classrooms, they would see rigorous learning activities and active student engagement. Teachers ask students to provide evidence for their reasoning. Children collaborate in small groups to work their way through the challenges presented by the teacher. Questions can be heard as they challenge each other to support their thinking and well-articulated statements soon follow as students refine their arguments.

Throughout the school, students regularly interact with their peers both in their own classrooms, as well as across grades, participating in performances and demonstrations, reading with upper grade students “book buddies,” peer tutoring and coming together to work on joint service learning projects that incorporate and bring to life their academic lessons in real-world applications.

Classrooms are filled with examples of student achievements and efforts, including detailed explanations to give context to each project displayed so students, teachers, parents, and other visitors can learn from the students’ work. The work displayed contains not only the finished product, but also artifacts that reveal something about the learning process. Displayed work enables other students to reflect on *and* learn from the learning strategies of their peers, which helps develop their metacognitive skills.

There are 3 cycles of recess or break beginning at 9:15 am; everyone can hear the excitement in the voices of those already on the playground. With brand new playground equipment and basketball courts students roam freely, mingling with each other while 4 yard supervisors ensure safety.

At RCS students are taught to respect diversity, and embrace a tolerant attitude about their fellow citizens. RCS encourages students to share, cooperate and exhibit pride through different venues. Such activities and lessons build the character of our students and help them become productive citizens in their communities. Students who are “caught” exhibiting one of the six pillars of Character Counts are praised and may earn a ticket which can be redeemed during one of the token economy auctions the yard supervisors put together.

There are 4 lunch periods at RCS and new for 2013-14, there is a full scale National School Lunch Program. School lunches are healthy and nutritious for all students. When the lunch bell rings teachers escort their students to the restrooms where they wash their hands before entering the café.

After lunch, students return to their classrooms for more learning. At 2:50 pm a bell sounds and students begin helping each other clean up. After cleanup students empty their cubbies or lockers, get their backpacks, and stand in line. The bell rings at 3:00 pm and students are dismissed. It’s the end of the day for many of the students at RCS.

Around 3:10 pm when many of the students have left, those students involved in sports, after school clubs, after school tutoring or GATE make their way with their teachers for an extended day. Teachers tutor small groups of 4-6 students 2 days per week, Tuesday and Thursday. Teachers also run after school clubs on Wednesdays. These clubs range from yearbook to chess. Mondays are for teacher collaboration and Fridays are professional development.