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RIDGECREST CHARTER SCHOOL

Charter Renewal Petition

Submitted to:

**The Sierra Sands Unified School District,
and if necessary, the State Board of Education**



For the term July 1, 2019 through June 30, 2024

Ridgecrest Charter School Petition

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AFFIRMATIONS AND DECLARATION

Ridgecrest Charter School (“RCS” or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of Ridgecrest Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend Ridgecrest Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

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- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.

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- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

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PREFACE

Ridgecrest Charter School began educating children in September 2001. Enrollment data submitted to CALPADS and reported on the Ed-Data website show RCS's enrollment has steadily increased since the 2008. RCS enrollment grew from 262 students during the 2008-09 school year to 475 students during the 2016-17 school year. Enrollment reported to CALPADS in October 2017 was 522 students for the 2017-18 school year.

RCS's pedagogy and methodology adhere to the California Standards for the Teaching Profession. Our curriculum and instructional materials align with the California Content Standards, including the Common Core State Standards ("CCSS"), the Next Generation Science Standards ("NGSS"), History-Social Science Content Standards, English Language Development ("ELD") Standards, and all other applicable state content standards (hereinafter, collectively "State Standards").

Student learning growth is monitored through triannual benchmark assessments and curriculum formative and summative assessments administered regularly throughout the school year. RCS analyzes student assessments during biweekly Professional Learning Community ("PLC") meetings. RCS uses a growth model to measure student achievement. Students are identified for intervention through benchmark, classroom, and CAASPP assessments and receive intervention services during the instructional day and afterschool. Students identified as high achieving through assessments and portfolios receive extended learning opportunities during the school day and after school.

Every student at Ridgecrest Charter School has an Individualized Learning Plan ("ILP") that is tailored to his or her specific learning style, needs and suggested interventions and/or accelerations. The ILP is updated triennially according to benchmark and curriculum assessment data. The ILP follows students throughout their academic journey at Ridgecrest Charter School.

Ridgecrest Charter School will continue to provide a safe, secure, nurturing, equitable, and rigorous learning environment focused on student academic and social-emotional growth. Our teachers and support staff will continue to collaborate to sustain a culture of high achievement, accountability, and growth. RCS creates a sense of community and family in a small Transitional Kindergarten (TK) through eighth grade learning environment.

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EXECUTIVE SUMMARY

The California Charter Schools Act is intended to provide an environment where accountability, flexibility, innovation, parental choice, parent-teacher involvement and public-private partnerships can work together to provide a better future for our children. as a method to accomplish all of the following:

- a. Improve pupil learning;
- b. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving;
- c. Encourage the use of different and innovative teaching methods;
- d. Create new professional opportunities for teachers including the opportunity to share responsibility for the learning program at the school;
- e. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system;
- f. Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems; and
- g. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.”

Educational Philosophy

We believe students learn in an environment that encourages inquiry and dialogue around State Standards, that values and builds on prior knowledge and that nurtures and supports the whole child.

The Charter School provides an environment where accountability, flexibility, innovation, parental choice, parent teacher involvement, and public-private partnerships can work together to provide a better future for our children. The Charter School will embrace, celebrate and benefit from the ethnic, linguistic and the socioeconomic diversity of our ever changing community by promoting family, school, and community partnerships.

General Description

In September 2001, a new charter school in Ridgecrest began providing a rigorous education to children. This school is known as Ridgecrest Charter School. The Charter School is currently authorized by the State Board of Education (“SBE”) with administrative oversight provided by the California Department of Education (“CDE”). As required by Education Code Section 47605(j)(3), this charter renewal request shall be submitted to the Sierra Sands Unified School District (“SSUSD” or the “District”) for consideration and if denied, shall be submitted to the SBE. This charter shall use the generic term “Authorizer” to collectively describe the entity (or entities) that approves the charter renewal and provides oversight.

Ridgecrest Charter School began the transition from the state and federal accountability models of the Academic Performance Index (“API”) and Adequate Yearly Progress (“AYP”) to the new

accountability models of the California Dashboard and the California Assessment of Student Performance and Progress. Under the former accountability model, RCS's growth API score was 716 in 2006, and increased to 864 by 2013, the last year of API calculation. RCS is adjusting to the new Dashboard accountability model and will demonstrate growth over time just as it previously demonstrated under the API and AYP.

Ridgecrest Charter School currently serves approximately 530 students at one site in transitional kindergarten through eighth grade. Classes range in size from 22-24 students in grades TK-3 and 25-30 students in grades 4-8. Paraprofessional support is provided in classrooms as needed. Over the next term, enrollment is projected to reach approximately 627 students with the same range of student distribution per class.

For the duration of the fifth charter term (2019-24), Ridgecrest Charter School plans to continue to offer activities and adult supervision Monday through Friday from 7:30 a.m. to 4:00 p.m. A goal during this fifth charter term will be to expand the program to include before and after school day care, such that the hours of operation would extend from 7:00 a.m. to 5:00 p.m. Instructional minutes offered by the Charter School will exceed the number of minutes required by state law, and the Charter School offers 180 days of instruction. A goal during this charter term will be to expand our Special Education program to include an additional twenty calendar days for extended school year services for Special Education students where necessary so that these services, when required by a student's individualized education program ("IEP") can be offered in-house at Ridgecrest Charter School. It is planned that the instructional day will be from 8:00 a.m. to 3:00 p.m. for Grades K through 8, with clubs, extracurricular activities, extended day care and a variety of tutorial opportunities available both before and after core instruction. Attached as Appendix 1, please find the 2018-19 school calendar and bell schedule and 2019-20 draft school calendar and bell schedule. Attached as Appendix 2, please find the 2018-19 club schedule with a sample of past club offerings.

Ridgecrest Charter School will provide a rigorous, inquiry based curriculum, learning style-evaluation, management process, and staff development, which will be constantly monitored and changed when necessary to maximize our effectiveness. The Charter School will continue its balanced program for the new millennium that develops minds, bodies and spirits. An academic program that integrates four areas of literacy in a curriculum will continue to be taught as a team approach: language, technology, life sciences, and life skills. In addition, the program will provide physical education, health, and a nutritious meal program. Programs that develop emotional and social life skills training through fine arts, community service and environmental focus, including targeted counseling services and conflict resolution programs will be offered.

Ridgecrest Charter School students, in addition to mastering the Common Core State Standards, will:

- read fluently to enjoy, infer, and interpret a variety of print material, i.e. literature, poetry, newspapers;
- engage in constructive dialogue, value literature and language and express oneself effectively through a variety of modalities;
- become curious, motivated, self-reflective learners who generate questions to deepen

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- understanding;
- understand mathematical relationships, reason logically, problem solve and use mathematical techniques effectively in practical application;
- become stewards of the environment, and seek to make the community a better place;
- integrate and apply acquired knowledge in and out of the classroom; and
- take ownership of one's actions and be responsible citizens of the community.

Student Population and the Faculty Team

Students can enroll in the Charter School from any school in the State, but admissions preference in the event of a public random drawing will be given to students residing in the District and in accordance with the other preferences outlined under Element Eight. The Ridgecrest Charter School faculty team will be role models to students for lifelong learning and professionalism. The faculty team will be held accountable for ensuring that Ridgecrest Charter School students achieve high standards. The faculty team will have the freedom and responsibility for supporting the development of all academic programs.

Ridgecrest Charter School (a California nonprofit public benefit corporation) will continue to set new standards for efficient and effective management, freeing more resources for the education of children.

ANALYSIS OF THE LAST TERM AND CHARTER RENEWAL CRITERIA

A. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

Ridgecrest Charter School uses state and benchmark assessments to improve student achievement through data-driven instruction. The following is an analysis of RCS’ CAASPP data, Northwest Evaluation Association (“NWEA”) Measures of Academic Progress (“MAP”) assessment data, and API and STAR assessment data. The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(1)-(4) (Also see Appendix 3: CDE DataQuest/CAASPP Reports):

Analysis of the Most Recent API Calculation

LEGAL REQUIREMENTS FOR CHARTER RENEWAL	
Education Code Section 47607(b) Charter School Must Meet at Least ONE Criteria for Renewal	
Renewal Criteria	Criteria Met
	Yes; most recent API (2013) is 864; all subgroups met growth targets

school wide and for all groups of pupils served by the charter school.	
Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.	Yes; 2013 rank of 8, 2012 rank of 7, and 2011 rank of 6
Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.	Yes; 2013 and 2012 rank of 10, and 2011 rank of 8
The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.	Yes; see below
Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052	Not Applicable
(Source: CDE DataQuest, accessed August 1, 2018)	

Analysis of Comparison Schools Data

Students come to Ridgecrest Charter School from throughout the Indian Wells Valley; therefore, RCS compared data with all elementary and middle schools within the District. However, Fuller Elementary and Monroe Middle Schools are the two schools geographically closest to RCS.

Students come to RCS because they struggle in their previous schools. RCS is below the District in ELA and mathematics CAASPP assessments because students enter RCS below grade level in English-Language Arts and mathematics. Thirty-eight to forty-three percent of students new to RCS during the 2016-17 and 2017-18 school years came in below grade level. Further, 24% of new elementary students and 15% of new middle school students during the 2016-17 school year and 10% of new elementary students and 20% of new middle school students during the 2017-18 school year enrolled in RCS for the first time in January or later in each school year.

During the 2016-17 school year, RCS changed from a “pull out” to a “push in” model of special education services. Therefore, special education students at RCS spend a vast majority of their time in the general education classroom with push in support from special education teachers and paraprofessionals. This allows special education students to receive instruction in their least restrictive environment among their peers.

RCS students demonstrate academic growth over time. However, students who attend RCS for at least one year demonstrate academic growth as measured on the NWEA Map Assessment.

Students attending RCS for at least one year between Fall 2016 and Winter 2018 demonstrated an average growth of 79% in mathematics, 78% in reading, and 68% in language. Students attending RCS for at least one year between Fall 2016 and Winter 2018 met NWEA MAP assessment nationally normed growth projections 46% in mathematics, 49% in reading, and 42% in language.

NWEA MAP assessment data compares students who have attended RCS for at least one year, whereas CAASPP data compares groups of students in their current grade level to their previous grade level. CAASPP data does not differentiate between continuing and new students, whereas NWEA MAP assessment data measures individual student progress over a one year period.

RCS understands the urgency to improve student academic performance as measured on the CAASPP assessment; therefore, we have developed a plan to improve student academic performance. During the 2017-18 school year, RCS teachers and leaders trained staff on *The Daily 5* literacy framework and identified essential standards for English-Language Arts. RCS applied for and was awarded a CDE Multi-Tiered Systems of Supports (“MTSS”) grant and U.S. Department of Education Rural Education Achievement Program (“REAP”) grant during the spring of 2018. Both grants will be used to support student learning and teacher instruction.

Beginning in the 2018-19 school year, school leaders are working with a consultant to implement the *Coherence* framework developed by Michael Fullan and implemented in schools in California, the United States, and Canada. We will use the *Coherence* framework to focus direction and create clear goals, create a collaborative culture that builds capacity and a growth mindset, deepens learning through research based effective instructional strategies, and strengthen external accountability through internal accountability.

During the summer 2018, a group of RCS teachers and leaders attend a Professional Learning Communities (“PLC”) conference to deepen our understanding of PLC and Response to Intervention (“RTI”) and improve our practice to improve student learning. RCS has four PLC/RTI goals for improving students learning for the 2018-19 school year:

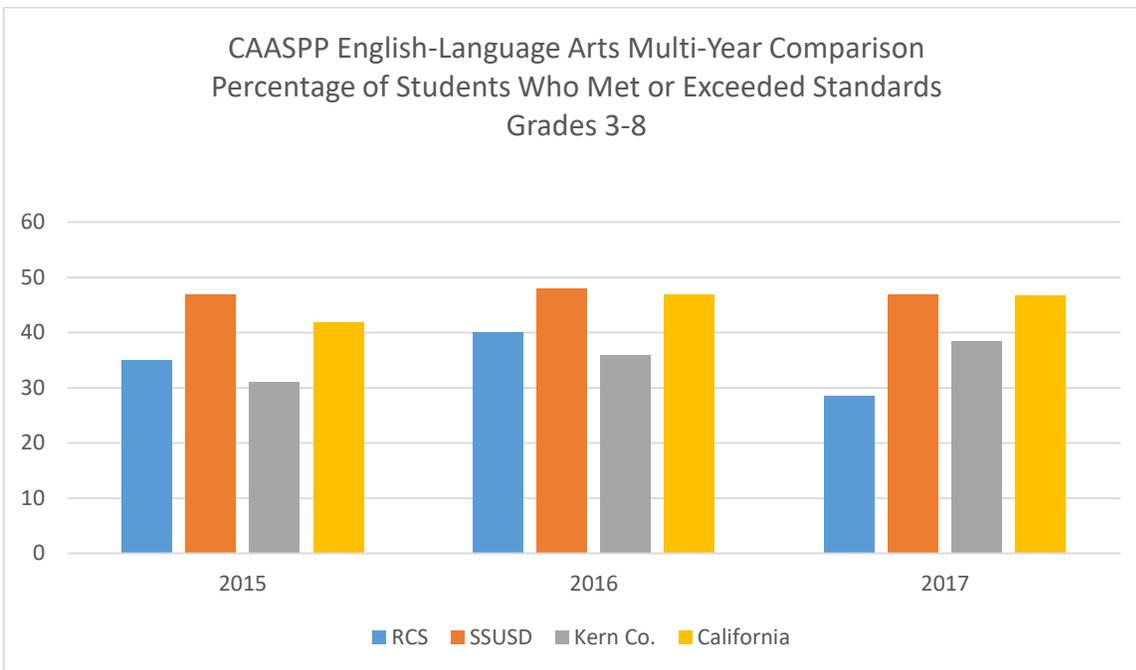
1. Build a collaborative culture through teams and coaching
2. Develop common assessments
3. Identify and train teachers on research-based highly effective instructional practices
4. Using data to respond to each student’s learning needs

RCS will use part of funds from the MTSS and REAP grants to provide coaching and internal support of our PLC/RTI goals.

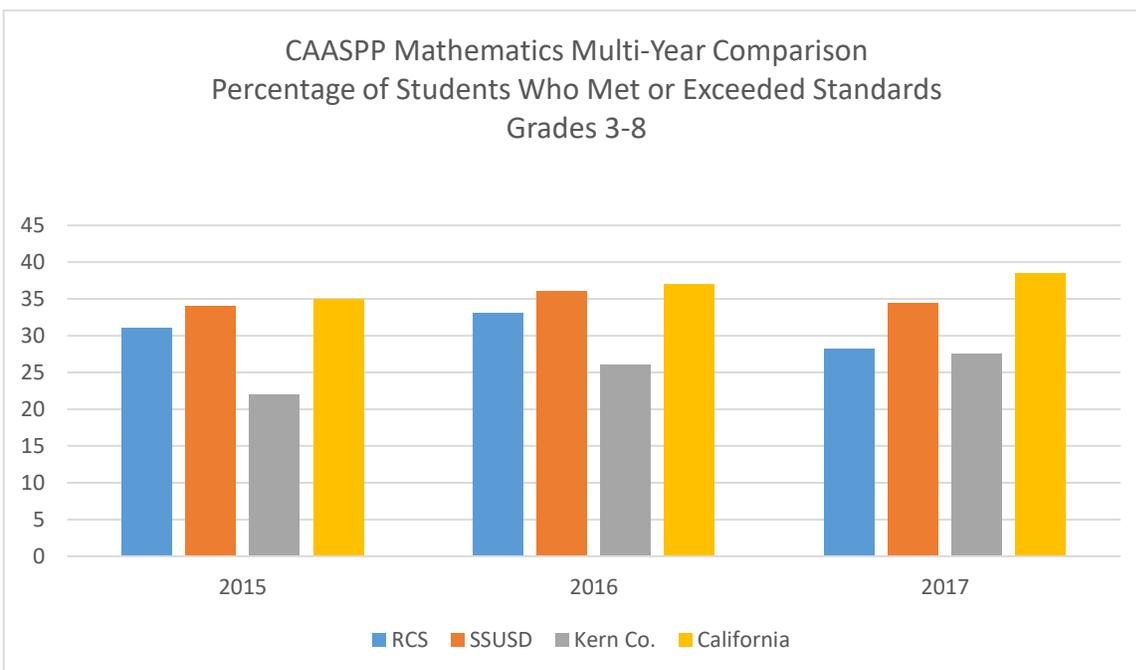
RCS has demonstrated it can improve student learning over time as measured on state assessments. RCS’s 2006 growth API score was 716. Our growth API score was 864 in 2013.

As the data in the graphs and tables below demonstrate, RCS meets the charter renewal criteria pursuant to Education Code Section 47607(b)(4):

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CAASPP-ELA Grades 3-8	2015	2016	2017
Ridgecrest Charter School	35	40	28.62
SSUSD	47	48	47
Kern County	31	36	38.5
California	42	47	46.76



CAASPP-Math Grades 3-8	2015	2016	2017

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Ridgecrest Charter School	31%	33%	28.27%
SSUSD	34%	36%	34.39%
Kern County	22%	26%	27.48%
California	35%	37%	38.47%

Comparison Schools That RCS Students Would Otherwise Be Required to Attend

Faller Elementary School and Monroe Middle School are the schools within SSUSD geographically closest to Ridgecrest Charter School. Students who attend RCS come from throughout the Ridgecrest area. Both Faller Elementary School and Monroe Middle School are also demographically similar, and as such, have been included in the comparison tables and graphs below.

Comparison Schools That Are Demographically Similar in the District

Percentage of Socio-economically Disadvantaged Students (Percentage of Unduplicated Pupil Count of Free/Reduced Price Meals, English Learners, & Foster Youth):

	2014-2015	2015-2016	2016-2017
RCS	57.2%	57.1%	56.6%
Faller Elementary	65.5%	66.1%	63.2%
Gateway Elementary	54.1%	54.4%	49.4%
Inyokern Elementary	80%	77.6%	75.3%
Las Flores Elementary	50.6%	52.6%	46.4%
Pierce Elementary	74.5%	75.4%	74.3%
Richmond Elementary	62.5%	56.3%	53.4%
James Monroe Middle	62.7%	59.8%	54.1%
Murray Middle	49.1%	48.3%	47.8%

**most recent available data on ed-data.org*

Percentage of English Learners:

	2014-2015	2015-2016	2016-2017
RCS	4.3%	5.2%	7.4%
Faller Elementary	13.5%	12.9%	12.7%
Gateway Elementary	6.4%	7.1%	8.2%
Inyokern Elementary	4.7%	7.1%	4.5%
Las Flores Elementary	8.6%	9.9%	8.5%
Pierce Elementary	19.3%	18.1%	16.9%
Richmond Elementary	9.1%	11.6%	11.4%
James Monroe Middle	5.8%	6.2%	6.1%
Murray Middle	5%	5%	4.3%

**most recent available data on ed-data.org*

Percentage of White Students:

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	2014-2015	2015-2016	2016-2017
RCS	58.2%	61.8%	57.9%
Faller Elementary	53.1%	49.1%	48.4%
Gateway Elementary	57.1%	57.7%	56.1%
Inyokern Elementary	68.2%	67.2%	65.7%
Las Flores Elementary	65.4%	63.2%	65.4%
Pierce Elementary	52.2%	51.8%	51.7%
Richmond Elementary	59.5%	60.9%	57.3%
James Monroe Middle	60.0%	56.6%	55.7%
Murray Middle	61.2%	59.9%	61.4%

**most recent available data on ed-data.org*

Percentage of Hispanic or Latino Students:

	2014-2015	2015-2016	2016-2017
RCS	30.3%	28.3%	30.7%
Faller Elementary	31.6%	35.3%	38.0%
Gateway Elementary	25.3%	25.1%	26.0%
Inyokern Elementary	17.6%	21.3%	23.2%
Las Flores Elementary	21.2%	24.1%	21.7%
Pierce Elementary	38.6%	39.2%	37.2%
Richmond Elementary	26.9%	25.9%	28.0%
James Monroe Middle	28.5%	30.1%	28.1%
Murray Middle	22.7%	23.6%	23.3%

**most recent available data on ed-data.org*

Percentage of African American Students:

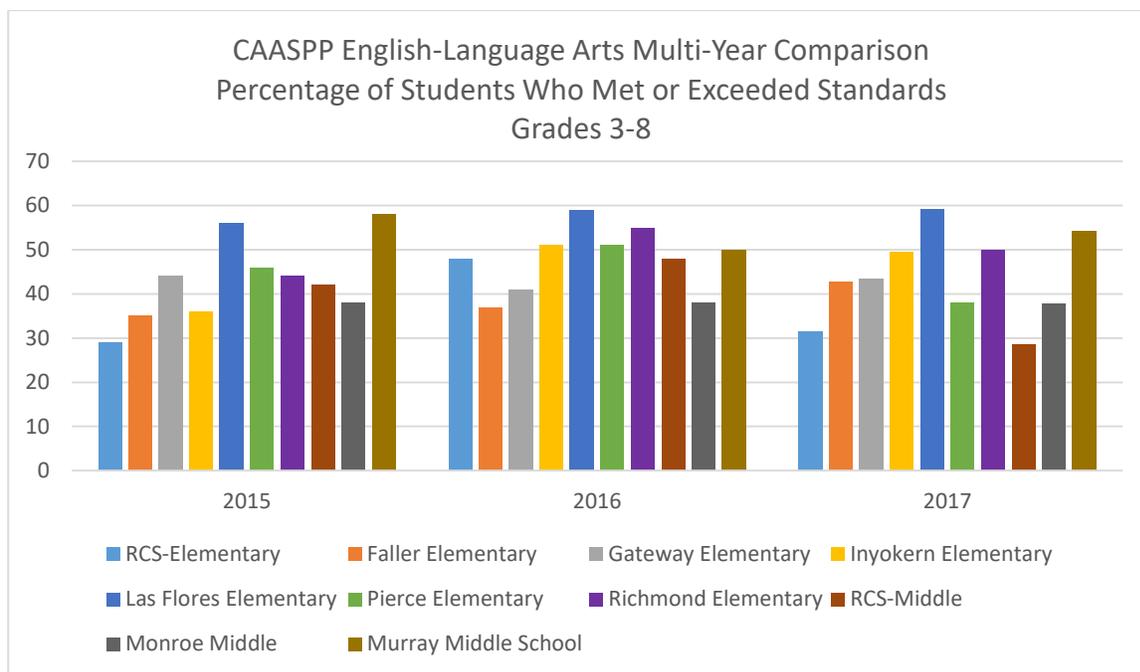
	2014-2015	2015-2016	2016-2017
RCS	2.4%	1.2%	1.5%
Faller Elementary	4.2%	6.0%	4.3%
Gateway Elementary	4.1%	5.7%	5.3%
Inyokern Elementary	3.5%	3.3%	2.0%
Las Flores Elementary	4.3%	4.7%	4.9%
Pierce Elementary	5.6%	5.2%	6.3%
Richmond Elementary	1.3%	.9%	1.2%
James Monroe Middle	6.0%	6.0%	7.5%
Murray Middle	6.0%	5.7%	5.0%

**most recent available data on ed-data.org*

Comparison of CAASPP Data Between RCS and Comparison Schools:

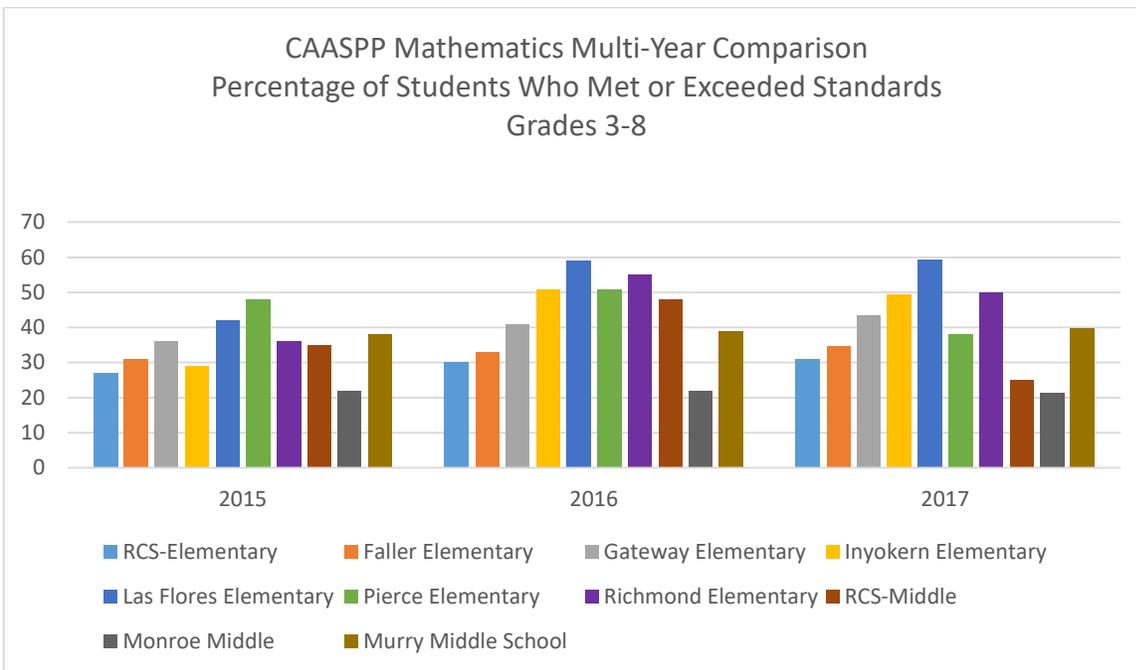
Below are tables and graphs demonstrating the CAASPP data of both RCS and its comparison schools. As RCS serves students in grades K-8, to more accurately compare RCS's CAASPP data against comparison elementary and middle school grades, we have split the RCS data for

elementary and middle school grades, where sufficient data was available. Also, to ensure a more accurate comparison to RCS, 11th grade data was not included for SSUSD as RCS does not serve students in 11th grade.



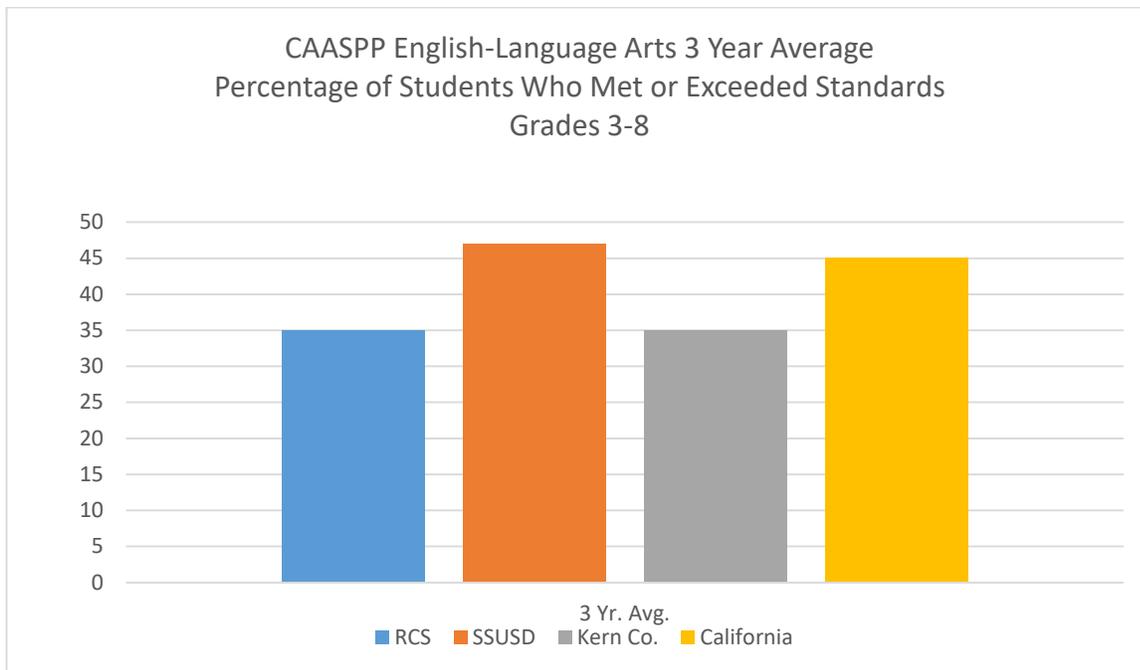
CAASPP-ELA Grades 3-8	2015	2016	2017
RCS-Elementary	29%	48%	31.41%
Faller Elementary	35%	37%	42.72%
Gateway Elementary	44%	41%	43.35%
Inyokern Elementary	36%	51%	49.46%
Las Flores	56%	59%	59.22%
Pierce Elementary	46%	51%	38.03%
Richmond Elementary	44%	55%	50.0%
RCS-Middle	42%	48%	28.54%
Monroe Middle	38%	38%	37.68%
Murray Middle	58%	50%	54.08%

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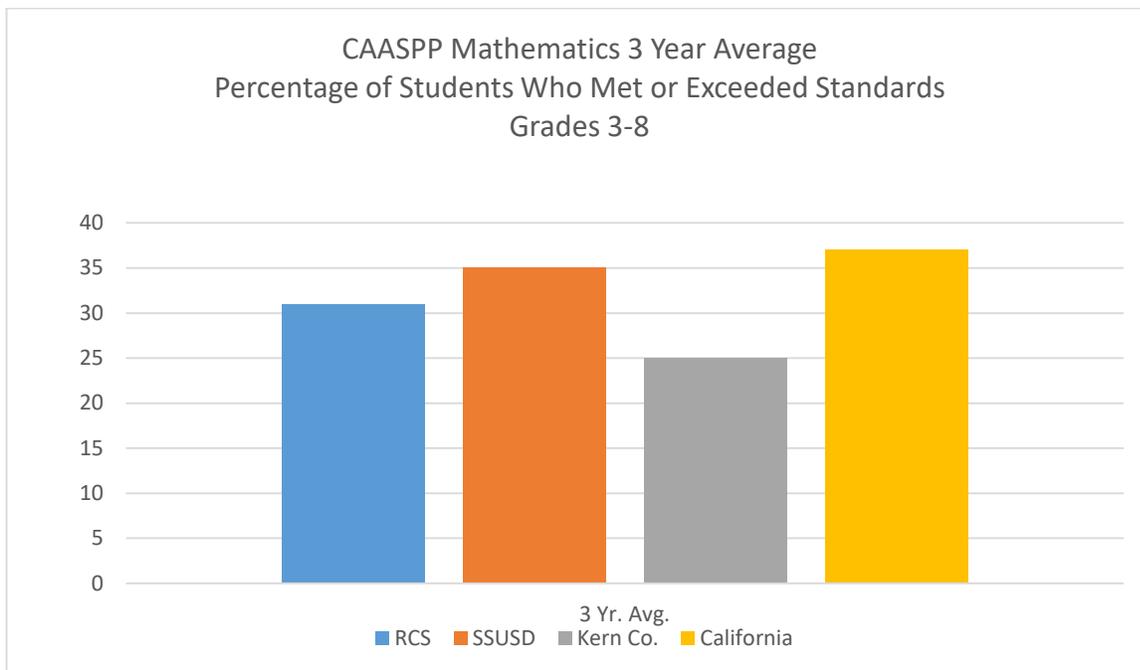


CAASPP-Math Grades 3-8	2015	2016	2017
RCS-Elementary	27%	30%	31.14%
Faller Elementary	31%	33%	34.65%
Gateway Elementary	36%	32%	32.02%
Inyokern Elementary	29%	27%	29%
Las Flores Elementary	42%	41%	41.63%
Pierce Elementary	48%	49%	39.26%
Richmond Elementary	36%	43%	39.91%
RCS-Middle	35%	48%	24.95%
Monroe Middle	22%	22%	21.49%
Murray Middle	38%	39%	39.97%

Ridgecrest Charter School Petition

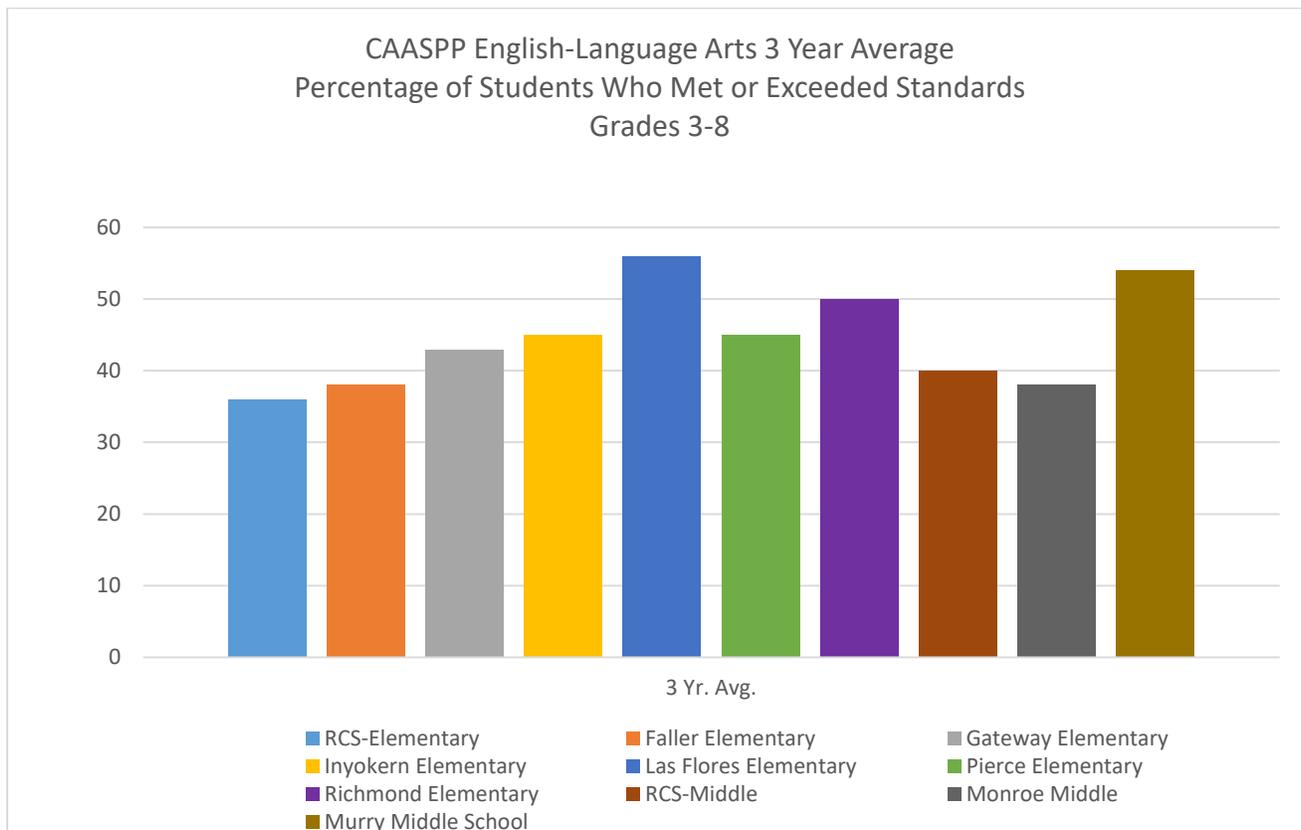


CAASPP-ELA Grades 3-8	3 Year Average
Ridgecrest Charter School	35%
SSUSD	47%
Kern County	35%
California	45%



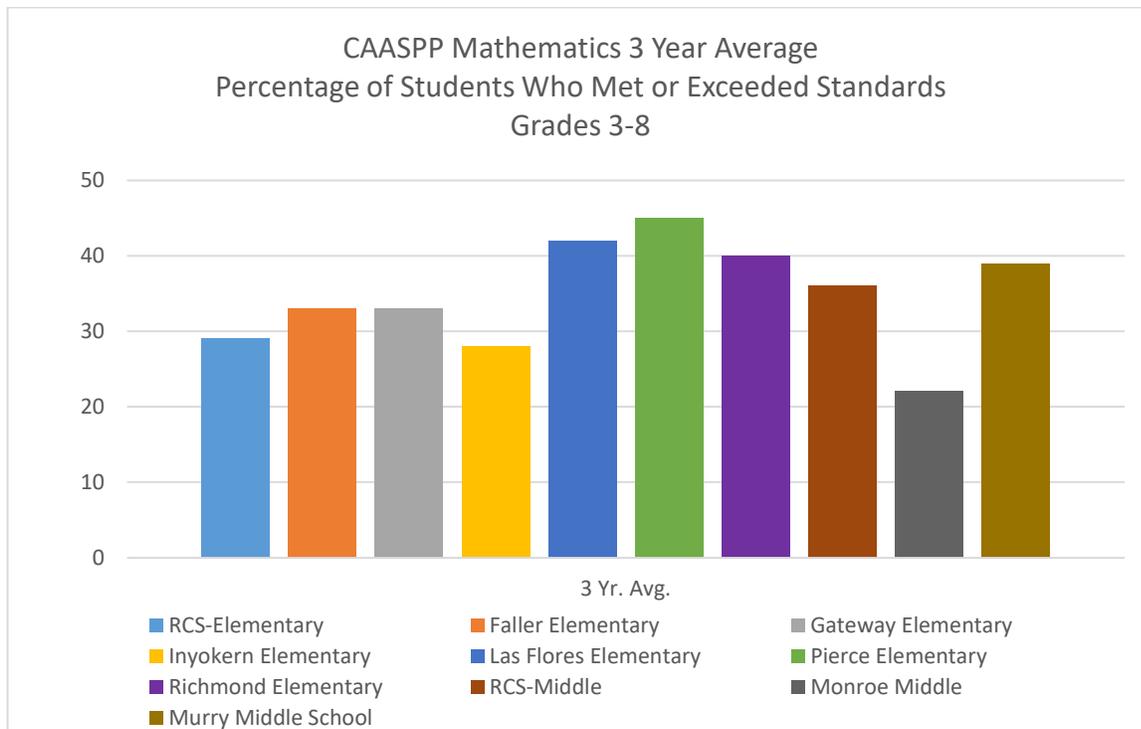
Ridgecrest Charter School Petition

CAASPP-Math Grades 3-8	3 Year Average
Ridgecrest Charter School	31%
SSUSD	35%
Kern County	25%
California	37%



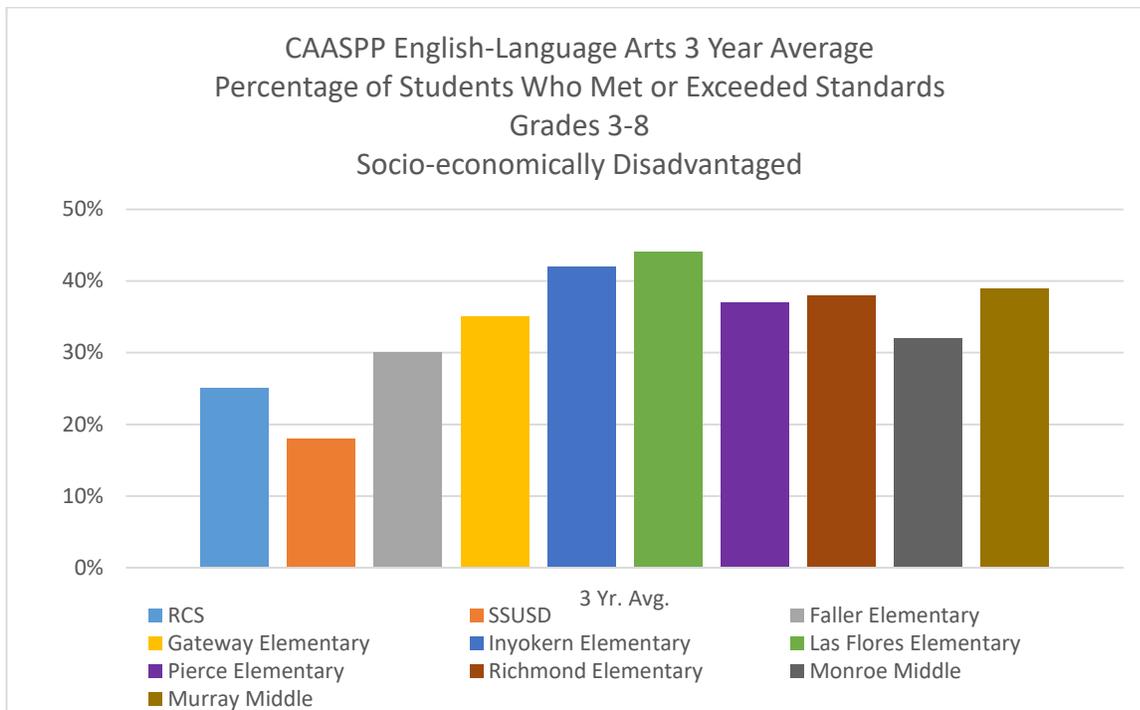
CAASPP-ELA Grades 3-8	3 Year Average
RCS-Elem	36%
Faller Elem	38%
Gateway Elem	43%
Inyokern Elem	45%
Las Flores	58%
Pierce Elem	45%
Richmond Elem	50%
RCS-Middle	40%
Monroe Middle	38%
Murray Middle	54%

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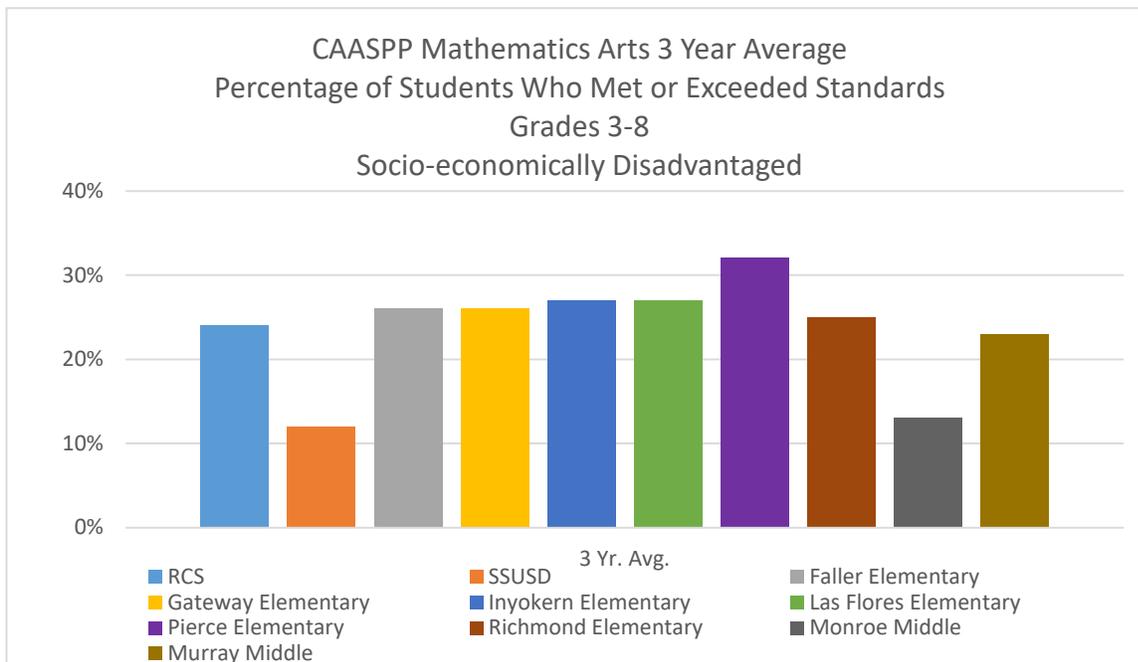
CAASPP-Math Grades 3-8	3 Year Average
RCS-Elem	29%
Faller Elem	33%
Gateway Elem	33%
Inyokern Elem	28%
Las Flores Elem	42%
Pierce Elem	45%
Richmond Elem	40%
RCS-Middle	36%
Monroe Middle	22%
Murray Middle	39%

Ridgecrest Charter School Petition



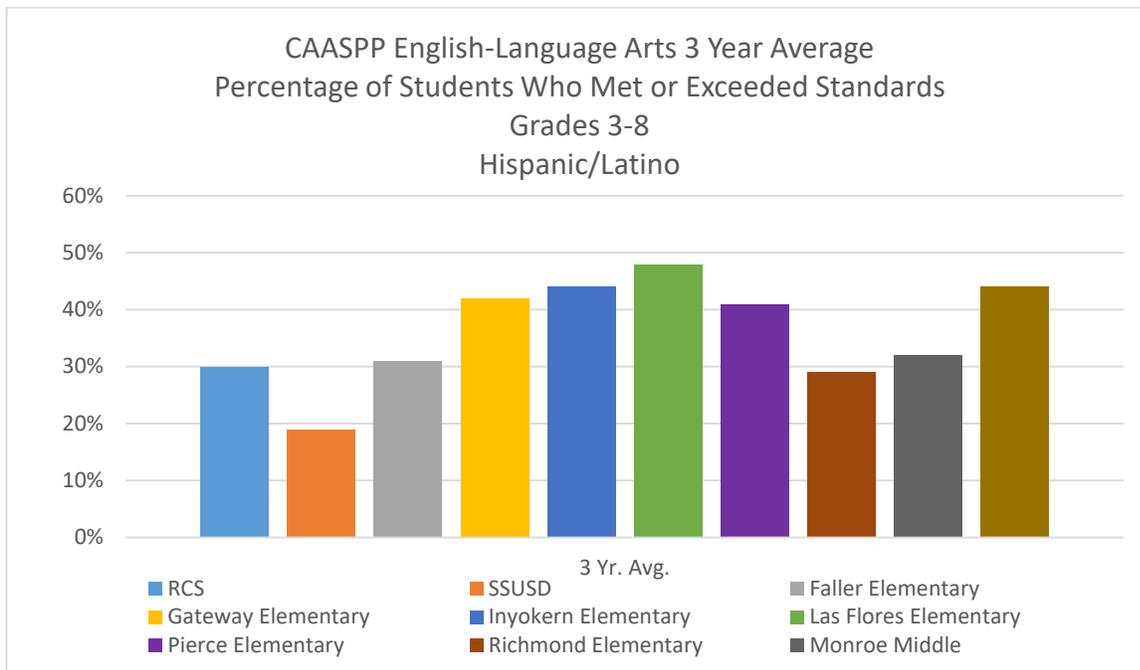
CAASPP-ELA; 3 yr. avg.; Grades 3-8; SED	3 Year Average
Ridgecrest Charter School	25%
SSUSD	36%
Faller Elementary	30%
Gateway Elementary	35%
Inyokern Elementary	42%
Las Flores Elementary	44%
Pierce Elementary	37%
Richmond Elementary	38%
Monroe Middle	29%
Murray Middle	39%

Ridgecrest Charter School Petition



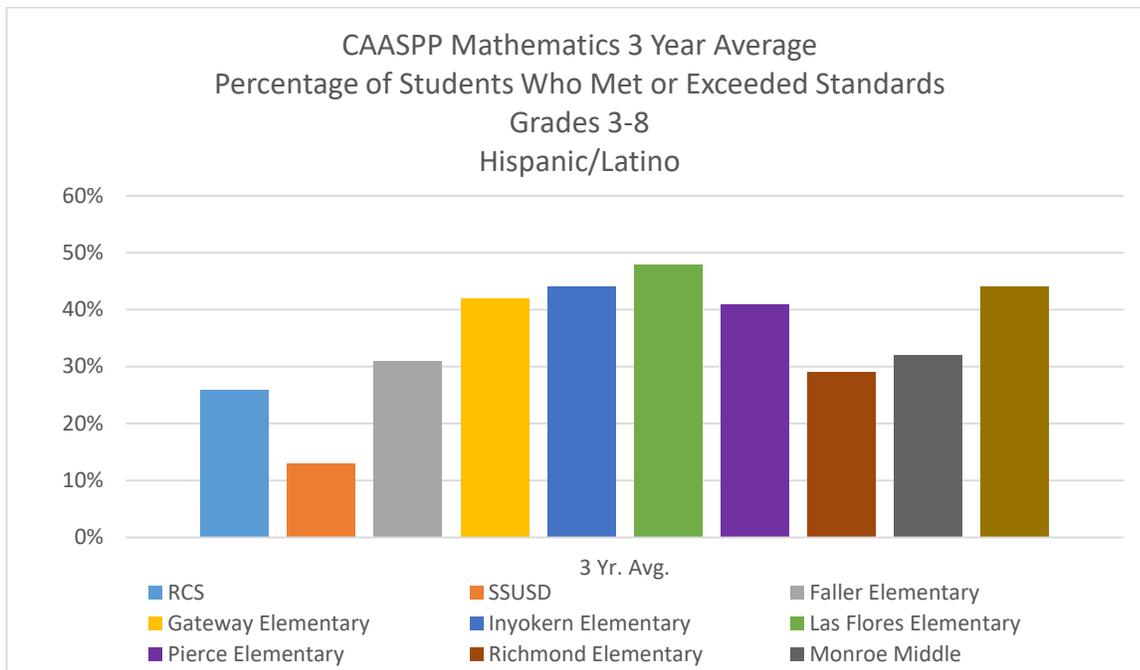
CAASPP-Math; 3 yr. avg.; Grades 3-8; SED	3 Year Average
Ridgecrest Charter School	24%
SSUSD	25%
Faller Elementary	26%
Gateway Elementary	26%
Inyokern Elementary	27%
Las Flores Elementary	27%
Pierce Elementary	32%
Richmond Elementary	25%
Monroe Middle	13%
Murray Middle	23%

Ridgecrest Charter School Petition



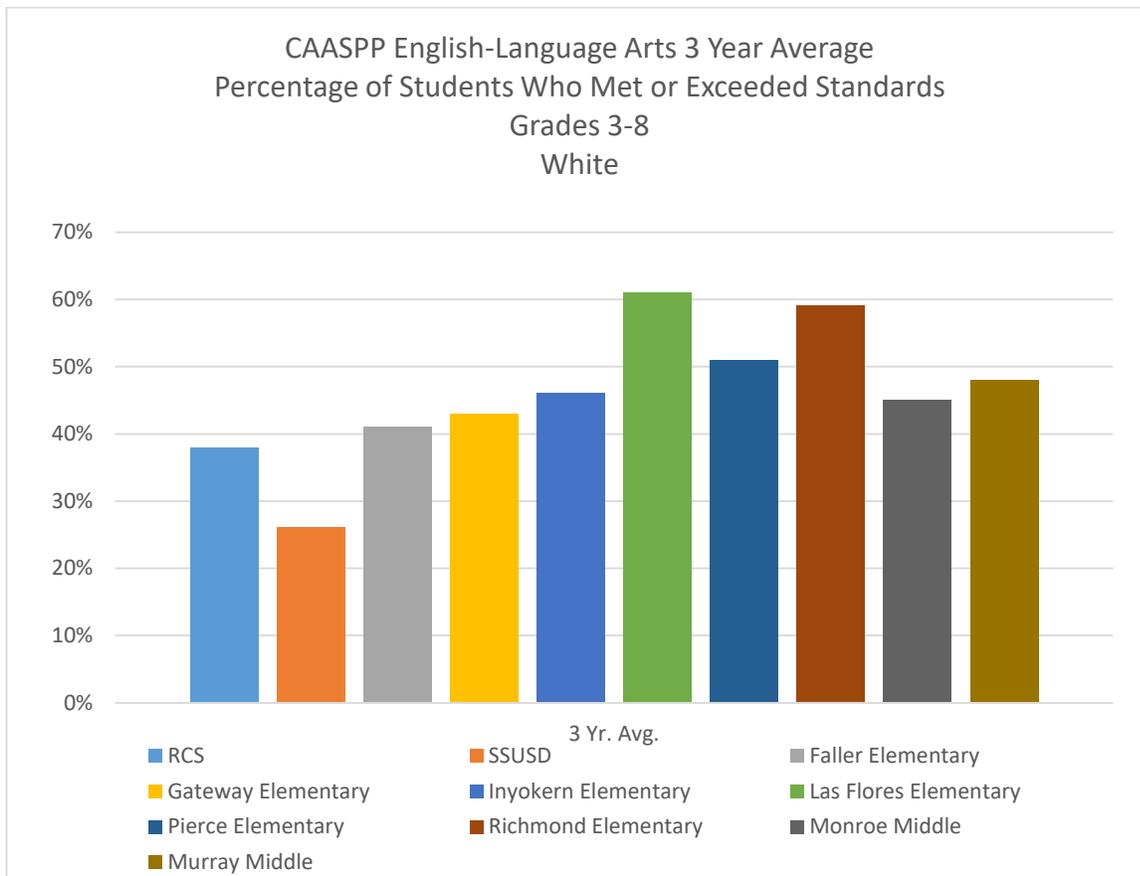
CAASPP-ELA; 3 yr. avg.; Grades 3-8; Hispanic/Latino	3 Year Average
Ridgecrest Charter School	30%
SSUSD	39 %
Faller Elementary	31%
Gateway Elementary	42%
Inyokern Elementary	44%
Las Flores Elementary	48%
Pierce Elementary	41%
Richmond Elementary	29%
Monroe Middle	32%
Murray Middle	44%

Ridgecrest Charter School Petition



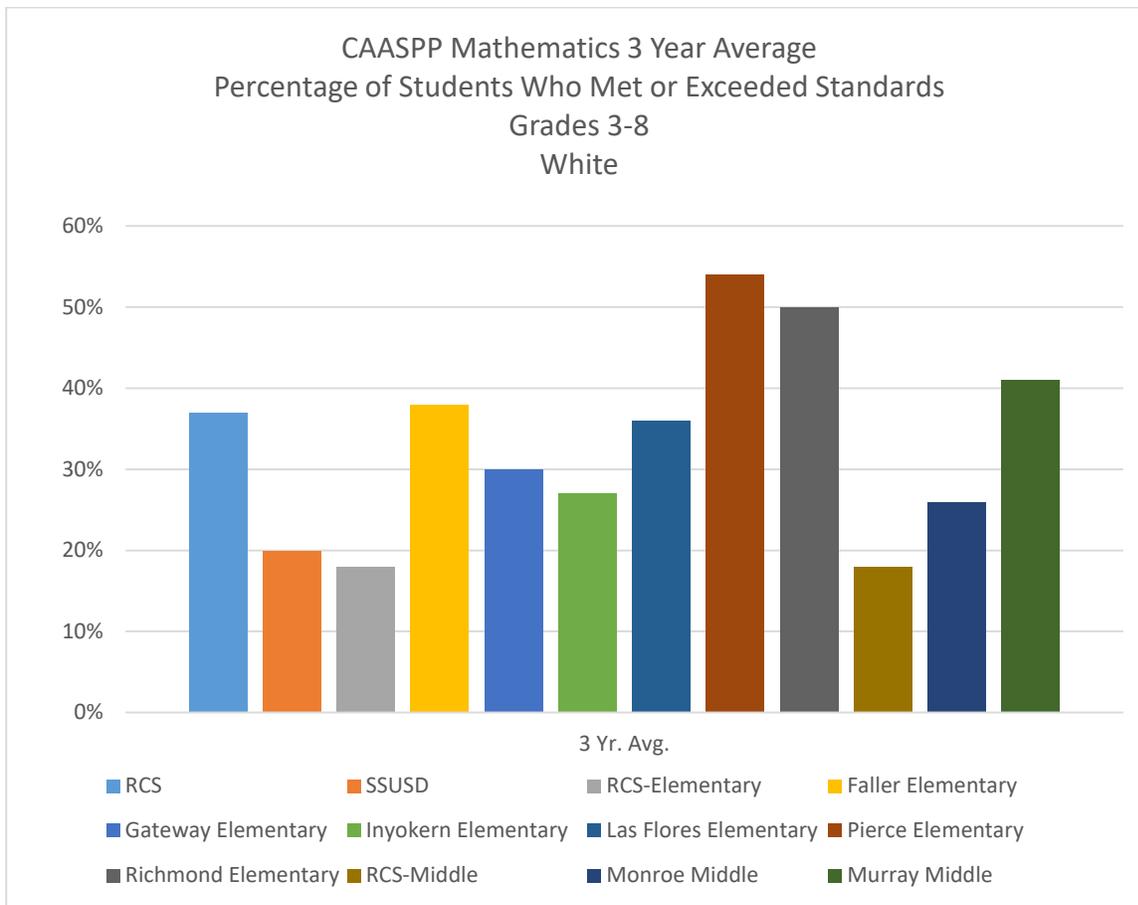
CAASPP-Math; 3 yr. avg.; Grades 3-8; Hispanic/Latino	3 Year Average
Ridgecrest Charter School	26%
SSUSD	28%
Faller Elementary	25%
Gateway Elementary	33%
Inyokern Elementary	30%
Las Flores Elementary	30%
Pierce Elementary	35%
Richmond Elementary	21%
Monroe Middle	16%
Murray Middle	30%

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CAASPP-ELA; 3 yr. avg.; Grades 3-8; White	3 Year Average
Ridgecrest Charter School	38%
SSUSD	49%
Faller Elementary	41%
Gateway Elementary	43%
Inyokern Elementary	46%
Las Flores Elementary	61%
Pierce Elementary	51%
Richmond Elementary	59%
Monroe Middle	45%
Murray Middle	48%

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CAASPP-Math; 3 yr. avg.; Grades 3-8; White	3 Year Average
Ridgecrest Charter School	37%
SSUSD	38%
RCS-Elementary	18%
Faller Elementary	38%
Gateway Elementary	30%
Inyokern Elementary	27%
Las Flores Elementary	36%
Pierce Elementary	54%
Richmond Elementary	50%
RCS-Middle	37%
Monroe Middle	26%
Murray Middle	41%

Ridgecrest Charter School’s 2017 CAASPP achievement aligned with state and national trends on students’ achievement on the Smarter Balanced Assessment. During Spring 2017, 14 states participated in the Smarter Balanced Assessments and 13 of the 14 states declined or made a tiny

positive gain.¹ California dropped approximately one-half a percentage point in the percentage of students who met or exceeded English-Language Arts standards and increased approximately one-half percentage point in the percentage of students who met or exceeded math standards.²

The California Dashboard Equity Report reflects the decline in student achievement in English-Language Arts and mathematics from the Spring 2017 to the Fall 2017 reports.

	ELA- Spring 2017	ELA- Fall 2017	Math- Spring 2017	Math- Fall 2017
Ridgecrest Charter School				
SSUSD				
Faller Elementary				
Gateway Elementary				
Inyokern Elementary				
Las Flores Elementary				
Pierce Elementary				
Richmond Elementary				
Monroe Middle				
Murray Middle				

Ridgecrest Charter School has 3 significant subgroups identified in the Fall 2017 California Dashboard. RCS students achievement is similar to the local district and nearest comparable schools.

English- Language Arts

	Socio-economically Disadvantaged Spring 2017	Socio-economically Disadvantaged Fall 2017	Students with Disabilities Spring 2017	Students with Disabilities Fall 2017	Hispanic Spring 2017	Hispanic Fall 2017	White Spring 2017	White Fall 2017
Ridgecrest Charter School				None reported				
SSUSD								

¹ McRae, D.J. & Williamson, M.E. (2018, January 24). Is the smarter balanced national test broken? Retrieved from https://www.realcleareducation.com/articles/2018/01/04/is_the_smarter_balanced_national_test_broken_110243.html

² Fensterwald, J. (2017, September 27). Average scores flat in 3rd year old California's common core-aligned tests. Retrieved from <https://edsources.org/2017/no-growth-statewide-in-third-year-of-smarter-balanced-test-scores-caasp/587973>

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Faller Elementary			None reported	None reported				
Gateway Elementary			None reported	None reported				
Inyokern Elementary			None reported	None reported	None reported	None reported		
Las Flores Elementary			None reported	None reported				
Pierce Elementary			None reported	None reported				
Richmond Elementary								
Monroe Middle								
Murray Middle								

Mathematics

	Socio-economically Disadvantaged Spring 2017	Socio-economically Disadvantaged Fall 2017	Students with Disabilities Spring 2017	Students with Disabilities Fall 2017	Hispanic Spring 2017	Hispanic Fall 2017	White Spring 2017	White Fall 2017
Ridgecrest Charter School				None reported				
SSUSD								
Faller Elementary			None reported	None reported				
Gateway Elementary			None reported	None reported				
Inyokern Elementary			None reported	None reported	None reported	None reported		
Las Flores Elementary			None reported	None reported				
Pierce Elementary			None reported	None reported				
Richmond Elementary								
Monroe Middle								
Murray Middle								

Although Ridgecrest Charter School decreased in the percentage of students who met or exceeded standards on the 2017 CAASPP assessment, RCS is similar in achievement as measured on the CAASPP to SSUSD and Kern County. RCS’s 3-year average is within 12 points of SSUSD in English-Language Arts and 4 points of SSUSD in mathematics. RCS is also similar in CAASPP achievement data with the nearest elementary school in SSUSD and outperformed the nearest middle school. RCS’s 3 year average on the CAASPP outperforms Kern County. Overall, the academic performance of Ridgecrest Charter is equal to the academic performance of schools RCS students would attend and schools within the District.

Multiple factors influenced the decrease in Ridgecrest Charter School's percentage of students who met and exceeded standards. Ridgecrest Charter School had a change in administration after several years of steady leadership at the end of the 2015-16 and beginning of the 2016-17 school years. RCS has increased enrollment between the 2015-16 and 2016-17 school years, growing from 421 students to 475 students. The Spring 2017 CAASPP was administered in May 2017 rather than in March or April. A later administration may have impacted student performance. Small changes in the number of students who met or exceeded standards are significant in the percentage of students who met or exceeded standards.

During Spring 2017, 256 Ridgecrest Charter Students took the CAASPP assessments. For every 5 RCS students who met or exceeded standards or who did not meet standards (scored standard nearly met or standard not met), RCS saw a resulting change of 1 percentage point. In comparison, 21 SSUSD elementary and middle school students who met or exceeded standards or who did not meet standards (scored standard nearly met or standard not met) resulted in a change of 1 percentage point. The difference between RCS matching SSUSD's math achievement level was approximately 6%, or 12 more students meeting or exceeding standards on the 2017 math CAASPP. The difference between RCS matching SSUSD's English-Language Arts achievement level was approximately 18%, or 36 more students meeting or exceeding standards on the 2017 ELA CAASPP.

Many students attend Ridgecrest Charter School because they struggled in a traditional school setting. RCS offers students individual attention, smaller class sizes, social-emotional supports, and close partnerships between parents and the Charter School. The following table represents the needs and supports of students new to RCS during the 2016-17 and 2017-18 school years.

	Below Grade Level in ELA	Below Grade Level in Math	Have an IEP or 504	Have an SST plan	English Learner	At Risk-Behavior	At Risk-Academic	Truant
2016-17	39%	38%	11%	6%	8%	8%	19%	19%
2017-18	40%	43%	14%	8%	12%	9%	25%	14%

**information is based on review of students' cumulative files and benchmark assessments*

Students continuously enrolled at Ridgecrest Charter School make academic progress. Benchmark multi-year data indicates RCS students show academic growth in mathematics, reading, and language over a one-year time span. RCS uses the Northwest Evaluation Association's MAP Growth assessment in mathematics, reading, and language for benchmark assessments

The NWEA is a research-based, not-for-profit organization that creates assessments to measure growth and proficiency to help guide instruction. NWEA has been developing Pre-K-12 assessments for over 40 years. The assessments are used by educators in 140 countries and more than half of U.S. schools.³

³ nwea.org

The MAP assessment is an adaptive assessment aligned to the CCSS. The assessment uses the RIT or Rasch Unit Scale. The RIT score is an achievement scale that is an estimation of a student's instructional level. RIT is based on the 2015 NWEA Norms Study which is an anonymous sample data from over 10.2 million students in the United States. The scale measures students' growth over time. RCS students take the MAP Growth assessments three times a year in October, February, and May as benchmarks assessments. The percentage of students meeting growth is also based on the NWEA Norms Study. Growth projections are based on the average growth of students in the same grade with the same number of weeks of instruction with a similar RIT score on a particular MAP assessment⁴.

MAP Growth Assessments-Mathematics

Percentage Demonstrating Growth and Meeting Growth Projections Based on National Norms
Fall 15 to Fall 16; Fall 16 to Fall 17; Winter 17 to Winter 18

	F 15- F16- Growth	F 15- F16- Met Growth Projections	F 16-F17 Growth	F 16-F17 Met Growth Projections	W 17-W 18 Growth	W 17-W 18 Met Growth Projections
RCS	72%	48%	84%	42%	81%	49%
RCS- Elementary	93%	47%	85%	32%	81%	39%
RCS-Middle	51%	48%	82%	52%	80%	59%

MAP Growth Assessments- Reading

Percentage Demonstrating Growth and Meeting Growth Projections Based on National Norms
Fall 15 to Fall 16; Fall 16 to Fall 17; Winter 17 to Winter 18

	F 15- F16- Growth	F 15- F16- Met Growth Projections	F 16-F17 Growth	F 16-F17 Met Growth Projections	W 17-W 18 Growth	W 17-W 18 Met Growth Projections
RCS	76%	49%	82%	44%	78%	55%
RCS- Elementary	88%	52%	86%	38%	79%	42%
RCS-Middle	63%	45%	78%	50%	76%	67%

MAP Growth Assessments-Language

Percentage Demonstrating Growth and Meeting Growth Projections Based on National Norms
Fall 15 to Fall 16; Fall 16 to Fall 17; Winter 17 to Winter 18

	F 15- F16- Growth	F 15- F16- Met Growth Projections	F 16-F17 Growth	F 16-F17 Met Growth Projections	W 17-W 18 Growth	W 17-W 18 Met Growth Projections

⁴ nwea.org

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RCS	Not assessed	Not assessed	69%	40%	66%	44%
RCS-Elementary	Not assessed	Not assessed	71%	29%	66%	32%
RCS-Middle	Not assessed	Not assessed	66%	51%	66%	55%

As demonstrated in the data in the two tables below, Ridgecrest Charter School also meets the three renewal criteria of Education Code Section 47607(b)(1)-(3):

	API Score	Actual Growth	Met Growth Target Schoolwide and Subgroups
2013	864	+16	Yes
2012	845	+19	Yes
2011	825	+32	Yes

	Deciles 4 to 10	Similar School Rankings
2013	7	10
2012	6	8
2011	5	2

*Note on Testing Data

Assembly Bill 484 amended Education Code section 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

The Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “the most recent API calculation” and “alternative measures” as allowed per Education Code Section 52052(e)(4)(A), as demonstrated above.

Academic Growth Plan for Increasing Student Achievement

Ridgecrest Charter School’s plan for increasing student achievement is outlined in our Local Control and Accountability Plan (“LCAP”). During the 2017-18 school year, RCS specifically implemented the following to improve student learning:

- Incorporating PLC time into Professional Development Friday meetings
- Identifying essential standards in English-Language Arts for grades TK-8 and mathematics in grades 6-8

- Incorporating the Daily 5 reading framework into the English-Language Arts curriculum
- Analyzing NWEA MAP Growth assessments to target student instruction
- Implement Interim Assessments
- Project Lead the Way STEM curriculum to develop students' soft skills and teach design thinking principles

During the 2018-19 school year, RCS plans to implement the following to improve student learning:

- Implement RTI time into the school day a minimum of 3 times each week
- Further develop essential standards and the Daily 5 reading framework
- Further develop analysis of NWEA MAP Growth assessments to further improve student academic achievement
- Implement Write From the Beginning program
- Further develop use of interim assessments to inform teaching
- Further develop Design thinking principles

Appendix 4 outlines the 2018-19 Student Achievement Plan. The Plan focuses on skills based English-Language Arts and mathematics Response to Instruction. The plan will be implemented and sustained using Michael Fullan's *Coherence* framework. During the summer of 2018, RCS sent a team of teachers and administrators to the Professional Learning Communities Conference at Work conference to refine our PLC teams.

Conclusions: Please refer to Appendix 5, CCSA 2016-2017 Academic Accountability Report.

Other Charter School Accomplishments of the Prior Charter Term: 2014-2019

The following represents the accomplishments of Ridgecrest Charter School in its prior term:

- re-accredited by the Western Association of Schools and Colleges ("WASC") for a 6 year term ending June 30, 2022;
- hosts TK-8 school-wide Junior Olympics every year since 2001-02. During the 2017-18 year, 36 RCS students qualified for the regional completion in Bakersfield and earned 61 medals at the local competition;
- hosts a school-wide spelling bee, grades TK-8 since 2012-13;
- hosts school-wide science fairs since 2012-13, and 5 students participated in the 2017-18 Kern County Science Fair with 1 student placing first and moving on to the regional science fair in Los Angeles;
- since 2012-13 has offered Gifted and Talented Education ("GATE") program and competed in the Odyssey of the Mind competitions. The team placed 5th at the 2017-18 regional competition in Fresno;

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- Ridgecrest Charter School maintains clean, safe, and orderly facilities which meet all requirements of Education Code Section 47610;
- hosts annual fall festivals, thankful feasts, multi-cultural holiday program, and spring festival in collaboration with P.T.O.
- provides outdoor science education at Camp K.E.E.P. to all 5th grade students
- beginning during the 2017-18 school year, offers music education to TK-8th grade students
- beginning during the 2017-18 school year, offers STEM education to TK- 8th grade students using the Project Lead the Way curriculum
- participates in volleyball and basketball and competes amongst the schools in the Sierra Sands Unified School District;
- Kiwanis club annually collects funds to support the local animal shelter and Pennies for Patients;
- participates in annual Kern County mathletes competition in Bakersfield;
- beginning 2017-18, offers the Anchored For Life program to support children of active military and Department of Defense families
- created a California Junior Scholastic Federation program for middle school students;
- operates multiple after school clubs including but not limited to chess, Kiwanis-Kids service club, agriculture, yearbook, running, sandwich making, cheerleading, and art;
- holds regular family fun nights of arts and crafts and movies;
- offers Washington, D.C. trip to middle school students;
- collaborates with Ridgecrest Police Department to teach students about bullying and safety and to train staff in emergency response;
- hosts a variety of field trips annually including but not limited to the following: Maturango Museum, Petroglyphs located on the China Lake Naval Base, Short Canyon (for the annual wildflower blossom), Manzanar (a former Japanese Internment Camp), and Cal State University Bakersfield wildlife preserve;
- achieved successful independent fiscal audits for each year of its operation;
- achieved healthy reserves for economic uncertainties and to support facilities development
- hosts an annual school-wide talent show;

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- awarded Multi-Tiered Systems of Support 3 year grant during the Spring of 2018;
- implemented during the 2016-17 school year a push-in service model for serving special education students;
- annually hosts Burroughs High School drama club to perform a Dr. Seuss play for Ridgecrest Charter School students; and
- since 2001-02, annually holds Scholastic Book fairs for students and families.

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**ELEMENT ONE
EDUCATIONAL PROGRAM**

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

Vision

As a school of choice, the RCS vision is to create a growth--minded school by providing programs otherwise unavailable in our community where all students are empowered to reach their full academic and social-emotional potential.

Mission

The RCS mission is to pursue programs and innovative resources to create a unique and successful learning environment for all students.

Whom the Charter School is Attempting to Educate

Ridgecrest Charter School is committed to providing a successful, safe, and rigorous educational experience aligned to the State Standards, while promoting the joy, dedication to, and importance of learning for all of our students. Ridgecrest Charter School welcomes, as space and resources are available, all California residents legally able to attend a California public school in grades TK– 8. Our educational program is committed to academic, social, civic, and character development. Our current 2017-18 enrollment is approximately 500 students; we anticipate enrollment will reach approximately 627 students at the end of the renewal charter term in 2023-24.

The Charter School’s current student population reflects that of the District (data from 2016-17 Ed-Data):

Demographic Characteristic	Ridgecrest Charter School	Sierra Sands Unified School District
Black or African American	1.5%	5.7%
American Indian or Alaska Native	0.6%	1.5%

Asian	2.1%	2.5%
Filipino	1.1%	1.9%
Hispanic or Latino	30.7%	26.6%
Native Hawaiian or Pacific Islander	0%	0.8%
White	57.9%	58.5%
Two or More Races	6.1%	2.5%
Eligible for Free or Reduced-Price Lunch	56.6%	48.7%
English Learners	7.4%	7.8%
Students with Disabilities	9%	11.6%

RCS's educational program is based on the instructional needs of our target student profile. RCS targets the following students:

- Students who are not currently successful in their current core academic subjects;
- Students with special needs who require a small class setting and their academic, emotional and behavioral needs are not being met in a traditional school setting;
- Students whose academic or English learning needs necessitate a small school environment with personalized attention;
- Students whose academic or English language learning needs are not being met in a traditional school environment; and
- Students whose diversity represents their respective communities.

In education, one size does not fit all, and RCS is dedicated to providing students and families throughout the Ridgecrest area with a small school option that can meet their unique needs.

The core beliefs and focus areas and tactics of Ridgecrest Charter School are:

Core Beliefs: SPACE

- **Safety:** All children can learn in a safe and supportive environment
- **Partnership:** Education is a partnership amongst students, educators, parents, and the community
- **Accountability:** Life is about choices, personal responsibility and personal accountability
- **Communication:** is the foundation for relationships, progress and success
- **Equality:** Every person should be treated with dignity and respect

Four Focus Areas and Tactics

1. Foundational Education

Every student will have access to quality teachers, curriculum, and enrichment so that each student can demonstrate academic growth through multiple measures.

- We will hire and develop qualified, credentialed teachers and support staff

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- We will set high expectations for our students, teachers, and support staff to support the growth of each of our students.
 - We will provide a well-rounded education focused on Science, Technology, Engineering, Arts, and Math (“STEAM”)
 - We will provide personalized learning through Individual Learning Plans for each of our students
 - We will provide extended learning opportunities and academic support through programs including GATE, technology, events, tutoring, reading intervention, English Learner (“EL”) support, and clubs.
 - We will teach and develop Executive Functioning skills with our upper elementary and middle school students
2. Development of 21st Century Skills
- Every student will have opportunities to develop skills necessary to compete in a global society.
- We will develop *soft skills- critical thinking, communication, collaboration, and creativity-* with our students through the general curriculum, STEAM education including elementary music, financial literacy, and Design Thinking principles
 - We will invest in technology for students’ and teachers’ use
3. Safe and Supportive Learning Environments
- Every student will be supported in a nurturing and safe environment.
- We will invest in the physical security and functional safety in and around our campus
 - We will maintain our existing facilities and will substantially invest in facility improvements and additions
 - We will develop our students’ social skills through Positive Behavior Interventions and Supports (“PBIS”), Character Counts, Second Step, and counseling
 - We will teach and practice personal responsibility habits with our students.
 - We will provide small learning environments to support personalized learning.
4. Family and Community Partnerships
- Partnerships are integral to the success of every student and the success of the school community.
- We will partner with our families and school community to support our extracurricular and enrichment activities
 - We will use multiple avenues such as our website, messaging system, on-line gradebook, newsletters, and social media to regularly communicate with our parents and community
 - We will strengthen our school, family, and community partnerships through events such as Back to School Night, Open House, math night, movie night, STEAM night, and other family events.
 - We will provide opportunities for families and community members to participate in school decisions such as the LCAP, safety and security planning, facilities plan, and English Learner plan.

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- We will partner with the community to create measurable school goals presented in the LCAP found on the school website.

What it Means to be an Educated Person in the 21st Century

Educated persons will possess skills to create, analyze, problem solve, and innovate. The workplace has shifted from the factory model to a model emphasizing critical thinking, collaboration, creativity, and communication. The availability of information on the internet and access to information due to advances in technology has changed the definition of what it means to be an educated person in the 21st century. Value is on people's skills rather than what knowledge they possess.

Education is responding to the shift from the old factory, knowledge based economy to a skills based economy. Schools need to teach foundational skills and soft skills. Students need opportunities to practice these soft skills of critical thinking, collaborating, creating, and communicating.

The educated persons of the 21st century will:

- have strong foundational skills in literacy, writing, math, history and civic education, and science;
- have a foundational understanding in technology use, application, and adapt to changes in technology;
- appreciate how the arts add value;
- understand western and world cultures both present and historic and the importance of diversity in society;
- be able to think critically, collaborate, create, and communicate in society and the global economy
- be a lifelong learner
- practice personal responsibility for their own actions

RCS goals include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

How Learning Best Occurs

Ridgecrest Charter School educational program is based upon the understanding that learning best occurs:

- in a small and nurturing environment that values and builds upon students' prior knowledge and experiences;
- where students are active participants in their education;
- using a rigorous, inquiry based curriculum;
- when students have opportunities to construct meaning through questioning, problem solving and discovery;
- when children feel safe;
- in a positive and supportive environment with accountability and high expectations;

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- when parents have opportunities to actively participate in school activities and decisions
- when teachers are qualified and part of a positive and supportive culture;
- when the needs of all students are met through differentiated instruction

Community

RCS is a small school TK- 8th grade school with approximately 64 students per grade level in grades TK-3, and 62 students per grade level in grades 4 and 5, and 40 students per grade level in grades 6-8. RCS will have the capacity to serve 72 students per grade level in grades TK -5 and 65 students per grade level in grades 6-8. Our small classes are designed to create a community where each student is known personally.

A small school setting provides additional opportunities for student academic and social-emotional development. Students are more likely to succeed in a small school, where teachers and administration connect with each family and students' needs are met. Target enrollment for elementary school (K-5) is 432 students. Target enrollment for our middle school (6-8) is 195 students.

Small Class Sizes: In smaller classes, teachers can adapt their instructional practices and provide more individual attention to each students' academic and social-emotional needs. RCS strives to maintain a 24:1 student-teacher ratio in kindergarten through third grade, 30:1 ratio in grades four and five and 32:1 in grade six through eight. Math and English-Language Arts classes for 6th through 8th grade students are smaller with a student-teacher ratio of approximately 20:1.

Instructional Program and Curriculum

The educational program includes a multi-instructional strategies approach that meet the personal learning needs of our students. Teachers utilize explicit direct instruction and project based learning using the design thinking process to teach and reinforce content and skills. We provide additional instructional support through in-school reading intervention, in-school small group instruction, in-school RTI, and after school tutoring.

The core curriculum is research-based, State Standards aligned, and state adopted. See Appendix 6 for a list of core and STEAM instructional materials.

Our instructional program and curriculum is structured to provide learning opportunities that create literate, self-reliant, and confident learners. Age and developmentally appropriate homework is assigned to reinforce learning. The Charter School's dress code was designed to promote equality and learning. The dress code is fully explained in the Parent-Student Handbook. Our instructional program and curriculum is designed to cultivate student academic and social-emotional growth and development. Special Education students' growth expectations are reflected in each of their Individualized Education Programs. The 2019-20 draft Parent-Student Handbook is attached as Appendix 7.

Assessment and Pacing

Ridgecrest Charter School's educational program emphasizes formative assessment, data driven instruction, and pacing plans to improve student learning. Pacing plans guide and define the scope and sequence of the curriculum taught in our school with regard to the 4 core subject areas of English Language Arts, math, science, and social science. Students participate in benchmark assessments 3 times during the school year to measure student growth.

Instructional Delivery

Elementary classrooms, students in grades TK- 5, are self-contained. Middle school classrooms, students in grades 6-8, are departmentalized. Middle school teachers have single subject credentials or multiple subject credentials with single subject supplemental authorizations. Subjects for middle school include foundational mathematics, English-Language Arts, foundational science, physical education, design and modeling, and history-social science,

RCS teachers use a variety of instructional strategies to meet the diverse learning needs of our students. The use of strategies is based on the subject, standard, and skills being taught and the class and individual learning needs. Instructional strategies employed include:

Explicit Direct Instruction: the teacher communicates the objective to the class, presents the lesson which includes modeling, guided practice, independent practice, checking for understanding, and closure of the lesson. At the conclusion, students show what was learned which also informs the teacher what needs to be re-taught.

Inquiry Based Instruction: the teacher acts more as a facilitator and students are presented with a question, or problem and students answer the question or create solutions for the problem through investigation and research.

Project Based Instruction: the teacher facilitates the project and students research and investigate complex problems or questions and develop a finished product of answers or solutions to the proposed problems or questions. Projects require students to use cross-curricular skills and to collaborate, communicate, think creatively, and create to propose answers and solutions. During the 2017-18 school year, design thinking principles were introduced to middle school students through the design and modeling class and will be fully introduced to elementary students during the 2018-19 school year.

Response to Instruction: using skills-based formative assessments, students are placed in strategic groups and work with the teacher and paraprofessionals on targeted skills-based intervention and enrichment. Groups are adjusted every 4-6 weeks based on students' needs as indicated on assessments.

Attached as Appendix 8, please find the 2018-19 Response to Instruction and PLC schedule; as Appendix 6, an instructional materials list; and as Appendix 9, a Pacing Guide for first grade for 2018-19.

RCS uses a combination of state adopted programs and curriculum and supplemental resources and programs to help students learn foundational skills, higher-order thinking skills, and life-skills.

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The curriculum and supplemental resources are research-based and been successful with elementary and middle school students.

English-Language Arts: Students learn to communicate ideas clearly and effectively through speech and writing appropriate to audience and purpose. Oral reports and debates and writing addressing prompts are used. Students learn to examine elements of various texts and to demonstrate critical reading and active listening skills in order to comprehend, interpret, and analyze ideas. Students learn to write for purpose and audience including narrative, persuasive, descriptive, and expository writing. Reading instruction focuses on phonemic awareness, phonics, fluency, and text comprehension.

TK-6 literacy instruction uses the McGraw Hill materials as the foundation of literacy instruction. RCS implemented the *Daily 5* literacy program to provide additional structured time for reading and writing practice and intervention. Writing throughout TK-8 grades is supplemented with vocabulary and instruction based on the Six Traits of Writing, and beginning in the 2018-19 school year will teach writing instruction using the *Write from the Beginning* program. Grades 6-8 also use McGraw Hill materials and California's Recommended Literature list for the core of its English Language Arts program. TK-8 grades incorporate informational and non-fiction texts into the English-Language Arts program.

Social Science: Students learn to be historically literate and to become active, informed citizens. Using the California History-Social Science framework, students learn about different communities, cultures, political systems, economic systems, and political policies and analyze how history has shaped California, the United States, and the world. Students learn to evaluate resources, particularly primary and secondary sources, and learn how historical literature can influence history. Students learn how to apply analyze history and apply historical knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Students learn to apply chronological, thematic and integrative thinking, develop and test hypotheses about cause and effect, gather evidence to support conclusions, use methods of historiography, conduct in-depth and relevant research, critically examine sources, and synthesize ideas. Throughout the K-8 instructional program, social science and English-language arts are interwoven and are used with literacy and writing instruction.

Mathematics: Students learn foundational math knowledge and skills that include numbers, place value, whole number operations, fractions and decimals, and problem solving. Students acquire a conceptual knowledge and understanding of math and the necessary skills to investigate and problem solve. RCS provides an uninterrupted block of math instruction and practice in elementary classrooms and small class sizes to increase students understanding in mathematics. Individual needs of students are met in both the elementary classrooms and in the middle school setting through differentiation and placement. Elementary students who have demonstrated a readiness for more advanced math instruction are advanced to the appropriate grade level for math instruction. Middle school students have 6 math course options based on their demonstrated need: 6th grade CCSS, 7th grade CCSS, 8th grade CCSS, pre-algebra, algebra, and geometry.

Science: Students learn the foundational concepts and application of biology, chemistry, physics, and geology. Students utilize scientific research and inquiry methods to conduct investigations and problem-solve. RCS uses a state adopted curriculum and supplemental resources to help teach students about scientific principles and opportunities to apply scientific knowledge. Supplemental resources include local organizations, field trips, presentations, events, and guest speakers.

Music (TK-8): Students learn music theory, how to sing, and movements appropriate to their developmental level. All students learn how to read, write, and sing the 7 notes of music. Students also learn preparations for music performance.

Urban Art (Elective 6-8): Students learn various urban art forms including graffiti art, installation art, upcycling art, and mural art. Students will learn the influences and history behind different art forms and experiment with the basic elements of art including sketching and 2 dimensional and 3 dimensional formats.

Odyssey of the Mind (Elective 6-8): This international creative problem-solving program provides opportunities for students to engage in creative problem solving. Students practice critical thinking, collaboration, creativity, and communication skills in this elective. Students work in teams to creatively solve a long term problem. Teams compete in the annual regional competition in Fresno in February.

Peer Tutoring (Elective 6-8): Students in grades 6-8 are assigned an elementary classroom to tutor elementary students in reading and math.

Design and Modeling (6-8): Using the Project Lead the Way curriculum, students learn design and modeling principles and apply these principles to various problems and projects. All middle school students take this course.

Project Lead the Way (TK-5): This class was introduced during the 2017-18 school year and will be fully implemented and offered to all TK-5 students. Students learn design and engineering principles and apply them to various problems and projects. Each grade level has a scientific focus and module to teach the Project Lead the Way curriculum. The following modules were used during the 2017-18 school year: Infection: Detection; Structure and Function: Human Body; Light: Observing the Sun, Moon, and Stars; and Form and Function.

History of Film (Elective 6-8): This class is an introduction to film history covering the period 1895-1941. Students learn the major industrial, technological, aesthetic, and cultural developments in motion picture history. Topics include the invention of motion pictures, the establishment of a film industry and audience, developments in the use of cinematic technique, the history of theatrical film exhibition, the establishment of national cinemas, the idea of film as art, changing notions of cinematic realism and its alternatives, and technological innovation (widespread adoption of synchronized sound).

Academic Support and Intervention (Elective 6-8): This class is designed to provide academic counseling, academic assistance, and reading intervention to students. Teachers work with students

to review their grades and set goals, provide academic support through homework help, and reading intervention utilizing supplemental programs.

Service Learning (Elective 6-8): This class uses the design thinking principles of empathize, define, ideate, prototype, and test in addressing school and community issues. During the 2017-18 school year, students repaired tricycles and filmed PBIS videos.

Spanish (Elective 6-8; TK-5): Students will learn the fundamentals of Spanish language structure, pronunciations, grammar, vocabulary, idioms and phrases. Students will also work with Spanish texts to develop an understanding and appreciation of Spanish-speaking cultures. RCS plans to extend Spanish Language instruction to students in grades TK-5 during the 2019-20 school year.

Millionaires' Club (elective 6-8): Students will learn financial literacy through lessons, activities, and projects. Through a partnership with a local credit union, curriculum materials are provided by the National Endowment for Financial Education. Lessons and activities focus on personal finances, budgeting, investing, and entrepreneurialism. This club allow students to practice soft skills through participating in an entrepreneurial project.

Technology

Ridgecrest Charter School recognizes access and technology literacy is essential in preparing students for secondary and post-secondary education and the workforce. RCS is addressing this need by providing resources and access to technology during and after school. Students have opportunities to practice using on-line learning platforms such as Google classroom, Microsoft Office, iReady, Lexia, Prodigy, Accelerated Math and Accelerated Reader, FastMath, Typing Agent, NWEA assessments, on-line textbooks, and Project Lead the Way design.

We understand internet access for many families is limited and therefore provide after school computer access to students 3 times each week. During the 2017-18 school year, RCS purchased 90 laptop computers and 25 iPads. Each elementary classroom has 5 laptop computers for student use and 4 middle school classrooms have laptop carts with a minimum of 30 computers per cart. Elementary students have computer lab/library for one hour each week. Students practice their typing skills, utilize on-line learning platforms, and learn about netiquette and internet safety during computer lab. RCS has one roving computer cart with at least 30 laptop computers and one iPad cart with 25 iPads available for elementary teachers to utilize with their students. Students practice analysis of sources, research skills, and produce final products using PCs and iPads.

Each teacher has a laptop computer, document camera, and projector. Student academic progress and behavior is monitored using the Aeries student information system. Teachers receive on-going support and training for learning platforms and computer use. During the 2016-17 school year, RCS hired an Information Technology technician to provide hardware and software support and training.

Our LCAP includes the following goals for technology:

- maintenance of hardware

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- maintenance and evaluation of software
- purchase of new software
- purchase of new hardware
- maintenance and replacement, as needed, of access points, storage, and server
- maintenance and upgrade, when needed, of Wi-Fi and internet speed
- regular, on-going training for teachers and support staff on using hardware and software

Short-term Independent Study

In the interest of maintaining individual student academic progress and minimizing disruption to the educational program as a result of an extended student absence, Ridgecrest Charter School will consider, on a case-by-case basis, the use of short-term independent study contracts for students who receive prior approval for absences due to travel or extended illness, of at least one (1) day in duration, up to twenty (20) school days per school year. Any such use of independent study will be limited to occasional, incidental instances of extended absences, and will be fully compliant with all applicable independent study laws and regulations. The Ridgecrest Charter School governing Board shall adopt a Board policy and master agreements in accordance with Education Code Section 51745 *et seq.* and its implementing regulations (see attached, as Appendix 10 for the draft Board policy and master agreements), and shall ensure, through consultation with Ridgecrest Charter School's legal counsel and independent auditors, all forms and procedures are in conformance with independent study law requirements.

School Calendar and Bell Schedule

The Charter School exceeds the annual instructional minutes requirements of Education Code Section 47612.5(a)(1) (attached, as Appendix 1 please find the 2018-19 bell schedule). The Charter School offers 180 days of instruction annually (attached, as Appendix 1, please find the 2019-20 school calendar).

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii), the Charter School's annual goals and actions, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on our website at <https://www.ridgecrestcharterschool.org/parents-corner/general-information> and in the Appendix. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP

update. The Charter School shall submit the LCAP to the Authorizer annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Serving Academically Low and High Achieving Students

Individual learning Plans TK-5 and Personal Learning Plan (6-8)

Ridgecrest Charter School develops Individual Learning Plans (ILPs) for all students in grades TK- 5 and Personal Learning Plans (PLPs) for all students in grades 6-8. These ILPs and PLPs include relevant strategies to meet all of the education needs of each child. It is the goal of Ridgecrest Charter School to meet the educational needs of every child in every classroom, and to utilize general education interventions first, where possible, to minimize the need for special education services. This ultimately gives RCS more latitude in responding to all children's needs. All students are assessed during the first month of school using formative, summative and computer based assessments. This data, along with the student's prior ILP, benchmark assessment and CAASPP (grades 3-5) data helps the teacher determine the level of support or enrichment each student needs. For students needing supports, the Individual Learning Plan will include appropriate interventions that may include in-school tutoring, after-school tutoring, reading intervention, peer tutoring, Student Study Team intervention plan, or supplemental instruction and programs. Students needing to be academically challenged through enrichment, the Individual Learning Plan will include extension opportunities that promote further development of soft skills and opportunities, peer tutoring, scaffolded and differentiated projects and assignments to meet the needs of advanced learners.

Personal Learning Plans for middle school students in grades 6-8 differ from Individual Learning Plans in student involvement. Whereas ILPs are teacher created, PLPs are student created portfolios with teacher guidance. PLPs include student created long and short learning and behavior goals with documented evidence supporting students' goals. PLPs are designed to help students take ownership of their learning and motivate students.

When the ILP or PLP is not meeting the educational needs of the student and the teacher(s) have met with parents and students to modify the plan, the student will be referred to the Student Study Team. The Student Study Team uses a systematic problem-solving approach utilizing teachers, administrators, parents, the student, counselors, psychologists, relatives, and community persons. The Student Study Team is not a pre-requisite to evaluation for special education eligibility. Attached as Appendix 12, please find Student Study Team forms.

Support for Students Achieving Below Grade Level

Ridgecrest Charter School is a growth focused school. We have high expectations for *all* students and are committed to working with students who are not meeting outcomes to help them achieve at expected levels. Formative, summative, and benchmark assessments are used to identify struggling students. Students who perform below the acceptable level may receive a mix of intervention services, including: in-class individual tutoring by classroom teachers; in-class small-

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group tutoring by classroom teachers; before-or after-school tutoring by non-classroom educators in a one-on-one or in small groups; participation in a specialized support class taught by a literacy specialist or other educator.

Students targeted for additional intervention will include, but are not limited to, students who meet the following criteria:

- Assessment Criteria for Additional Intervention
- CAASPP – ELA or Math Nearly Meeting or Not Meeting Standards
- Not at grade level
- Parent Recommendation
- Teacher Recommendation

Ridgecrest Charter uses the Response to Intervention (“RtI”) framework to support all students below grade level. RtI is a process by which schools are proactive and universal in assessing students’ academic, behavioral and socio-emotional development needs and providing students with timely, targeted and effective research-based interventions. The interventions involve classroom differentiation, specific interventions and additional services, including special education services.

Ridgecrest Charter School’s RtI framework strives to offer a comprehensive approach to assessing, supporting and monitoring the progress of all students. RtI’s framework encompasses and extends RCS’s data driven, student-focused approach to instruction and student support, and encourages us to deepen coordination across our core classroom, intervention, special education and non-academic services.

Support for Students Achieving Above Grade Level

RCS’s Instructional Guidelines are designed to differentiate and individualize instruction for students at different levels. Instruction, assignments and projects are differentiated to extend learning for students above grade level. Formative, summative, and benchmark assessments are used to identify students performing above grade level. For example, one student reading at grade level can sit next to another student doing the same activity at three grade levels higher. Small class sizes and looping assist with differentiation of instruction because classroom teachers understand each individual student’s needs. Students achieving above grade level can be accelerated to a higher grade level for math or English-Language Arts at the discretion of the parent and C.E.O./Superintendent or designee.

Plan for English Learners

Overview

Ridgecrest Charter School will meet all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-

classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. RCS will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents.

Home Language Survey

In order to ensure all English Language Learners are identified, Ridgecrest Charter School will administer the home language survey to all students upon initial enrollment into the Charter School (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is a language other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- **Initial Assessment ("IA")**

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades TK-8 whose primary language is not English to determine their English proficiency status.

- **Summative Assessment ("SA")**

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper-pencil assessments administered in grades TK, 1, 2, 3-5, and 6-8. In kindergarten and grade 1, all domains are administered individually. In grades 2-8, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1-June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California

public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

RCS will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to the ELPAC;
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery;
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process;
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English; and
- An English Language Development Progress Report for grades TK-5 and a progress report for grades 6-8 is used to measure student progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention

Teachers will be trained to use integrated ELD techniques to meet the needs of English Language Learners. All Ridgecrest Charter School teachers are Crosscultural, Language, and Academic Development (“CLAD”) (or any California Commission on Teacher Credentialing (“CCTC”) equivalent) certified.

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Specific Strategies include:

- realia (real objects and materials)
- manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, storymaps)
- visuals *(study-prints, text book illustrations, overhead-projected prints, reproductions of paintings and documents, and documents)
- graphic organizers (matrices, Venn diagrams, Thinking Maps, and webs)
- planned opportunities for interaction between all individuals in classrooms

All teachers will be given professional development in teaching English Learners in their appropriate content areas.

Monitoring and Evaluation of Program Effectiveness

RCS's use of achievement data will also drive the instruction and professional developments as it relates to English learners. RCS will analyze the data by this subgroup, and continue to assess students' growth through formative and summative assessments, including benchmark assessments.

Specifically, the Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Serving Students with Disabilities

Overview

RCS shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA").

RCS will be its own local educational agency ("LEA") and will apply directly for membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The Charter School is a member in good standing of the Kern County Consortium SELPA.

In the event RCS seeks membership in a different state-approved SELPA, the Charter School will provide notice to the Authorizer, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Ridgecrest Charter School participates as an LEA member of the Kern County Consortium SELPA for the purposes of special education. All LEA members of the Kern County Consortium SELPA, make the following assurances:

- Free Appropriate Public Education -Schools will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.
- Child Find -Schools will assure that all students with disabilities are identified.
- Full Educational Opportunity -Schools will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- Least Restrictive Environment -Schools will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids and services in the general education environment.
- Individualized Education Program -Schools will assure that an Individualized Education Plan is developed, reviewed and revised for each child who is eligible.
- Assessments -Schools will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years, and more often if conditions warrant or requested by the student's parents or teacher.
- Confidentiality and Procedural Safeguards -Schools will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation, and placement process and provisions for a free appropriate public education.
- Personnel Standards -Schools will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities.
- State Assessments -Schools will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

See Appendix 13 for a copy of the Agreement Between Kern County Superintendent of Schools Division of Special Education and Kern County Consortium SELPA Participating Districts for the 2018-19 school year.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

RCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the C.E.O./Superintendent or designee and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the Individuals with Disabilities Education Improvement Act ("IDEA") but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient; and
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If

during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The C.E.O/Superintendent or designee will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the “IDEA”

RCS intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. RCS will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

RCS agrees to promptly respond to all Authorizer or SELPA inquiries, to comply with reasonable Authorizer or SELPA directives, and to allow the Authorizer or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all Authorizer obligations imposed by law.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.

RCS will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

RCS shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

RCS shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

RCS will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. RCS will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

RCS shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the C.E.O./Superintendent and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; the student’s parent/guardian; and other Charter School representatives who are knowledgeable about the

regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

RCS understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

RCS shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

RCS shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to RCS with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection

(a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

It is the Charter School's understanding that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

Professional Development

Ridgecrest Charter School teachers participate annually in a minimum of seventy (70) hours of professional development and a minimum of thirty-eight (38) hours of Professional Learning Community ("PLCs") time. The purpose of PLCs is to evaluate students' progress and plan instruction based on the analysis of students' progress. RCS is committed to training teachers in

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English learner strategies, use of assessments and data to drive instruction, peer observation and dialogue, standardized testing preparation, and use of technology. Attached as Appendix 14, please find a draft professional development plan for 2019-20.

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ELEMENT TWO
MEASURABLE PUPIL OUTCOMES

The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

And

ELEMENT THREE
METHODS OF MEASUREMENT

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

Ridgecrest Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s Local Control and Accountability Plan. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on our website at <https://www.ridgecrestcharterschool.org/parents-corner/general-information> and in the Appendix. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP

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update. The Charter School shall submit the LCAP to the Authorizer annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Methods of Measurement

The table below lists the various assessments administered at the Charter School to measure student outcomes.

Assessments	Applicable Grade Levels	Frequency/Timing of Assessments
CAASPP – ELA	3-8	Once per year/Spring
CAASPP – Math	3-8	Once per year/Spring
Initial ELPAC	TK-8	Initial identification of students whose primary language is a language other than English
Summative ELPAC	K-8	Annual/ Winter-Spring
NWEA Screening	2-8	Annual/ August
NWEA MAP Assessments	TK-9	3 times annually/ Fall, Winter, Spring
CAASPP Interim Assessments	3-8	3 times annually/ Fall, Winter, Spring

To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Pupil outcomes for the 8 state priorities are measured through formative, summative, NWEA benchmark, CAASPP, ELPAC assessments; student and parent surveys; parent participation; maintenance of facilities reports; hiring and retaining credentialed staff reports; and student attendance monitoring reports.

Collecting, Analyzing, and Reporting Data

RCS collects and analyzes student achievement data regularly and provides student achievement data to staff, parents and guardians, and the State Board of Education:

- Staff will receive data on student achievement during PLC meetings or professional development days to help monitor and improve RCS’s education program through identifying student needs, adjusting instruct, planning assessments;
- Parents and guardians will receive data on student achievement when they meet with their child’s teacher to develop, modify, or review their child’s ILP or PLP; and
- The State Board of Education will receive data on student achievement through school reports and/or presentations.

RCS uses the MAP Growth assessment from the Northwest Evaluation Association and California Interim Assessments to assist with identifying students' areas of strength and need. The California Physical Fitness Test will be administered and results data is used to inform the content of the PE program. Prior to the start of school staff meets for one full week to analyze data, review cumulative files, receive professional training, and collaborate to discuss students' needs.

RCS uses multiple formative and summative assessments to guide instruction. These assessments provide additional data between benchmark assessments and CAASPP assessments about student's progress towards reaching the state standards.

Use of Data

Students' growth and progress towards meeting State Standards is the core of Ridgecrest Charter School. RCS holds itself accountable for student progress. Staff are accountable to Ridgecrest Charter School for student performance improvement. In addition to CAASPP assessments, RCS utilizes MAP Growth assessments and internal curriculum and skills-based formative and summative assessments to monitor student growth and progress towards meeting State Standards. Teachers are trained and provided resources on how to assess learning and analyze results to improve teaching strategies and student achievement.

As stated above, Ridgecrest Charter School develops an Individual Learning Plan or Personal Learning Plan for each of its students with the parent/guardian, student and teacher. Individual Learning Plans and Personal Learning Plans are reviewed at least once each trimester. Reviews consider academic scores, progress reports, report cards, and citizenship grades to assess improvements in academics, attitude and behavior, and attendance information. A sample Individual Learning Plan and Personal Learning Plan are attached as Appendix 15.

Parent Survey

Each year Ridgecrest Charter School surveys parents on a variety of indicators of parent satisfaction, staff relationships, and student progress. Results of the survey are published in the Charter School newsletter. The survey template is attached as Appendix 16.

Reporting Academic Progress

Ridgecrest Charter School shall meet all the applicable reporting and inspection/site visit requirements under Education Code Sections 47604.33 and 47607 and the memorandum of understanding ("MOU") with its Authorizer which currently requires ongoing academic reports and shall promptly respond to all reasonable inquiries in accordance with Education Code Section 47604.3.

In addition to the reports to the Authorizer required under the MOU and applicable law, Ridgecrest Charter School shall publish a School Accountability Report Card ("SARC") each year as required by law. Attached as Appendix 17, please find the 2017 SARC.

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The SARC shall be transmitted in writing to the Authorizer and the California Department of Education. Copies of the SARC will be made available to each family in the Charter School and shall be posted on-line.

Achievement Towards the Measurable Pupil Outcomes Identified in the Prior RCS Petition (2014-19)

Below is a table that identifies the annual goals, actions, and measurable outcomes to achieve state priorities that were identified in Element 3 of Ridgecrest Charter School’s prior charter petition for the term of 2014 to 2019, along with a description of RCS’s current achievement towards the measurable outcomes that were identified.

CHARTER SCHOOL OUTCOMES ALIGNED TO STATE PRIORITIES			
State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))			
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	ACHIEVEMENT TOWARDS THE MEASURABLE OUTCOMES
<ul style="list-style-type: none"> RCS will hire and maintain a highly qualified faculty. RCS will obtain the most up-to-date standards aligned instructional materials that will prepare students for college and career. RCS School facilities are maintained and in good repair. 	<ul style="list-style-type: none"> All candidates will undergo a rigorous hiring process, which includes paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks. Faculty will have 10+ days of targeted professional development; based on individual and school goals and the needs of students based on data. School leaders and faculty will research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process. Annual school community survey. Faculty participates in shared decision making process. Regular walkthroughs of school facilities by school leadership. 	<ul style="list-style-type: none"> 90% satisfaction rating on annual school community survey results 85% of teachers reach Plan Goals. Number of high quality applicants per yearly faculty job opening is greater than 5. Less than 10% of teachers leaving RCS after two or fewer years that are a cultural, philosophical and skills fit. Faculty does yearly assessment of materials during intersession PD time. 90% of faculty agrees leadership meetings are productive on school community survey. 90% of community members agree that the school is clean and orderly on community survey. School leaders rate the school condition as “excellent” on monthly walkthroughs. 	<ul style="list-style-type: none"> 16-17 school year- 68% teachers credentialed; 32% CTC permit 17-18 school year- 75% credentialed; 25% CTC permit 18-19 school year-84% credentialed; 16% CTC permit 16-17 school year- 17 Professional Development Days 17-18 school year- 22 Professional Development Days 18-19 school year- 19 Professional Development Days ELA textbook adopted 2015 Math textbook adopted 2014 History-social science textbook adopted 2018 STEM curriculum adopted 2017 Parent and student surveys collected each spring for input on maintaining and improving the school School Site Council annually reviews and updates the LCAP Staff leadership meetings to discuss facilities, textbook adoptions, compensation

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			<ul style="list-style-type: none"> Administration conducts both formal and informal walkthroughs as part of the evaluation process.
<p>State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</p>			
ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	ACHIEVEMENT TOWARDS THE MEASURABLE OUTCOMES
<ul style="list-style-type: none"> All RCS curriculum will be aligned to CCSS. All RCS curriculum will be designed to support ELs and other struggling subgroups. 	<ul style="list-style-type: none"> Curriculum maps for each course written prior to school opening and revisited yearly. All curriculum maps will have goals and strategies to support ELs. 10+ days of professional development, which includes 5 full days dedicated for implementing Common Core, and supporting ELs and other struggling students. 	<ul style="list-style-type: none"> 75% of ELs are redesignated yearly, as measured by reclassification criteria. 90% of ELs make progress towards EL proficiency as measured by the CELDT. School leadership audit of curriculum and lesson plans show that 100% of curriculum maps are aligned to CCSS and CA ELD standards and have supports for ELs and struggling students. 	<ul style="list-style-type: none"> 23% LEP reclassified to FEP during the 16-17 school year (no reclassification data for 17-18 due to transition from CELDT to ELPAC) Grade level teams submit yearly pacing guides for core subjects in September of each school year Adopted textbooks include EL supplemental materials RCS adopted textbooks for core subjects that are SBE adopted and Common Core aligned Professional development trainings focused on supporting EL students with academic language development Paraprofessional push in and pull out support for EL students
<p>State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</p>			
ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	ACHIEVEMENT TOWARDS THE MEASURABLE OUTCOMES
<ul style="list-style-type: none"> Parents view themselves as a key component of the schools' and student success. Parents demonstrate high satisfaction with the school's program. 	<ul style="list-style-type: none"> Published list of differentiated opportunities for parental involvement (handbook). Regular, designated times for parents to give feedback to school leadership (meetings, etc.). Annual school community survey. 	<ul style="list-style-type: none"> 90% of parents complete 4+ hours of volunteering. 75% of parents complete community survey. Parental attendance at meetings is significant according to school leader. 90% of parents agreeing to focused questions on annual community survey. 	<ul style="list-style-type: none"> Parent and student surveys collected each spring for input on maintaining and improving the school Monthly PTO meetings 6 parent members of the School Site Council Grandparent serving on the Governing Board Parents and family members serve on ELAC, SSC, PTO, and governing board; volunteer in the classroom;

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			help with or attend school-wide family events, attend school board meetings; and attend Director coffee meetings.
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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	ACHIEVEMENT TOWARDS THE MEASURABLE OUTCOMES
<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. 	<ul style="list-style-type: none"> • 23% LEP reclassified to FEP during the 16-17 school year (no reclassification data for 17-18 due to transition from CELDT to ELPAC) • ELA textbook adopted 2015 • Math textbook adopted 2014 • History-social science textbook adopted 2018 • STEM curriculum adopted 2017 • After school tutoring for ELA and math twice each week • Response to Instruction tutoring 3 times each week during the school day • Weekly grade level PLC teams analyzing student data • 2015-2017 average for students exceeding and meeting standards on CAASPP: ELA: 35% Math: 31% • 2015-2017 average for students nearly meeting standards on CAASPP: ELA: 32% Math: 35% • 2015-2017 average for students demonstrating growth on NWEA MAP Growth benchmark assessment: Reading: 79% Math: 79%

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			<p>Language: 68% (2016-2017 only)</p> <ul style="list-style-type: none"> 2015-2017 average for students meeting growth projections on NWEA MAP Growth benchmark assessment: Reading: 49% Math: 46% Language: 43% (2016-2017 only) API: 2011: 925 2012: 845 2013: 864
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State Priority #5. Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	ACHIEVEMENT TOWARDS THE MEASURABLE OUTCOMES
<ul style="list-style-type: none"> Students attend school regularly, consistently and on time. 	<ul style="list-style-type: none"> Social-Emotional learning in all courses. Individualized Learning Plans. Extensive support structures, including early intervention plans. Extensive community building via orientation, and morning meeting. 	<ul style="list-style-type: none"> 95% (+/- 2%) Average Daily Attendance. Less than 3% per day (average) tardy Less than 2% annual Chronic Absentee Rate. 0% Middle School Dropout rate. 	<ul style="list-style-type: none"> 16-17 chronic absenteeism: 8.7% 16-17 P-2 ADA: 94.4% 17-18 P-2 ADA: 94.5% 17-18 chronic absenteeism estimate: 6.5%

State Priority #6. School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	ACHIEVEMENT TOWARDS THE MEASURABLE OUTCOMES

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<ul style="list-style-type: none"> • Students will be thoughtful, engaged citizens of a 21st century world. • All students consistently demonstrate strong SEL skills and Innovator Norms. • Students will show growth on all SEL skills and Innovator Norms. 	<ul style="list-style-type: none"> • Extensive community building via advisory, orientation and morning meeting as well as other school events. • Advisory system and course. • Social-Emotional Learning in all courses. • Individualized Learning Plans. • Analysis of and action plans from community surveys. 	<ul style="list-style-type: none"> • Less than 10% suspensions. • Less than 1% expulsions. • At least 75% of all students will reach Individualized learning plan goals on the SEL rubric (http://casel.org). • 75% of students rated proficient or above on SEL rubric. • 80% + of students say other students consistently demonstrate Innovator norms on annual community survey. • 90% of students are satisfied with RCS on community survey. • 90% of parents are satisfied with RCS on community survey. • Less than 10% transfer rate. 	<ul style="list-style-type: none"> • 16-17: 22 students suspended totaling 26 suspension days (4.0% suspension rate) • 16-17: 1 student expelled • 17-18: 30 students suspended totaling 40 suspension days • 17-18: 1 student expelled
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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)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	ACHIEVEMENT TOWARDS THE MEASURABLE OUTCOMES
<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 	<ul style="list-style-type: none"> • 100% of students enrolled in a broad course of study

State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	ACHIEVEMENT TOWARDS THE MEASURABLE OUTCOMES
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<p>Goal 1: All students will become proficient readers and writers of the English Language. Goal 2: All students will become proficient in mathematical skills and content. Goal 3: All students will become proficient in science concepts and scientific thinking. 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 on 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. • 97% 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. • 97% or more of students will earn a passing grade of C or above in their math course. • 70% or more of all students will demonstrate at least one year of growth on the CST for science. • 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. • 97% or more of students will earn a passing grade of C or above in their science course. 	<ul style="list-style-type: none"> • 23% LEP reclassified to FEP during the 16-17 school year (no reclassification data for 17-18 due to transition from CELDT to ELPAC) • ELA textbook adopted 2015 • Math textbook adopted 2014 • History-social science textbook adopted 2018 • STEM curriculum adopted 2017 • After school tutoring for ELA and math twice each week • Response to Instruction tutoring 3 times each week during the school day • Weekly grade level PLC teams analyzing student data • 2015-2017 average for students exceeding and meeting standards on CAASPP: ELA: 35% Math: 31% • 2015-2017 average for students nearly meeting standards on CAASPP: ELA: 32% Math: 35% • 2015-2017 average for students demonstrating growth on NWEA MAP Growth benchmark assessment: Reading: 79% Math: 79% Language: 68% (2016-2017 only) • 2015-2017 average for students meeting growth projections on NWEA MAP Growth benchmark assessment: Reading: 49% Math: 46% Language: 43% (2016-2017 only) • API: 2011: 925 2012: 845 2013: 864
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- 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.
- 97% 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.

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**ELEMENT FOUR
GOVERNANCE**

The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Legal

Ridgecrest Charter School is a directly funded independent public charter school, operated as a California non-profit public benefit corporation, pursuant to California law and within the terms and conditions specified in this petition.

The Charter School will comply with all federal, state, and local laws, regulations, and ordinances that are applicable to California charter schools, including those related to zoning, occupancy, construction, health, and safety. The Charter School will secure general liability insurance, workers compensation, and unemployment insurance.

The Charter School will operate autonomously from the Authorizer, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the Authorizer and the Charter School. In accordance with Education Code Section 47604(c), an authority that grants a charter to a charter school to be operated by, or as, a non-profit public benefit corporation is not liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the Authorizer has complied with all oversight responsibilities required by law.

Ridgecrest Charter School is a single member of RCS Facilities LLC, which was created exclusively for the purpose of providing support to Ridgecrest Charter School by leasing, holding, owning or providing real property and charter school facilities on behalf of and for the use and benefit of Ridgecrest Charter School.

The corporate bylaws, articles of incorporation, and conflicts of interest code are attached as Appendix 18.

Board of Trustees

Ridgecrest Charter School will be governed by its Board of Trustees (“Charter Board”), understanding that Ridgecrest Charter School (a California nonprofit public benefit corporation) has a legal fiduciary responsibility for the well-being of the Charter School. As such, and with particular reference to the Education Employment Relations Act, Ridgecrest Charter School, as the applicant for this charter, will set the terms and working conditions for all employees and will do so consistent with state and federal law.

The Charter Board shall have no less than five (5) and no more than six (6) board members. Per Education Code Section 47604(b), the Authorizer may designate a representative to the Board of Ridgecrest Charter School. 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 Board members shall be subject to an election process as outlined in the corporate bylaws, section II.C.1.

Board members hold two year terms which are staggered to ensure continuity on the Board. 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. No Trustee may serve for more than four consecutive full-length terms of services (partial terms are not included).

Board Meetings and Duties

The Board of Directors of the Charter School will meet regularly and in accordance with the Brown Act. The Charter Board will be responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- approval of the general policies of the Charter School;
- reviewing employment, discipline, and release of Charter School employees;
- approval and monitoring of the Charter School's budget;
- receipt of funds for the operation of the Charter School in accordance with the Charter and applicable law;
- solicitation and receipt of grants and donations consistent with the mission of the Charter School;
- reviewing the Charter School's personnel policies and receiving from the C.E.O./Superintendent reports relative to their implementation, such policies to be consistent with any applicable laws;
- fulfilling all other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws, or this charter necessary to ensure the proper operation of the Charter School are being carried out;
- reviewing monthly operations reports from the C.E.O./Superintendent and annual independent audit reports; and
- hiring and evaluation of the C.E.O./Superintendent.

It is understood that the Authorizer shall have the right of access to all Charter School records to carry out its oversight responsibilities, and that the records of the Charter School are subject to the California Public Records Act. The Charter School shall comply with the Brown Act, and Board members shall receive annual training on the Ralph M. Brown Act during the first three months of each school year.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix 18. As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the

exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Ridgecrest Charter School will act as its own fiscal agent to the fullest extent of the law. Ridgecrest Charter School will see to it that all provisions of charter school legislation will be followed. Ridgecrest Charter School will monitor the budget monthly. An external auditor will be contracted with to assure standards of fiscal responsibility. Ridgecrest Charter School employs a Business Manager who works with back office service providers to ensure best accountable business practices.

C.E.O/Superintendent

The C.E.O/Superintendent will be the leader of the Charter School, and shall also have the responsibility of organizing, reorganizing, and arranging any of the educational, administrative, management, and support staff, which in their judgment best serves the Charter School, subject to the authority and approval of the Board of Trustees. See Element Five below for more details regarding the responsibilities of the C.E.O/Superintendent.

Parent and Community Involvement

School Site Council

RCS encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, the Charter School shares local control with the School Site Council (“SSC”), consisting of parents and Charter School representatives. The SSC participates in developing school policies and efforts to engage the support of the community. The SSC may make recommendations about issues related to the Charter School and participate in reviewing parental and community concerns. The SSC consist of representatives of the following parties: the C.E.O/Superintendent, teachers, and parents and community members. The C.E.O/Superintendent is responsible for communicating all SSC policy recommendations to the Board of Trustees.

Parent Involvement

One goal of the Charter School is empowering parents as educational partners. Parents know their voice and participation at the Charter School influences the development of the whole school and its components. Parents have opportunities to participate in a variety of meaningful ways at the school site and their presence on campus and assisting teachers in the classroom is most important.

RCS has a standing Parent Teacher Organization (“PTO”) serving in an advisory capacity to the Board and is open to all parents and staff. The PTO supports the educational program through family events and fundraising for school enrichment activities such as Camp K.E.E.P. and field trips. The PTO has opportunities to review and provide input on curriculum, facilities, safety, grants, technology, and community relations. The Charter School encourage active parent participation through attendance at conferences, Student Study Team meetings, school meetings such as LCAP and family night, and volunteering.

Parents are encouraged to volunteer at the Charter School. While the Charter School may encourage parental involvement, it will notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. Volunteer opportunities include assisting in the classroom, assisting with a school event, or attending a school meeting.

Parents are encouraged to become active in developing their child’s Individual Learning Plan or Personal Learning Plan, and RCS’s curriculum and other programs through the LCAP proves. Resources are available for parent education meetings and parent organizing efforts for school improvement and community leadership. RCS communicates with parents through a weekly newsletter; website; e-mail; messaging system via e-mail, text, and phone; and Facebook.

The PTO with support from RCS ensures notice is given to the parents of the following:

- special classroom and school-wide events to be held during the year;
- the process for time and labor donations to the Charter School;
- the process for “phone tree/e-mail communication” for all classrooms; and

Additional Opportunities for Parent Involvement

- Parents, students and teachers meet at least three times a year to plan and assess the students’ learning progress and determine goals
- School and staff evaluations – parents complete an annual survey evaluating school and staff strengths and areas of need
- Access to student academic and behavior progress through Aeries, RCS’s student information system
- Volunteer Opportunities – various opportunities will arise for parents to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on parent committees
- Fundraising – parents and community members may work with the Charter School to raise additional resources to support students and the Charter School program

- Advocacy – parents and community members communicate the Charter School design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources
- RCS Board of Trustees meetings – parents and community members are welcome to the Board meeting. In compliance with the Brown Act, RCS posts the agenda for Regular Board of Trustees meetings at least 72 hours prior to the meeting, giving parents and community members notice of the meeting.

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**ELEMENT FIVE
EMPLOYEE QUALIFICATIONS**

The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).

Ridgecrest Charter School will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. RCS believes all of its employees create a successful learning environment and will recruit qualified employees throughout the organization. RCS recognizes employment is voluntary, and the RCS Board of Trustees shall not require any employee to be employed at RCS. The Charter School will conduct background checks on employee candidates as outlined in Element Six, to provide for the health and safety of the Charter School's faculty, staff, and pupils and the academic success of the pupils. RCS's Human Resources department, along with the C.E.O./Superintendent, shall monitor compliance with this policy. Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in Education Code Section 47605(l).

Selection and appointment of Ridgecrest Charter School's staff members shall be the exclusive prerogative of Ridgecrest Charter School. Persons who work at the Charter School shall be selected, employed, and released by the Charter School which will exclusively set the terms and conditions of employment.

Ridgecrest Charter School does not discriminate against any applicant on the basis of protected classes, as described in more detail in Element Six. The Ridgecrest Charter School Board is involved in the selection process for the C.E.O./Superintendent.

C.E.O./Superintendent⁵ Qualifications

Subject to the approval of the Charter School Board, the C.E.O./Superintendent shall also have the responsibility of organizing, reorganizing, and arranging any of the educational, administrative, management, and support staff, which in their judgment best serves the Charter School.

The C.E.O./Superintendent shall personally or by direction: (a) review all policies adopted by the Charter School Board and make appropriate recommendations to the Board; (b) periodically evaluate employees as provided for by California law and Board policy; (c) advise the Board of sources of educational programs, student services, special education services and funds which are available to implement present or contemplated Charter School programs; (d) represent the Charter School at community functions; (e) advocate for the Charter School; (f) lead professional development sessions for teachers and support staff; (g) supervise and evaluate administrators; (h) oversee and support preparation and reviews of state and federal reports; (i) and advise the Board

⁵ Ridgecrest Charter School intends to use the employee position titles reflected in this charter petition beginning the 2019-20 school year—the first year of this charter renewal petition's requested charter term. Ridgecrest Charter School will continue to use the position titles reflected in RCS's current charter, effective 2014-2019, throughout the completion of the 2018-19 school year.

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about all school matters. The C.E.O./Superintendent shall supervise and provide oversight throughout the term of this contract for all duties within this position description, even while the Board recognizes that an appropriate amount and type of work shall be delegated to other positions by the C.E.O./Superintendent. The C.E.O./Superintendent shall meet all qualifications established by the Board, including but not limited to the following:

Required knowledge, skills, and abilities:

- Excellent communication and community-building skills
- Deep knowledge of curriculum development and program design
- A record of success in developing teachers
- Knowledge of school finance and operations
- Entrepreneurial passion

Required educational level:

- M.A. degree
- California Administrative Services Credential

Required experience:

- 5 plus years teaching and administrative experience
- Experience in data driven instruction and assessment

Business Manager Qualifications

The Business Manager will report to the C.E.O./Superintendent, and will work with students, parents, and outside parties. The Business Manager will have the following qualifications:

Required knowledge, skills, and abilities:

- Strong organizational, time management, and multi-tasking skills
- Strong interpersonal and communication skills
- Expedience in office management capacity
- Ability to work independently as well as with a team

Desired educational level:

- B.A. degree in accounting or business

Required and preferred experience:

- 3 years experience in finance, preferably school finance
- Experience working in a school office
- Proficiency with Microsoft Office and accounting software such as Quickbooks
- Knowledge and experience working with SACS codes

The Business Manager shall have the responsibility of directing, coordinating and organizing facilities and business operation services, which in his or her judgment best serves the Charter School. The Business Manager shall also personally or by direction review all facilities and business operation services and policies adopted by the Charter School Board and make appropriate recommendations to the Board.

Principal of Student Services

The Principal of Student Services shall personally or by direction (a) review all policies adopted by the Charter School Board and make appropriate recommendations to the C.E.O/Superintendent to keep policies current; (b) periodically evaluate employees as provided for by Board policy or Employment Handbook; (c) advise the C.E.O/Superintendent of sources of educational programs, student services, special education services and funds which are available to implement present or contemplated Charter School programs; (d) support students programs and discipline; (e) represent the Charter School in the community; (f) lead professional development sessions for teachers and support staff; (g) supervise teachers and support staff; and (h) advise the C.E.O/Superintendent about all Charter School matters. The Principal of Student Services shall meet the following minimum qualifications:

Required knowledge, skills, and abilities:

- Excellent communication and community-building skills
- Deep knowledge of curriculum development and program design
- A record of collaboration with teachers and administrators
- Entrepreneurial passion
- Leadership theories and practices
- Knowledge of PLCs

Required educational level:

- Bachelor's degree (M.A. preferred)
- California Administrative Services Credential

Required experience:

- 5 plus years teaching and school leadership experience
- Experience in data driven instruction
- Experience in PLCs

The Principal of Student Services at Ridgecrest Charter School should possess leadership abilities and a comprehensive educational vision that is consistent with the Charter School's mission and educational program. The C.E.O/Superintendent and Principal of Special Services, along with the Ridgecrest Charter School Governing Board, will interview candidates for Principal of Student Services, with the final approval made by the Ridgecrest Charter School Governing Board.

Principal of Special Services

The Principal of Special Services shall personally or by direction (a) review all special education and 504 policies adopted by the Charter School Board and make appropriate recommendations to the C.E.O./Superintendent to keep policies current; (b) periodically evaluate employees as provided for by Board policy or Employment Handbook; (c) advise the C.E.O./Superintendent of sources of education educational programs, student services, special education services and funds which are available to implement present or contemplated Charter School programs; (d) support students programs and discipline; (e) act as case manager for special education and 504 students; (f) represent the Charter School in the community; (g) lead professional development sessions for teachers and support staff; and (h) advise the C.E.O./Superintendent about all Charter School matters. The Principal of Special Services shall meet the following minimum qualifications:

Required knowledge, skills, and abilities:

- Excellent communication and community-building skills
- Deep knowledge of curriculum development and program design
- A record of collaboration with teachers and administrators
- Entrepreneurial passion
- Leadership theories and practices
- Knowledge of PLCs
- Knowledge of special education laws and laws regarding 504 plans

Required and Desired educational level:

- Bachelor's degree (M.A. preferred)
- California Administrative Services Credential
- California Special Education Teaching Credential-desired

Required experience:

- 5 plus years teaching and school leadership experience, particularly working with special education students.
- Experience in data driven instruction
- Experience in PLCs

The Principal of Special Services at Ridgecrest Charter School should possess leadership abilities and a comprehensive educational vision that is consistent with the Charter School's mission and educational program. The C.E.O./Superintendent and Principal of Student Services, along with the Ridgecrest Charter School Governing Board, will interview candidates for Principal of Special Services, with the final approval made by the Ridgecrest Charter School Governing Board.

Core Teachers' Qualifications

Criteria for the selection of teachers are adapted from the California Standards for the Teaching Profession. During the hiring process, candidates are evaluated using these standards:

1. Engaging and supporting all students in learning
2. Creating and maintaining effective environments for learning
3. Understanding and organizing subject matter for student learning
4. Planning instruction and designing learning experiences for all students
5. Assessing students for learning
6. Developing as a professional educator

Teachers who are hired to teach a core or college preparatory course (e.g. math) will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, such as a subject-specific credential, supplemental authorization, pursuant to Education Code Section 47605(l). However, flexibility shall be given with regard to noncore, noncollege preparatory courses.

Specific qualifications include:

- Dedication to putting in time, energy, and effort in developing the Charter School's program;
- Commitment to working with parents as educational partners;
- Willingness to become a learner as well as teacher/coach in the Charter School;
- Knowledge or willingness to become knowledgeable about the developmental needs of the Charter School students;
- Sensitivity to social as well as academic needs of the students;
- Willingness and ability to plan cooperatively with other teachers;
- Willingness to be trained in the use of different curriculums and learning styles in the classroom;
- Willingness to be an active participant in staff meetings;
- Willingness to work closely with the Student Study Team Coordinator by providing any information regarding a student's behavior change, attitude, and/or classroom performance;
- Willingness to take a leadership role in some aspect of the Charter School's development; and
- A strong knowledge of their personal strengths and weaknesses, and a willingness to continue education through additional courses and training, workshops, seminars, and staff development.

Other Staff

All other staff members shall meet the basic criteria for employment as approved by the Governing Board. All staff will understand, in dress and demeanor, that they are role models for students. The best individuals are sought – understanding that those who desire to work in a public charter school should display a love for learning and exhibit joy in their task. All staff members, including teachers, will be interviewed by a panel put together by the C.E.O./Superintendent.

Instructional support staff, meeting all other legal prerequisites for employment (e.g. fingerprint and TB clearance, I-9 verification, etc.), may be non-certificated but will not, in accordance with the law, serve as the “teacher of record” who is responsible for overseeing the student’s academic progress and who will monitor all grading and matriculation decisions as specified in the Charter School’s operational policies.

Personnel Policies

Ridgecrest Charter School has developed personnel policies published in the Employee Handbook, which is periodically reviewed by the Ridgecrest Charter School’s Board and the Charter School’s legal counsel for compliance with applicable laws. Attached, as Appendix 19, please find the 2019-20 Charter School’s draft employee handbook.

Evaluation Procedure

The C.E.O/Superintendent, Principals, and Business Manager shall observe and evaluate staff using a performance appraisal framework and system. The purpose of the performance appraisal system is to promote greater accountability and improvement in professional practice that results in the continuous improvement of student achievement. The assessment will include, but need not be limited to:

- an analysis of student achievement based on student performance on standardized and other specific assessments;
- observations by the C.E.O/Superintendent in professional settings;
- accomplishment and growth consistent with core professional expectations as documented by the teacher in a professional performance improvement program;
- a self-assessment based on adherence to the vision and mission of the Charter School;
- community presence and involvement including frequency of parent contact; and
- an analysis of parent and student surveys to be collected in the spring of the year.

After three consecutive satisfactory evaluations, teachers may opt for an alternative evaluation. The alternative evaluation is a project based evaluation. The purpose of the alternative evaluation is to allow deeper growth in content knowledge, instructional practices, and pedagogy.

Attached, as Appendix 20, please find the Charter School’s Teacher Evaluation Form and Alternative Evaluation Form.

The C.E.O/Superintendent will be evaluated by the Ridgecrest Charter School Governing Board.

ELEMENT SIX
PROCEDURES TO ENSURE HEALTH AND SAFETY OF PUPILS AND STAFF

The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, RCS will continue to update, adopt and implement full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. The current Ridgecrest Charter School health and safety policies and procedures are encapsulated in the draft Student Handbook, which is attached as Appendix 7.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of RCS will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The C.E.O./Superintendent of the Charter School shall designate a staff member to monitor compliance with this policy and report to the C.E.O./Superintendent so the C.E.O./Superintendent can report to the Charter School Governing Board on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the C.E.O./Superintendent. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and will follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis (“TB”) Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All incoming 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School adheres to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing/Scoliosis

Students are screened for vision, hearing and scoliosis. The Charter School adheres to Education Code Section 49450 *et seq.*, as applicable to the grade levels served by the Charter School.

Diabetes

RCS provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Emergency Preparedness

RCS adheres to an Emergency Preparedness Handbook drafted specifically to the needs of RCS in conjunction with law enforcement and the Fire Marshal. This Handbook includes, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, active shooter, and hostage situations.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood Borne Pathogens

RCS meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

RCS functions as a drug, alcohol and smoke free environment.

Facility Safety

RCS complies with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. RCS shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature

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is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

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**ELEMENT SEVEN
RACIAL AND ETHNIC BALANCE**

The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

RCS strives to ensure the student population is reflective of the general population residing within the territorial jurisdiction of the local school district. RCS annually monitors the racial and ethnic balance of its student population and adjusts our outreach plan in an effort to achieve a racially and ethnically diverse student population.

Outreach and marketing strategies include, but are not limited to, the following:

1. An enrollment timeline and process allowing for a broad-based recruiting and application process,
2. Meetings and tours with prospective parents, neighborhood groups, community and leadership organizations, churches, and local preschools. Meetings are held in convenient locations throughout the district and available upon request.
3. Advertising student openings through local advertising, social media, direct mail, and community bulletin boards targeted towards diverse populations. Advertising may be in various languages spoken within our community.
4. Distributing promotional and informational materials to community groups and agencies serving diverse racial and ethnic groups.

RCS shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). Pupils will be considered for admission without regard to any of the above listed characteristics. Ridgecrest Charter School will strive to achieve a racial and ethnic balance of students and staff which reflects that of the general population residing in the District through its student recruitment strategies.

Attached, as Appendix 21, please find Student Recruitment Strategies.

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ELEMENT EIGHT
ADMISSIONS POLICIES AND PROCEDURES

Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H).

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Completed student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completed Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or “lottery”) to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of students admitted to or attending the Charter School
2. Children of Charter School teachers and staff (up to 10% of total enrollment capacity)
3. Residents of the Sierra Sands Unified School District
4. All other applicants

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The Charter School and the Authorizer agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Trustees will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the C.E.O./Superintendent). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

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**ELEMENT NINE
INDEPENDENT FINANCIAL AUDIT**

The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Charter School Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the Authorizer, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Business Manager, along with the audit committee, if one is formed, will review any audit exceptions or deficiencies and report to the Charter School Board of Trustees with recommendations on how to resolve them. The Board will submit a report to the Authorizer describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Authorizer along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT TEN
SUSPENSION AND EXPULSION PROCEDURES

The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. 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 the 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 school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the C.E.O./Superintendent's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

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1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 8, inclusive.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

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- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation 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 section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- s) 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.

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- t) Caused, attempted to cause, threatened 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.
- u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
- (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) 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)(a)-(b).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the C.E.O./Superintendent or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the C.E.O/Superintendent or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

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- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation 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 section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) 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.

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- s) Caused, attempted to cause, threatened 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.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
- (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) 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 (3)(a)-(b).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the C.E.O./Superintendent or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the C.E.O./Superintendent or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Trustees that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the C.E.O./Superintendent or the C.E.O./Superintendent's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the C.E.O./Superintendent or designee.

The conference may be omitted if the C.E.O./Superintendent or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the

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conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the C.E.O./Superintendent or C.E.O./Superintendent's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the C.E.O./Superintendent or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the Charter School's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the C.E.O./Superintendent or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room

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for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the

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evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The C.E.O./Superintendent or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The C.E.O./Superintendent or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b)

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The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the C.E.O./Superintendent or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The C.E.O./Superintendent or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in

question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The C.E.O./Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

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- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the C.E.O./Superintendent of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT ELEVEN
RETIREMENT SYSTEMS

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

All employees of RCS who qualify for membership in the State Teachers' Retirement System ("STRS") or the Public Employees' Retirement System ("PERS") shall be covered under the appropriate system, as determined by credential status. Non-credentialed employees will contribute to PERS and federal social security. Employees will contribute at the rate established by STRS or PERS. The Business Manager of RCS will ensure that appropriate arrangements for the coverage have been made. RCS will make all employer contributions as required. RCS will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

ELEMENT TWELVE
PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT THIRTEEN
EMPLOYEE RETURN RIGHTS

The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment with the charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at Ridgecrest Charter School. Employees of the Authorizer who choose to leave the employment of the Authorizer to work at the Charter School will have no automatic rights of return to the Authorizer after employment by the Charter School unless specifically granted by the Authorizer through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the Authorizer to work in the Charter School that the Authorizer may specify, any rights of return to employment in a school district after employment in the Charter School that the Authorizer may specify, and any other rights upon leaving employment to work in the Charter School that the Authorizer determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the Authorizer or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

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**ELEMENT FOURTEEN
DISPUTE RESOLUTION PROCEDURE**

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).

Dispute Resolution Process

- a. In the event of a dispute concerning the terms of the charter, the Authorizer shall provide written notice to the other of the nature of the dispute and the facts which the party believes supports the failure to comply. This notice shall be provided within 15 calendar days of when the party either knew or should have known of the possible dispute unless there are extenuating circumstances. In an emergency, where oral notice precedes written notice, the oral notice shall be immediately followed by written notice.
- b. After the receipt of the notice, the Authorizer designee and a representative of Ridgecrest Charter School board shall meet to try and resolve the dispute. If a resolution is reached, a written description of that resolution shall be drafted and signed and preserved as guidance for future action.
- c. If no resolution is reached, the matter shall be submitted to a mediator experienced in conflict resolution and educational issues. The first opportunity for striking the choice of mediator shall be determined by lot. The parties shall alternately strike until one name remains. Within 10 calendar days of appointment or otherwise mutually agreed, the parties shall meet to attempt to resolve the dispute. Any agreements reached shall be written and preserved as set out in paragraph (b) above.
- d. If no resolution is reached in mediation, each party shall have been deemed to have exhausted its responsibilities under this charter and shall have the right to pursue any remedy available under law. All timelines and procedures in this section may be revised upon mutual written agreement of the Authorizer and the Charter School.

Dispute Resolution Process – SBE as Authorizer

In the event the SBE is the Authorizer, RCS recognizes that because the State Board of Education is not an LEA, the SBE may choose to resolve a dispute directly instead of pursuing the dispute resolution process outlined above in the charter, provided that if the SBE intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.

RCS recognizes that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code Section 47604.5, the matter will be addressed at the SBE's discretion in accordance with that provision of law and any regulations pertaining thereto.

RCS recognizes that the SBE cannot be pre-bound to a contractual obligation to split the costs of mediation or agree to mediation to resolve disputes.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The Authorizer shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

All complaint procedures are outlined in the RCS Parent-Student Handbook provided to all Charter School families and available on the RCS website. The Parent-Student handbook is updated annually to reflect changes in laws and policies. Additional information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures can be obtained by contacting the C.E.O./Superintendent. A copy of the Uniform Complaint Forms, the Harassment/Discrimination Retaliation Complaint Form, and Internal Complaint Form are attached as Appendix 22.

**ELEMENT FIFTEEN
CLOSURE PROCEDURES**

The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).

Closure of the Charter School will be documented by official action of the Governing Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the Authorizer, the Kern County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the Authorizer with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the Authorizer to store original records of Charter School students. All student records of the Charter School shall be transferred to the Authorizer upon Charter School closure. If the Authorizer will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The

Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the Authorizer promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the non-profit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the Authorizer or Authorizer property will be promptly returned upon Charter School closure to the Authorizer. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix 23, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

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MISCELLANEOUS PROVISIONS

Budget and Financial Reporting

The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendix 23, please find the following documents:

- Budget narrative
- A projected budget
- Budget assumptions
- Financial projections and cash flow for three years of operation

These documents are based upon the best data available to the Petitioners at this time.

The Charter School shall provide reports to the Authorizer as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the Authorizer or required by the MOU with the Authorizer:

1. By July 1, a preliminary budget for the current fiscal year;
2. By July 1, an annual update to the LCAP required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the Authorizer, State Controller, California Department of Education and County Superintendent of Schools;
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31; and
5. By September 15, a final unaudited report for the full prior year. The report submitted to the Authorizer shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the Authorizer as required by law and as requested by the Authorizer including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("SARC"), and the LCAP.

The Charter School agrees to and submits to the right of the Authorizer to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the Authorizer.

Administrative Services

The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

Ridgecrest Charter School will contract for accounting, budgeting, payroll, and independent audit services with a school district, the County Office of Education, or a commercial firm with charter school experience. Ridgecrest Charter School will provide for fiscal and business management service functions either through in-house staff or through an outside service provider.

Ridgecrest Charter School may, where permitted, contract with the Authorizer for goods or services which the Authorizer, at its discretion, may choose to make available. Such contracts, however, shall not be construed to negate the operational independence of the Charter School from the Authorizer.

Facilities

The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g).

Ridgecrest Charter School owns and holds title to the Charter School's property that includes all of the Charter School's facilities.

The current Ridgecrest Charter School facility, located at 325 South Downs in Ridgecrest, CA, is an enlarged prior school site, with portable buildings added along with 2 playground areas, landscaping, a perimeter fence, computer lab, cafeteria and a library. Over the past decade, parents and PTO have raised additional funds to add 2 playground structures to the site. During the 2016-2017 school year, the cafeteria kitchen was expanded to improve our breakfast and lunch program. The cafeteria expansion was paid for with LCFF general funds.

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In order to meet growing enrollment, to improve our educational programs, and to improve student safety Ridgecrest Charter School has plans for the following projects over the 2018-19 and 2019-20 school years:

- Add 4 additional classrooms (2 during the summer of 2018 and 2 during the summer of 2019);
- Remove and replace 6 portable classrooms;
- Construct 3 solar shade structures to provide shade on the playground, field, and eating area adjacent to the cafeteria;
- Remodel 4 restrooms;
- Grade and repave the parking lot;
- Construct an access road onto the school campus to improve safety during student drop off/pick up and to improve traffic flow to and from the Charter School;
- Construct a multi-purpose room/gym for school events, sporting events, and physical education classes.

Ridgecrest is located in the desert with very few trees and warm and hot temperatures during the months of April through October.

The following tables represent the classroom distribution by grade level and an analysis of the condition of School facilities. The Charter School facilities analysis is from the School Accountability Report Card (SARC) published in February 2018.

Class Size Distribution – Number of Classrooms By Size		
	2017-2018	
Grade	1-23	28-32
K	3	
1	3	
2	3	
3	3	
4		2
5		2
6-8 English		1
6-8 Math		1
6-8 Social Studies		1
6-8 Science		1
6-8 Physical Education		1
6-8 STEM		1

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School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/18/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/18/2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

Insurance and Safety Policy

Ridgecrest Charter School has acquired and maintained as necessary general liability, student accident insurance, automotive liability, errors and omissions, property, workers’ compensation, and unemployment insurance policies through its own insurance program or through agencies recommended by the Authorizer. If separate insurance is procured, it shall be equivalent with respect to limits of coverage. The Authorizer shall be named as an additional insured on all policies of the Charter School.

Potential Civil Liability Effects

Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the Authorizer in meeting any

and all oversight obligations under the law, including monthly meetings, reporting, or other Authorizer-requested protocol to ensure the Authorizer shall not be liable for the operation of the Charter School.

Further, the Charter School and the Authorizer shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the Authorizer for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the Authorizer and the Charter School's insurance company for schools of similar size, location, and student population. The Authorizer shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.