



## Ridgecrest Charter School

October 1, 2013

Via Hand Delivery

Joanna Rummer, Superintendent  
Sierra Sands Unified School District  
113 Felspar  
Ridgecrest, CA 93555-3589

Dear Superintendent Rummer,

On behalf of Ridgecrest Charter School ("RCS" or the "Charter School"), I am pleased to submit our charter renewal petition to the Sierra Sands Unified School District ("SSUSD") today. RCS is seeking renewal of its charter for the term July 1, 2014 through June 30, 2019.

RCS has *exceeded* the academic requirements for renewal. The Charter School's 2013 Academic Performance Index ("API") growth score was 864, a 16-point increase over last year. Additionally, RCS exceeded its growth targets for its two numerically significant pupil groups, socioeconomically disadvantaged students (an increase of 31 points) and white students (an increase of 9 points). Further, in 2012, RCS achieved a statewide rank of 7 on the API, and a similar schools rank of 10! We are very pleased with the academic success of the Charter School and its students, and will continue to strive for increases in academic achievement over the coming charter term.

The Charter School has enjoyed a positive working relationship with SSUSD to date, and seeks to continue or grow this relationship over the next charter term.

Should you have any questions about the RCS charter renewal petition, please do not hesitate to contact me. We look forward to SSUSD Board action on the renewal charter within the statutory timelines.

Sincerely,

*Tina Ellingsworth*

Tina Ellingsworth  
Director, Ridgecrest Charter School

# **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, 2014 through June 30, 2019**

## **TABLE OF CONTENTS**

AFFIRMATIONS/ASSURANCES.....	3
PREFACE .....	5
EXECUTIVE SUMMARY .....	6
Educational Philosophy.....	6
General Description .....	6
Student Population and the Faculty Team .....	7
ANALYSIS OF THE LAST TERM.....	8
Student Achievement Plan.....	9
Analysis of Other Academic Measurable Pupil Outcomes from Prior Terms.....	9
Other School Accomplishments .....	13
ELEMENT ONE – EDUCATIONAL PROGRAM .....	16
Mission.....	16
Vision.....	16
Whom the Charter School is Attempting to Educate.....	16
What It Means to be an “Educated Person” in the 21 <sup>st</sup> Century .....	18
How Learning Best Occurs .....	19
Second Language Program .....	22
Technology.....	23
Short-term Independent Study .....	23
School Calendar and Bell Schedule.....	23
Annual Goals and Annual Actions in the State Priorities.....	24
Serving Academically Low and High Achieving Students.....	26
Plan for English Learners.....	28
Serving Students with Disabilities .....	29
Section 504 of the Rehabilitation Act.....	31
Serving Special Education Students .....	32
Professional Development .....	35
Highly Qualified Teachers .....	35
ELEMENT TWO – MEASURABLE PUPIL OUTCOMES AND ELEMENT THREE – METHODS OF MEASUREMENT.....	36
Collecting, Analyzing and Reporting Data .....	42
Use of Data .....	42
Parent Survey .....	43
Reporting Academic Progress.....	43
ELEMENT FOUR – GOVERNANCE.....	44
Legal.....	44

Board of Directors.....	44
Parent and Community Involvement .....	45
ELEMENT FIVE – EMPLOYEE QUALIFICATIONS .....	48
Executive Director’s Qualifications.....	48
Chief Operations Officer Qualifications .....	49
Assistant Director Qualifications .....	49
Business Manager Qualifications.....	50
Core Teachers’ Qualifications .....	51
Personnel Policies .....	52
Evaluation Procedure .....	52
ELEMENT SIX – PROCEDURES TO ENSURE HEALTH AND SAFETY OF PUPILS AND STAFF.....	53
Procedures for Background Checks.....	53
Role of Staff as Mandated Child Abuse Reporters .....	53
TB Testing .....	53
Immunizations.....	53
Medication in School .....	53
Vision, Hearing/Scoliosis .....	54
Diabetes.....	54
Emergency Preparedness .....	54
Blood borne Pathogens .....	54
Drug Free/Alcohol Free/Smoke Free Environment .....	54
Facility Safety .....	54
Comprehensive Sexual Harassment Policies and Procedures.....	55
Additional Insured .....	55
ELEMENT SEVEN – RACIAL AND ETHNIC BALANCE .....	56
ELEMENT EIGHT – ADMISSIONS REQUIREMENTS .....	57
ELEMENT NINE – INDEPENDENT FINANCIAL AUDIT.....	59
ELEMENT TEN – SUSPENSION AND EXPULSION PROCEDURES.....	60
ELEMENT ELEVEN – RETIREMENT SYSTEMS .....	75
ELEMENT TWELVE – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES.....	76
ELEMENT THIRTEEN – EMPLOYEE RETURN RIGHTS .....	77
ELEMENT FOURTEEN – DISPUTE RESOLUTION PROCEDURE.....	78
Dispute Resolution Process – Direct Resolution .....	78
Dispute Resolution Process – Alternate Resolution .....	78

ELEMENT FIFTEEN – PUBLIC SCHOOL EMPLOYER .....	79
ELEMENT SIXTEEN – CLOSURE PROCEDURES .....	80
MISCELLANEOUS PROVISIONS .....	82
Budget and Financial Reporting .....	82
Administrative Services .....	82
Facilities .....	83
Insurance and Safety Policy .....	84
CIVIL LIABILITY IMPACT .....	85

## APPENDICES

APPENDIX 1: 2013-2014 SCHOOL CALENDAR AND BELL SCHEDULE	
APPENDIX 2: 2013-14 CLUB SCHEDULE	
APPENDIX 3: STUDENT ACHIEVEMENT PLAN	
APPENDIX 4: CCSA 2012 ACADEMIC ACCOUNTABILITY REPORT CARD AND CCSA SCHOOL QUALITY SNAPSHOT	
APPENDIX 5: PARENT-STUDENT HANDBOOK	
APPENDIX 6: SAMPLE LESSON PLANS	
APPENDIX 7: INSTRUCTIONAL MATERIALS LIST	
APPENDIX 8: 2013-14 PACING GUIDE FOR KINDERGARTEN	
APPENDIX 9: INDEPENDENT STUDY BOARD POLICY AND MASTER AGREEMENT	
APPENDIX 10: STUDENT STUDY TEAM FORMS	
APPENDIX 11: 2013-2014 PROFESSIONAL DEVELOPMENT PLAN	
APPENDIX 12: INDIVIDUALIZED LEARNING PLAN	
APPENDIX 13: 2013-2014 PARENT SURVEY	
APPENDIX 14: 2012 SARC	
APPENDIX 15: BYLAWS, ARTICLES OF INCORPORATION, AND CONFLICTS CODE	
APPENDIX 16: EMPLOYEE HANDBOOK	
APPENDIX 17: TEACHER EVALUATION FORM	
APPENDIX 18: HEALTH AND SAFETY POLICIES AND PROCEDURES	
APPENDIX 19: STUDENT RECRUITMENT STRATEGIES	
APPENDIX 20: TYPICAL DAY FOR A STUDENT AT RIDGECREST CHARTER SCHOOL	
APPENDIX 21: BUDGET (INCLUDING CASH FLOW AND ASSUMPTION), AND 3 YEAR PROJECTION	

## **AFFIRMATIONS/ASSURANCES**

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 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)(5)(O)]
- 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, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. 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). 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 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 in 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)]
- 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. California Education Code Section 47605(l)]

- 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 a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- 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. California Education Code Section 47612.5(a)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California 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. California Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.
- The Charter School shall comply with the Public Records Act.
- 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 of school days. [Ref. Title 5 California Code of Regulations Section 11960]

## **PREFACE**

California's future economy rests on an educated workforce. Ridgecrest Charter School began educating children in September 2001. In 2009 the Charter School had a student population of 178 and has grown to approximately 400 students in 2013-2014.

The Charter School's pedagogy and methodology are aligned to the California Standards for the Teaching Profession. All textbooks are State adopted and reflect the California State Standards and new Common Core State Standards.

All teachers are fully credentialed and highly qualified as defined by the No Child Left Behind Act ("NCLB"). In 2012, the Charter School had a Statewide Rank of 7 and Similar Schools Ranking of 10.

Student learning and progress is followed through benchmark assessments that are administered every six weeks and are analyzed by the teachers to inform instruction and next learning. Ridgecrest Charter School has continued to implement an intervention program that provides 30 minutes per day of additional instructional support to students who scored below proficient on the STAR test.

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 every six weeks based on benchmark testing and informal assessment data. The ILP follows students throughout their academic journey at Ridgecrest Charter School.

Ridgecrest Charter School will continue to provide a safe, small school environment with a rigorous curriculum, personalized, inquiry based instruction that promotes student learning, teacher articulation and collaboration and promotes team building and school unity. Ridgecrest Charter School will continue to foster an atmosphere that promotes learning at the highest level, while also promoting a sense of community and family in a small K-8 environment.



## **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 Education Code 47601 states: “It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, 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 Common Core 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”). As required by Education Code Section 47605(j)(3), this charter renewal request shall be submitted to the Sierra Sands Unified School District (“District”) for consideration and if denied, shall submit to the SBE. This charter shall use the generic term “Authorizer” to describe the entity that approves the charter renewal.

As of 2011-12, the Charter School has exceeded its Academic Performance Index (“API”) growth targets in the last two years of operation. Ridgecrest Charter School currently serves approximately 400 students at one site, in kindergarten through eighth grade, with twenty two students in each kindergarten, first, second, and third grade classroom and 28 students in each classroom of grades four and five and 32 students in grades six through eight (with instructional aide support as needed). Over the next charter term, enrollment is projected to reach approximately 560 students in grades K-8, with the approximately same student distribution per class.

For the duration of the fourth charter term, 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 fourth 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 2013-2014 school calendar and bell schedule. Attached as Appendix 2, please find the 2013-14 club schedule.

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 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**

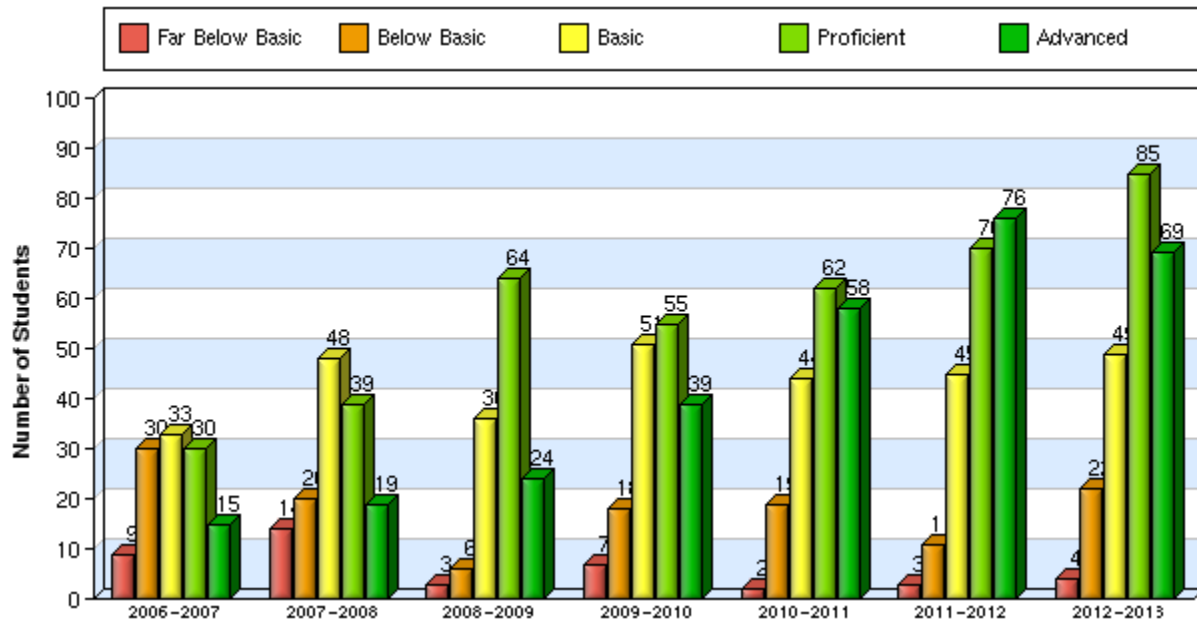
Students can enroll in the Charter School from any school in the State, but admissions preference in the event of a public random drawing will be given to students residing in the District. The Ridgecrest Charter School faculty team will be role models to students for lifelong learning and professionalism. 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.

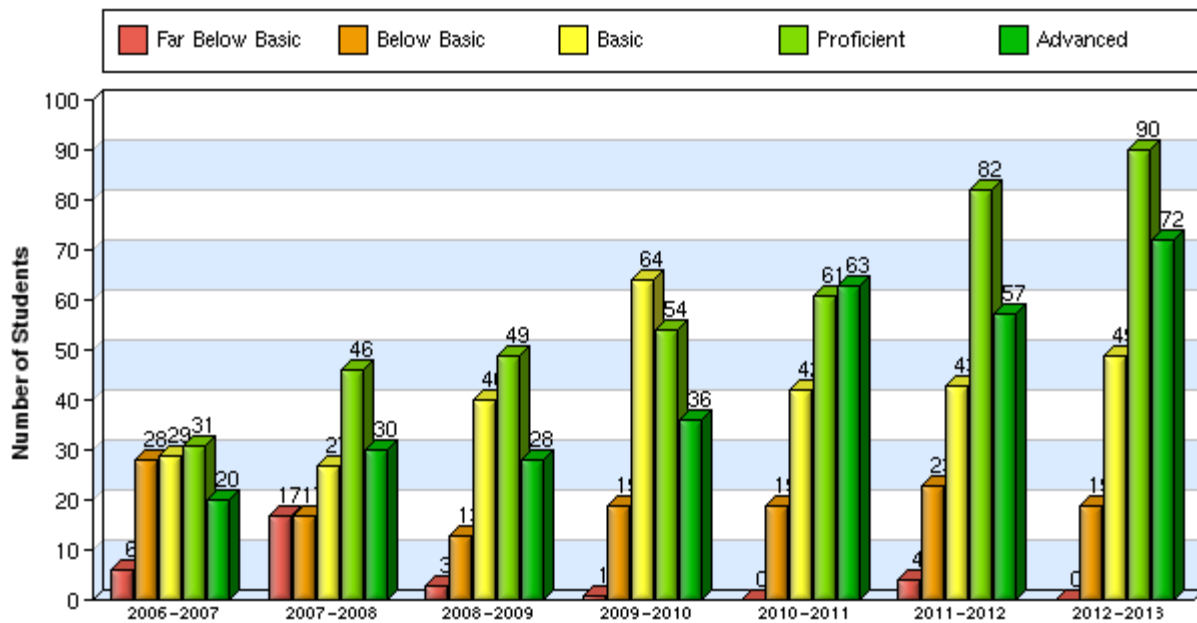
## ANALYSIS OF THE LAST TERM

Ridgecrest Charter School developed and implemented an action plan for academic achievement and an assessment plan to assist us in using data to improve student achievement. Here are the results of Ridgecrest Charter School's focus on "Using Data to Drive Instruction."

### Multi Year Comparison Report for California Standards Test ("CST") English Language Arts ("ELA")



### Multi Year Comparison Report for CST MATH



## **Student Achievement Plan**

During the 2012-2013 school year Ridgecrest Charter School created a Student Achievement Plan that outlined the academic goals for the school community in line with the pupil outcomes in the charter related to grade level proficiency in English Language Arts, Math, Science, and History/Social Studies, attached as Appendix 3.

Conclusions: Please refer to Appendix 4, CCSA 2012 Academic Accountability Report Card and CCSA 2013 School Quality Snapshot.

## **Analysis of Other Academic Measurable Pupil Outcomes from Prior Term**

The charter for the prior term contained additional academic pupil outcomes beyond the student proficiency rates on state standards. The following presents the pupil outcomes from the charter in each text box, with a summary of Ridgecrest's progress toward meeting those outcomes immediately following:

### **Outcome**

The Charter School will demonstrate student improvement on standardized test scores that compare favorably with schools that have similar student populations (e.g., race, gender, socio-economic status). Compare Ridgecrest Charter School standardized test scores to standardized test scores for schools in the state and for similar schools

## **Summary of Similar Schools Report**

The following represents the similar schools California Department of Education ("CDE") data "*schools that compare favorably with schools that have similar student populations and grade levels (e.g., race, gender, socio-economic status).*" Ridgecrest Charter is ranked 10 on a scale of 1-10 when compared to 100 similar schools (2011-2012 data).

CDS Code	County	School District	School	2012 Base API
19-64733-0102426	Los Angeles	Los Angeles Unified	<a href="#">Milagro Charter</a>	894
19-64808-6020614	Los Angeles	Montebello Unified	<a href="#">Montebello Gardens Elementary</a>	890
19-64287-6110043	Los Angeles	Baldwin Park Unified	<a href="#">Santa Fe Elementary</a>	886
20-75606-6024079	Madera	Chawanakee Unified	<a href="#">North Fork Elementary</a>	874
19-73445-6014369	Los Angeles	Hacienda la Puente Unified	<a href="#">Sparks Elementary</a>	866
52-71522-6111629	Tehama	Evergreen Union	<a href="#">Evergreen Middle</a>	865
10-62414-6007108	Fresno	Sanger Unified	<a href="#">Centerville Elementary</a>	853
36-75069-6037212	San Bernardino	Upland Unified	<a href="#">Cabrillo Elementary</a>	852
33-67082-0101139	Riverside	Hemet Unified	<a href="#">Harmony Elementary</a>	851
15-75630-1530500	Kern	SBE - Ridgecrest Charter	<a href="#">Ridgecrest Charter</a>	848
33-75176-6108278	Riverside	Lake Elsinore Unified	<a href="#">Withrow Elementary</a>	847
55-72405-6054936	Tuolumne	Summerville Elementary	<a href="#">Summerville Elementary</a>	847
37-75614-0100511	San Diego	Valley Center-Pauma Unified	<a href="#">Lilac</a>	845
19-64733-6016471	Los Angeles	Los Angeles Unified	<a href="#">Cheremoya Avenue Elementary</a>	844
42-69195-6045470	Santa Barbara	Goleta Union Elementary	<a href="#">Isla Vista Elementary</a>	843
50-71217-0110080	Stanislaus	Patterson Joint Unified	<a href="#">Apricot Valley Elementary</a>	841
19-64733-6016026	Los Angeles	Los Angeles Unified	<a href="#">Bertrand Avenue Elementary</a>	840
49-70649-6051635	Sonoma	Cinnabar Elementary	<a href="#">Cinnabar Elementary</a>	837
09-61903-6095301	El Dorado	Lake Tahoe Unified	<a href="#">Sierra House Elementary</a>	835
19-64733-0122622	Los Angeles	Los Angeles Unified	<a href="#">Aspire Firestone Academy</a>	835
30-10306-3030632	Orange	Orange County Department of Education	<a href="#">OCCS:CHEP/PCHS</a>	835
37-68023-6037857	San Diego	Chula Vista Elementary	<a href="#">Rogers (Greg) Elementary</a>	834
30-66423-6027247	Orange	Anaheim City	<a href="#">Stoddard (Alexander J.) Elementary</a>	833
19-64212-6010961	Los Angeles	ABC Unified	<a href="#">Palms Elementary</a>	831
19-64568-6013817	Los Angeles	Glendale Unified	<a href="#">John Muir Elementary</a>	831
50-71076-6098180	Stanislaus	Empire Union Elementary	<a href="#">Christine Sipherd Elementary</a>	831
19-64840-6020838	Los Angeles	Norwalk-La Mirada Unified	<a href="#">Anna M. Glazier Elementary</a>	830
19-64881-6021679	Los Angeles	Pasadena Unified	<a href="#">Longfellow (Henry W.) Elementary</a>	828
36-67611-6035349	San Bernardino	Barstow Unified	<a href="#">Henderson Elementary</a>	827
07-61754-6004048	Contra Costa	Mt. Diablo Unified	<a href="#">El Monte Elementary</a>	826
19-64733-1931716	Los Angeles	Los Angeles Unified	<a href="#">Valley Alternative Magnet</a>	824
19-64998-6022651	Los Angeles	Saugus Union	<a href="#">Cedar Creek Elementary</a>	824
33-67082-6110415	Riverside	Hemet Unified	<a href="#">Bautista Creek Elementary</a>	824
37-68197-6111207	San Diego	La Mesa-Spring Valley	<a href="#">Sweetwater Springs Elementary</a>	821
15-63800-6010151	Kern	Taft City	<a href="#">Roosevelt Elementary</a>	820
54-10546-0124057	Tulare	Tulare County Office of Education	<a href="#">Valley Life Charter</a>	819
31-66951-6117493	Placer	Western Placer Unified	<a href="#">First Street</a>	817
19-64212-6071351	Los Angeles	ABC Unified	<a href="#">Benito Juarez Elementary</a>	816
19-73445-6014393	Los Angeles	Hacienda la Puente Unified	<a href="#">Temple Academy</a>	816
19-64592-6013981	Los Angeles	Hawthorne	<a href="#">Ramona</a>	816
30-66621-6029987	Orange	Orange Unified	<a href="#">West Orange Elementary</a>	816
19-64725-6015507	Los Angeles	Long Beach Unified	<a href="#">Mann Elementary</a>	815
19-64469-6012926	Los Angeles	Duarte Unified	<a href="#">Beardslee Elementary</a>	814
19-64733-6017644	Los Angeles	Los Angeles Unified	<a href="#">Hubbard Street Elementary</a>	814
40-75457-6043160	San Luis Obispo	Paso Robles Joint Unified	<a href="#">Winifred Pifer Elementary</a>	814
49-75358-6052369	Sonoma	Windsor Unified	<a href="#">Cali Calmecac Language Academy</a>	813
36-67736-6035935	San Bernardino	Helendale Elementary	<a href="#">Helendale Elementary</a>	811
19-65037-6022818	Los Angeles	South Whittier Elementary	<a href="#">Howard J. McKibben Elementary</a>	809
10-62414-6007181	Fresno	Sanger Unified	<a href="#">Madison Elementary</a>	808
36-67850-6036693	San Bernardino	Rialto Unified	<a href="#">Trapp Elementary</a>	806
36-67876-6036750	San Bernardino	San Bernardino City Unified	<a href="#">Ramona-Alessandro Elementary</a>	806
33-67215-6032536	Riverside	Riverside Unified	<a href="#">Alcott Elementary</a>	805
33-67082-0102772	Riverside	Hemet Unified	<a href="#">Cawston Elementary</a>	803
36-67678-6098354	San Bernardino	Chino Valley Unified	<a href="#">Alicia Cortez Elementary</a>	802
19-64733-6019509	Los Angeles	Los Angeles Unified	<a href="#">Toland Way Elementary</a>	801
37-68452-0100933	San Diego	Vista Unified	<a href="#">Hannalei Elementary</a>	800
07-61648-6003628	Contra Costa	Antioch Unified	<a href="#">Sutter Elementary</a>	799
54-72256-6054563	Tulare	Visalia Unified	<a href="#">Elbow Creek Elementary</a>	797
30-66746-6030753	Orange	Westminster Elementary	<a href="#">Finley Elementary</a>	796
19-73452-0125005	Los Angeles	Rowland Unified	<a href="#">Telesis Academy of Science &amp; Technology</a>	795
07-61796-6004758	Contra Costa	West Contra Costa Unified	<a href="#">Fairmont Elementary</a>	794
50-71068-6052500	Stanislaus	Denair Unified	<a href="#">Denair Elementary</a>	794
39-75499-6106488	San Joaquin	Tracy Joint Unified	<a href="#">Louis J. Villalovoz Elementary</a>	793
34-67439-6034003	Sacramento	Sacramento City Unified	<a href="#">Hollywood Park Elementary</a>	792
56-73759-6055941	Ventura	Conejo Valley Unified	<a href="#">Glenwood Elementary</a>	790
34-76505-6033419	Sacramento	Twin Rivers Unified	<a href="#">Hazel Strauch Elementary</a>	789
39-68627-0117796	San Joaquin	New Jerusalem Elementary	<a href="#">New Jerusalem</a>	789
15-63321-6008973	Kern	Bakersfield City	<a href="#">Henry Eissler Elementary</a>	788
43-69674-6048821	Santa Clara	Santa Clara Unified	<a href="#">Briarwood Elementary</a>	788
19-64733-6018873	Los Angeles	Los Angeles Unified	<a href="#">Richland Avenue Elementary</a>	785
50-71167-6052708	Stanislaus	Modesto City Elementary	<a href="#">John Fremont Elementary</a>	785
10-62125-6005979	Fresno	Coalinga-Huron Joint Unified	<a href="#">Sunset Elementary</a>	782
56-72652-6056030	Ventura	Ventura Unified	<a href="#">Sunset Elementary</a>	779
19-64733-6108641	Los Angeles	Los Angeles Unified	<a href="#">San Miguel Elementary</a>	777
19-64436-6012520	Los Angeles	Covina-Valley Unified	<a href="#">Lark Ellen Elementary</a>	772
01-10017-0109835	Alameda	Alameda County Office of Education	<a href="#">FAME Public Charter</a>	771
39-68593-6109532	San Joaquin	Manteca Unified	<a href="#">Stella Brockman Elementary</a>	771
37-73569-6106546	San Diego	Oceanside Unified	<a href="#">Reynolds Elementary</a>	770
43-69625-6072151	Santa Clara	Oak Grove Elementary	<a href="#">Del Roble Elementary</a>	769
56-72652-6056238	Ventura	Ventura Unified	<a href="#">Will Rogers Elementary</a>	769
13-63073-6008296	Imperial	Brawley Elementary	<a href="#">Myron D. Witter Elementary</a>	765
54-72264-6054753	Tulare	Waukena Joint Union Elementary	<a href="#">Waukena Joint Union Elementary</a>	761
01-61259-6001812	Alameda	Oakland Unified	<a href="#">Emerson Elementary</a>	759
34-76505-6033575	Sacramento	Twin Rivers Unified	<a href="#">Orchard Elementary</a>	759
28-66266-6026876	Napa	Napa Valley Unified	<a href="#">Napa Junction Elementary</a>	758
54-71837-0109009	Tulare	Burton Elementary	<a href="#">Summit Charter Academy</a>	754
57-72702-6056410	Yolo	Winters Joint Unified	<a href="#">Waggoner Elementary</a>	752
39-68676-0100206	San Joaquin	Stockton Unified	<a href="#">George W. Bush Elementary</a>	751
56-72454-0109520	Ventura	Fillmore Unified	<a href="#">Mountain Vista</a>	751
11-75481-6007470	Glenn	Orland Joint Unified	<a href="#">Fairview Elementary</a>	749
01-61242-6001622	Alameda	New Haven Unified	<a href="#">Searles Elementary</a>	747
38-68478-6115901	San Francisco	San Francisco Unified	<a href="#">Tenderloin Community</a>	745
48-70532-6120240	Solano	Dixon Unified	<a href="#">Gretchen Higgins Elementary</a>	743
27-66050-0107292	Monterey	King City Union	<a href="#">King City Arts Charter</a>	740
41-69039-6044994	San Mateo	San Mateo-Foster City	<a href="#">Parkside Elementary</a>	740
11-62661-6007603	Glenn	Willows Unified	<a href="#">Murdock Elementary</a>	733
07-61796-6004857	Contra Costa	West Contra Costa Unified	<a href="#">Mira Vista Elementary</a>	723
01-61119-6090104	Alameda	Alameda City Unified	<a href="#">Washington Elementary</a>	721
27-65961-6119663	Monterey	Alisal Union	<a href="#">Oasis Charter Public</a>	700
33-67181-6032494	Riverside	Palo Verde Unified	<a href="#">Ruth Brown Elementary</a>	695
01-61259-0110262	Alameda	Oakland Unified	<a href="#">Rise Community</a>	654

## Outcome

The Charter School will meet its targeted growth rate for the Academic Performance Index.

## Summary:

In 2013, Ridgecrest Charter School's API score grew by 16 points, with a growth target of "A". Additionally, all numerically significant pupil subgroups met their growth targets. Given the action plans described herein, Ridgecrest Charter School anticipates future growth in-line with or in excess of its API growth target each year of the next charter term.

### Ranking the API Scores for Ridgecrest Charter and the local district, Sierra Sands Unified

<u>School</u>	<u>API Score</u>	<u>Base</u>	<u>Target</u>	<u>Growth</u>	<u>Schoolwide</u>	<u>Groups</u>	<u>Targets</u>
<b>Las Flores Elementary</b>	<b>893</b>	<b>872</b>	<b>A</b>	<b>21</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Inyokern Elementary	871	841	A	30	Yes	Yes	Yes
<b>RIDGECREST CHARTER</b>	<b>864</b>	<b>848</b>	<b>A</b>	<b>16</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Pierce Elementary	854	858	A	-4	Yes	Yes	Yes
Gateway Elementary	841	846	A	-5	Yes	No	No
Murray Middle	832	825	A	7	Yes	No	No
Richmond Elementary	824	814	A	10	Yes	Yes	Yes
Faller Elementary	813	855	A	-42	Yes	No	No
James Monroe Middle	781	768	5	13	Yes	No	No

The API above is a great comparison; however, it is not an "apples to apples" comparison. Using the online API calculator, we have disaggregated the data to compare our elementary scores to the district elementary scores as well as our middle school scores.

### Elementary Schools:

Las Flores- 893

**RIDGECREST CHARTER- 874**

Inyokern- 871

Pierce- 854

Gateway- 841

Richmond- 824

Faller- 813

If we compare “apples to apples”, Ridgecrest Charter School scores higher than all but 1 elementary school in the District. For Renewal Purposes we would compare our 874 API with Faller Elementary with an API of 813, located about 1 mile from Charter.

### **Middle Schools:**

#### **RIDGECREST CHARTER- 838**

Murray Middle- 832

James Monroe- 781

If we compare “apples to apples”, Ridgecrest Charter School scores higher than all middle schools in the District. For Renewal Purposes, we would compare our 838 API with James Monroe with an API of 781, located about 1 mile from Charter.

#### **Outcome**

Ridgecrest Charter School students will meet or exceed the Annual Yearly Progress (“AYP”) targets identified under the federal No Child Left Behind Act

#### **Summary:**

Ridgecrest Charter School did not meet this outcome.

#### **Outcome**

Ridgecrest Charter School students will maintain its 2007-2008 98% average daily attendance (“ADA”) rate within 2% annually.

#### **Summary:**

Ridgecrest Charter School ADA in 2011-2012 was 96%, within the 2% margin specified.

#### **Outcome**

Ridgecrest Charter School will, at a minimum, meet at least one of the criteria for renewal pursuant to Education Code Section 47607(b).

#### **Summary:**

The Charter School has met this outcome.

### **Charter Renewal**

The following shall serve as documentation confirming that the Charter School exceeds the statutory criteria required for renewal set forth in Education Code Section 47607(b):

- The Charter School has exceeded its API growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the Charter School. (Education Code Section 47607(b)(1))

Year	API Score	Growth Target	Actual Growth	Met Growth Target Schoolwide and Subgroups
2013	864	A	+16	Yes
2012	845	A	+19	Yes
2011	825	5	+32	Yes
2010	794	A	-39	No
2009	841	5	+105	Yes

- The Charter School has ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years. (Education Code Section 47607(b)(2))

Year	Statewide Ranking
2012	7
2011	6
2010	5
2009	7
2008	3

- The Charter School has ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years. (Education Code Section 47607(b)(3))

Year	Similar Schools Ranking
2012	10
2011	8
2010	2
2009	10
2008	1

Therefore, the Charter School has exceeded the minimum criteria for renewal by meeting not one but three of the possible criteria.

### **Other School Accomplishments**

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

- Ridgecrest Charter School is fully accredited by the Western Association of Schools and Colleges (“WASC”);
- Ridgecrest Charter School held a K-8 school-wide Junior Olympics every year since 2001-2002. In 2012-2013, 10 students went on to compete in the regional Junior Olympics;



- Ridgecrest Charter School received an International Testing and Evaluation Association (ITEA) technology grant to fund its computer lab;
- In 2012-2013, Ridgecrest Charter School conducted a school-wide spelling bee, grades K-8;
- In 2012-2013, Ridgecrest Charter School held a school-wide science fair, and eight Ridgecrest Charter School students went on to compete at the County level;
- In 2012-2013, Ridgecrest Charter School held a school-wide geography bee sponsored by National Geographic;
- In 2012-2013 Ridgecrest Charter School started its first GATE program and competed in the Odyssey of the Mind Competition. The team took 1<sup>st</sup> place and moved on to the Regional Competition where they took 5<sup>th</sup> place;
- In 2013-2014 Ridgecrest Charter School was able to contract with a food services vendor and is now serving breakfast and lunch daily;
- Ridgecrest Charter School maintains clean, safe, and orderly facilities which meet all requirements of Education Code Section 47610;
- Ridgecrest Charter School Parent Teacher Organization (“PTO”) meetings/activities on average achieve 90% parent participation;
- Ridgecrest Charter School holds a community harvest festival every year which raises over \$4000 annually;
- Ridgecrest Charter School sends three representatives from grades 6-8 to serve on the City Youth Advisory which advises on City expenditures for City youth programs;
- Ridgecrest Charter School participates in volleyball and basketball and competes amongst the schools in the Sierra Sands Unified School District;
- More than 50% of Ridgecrest Charter School teachers hold masters degrees; 100% of all teachers are appropriately credentialed and highly qualified;
- In 2012-2013, Ridgecrest Charter School students created Thanksgiving and December Holiday baskets of food which were provided to the Salvation Army for distribution;
- In 2012-2013, Ridgecrest Charter School collected funds for the Red Cross to provide support for the military;
- Ridgecrest Charter School annually participates in the Kiwanis Walk-A-Thon which has annually raised \$2000 in funds for breast cancer awareness;
- Ridgecrest Charter School operates multiple after school clubs including but not limited to chess, k-kids, global cultures, drama, yearbook, student council, Zumba, and art;
- Ridgecrest Charter School holds regular family fun nights of arts and crafts and movies;

- Ridgecrest Charter School holds an annual family and student breakfast as a kick off for red ribbon week;
- City police conduct regular counseling for Ridgecrest Charter School students on topics of interest such as bullying, gossip, theft, and bicycle safety;
- Ridgecrest Charter School holds 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), Cal State University Bakersfield Wild-life preserve, and Camp KEEP Cambria ( Kern Environmental Education Program);
- Ridgecrest Charter School has achieved a “clean” independent fiscal audit for each year of its operation;
- Annually, Ridgecrest Charter School hosts a school-wide talent show;
- For the past seven years, Burroughs High School drama club has performed a Dr. Seuss play for Ridgecrest Charter School students; and
- Each year since 2001-2002, Ridgecrest Charter School has held a Scholastic Book fair for Ridgecrest Charter School students and families.

## **ELEMENT ONE EDUCATIONAL PROGRAM**

*Governing Law:* *A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> 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.*

*A description, for the charter school, of annual goals, 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)(i)-(iii)*

### **Mission**

RCS’s mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. RCS seeks to achieve this mission by offering students a rigorous core curriculum, an outstanding staff, high standards and expectations, extended instructional hours, and personalized learning opportunities. RCS will strive to ensure that students are prepared for college and for the 21<sup>st</sup> Century world and workplace by creating students with higher order thinking skills.

RCS seeks to: provide targeted instruction and support services to accelerate growth among students under-prepared for high school success, and (as a consequence) prepare them for college.

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

### **Vision**

We seek to establish an educational environment that is creative, academically rigorous and emotionally nurturing. Ridgecrest Charter School will provide a safe and supportive environment that empowers students with the strategies and tools to become lifelong learners and informed, responsible citizens to function effectively in the 21st century global environment.

### **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 Common Core 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 transitional kindergarten (“TK”) – 8. Our educational program is committed to academic, social, civic, and character development. Our current 2013-2014 enrollment is approximately 400 students; we anticipate that the enrollment will reach approximately 560 students at the end of the renewal charter term. The Charter School’s student population reflects that of the District (data from 2011 CALPADS and 2012 STAR testing):

Demographic Characteristic	Ridgecrest Charter School	Sierra Sands Unified School District
Black or African American	8%	6%
American Indian or Alaska Native	2%	1%
Asian	1%	3%
Filipino	3%	2%
Hispanic or Latino	20%	23%
Native Hawaiian or Pacific Islander	0%	1%
White	60%	62%
Two or More Races	4%	1%
Eligible for Free or Reduced-Price Lunch	57%	46%
English Learners	1%	7%
Students with Disabilities	13%	12%

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 goals of Ridgecrest Charter School are:

- to provide students with practical knowledge and skills that will promote competence, a life-long curiosity and self-motivation for learning in an ever-changing world;
- to provide students with the necessary tools to maximize their ability to achieve high scores on norm-referenced state and national tests;
- to teach and motivate students to seek understanding of the world around them and to apply this understanding to the broader world contexts of career, family and civic responsibility;
- to help students learn to reason, research, analyze, apply, elucidate and extrapolate for preventive problem-solving and goal setting/attainment;
- to provide a culture that will learn by doing, accompanied by the willingness and the energy to keep asking the questions that will generate the next best alternative;
- to regularly measure student and staff performance and to provide information for attaining higher achievement;
- to regularly measure parent and school community satisfaction; and
- to enable pupils to become self-motivated, competent, and life-long learners.

## **Expected School Wide Learning Results**

*Proficient communicators who:*

- Are active and critical listeners
- Read, write, and speak effectively
- Develop a relationship with the written and spoken word

*Research and technologically proficient students who:*

- Apply research skills for academic purposes
- Use technology competently
- Adapt to emerging technology

*Investigative problem solvers who:*

- Set challenging academic goals
- Ask critical thinking questions
- Apply logic and reason to solve problems

*Diligent scholars who:*

- Demonstrate proficiency in English and mathematics
- Demonstrate proficiency in social studies and science
- Demonstrate proficiency in art and physical education

*Ethical and honest students who:*

- Exhibit personal and academic integrity
- Embrace and celebrate diversity
- Show honesty, ethics, and responsibility toward themselves and others

## **What it Means to be an Educated Person in the 21<sup>st</sup> Century**

Educated persons of the 21st century will have a strong and healthy self-concept and see themselves as autonomous, cooperative, respectful and productive lifetime learners. They will be self-disciplined, intuitive, self-motivated and pro-social toward others and wise in their personal choices. They will be able to work and live harmoniously with others and the environment and interact in a manner that is flexible, healthy, purposeful and creative. The educated persons of the 21st century understand that life existence is interconnected and interdependent and will see themselves as integral members of a diverse community. They will have developed a broad knowledge base and acquired skills that will allow them to be constructive, successful and contributing members of society. The educated persons of the 21st century will:

- have a strong understanding in core areas of math, reading, writing, and science;
- be able to understand and use computers and adapt to new technologies as they become available;
- appreciate the fine and performing arts;
- be knowledgeable of western and world cultures both present and historic;
- be able to work collaboratively with others;
- be a complex and creative thinker;
- be a problem solver and an independent decision-maker;

- be a lifelong learner, capable of using existing knowledge and skills and capable of learning new skills when necessary;
- will understand that every action has an impact and will recognize the impact of his or her behavior on others and the environment; and
- be self-assured, articulate, accepting of diversity and compassionate, and use common sense.

We establish a learning community where:

- learning needs are met,
- resources are provided,
- questions are answered, and
- potentials are unlocked for all learners

### **How Learning Best Occurs**

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

- in an environment that values and builds on students' prior knowledge and engages students actively in a rigorous curriculum that is student centered, inquiry based and humanistic;
- when students are encouraged to construct meaning through questioning, problem solving and discovery;
- when children feel safe, cared about, and encouraged to explore new ideas;
- as a result of positive attitudes, a supportive environment, and high expectations from teachers and parents;
- when parents participate in school and are taught how to help their students with their schoolwork;
- when teachers are highly qualified, motivated, and love their work;
- in small classes and through curriculum that is exciting, challenging, and inquiry based.
- when students are invited to apply their knowledge and encouraged to look at all sides of issues;
- when differentiated instruction is utilized; and
- where children are valued for who they are and what they bring to the class.

### **Community**

RCS is small school with approximately 66 students per grade level K-3, and 60 students per grade level 4 and 5, and 32 students per grade level in 6-8. However, during this term our middle school is set to expand to 64 students per grade level 6-8. These small classes are designed to create a community where each student is known personally.

Students are more likely to succeed in small schools, where teachers and the director know each family well. Students and their needs are not lost in the crowd. Target enrollment for elementary school (K-5) is between 350 and 380 students. Target enrollment for our secondary schools (6-8) is between 96 and 192 students.

**Small Class Sizes:** In smaller classes, teachers can give each individual student the time and individual attention necessary to realize his or her personal academic goals. RCS strives to maintain a 22:1 student-teacher ratio in kindergarten through third grade, 28:1 ratio in grades four and five and 32:1 in grade six through eight. Also, students in the 6<sup>th</sup> through 8<sup>th</sup> grade spend part of each day in classes with a student-teacher ratio of approximately 16:1.

## **Instructional Program and Curriculum**

The educational program includes an integrated curriculum incorporating a variety of learning/teaching styles and is assessed regularly. Peer tutoring, cross-age generational learning, community mentors, tutors, and experts teach students at their own rate in order to individualize instruction. We celebrate diversity and build on the strengths of each member of our school community. The Charter School follows a curriculum that emphasizes direct instruction, guided practice and student interactive methods for teaching and learning. All texts are state adopted and approved, aligned to Common Core State Standards (“CCSS”). These include Houghton Mifflin Excursions ELA Program K-6, and Houghton Mifflin California Math Series K-6 grade and Glencoe McGraw-Hill (California pre-algebra/algebra series for seventh and eighth grade and Glencoe McGraw-Hill California Treasures ELA for seventh and eighth grade).

CCSS are utilized when implementing the curriculum and instruction. Curriculum is research-based and student-focused to develop each student's full potential, while recognizing his or her uniqueness. Our high expectations will result in literate, self-reliant, and confident learners. Homework is regularly assigned Monday through Thursday. Students are required to comply with a dress code as stated in the Parent-Student Handbook (attached as Appendix 5). Accurate and easily understood evaluation procedures, reflecting actual achievement, are employed. It is our goal to provide every opportunity to students to achieve one month’s worth of growth for one month’s time in class, irrespective of their grade level at the beginning of the year. For students in Special Education, their growth expectations will be reflected in their Individualized Education Plan.

### **Scope and Sequence**

Because Ridgecrest Charter School’s educational program emphasizes regular formative assessment and the use of data to increase student achievement, our pacing plans, which prepare for our benchmark assessments, guide and define the scope and sequence of the curriculum taught in our school with regard to the 4 core subject areas identified by California’s Board of Education.

### **Instructional Delivery**

Students in TK through 5<sup>th</sup> grade have one teacher of record. Students in grades 6-8 (middle school) have 4 teachers (starting in 2013-2014) with single subject credentialed teachers delivering instruction. Over the past two years the middle school teachers have shifted from the one classroom model to rotating for subject matter. This year we have also added a single subject physical education (“PE”) teacher to our middle school staff.

All educators at RCS use a variety of pedagogical strategies to ensure all students learn and grow continuously. Strategies are selected based on the teacher’s knowledge of how students’ best learn different topics, and are usually used in combination. RCS has Instructional Blueprints in math, language arts, science and social science, that spell out the frequency and purpose for each type of instruction. These blueprints, as well as the purchased curriculum materials, provide the structure for a standards-based curriculum. RCS educators are also trained to adapt these methods in ways that maximize personalized experiences each child receives. The major strategies used include:

Explicit Instruction: in this traditional form of teaching, the teacher presents the lesson, which includes: a purpose; specific instructions; modeling; guided practice; and checking for understanding. At the conclusion, students individually demonstrate their new skills or knowledge.

Massed and Distributed Practice: this retention strategy provides students with many opportunities to practice new skills upon initial learning. Practice is then distributed over the course of many months to increase the retention of previously learned skills and knowledge.

Problem Solving: this method provides students with a step-by-step process for determining the solution.

Inquiry: in this process, students are presented with a problem or question, and formulate and test theories to work towards a solution.

Project-based Instruction: In this approach, students apply learning to complex problems, and are required to conduct extended research, analyze and synthesize information across subject areas, and develop written and oral end products. Projects are also ideal for developing the “habits of mind” necessary for success in college and the world beyond, such as perseverance, responsibility, and time management. Projects are linked with students’ real world experiences, making learning relevant. Many projects are community service oriented.

Attached as Appendix 6, please find Sample Lesson Plans; as Appendix 7, an instructional materials list; and as Appendix 8, a Pacing Guide for kindergarten for 2013-14.

RCS uses a combination of adopted programs and curriculum developed in-house to meet RCS standards and build basic skills, higher-order thinking skills, and life-skills. The curriculum is clearly articulated as a K-12 system and based on the California state standards.

All elements of the curriculum are research-based and have been proven effective in schools.

Language Arts: Students communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. This may be through oral reports and debates, written letters and essays. Through the examination of various texts, students demonstrate critical reading and active listening skills in order to comprehend, interpret, and evaluate ideas. Students write extensively in both expository and creative forms. When students are learning to read, instruction will focus on phonemic awareness, phonics instruction, fluency, and text comprehension. Writing is integrated into the learning process.

One of the main resources in K-6 literacy instruction may be the Houghton Mifflin Excursions materials. Writing is supplemented with vocabulary and instruction based on the Six Traits of Writing. Grades 6-8 use California’s Recommended Literature list for the core of its English Language Arts program. This may be supplemented with real life readings such as editorials, and non-fiction texts.

Social Science: RCS’s history and social studies curriculum ensures that students are historically literate (including culture, geography, politics, economics, and ethics) and become active, informed citizens (including U.S. policy and effective research techniques). Students apply historical, political, philosophical, geographical, economic and sociological 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. Materials at both the elementary and secondary level include primary sources, historical literature, and a variety of non-fiction texts. Throughout the K-8 instructional program, social science and language arts are interwoven. The stories and facts in history are the vehicles for instructing students to read and write.

Mathematics: Students apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students are expected to be competent in symbolic reasoning and in constructing logical arguments.



A balanced approach provides both the conceptual understanding of math and the skills to solve problems. By providing extensive math time in elementary classrooms and a ratio of 16:1 in math in the secondary school, we have effectively raised our student's mathematic understanding.

Science: Students demonstrate understanding of scientific concepts and ideas through real-world applications. Students utilize scientific research and inquiry methods to conduct investigations and problem-solve. They apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines. RCS uses a variety of curriculum materials and the state adopted textbooks may be supplemented with FOSS, and local scientific resources such as guest speakers, field trips, and presentations.

New Classes for 2013-2014:

Life Skills (Elective 6-8): Students develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, collaborations with local health agencies, and thematic units. Health instruction follows the California Health Framework. Data from the California Healthy Kids survey or our own internal surveys will inform additional needed interventions.

Current Events (Elective 6-8): For high-achieving students to further develop their high order thinking skills. Students will work in small teams and build a robot with the help of local educators and engineers.

Study Skills (Elective 6-8): The purpose of this course is to teach students necessary skills to improve their studying habits and improve their test-taking ability.

Art History (Elective 6-8): Students develop abilities to recognize, describe and analyze informational and formal elements of works of art and their contexts using Meet the Masters Curriculum.

Physical Education Teacher (Single Subject 6-8): Students receive regular physical education instruction. Emphasis is placed on activities that students are likely to engage in throughout their lives (e.g. running, dancing).

## **Second Language Program**

One of the goals of the prior term was to create a second language program at Ridgecrest Charter School. To date, Ridgecrest Charter School has not had the funding to create a full curriculum driven second language program, and any second language offerings have been done through the after school program utilizing parents and teacher volunteers. Ridgecrest Charter School renews its goal in this term to create a full second language program. The Ridgecrest Charter School Board is currently considering curriculum and funding options for the program. Ridgecrest Charter School is optimistic that it will be able to incorporate its second language program into the curriculum during the 2014-2015 school year.

Spanish/Second Language (Elective 6-8): Students will work with the fundamentals of language structure, pronunciations, grammar, vocabulary, idioms and phrases in Spanish to develop competency in oral and written Spanish. Students will work with Spanish texts to develop an understanding and appreciation of the various Spanish-speaking cultures.

## **Technology**

Ridgecrest Charter School recognizes that access to and utilization of technology is essential to preparing students for secondary and post-secondary education as well as for productive placement in the business and professional world. We realize as well that access to the Internet for many families, and for their school-age children, are often limited. To this end, the comprehensive Technology Plan is being developed which includes the following:

- acquisition of appropriate software, hardware, and routing access to the Internet;
- a management plan that encourages daily access to computers;
- course competencies in computer literacy;
- utilization of technologically-advanced software to supplement the core curriculum and promote the practice of higher-level thinking skills;
- parent access to literacy courses and a management plan to promote after school at-home use by students while providing an opportunity to strengthen the role of parents in homework assistance and class-work skill reinforcement for the students as they return the next day to school; and
- appropriate safeguards to ensure access to educational information only.

Each classroom has 2-4 computers with Internet access and the school is also equipped with a computer lab. Students exercise their higher-order thinking skills through simulations and presentations, their communication and their research skills. Prior to the 13-14 school year all classrooms were given technology upgrades, which included: a new teacher lap top, document camera, projector and amplification system. Teachers all participated in technology in-services prior to school beginning.

## **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 three or more days in duration. 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 has adopted a board policy and master agreement in accordance with Education Code Section 51745 *et seq.* and its implementing regulations (see attached, as Appendix 9), and shall ensure, through consultation with Ridgecrest Charter School's legal counsel and independent auditors, that 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 2013-14 bell schedule). The Charter School offers 180 days of instruction annually (attached, as Appendix 1, please find the 2013-14 school calendar).

## Annual Goals and Annual Actions in the State Priorities

CHARTER SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES	
<b><u>State Priority #1.</u></b> 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
<ul style="list-style-type: none"> <li>• RCS will hire and maintain a highly qualified faculty.</li> <li>• RCS will obtain the most up-to-date standards aligned instructional materials that will prepare students for college and career.</li> <li>• School facilities are maintained and in good repair.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Faculty will have 10+ days of targeted professional development; based on individual and school goals and the needs of students based on data.</li> <li>• School leaders and faculty will research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process.</li> <li>• Annual school community survey.</li> <li>• Faculty participates in shared decision making process.</li> <li>• Regular walkthroughs of school facilities by school leadership.</li> </ul>
<b><u>State Priority #2.</u></b> Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency	
ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> <li>• All RCS curriculum will be aligned to CCSS.</li> <li>• All RCS curriculum will be designed to support ELs and other struggling subgroups.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum maps for each course written prior to school opening and revisited yearly.</li> <li>• All curriculum maps will have goals and strategies to support ELs.</li> <li>• 10+ days of professional development, which includes 5 full days dedicated for implementing Common Core, and supporting ELs and other struggling students.</li> </ul>
<b><u>State Priority #3.</u></b> Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation	
ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> <li>• Parents view themselves as a key component of the schools' and student success.</li> <li>• Parents demonstrate high satisfaction with the school's program.</li> </ul>	<ul style="list-style-type: none"> <li>• Published list of differentiated opportunities for parental involvement (handbook).</li> <li>• Regular, designated times for parents to give feedback to school leadership (meetings , etc.).</li> <li>• Annual school community survey.</li> </ul>

**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**

- 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.

**ACTIONS TO ACHIEVE ANNUAL GOALS**

- 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

**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**

- Students attend school regularly, consistently and on time.

**ACTIONS TO ACHIEVE ANNUAL GOALS**

- Social-Emotional learning in all courses.
- Individualized Learning Plans.
- Extensive support structures, including early intervention plans.
- Extensive community building via orientation, and morning meeting.

**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
<ul style="list-style-type: none"> <li>Students will be thoughtful, engaged citizens of a 21<sup>st</sup> century world.</li> <li>All students consistently demonstrate strong SEL skills and Innovator Norms.</li> <li>Students will show growth on all SEL skills and Innovator Norms.</li> </ul>	<ul style="list-style-type: none"> <li>Extensive community building via advisory, orientation and morning meeting as well as other school events.</li> <li>Social-Emotional Learning in all courses.</li> <li>Individualized Learning Plans.</li> <li>Analysis of and action plans from community surveys.</li> </ul>
<p><b><u>State Priority #7.</u></b> 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.</p> <p>“Broad course of study” includes the following, as applicable:</p> <p><u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</p> <p><u>Grades 7-12:</u> 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))</p>	
ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> <li>100% of students are enrolled in a broad course of study.</li> </ul>	<ul style="list-style-type: none"> <li>Extensive Support Systems (tutoring, remedial courses, RTi, etc.).</li> <li>Comprehensive career and college focus 6-8.</li> </ul>
<p><b><u>State Priority #8.</u></b> Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</p>	
ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS
<p>Goal 1: All students will become proficient readers and writers of the English Language.</p> <p>Goal 2: All students will become proficient in mathematical skills and content.</p> <p>Goal 3: All students will become proficient in science concepts and scientific thinking.</p> <p>Goal 4: All students will become proficient in social science practice and content.</p>	<ul style="list-style-type: none"> <li>Standards based and aligned curriculum maps.</li> <li>Regular benchmark assessments (minimum 3x per year) aligned to standards.</li> <li>Extensive student support structures (remediation courses, tutoring, and differentiated instruction).</li> <li>Curriculum maps designed to support ELs and struggling students.</li> <li>Extensive professional development, (10+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.</li> </ul>

### Serving Academically Low and High Achieving Students

Ridgecrest Charter School develops ILPs for all students in all classes. These Individualized Learning Plans include relevant strategies to meet all of the education needs of the 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 the Charter School more latitude of response in meeting 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 and CST data helps the teacher determine whether the student is academically low- or high-achieving with regards to academic achievement. For academically low-achieving students, the Individualized learning plan will include appropriate interventions to include but not be limited to after school tutoring,

Success-Makers program, peer tutoring, the Lexia Literacy program, Reading Dogs, reading buddies, and parent/community volunteer support. For academically high-achieving students, additional challenges are included in the Individualized learning plan to include but not be limited to opportunities to peer tutor another child, Success Makers (higher level work), additional class projects and homework for extra credit, and the ability to join upper grade classes for course work.

If the Individualized learning plan is not meeting the educational needs of the child, and the teacher or teachers have met with parents and instituted classroom modifications, the child will be referred to the Student Study Team. The purpose of the Student Study Team is to bring all school-wide resources to aid powerful learning program strategies for special needs. The Student Study Team uses a systematic problem-solving approach, utilizing teachers, administrators, parents, the student, counselors, psychologists, relatives, and community persons, to assist students who are not progressing at a satisfactory rate. The Student Study Team is not a pre-requisite to evaluation for special education eligibility. Attached as Appendix 10, please find Student Study Team forms.

### **Support for Students Achieving Below Grade Level**

Ridgecrest Charter School sets high expectations for *all* students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. 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-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
- CST – ELA or Math Far Below Basic, Below Basic, Basic
- Not at grade level
- Parent Recommendation Any
- Teacher Recommendation Any

Ridgecrest Charter uses the Response to Intervention framework (RtI) 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**

Because RCS's Instructional Guidelines are designed to differentiate and individualize instruction for students at different levels, students achieving above grade level can be effectively served at the School. For instance, the instruction during language arts allows students to be reading at their own instructional level. 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 also aid in differentiation of instruction because classroom teachers understand each individual student's needs. The variety of instructional techniques and materials provided in RCS's program are cited as important features by the National Association for Gifted Children in the Gifted Educational Program Standards. Finally, any student achieving above grade level can be accelerated to a higher grade level at the discretion of the parent and Director.

## Plan for English Learners

### **Overview**

Ridgecrest Charter School will meet all applicable legal requirements for English Learners ("EL") as it pertains 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. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents.

### **Home Language Survey**

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms). Spanish speaking students in the country less than 12 months will be given the state's Designated Primary Language Test to determine the student's academic proficiency when tested in his or her home language of Spanish.

### **CELDT Testing**

All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT") tested within thirty days of initial enrollment<sup>1</sup> and at least annually thereafter between July 1 and October 31<sup>st</sup> until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under NCLB 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 California English Language Development Test;
- 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;

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<sup>1</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

- 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
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

### **Strategies for English Learner Instruction and Intervention**

Teachers will be trained to use Specially Designed Academic Instruction in English (“SDAIE”) 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.

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 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.

### **Ongoing Assessment of EL Students**

The Charter School's use of achievement data will also drive the instruction and professional developments as it relates to English Learners. The Charter School will analyze the data by this subgroup, and continue to assess the students' growth through teacher designed assessments and Ridgecrest Charter School's benchmarks.

### **Serving Students with Disabilities**

#### **Overview**

The Charter School 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 in Education Improvement Act (“IDEA”).



The Charter School 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 the Charter School seeks membership in a different state-approved SELPA, the Charter School will provide notice to the SELPA, and the California Department of Education before June 30<sup>th</sup> 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 that 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.

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

The Charter School 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. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Director 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 in Education Improvement Act ("IDEIA") but found ineligible for special education instruction or related services under the IDEIA, 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 IDEIA, a referral for assessment under the IDEIA 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 Director 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.

### Serving Special Education Students

The Charter School intends to provide special education instruction and related services in accordance with the IDEIA, 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. The Charter School 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.

The Charter School agrees to promptly respond to all CDE or SELPA inquiries, to comply with reasonable CDE or SELPA directives, and to allow the CDE or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all CDE 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 IDEIA. Charter School staff shall participate in SELPA in-service training relating to special education.

The Charter School 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

The Charter School 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

The Charter School 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.

The Charter School 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 IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School 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

The Charter School 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 Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; 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; 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 IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

### IEP Development

The Charter School 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

The Charter School 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, and at least quarterly or as frequently as progress reports are provided for the Charter School’s non-special education students, whichever is more. 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

The Charter School 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 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 the Charter School 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 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 in a minimum of ten (10) full professional development days annually. Ridgecrest Charter School is committed to training teachers in English Learner strategies, use of assessments and data to drive instruction, peer observation and dialogue, standardized testing preparation, technology. Teachers utilize grade-level and school-wide collaboration strategies to ensure that best practices are fostered for Ridgecrest Charter School students. Attached as Appendix 11, please find the professional development plan for 2013-14.

### **Highly Qualified Teachers**

At the center of the educational program are the teachers. The faculty will consist of well-prepared and certified teachers. All core teachers and paraprofessionals will meet the requirements of NCLB. Teachers will be encouraged to pursue National Board Certification within their first five years at RCS. Professional development and teacher collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, RCS will ensure collaborative planning time for teachers to design student focused curriculum, pedagogy and assessment through which students can make connections, deepen their understanding of concepts and achieve at high levels.

## 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 school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the 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.

### **Outcomes Aligned to the State Priorities**

CHARTER SCHOOL OUTCOMES ALIGNED TO STATE PRIORITIES		
<b>State Priority #1.</b> 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

<ul style="list-style-type: none"> <li>• RCS will hire and maintain a highly qualified faculty.</li> <li>• RCS will obtain the most up-to-date standards aligned instructional materials that will prepare students for college and career.</li> <li>• RCS School facilities are maintained and in good repair.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Faculty will have 10+ days of targeted professional development; based on individual and school goals and the needs of students based on data.</li> <li>• School leaders and faculty will research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process.</li> <li>• Annual school community survey.</li> <li>• Faculty participates in shared decision making process.</li> <li>• Regular walkthroughs of school facilities by school leadership.</li> </ul>	<ul style="list-style-type: none"> <li>• 90% satisfaction rating on annual school community survey results</li> <li>• 85% of teachers reach Plan Goals.</li> <li>• Number of high quality applicants per yearly faculty job opening is greater than 5.</li> <li>• Less than 10% of teachers leaving RCS after two or fewer years that are a cultural, philosophical and skills fit.</li> <li>• Faculty does yearly assessment of materials during intersession PD time.</li> <li>• 90% of faculty agrees leadership meetings are productive on school community survey.</li> <li>• 90% of community members agree that the school is clean and orderly on community survey.</li> <li>• School leaders rate the school condition as “excellent” on monthly walkthroughs.</li> </ul>
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**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

ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> <li>• All RCS curriculum will be aligned to CCSS.</li> <li>• All RCS curriculum will be designed to support ELs and other struggling subgroups.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum maps for each course written prior to school opening and revisited yearly.</li> <li>• All curriculum maps will have goals and strategies to support ELs.</li> <li>• 10+ days of professional development, which includes 5 full days dedicated for implementing Common Core, and supporting ELs and other struggling students.</li> </ul>	<ul style="list-style-type: none"> <li>• 75% of ELs are redesignated yearly, as measured by reclassification criteria.</li> <li>• 90% of ELs make progress towards EL proficiency as measured by the CELDT.</li> <li>• 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.</li> </ul>

**State Priority #3.** Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
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<ul style="list-style-type: none"> <li>• Parents view themselves as a key component of the schools' and student success.</li> <li>• Parents demonstrate high satisfaction with the school's program.</li> </ul>	<ul style="list-style-type: none"> <li>• Published list of differentiated opportunities for parental involvement (handbook).</li> <li>• Regular, designated times for parents to give feedback to school leadership (meetings, etc.).</li> <li>• Annual school community survey.</li> </ul>	<ul style="list-style-type: none"> <li>• 90% of parents complete 4+ hours of volunteering.</li> <li>• 75% of parents complete community survey.</li> <li>• Parental attendance at meetings is significant according to school leader.</li> <li>• 90% of parents agreeing to focused questions on annual community survey.</li> </ul>
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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
<ul style="list-style-type: none"> <li>• All students will become proficient in English, math, science and social science.</li> <li>• Students perform well on all external tests.</li> <li>• Students show growth on benchmark assessments.</li> <li>• All students show growth on external measures.</li> </ul>	<ul style="list-style-type: none"> <li>• Standards based and aligned curriculum.</li> <li>• Regular benchmark assessments (minimum 3x per year) aligned to standards</li> <li>• Extensive student support structures (remediation courses, tutoring, differentiated instruction)</li> <li>• Curriculum maps designed to support ELs and struggling students</li> <li>• Extensive professional development, (10+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups</li> </ul>	<ul style="list-style-type: none"> <li>• 70% or more of all students will demonstrate at least one year of growth on the CST or CCSS.</li> <li>• 70% of students will show growth on their internal benchmark assessments for each course.</li> <li>• 95% or more of students will earn a passing grade of C or above in their courses.</li> <li>• On average, 75% of students are proficient or above on STAR or CCSS.</li> <li>• 75% of all subgroups score a proficient or above on STAR or CCSS.</li> <li>• API is above 800.</li> <li>• School meets 90% of AYP criterion.</li> <li>• 90% of ELs make progress towards EL proficiency as measured by the CELDT.</li> <li>• 75% of ELs are reclassified as measured by the CELDT.</li> </ul>

**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
<ul style="list-style-type: none"> <li>Students attend school regularly, consistently and on time.</li> </ul>	<ul style="list-style-type: none"> <li>Social-Emotional learning in all courses.</li> <li>Individualized Learning Plans.</li> <li>Extensive support structures, including early intervention plans.</li> <li>Extensive community building via orientation, and morning meeting.</li> </ul>	<ul style="list-style-type: none"> <li>95% (+/- 2%) Average Daily Attendance.</li> <li>Less than 3% per day (average) tardy</li> <li>Less than 2% annual Chronic Absentee Rate.</li> <li>0% Middle School Dropout rate.</li> </ul>

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

**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
<ul style="list-style-type: none"> <li>100% of students are enrolled in a broad course of study.</li> </ul>	<ul style="list-style-type: none"> <li>Extensive Support Systems (tutoring, remedial courses, RTi, etc.).</li> <li>Comprehensive career and college focus 6-8.</li> </ul>	<ul style="list-style-type: none"> <li>95% of students promote from 8<sup>th</sup> grade.</li> <li>60% of students are enrolled in honors and/or college prep classes following 8<sup>th</sup> grade promotion from RCS to HS.</li> </ul>

**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
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<p>Goal 1: All students will become proficient readers and writers of the English Language.</p> <p>Goal 2: All students will become proficient in mathematical skills and content.</p> <p>Goal 3: All students will become proficient in science concepts and scientific thinking.</p> <p>Goal 4: All students will become proficient in social science practice and content.</p>	<ul style="list-style-type: none"> <li>• Standards based and aligned curriculum maps.</li> <li>• Regular benchmark assessments (minimum 3x per year) aligned to standards.</li> <li>• Extensive student support structures (remediation courses, tutoring, and differentiated instruction).</li> <li>• Curriculum maps designed to support ELs and struggling students.</li> <li>• Extensive professional development, (10+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.</li> </ul>	<ul style="list-style-type: none"> <li>• 70% or more of all students will demonstrate at least one year of growth on the English STAR test or CCSS test.</li> <li>• 70% of students will show growth on their internal benchmark assessments for English.</li> <li>• 75% or more of all students will be proficient or above on English STAR or CCSS test.</li> <li>• 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.</li> <li>• 97% or more of all students will earn a passing grade of C or above in their English course.</li> <li>• 70% or more of all students will demonstrate at least one year of growth on the CST for math.</li> <li>• 70% of students will show growth on their internal benchmark assessments for math.</li> <li>• 75% of students will be proficient or above on the math STAR test or CCSS test.</li> <li>• 97% or more of students will earn a passing grade of C or above in their math course.</li> <li>• 70% or more of all students will demonstrate at least one year of growth on the CST for science.</li> <li>• 70% of students will show growth on their initial benchmark assessments for science.</li> <li>• An average of 75% of students will be proficient or above on the science STAR test.</li> <li>• 97% or more of students will earn a passing grade of C or above in their science course.</li> <li>• 70% or more of all students will demonstrate at least one year of growth on the CST for social science.</li> <li>• 70% of students will show growth on their initial benchmark assessments for social science.</li> <li>• 70% of students will be proficient or above on the social science STAR test.</li> <li>• 97% or more of students will earn a passing grade of C or above in their social science course.</li> <li>• 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.</li> </ul>
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## **Collecting, Analyzing, and Reporting Data**

RCS will collect and analyze data on student achievement on a regular basis and will provide student achievement data to staff, parents and guardians, and the State Board of Education:

Staff will receive data on student achievement during professional development using Data Director and will use this data to help monitor and improve RCS's education program;

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; and

The State Board of Education will receive data on student achievement through School reports and/or presentations.

RCS uses the State Testing and Assessment Reports to assist in identifying strengths and weaknesses at a student, classroom, grade level, school and organization level. Additionally, the California Physical Fitness test will be administered and results data will be used to inform the content of the PE program. Prior to the start of school staff meet for one full week to analyze data, review cumulative files, and talk with the former teacher about each student. School wide plans for professional development will be based on this week.

RCS uses many in-house assessments which inform daily instruction. These RCS assessments provide the best benchmarks of a student's progress towards reaching the state standards.

## **Use of Data**

Ridgecrest Charter School, as the petitioner, holds itself accountable for student progress. Staff are accountable to Ridgecrest Charter School for student performance improvement. In addition to State Standardized testing, Ridgecrest Charter School utilizes Success Maker, STAR scores, and teacher generated assessment and observation to perform ongoing assessment of student achievement. We believe that a student's success equals our success. Academic standards are measurable and measured. This includes pre and post-testing as well as longitudinal data, portfolio and performance-based assessments, writing on demand, essay exams, oral presentations of reading, and standardized tests as designated by the publisher. Each classroom teacher is provided with professional development to improve upon strategies to assess learning, analyze results, develop improved teaching strategies, and shape instruction. Daily instruction provides ongoing feedback through observation, projects, criterion referenced tests, open-ended tasks and writing samples.

Based on the outcome of the student performance assessment, curriculum changes may be made and/or curriculum augmentation may be implemented. This cycle of performance assessment and curriculum analysis/modification is performed on a yearly basis and shall remain consistent with the state accountability targets as defined by the California Academic Performance Index growth targets and Adequate Yearly Progress as defined by NCLB.

As stated above, Ridgecrest Charter School develops an Individualized Learning Plan for each of its students with the parent/guardian, student and teacher. This "contract" and its regular benchmark reviews (at least every six weeks) will include academic scores, progress reports, report cards, citizenship grades to assess improvement in academics, attitude and behavior, and attendance information. A sample Individualized Learning Plan is attached as Appendix 12.

### **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 school newsletter. The survey template is attached as Appendix 13.

### **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 14, please find the 2012 SARC.

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.

## **ELEMENT FOUR GOVERNANCE**

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

### **Legal**

Ridgecrest Charter School is a public charter school within Kern County operating under the jurisdiction of its Authorizer. In accordance with Education Code Section 47604(c), it operates as a California non-profit public benefit corporation which shall operate within the terms and conditions specified in this petition.

Ridgecrest Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student 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 or association with an individual who has any of the aforementioned characteristics).

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.

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 authority has complied with all oversight responsibilities required by law.

The corporate bylaws, articles of incorporation, and conflicts code are attached as Appendix 15.

### **Board of Directors**

Ridgecrest Charter School will be governed by its Board of Directors (“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 has a maximum of six members. The composition includes at least 3 community members (not necessarily parents); at least one person recommended by staff who is not employed by the Charter School nor receiving any direct or indirect financial benefit from relationships with the Charter School; and the authorizer representative if designated. Per Education Code Section 47604(b), the Authorizer may designate a representative to the Board of Ridgecrest Charter School. The Charter School will be administered in a nonsectarian manner.

The Charter Board will be responsible for the following:

- approval of the general policies of the Charter School;
- 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 Director 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 Director and annual independent audit reports; and
- hiring and evaluation of the Director.

Board members hold two year terms which are staggered to ensure continuity on the Board.

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. Board members shall receive annual training on the Ralph M. Brown Act during the first three months of each school year.

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 Chief Operations Officer who works with back office service providers to ensure best accountable business practices.

### **Parent and Community Involvement**

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 School plans to share local control with the School Site Council (“SSC”), consisting of parents and school representatives. SSC may participate in developing school policies and share in efforts to engage the support of the community. The SSC may make recommendations about issues related to the school and participate in reviewing parental and community concerns. The SSC will consist of representatives of the following parties: the director, teachers, and parents. The director is responsible for communicating all SSC policy recommendations to the Board of Directors. In short, RCS’s Board of Directors oversees issues related to RCS in general, while the SSC’s focus is on the day-to-day concerns.

### **Parent Involvement**

One goal of the Charter School is empowering parents as educational partners. Parents should know that their voice and participation at the Charter School influences the development of the total school and its components. Parents will have the opportunity 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.

In order to ensure significant parent involvement, the Charter School has a standing Parent Teacher Organization (“PTO”) which serves in an advisory capacity to the Board and is open to all parents and staff. The PTO will advise the Ridgecrest Charter School Board through the Director on the operations of the Charter School, staff, teachers, and students. It will review and provide input on curriculum, facilities, safety, grants, technology, and community relations. The Charter School will encourage a higher rate of parent participation



(including parent conference attendance, parent meeting attendance, and parent volunteer presence) than similar schools in Kern County where such data is available.

Parents are strongly encouraged to donate at least four (4) hours of service monthly per family. A service hour form is sent home with the school newsletter each month for parents to complete and return to the Charter School. The aim of this requirement is to ensure that all families are informed and actively involved in the Charter School and to provide assistance to the Charter School.

Parents will be encouraged to become active in developing their child's Individualized Learning Plan and the Charter School's curriculum, evaluation process, and other programs. A Parent Center has been established on campus. It is used for parent education meetings, a resource center, and parent organizing efforts for school improvement and community leadership. Outreach efforts include PTO newsletters, Internet and E-mail communications.

The PTO ensures that 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;
- access to a Ridgecrest Charter School website; and
- the procedure for verifying parent participation at all school and school-related events to enable families to meet their annual hourly participation goals.

Parents will be encouraged to take advantage of Labor Code Section 230.8 which bars discharge or discrimination against an employee for taking time off to visit a child's school or for using vacation, personal leave, compensatory time off or time off without pay (up to eight hours in any calendar month, up to forty hours each school year).

### **Additional Opportunities for Parent Involvement**

- Parents, students and teachers meet at least twice a year to plan and assess the students' learning progress and determine goals
- School and staff evaluations – parents fill out a survey each year evaluating the strengths and weaknesses they identify with the program at the School
- New 2013-2014 Student-led conferences grades 6-8 – students will lead conferences on their work during the year to keep parents informed
- 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 school to raise additional resources to support students and the school program
- Advocacy – parents and community members communicate the school design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources

- RCS Board of Directors meetings – parents and community members are welcome to the Board meeting. In compliance with the Brown Act, RCS posts the agenda for Board of Directors meetings at least 72 hours prior to the meeting, giving parents and community members notice of the meeting.

### **Addressing Parent Concerns and Complaints**

RCS is committed to working with parents to address parental concerns and complaints. Parents will be encouraged to share their ideas and concerns with the School throughout the school year. RCS has established a formal complaint process to address any parent complaints about the employees or employment practices of the organization. Finally, RCS is committed to providing a safe, discrimination-free and harassment-free education to its students. To help achieve this important end, RCS has established a formal Discrimination/Harassment Policy and Complaint Procedure.

## **ELEMENT FIVE EMPLOYEE QUALIFICATIONS**

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

Ridgecrest Charter will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. RCS believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. RCS recognizes that employment is voluntary, and the RCS Board of Directors shall not require any employee to be employed at RCS. The School will conduct background checks on employee candidates to provide for the health and safety of the School's faculty, staff, and pupils and the academic success of the pupils. RCS's Human Resources department, along with the Executive Director, 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 Section 47605(l) of Charter Schools Act.

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 will not discriminate against any applicant on the basis of his/her ethnicity, sexual orientation, race, creed, color, national origin, age, gender, gender identity, gender expression, disability, or any other basis prohibited by law. The Ridgecrest Charter School board will be involved in the selection process for the Executive Director and, with the Executive Director, in the identification of staff.

### **Executive Director Qualifications**

Subject to the approval of the Charter School Board, the Executive Director 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 Executive Director shall also 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; and (d) advise the Board about all school matters. The Executive Director 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 Executive Director. The Executive Director shall meet all qualifications established by the Board, including but not limited to the following:

Required knowledge, skills, and abilities:

- Superb communication and community-building skills
- In-depth knowledge of curriculum development and program design
- A record of success in developing teachers
- Entrepreneurial passion

Required educational level:

- M.A. degree
- Graduate coursework in educational administration

Required experience:

- Minimum 5 years teaching and administrative experience
- Experience in performance assessment

### **Chief Operations Officer Qualifications (Expires, June 2014)**

The Chief Operations Officer will report to the Executive Director, and will work with students, parents, and outside parties. The Chief Operations Officer 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

Required educational level:

- A.A. degree or equivalent work experience

Required experience:

- 3 plus years in fast-paced administrative support position
- Experience in school front office preferable
- Proficiency with Microsoft Office

### **Chief Operations Officer**

The Chief Operations Officer 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 Chief Operations Officer 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.

### **Assistant Director Qualifications (Advertising in November, 2013)**

**This position is partially replacing the Chief Operations Officer and will also take on some of the Executive Director's responsibilities.**

The Assistant Director shall personally or by direction (a) review all policies adopted by the Charter School Board and make appropriate recommendations to the Executive Director to keep policies current; (b) periodically evaluate employees as provided for by Board policy or Employment Handbook; (c) advise the Executive Director of sources of educational programs, student services, special education services and funds which are available to implement present or contemplated Charter School programs; and (d) advise the Executive Director about all Charter School matters. The Assistant Director shall meet the following qualifications, at a minimum:

Required knowledge, skills, and abilities:

- Superb communication and community-building skills
- Deep knowledge of curriculum development and program design
- A record of success in developing teachers
- Entrepreneurial passion

Required educational level:

- Bachelor's degree (M.A. preferred)
- Graduate coursework in educational administration

Required experience:

- Minimum 5 years teaching and school leadership experience
- Experience in performance assessment

The Assistant Director 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 Executive Director and Chief Operations Officer (for so long as this position is in effect), along with the Ridgecrest Charter School board, will interview candidates for Assistant Director, with the final selection made by the Ridgecrest Charter School board.

### **Business Manager Qualifications (Advertising in November, 2013)**

**This position is partially replacing the Chief Operations Officer.**

The Business Manager will report to the Executive Director, 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

Required educational level:

- B.A. degree or equivalent work experience

Required experience:

- Minimum 3 years in fast-paced administrative support position
- Experience in school front office preferable
- Proficiency with Microsoft Office and business management software systems

## **Business Manager**

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.

## **Core Teachers' Qualifications**

Criteria for the selection of teachers are adapted from the five standards used for certification from the National Board for Professional Teaching Standards. During the hiring process, candidates are evaluated using these standards:

1. Committed to students and learning
2. Knowledgeable about their subject matter
3. Skilled in management of learning
4. Reflective in their practice
5. Community-oriented

Teachers who are hired to teach a specific subject (e.g. math) will be required to hold a subject-specific credential or permit from the CCTC. In accordance with Education Code Section 47605(l), flexibility shall be given with regard to noncore, noncollege preparatory courses.

Additionally, teachers shall meet all applicable highly qualified requirements under NCLB.

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 our 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.

All other staff members shall meet the basic criteria for employment as identified by the 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 Director.

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 accord 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 in an 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 16, please find the Charter School’s employee handbook.

### **Evaluation Procedure**

The Director shall observe and evaluate staff using a performance appraisal framework and system. The purpose of the performance appraisal system is to promote greater accountability by leading to changes in professional practice that result 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 Director 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.

Attached, as Appendix 17, please find the Charter School’s Teacher Evaluation Form.

The Director will be evaluated by the Ridgecrest Charter School Board.

## **ELEMENT SIX**

### **PROCEDURES TO ENSURE HEALTH AND SAFETY OF PUPILS AND STAFF**

*The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the 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, the Charter School 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 attached as Appendix 18.

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

#### **Procedures for Background Checks**

Employees and contractors of the Charter School 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. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Director. 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 non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws.

#### **TB Testing**

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

#### **Immunizations**

All students enrolled and staff will be 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 rising 7<sup>th</sup> grade students must be immunized with a pertussis (whooping cough) vaccine booster.

#### **Medication in School**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.



### **Vision, Hearing/Scoliosis**

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

### **Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> 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 of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

### **Emergency Preparedness**

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

### **Blood Borne Pathogens**

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish 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**

The Charter School shall function as a drug, alcohol and tobacco free workplace.

### **Facility Safety**

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are 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. The Charter School shall conduct fire drills as required under Education Code Section 32001.

### **Comprehensive Sexual Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School sexual harassment policy.

### **Additional Insured**

The Charter School agrees to purchase premises liability insurance and will name as “additional insureds” those legal entities identified by the State Board of Education.

## **ELEMENT SEVEN RACIAL AND ETHNIC BALANCE**

*The means by which the 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 will strive to ensure that the student population will be reflective of the general population residing within the territorial jurisdiction of the school district in which the school is located. RCS will monitor the racial and ethnic balance among its students on an annual basis and will engage in a variety of means and strategies, including monitoring and revising its student outreach plan on an annual basis, to try to achieve a racially and ethnically diverse student population.

Outreach strategies will include:

1. Developing an enrollment timeline and process that allows for a broad-based recruiting and application process,
2. Engaging in outreach efforts and making presentations via neighborhood groups, community organizations, churches, and other leadership organizations, and local preschools
3. Advertising openings through marketing brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TV/radio public service announcements targeted towards diverse populations, and when needed, in various languages.
4. RCS shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, 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 or association with an individual who has any of the aforementioned characteristics).

Pupils will be considered for admission without regard to the characteristics listed in Education Code 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 or association with an individual who has any of the aforementioned characteristics). The 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.

Targeted marketing in order to achieve racial and ethnic balance will include print and electronic media, community and regional outreach through flyers, direct presence at service group meetings within and outside the community, distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial and ethnic groups represented in the District, outreach meetings in convenient locations and upon the request of community groups to reach prospective students and parents, and direct mail where appropriate.

Attached, as Appendix 19, please find Student Recruitment Strategies.

## **ELEMENT EIGHT**

### **ADMISSIONS REQUIREMENTS**

*Admission requirements, if applicable. – 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.

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, e.g. birth certificate
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 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 existing students;
- 2) Children of employees;
- 3) Residents of Sierra Sands Unified School District;
- 4) Residents of Kern County; and
- 5) All other applicants

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.

## **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 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 District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Chief Operations Officer, along with the audit committee, if one is formed, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors 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. – 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 Director'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 ("IDEIA") 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.

#### **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 anytime 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**

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. 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.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. 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.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. 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.
12. Knowingly received stolen school property or private property.
13. 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.
14. 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.
15. 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.



16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in hazing. For 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.
18. Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
19. 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.
20. 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.
21. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
22. 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 transmission 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, 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. 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.

23. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

24. 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 Director 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 Director 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.
- g) Stole or attempted to steal school property or private property.
- 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.
- l) Knowingly received stolen school property or private property.
- 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. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- 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.
- 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 a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- 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 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 transmission 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, 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. 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).
- 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 Director 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 Director or designee’s concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm 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.

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 Director or the Director’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 Director or designee.

The conference may be omitted if the Director 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. This conference shall be held within two 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 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 Director or Director’s designee,

the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director 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**

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

#### **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 Director 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 three (3) days prior to the 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 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 person presiding over the hearing from removing a support person whom the presiding person 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 person 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 person 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 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 Director 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 Director 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) 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**

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 Director 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 Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. 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, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, 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 or a functional analysis 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 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 or until the expiration of the forty-five

(45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

## 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 Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) 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 USC 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
- c. Has inflicted serious bodily injury, as defined by 20 USC 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 IDEIA 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 director 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 IDEIA-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 Chief Operations Officer 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**

*A description of the rights of any 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 District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the LEA to work in the Charter School that the LEA may specify, any rights of return to employment in a LEA after employment in the Charter School that the LEA 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.



## **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 – Direct Resolution**

Because the State Board of Education is not a Local Education Agency, the SBE, if the Authorizer, may choose to resolve a dispute directly instead of pursuing the dispute resolution process outlined below, provided that if the SBE intends to resolve a dispute directly, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute.

### **Dispute Resolution Process –Alternate Resolution**

- (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.

**ELEMENT FIFTEEN**  
**PUBLIC SCHOOL EMPLOYER**

*A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act. – Education Code Section 47605(b)(5)(O)*

Ridgecrest Charter School shall be deemed the public school employer of the employees of the Charter School for purposes of the Education Employment Relations Act (“EERA”). Ridgecrest Charter School shall comply with the EERA.

## **ELEMENT SIXTEEN CLOSURE PROCEDURES**

*A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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)(P)*

Closure of the Charter School will be documented by official action of the Board of Directors. 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 Board of Directors will promptly notify parents and students of the Charter School, the District, 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 Board 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 Board 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 District 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 District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District 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 District 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 Charter School and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. 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 21, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## MISCELLANEOUS PROVISIONS

### Budget and Financial Reporting

*“The petitioner or petitioners shall also 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 21, please find the following documents:

- A projected budget including cash-flow
- Budget assumptions
- Financial projections 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, 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 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, State 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.

### Administrative Services

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

Ridgecrest Charter School may, where permitted, contract with the District for goods or services which the District, 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 District.

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.

## **Facilities**

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

The Charter School purchased a site and has leased portable buildings to house its students. The Charter School has a mortgage on the property. All applicable State and local building code provisions have been followed for site and building improvements in accordance with Education Code Section 47610.

In designing a facility to invite learning, architecture and construction represent our student-centered focus. Community facilities were remodeled and renovated to meet this end. The current Ridgecrest Charter School facility, located at 325 South Downs in Ridgecrest, 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 last two years the parents and PTO have raised enough money to add 2 playground structures to the site. The school is currently working with an architect and facilities committee to add a multi-purpose room that will have a gym for middle school sports and a full kitchen to prepare meals.

The following tables represent the classroom distribution by grade level and an analysis of the condition of School facilities.

Class Size Distribution – Number of Classrooms By Size		
	2013-2014	
Grade	1-22	28-32
K	3	
1	3	
2	3	
3	2	
4		2
5		2
6-8 English		1
6-8 Math		1
6-8 Social Studies and Science		1
6-8 Physical Education		1

School Facilities Conditions		
Interim Evaluation Instrument Area	Facility in Good Repair?	
	Yes	No
Gas Leaks	√	
Mechanical Systems	√	
Windows/Doors/Gates (interior and exterior)	√	
Interior Surfaces (walls, floors, ceilings)	√	
Hazardous Materials (interior and exterior)	√	
Structural Damage	√	
Fire Safety	√	
Electrical (interior and exterior)	√	
Pest/Vermin Infestation	√	
Drinking Fountains (inside and outside)	√	
Restrooms	√	
Playground/School Grounds	√	
Other		

### **Insurance and Safety Policy**

Ridgecrest Charter School has compiled 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.

## **CIVIL LIABILITY IMPACT**

*“Potential civil liability effects, if any, upon the school and upon the 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.



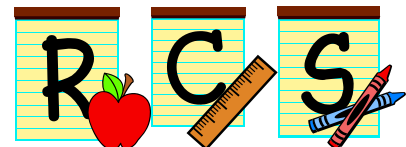
# Appendix 1

# Ridgecrest Charter School

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

## School Calendar

Board Approved June 19, 2013



## Important Dates

### AUGUST

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

### SEPTEMBER

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

### OCTOBER

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

### NOVEMBER

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

### DECEMBER

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

### JANUARY

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

### FEBRUARY

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

### MARCH

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

### APRIL

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

### MAY

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

## Important Information

To report student's absences, call the main office.

If you need to set up a Short Term Independent Study Contract, you must call 72 hours before the absence.

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

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

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

## 2013

### JULY

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

### AUGUST

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

### SEPTEMBER

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

### OCTOBER

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

### NOVEMBER

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

### DECEMBER

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

## 2014

### JANUARY

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

### FEBRUARY

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

### MARCH

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

### APRIL

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

### MAY

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

### JUNE

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

## LEGEND

☐ = Minimum Days and FLEX Release @ 12:15 pm

☐ = Holiday/No School

☐ = First Day of School/Last Day of School

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

# MASTER CALENDAR 2013-2014 School Year

<b>First Day of School</b>	<b>August 12, 2013</b>
<b>Days of Instruction</b>	<b>180</b>
<b>Last Day of School</b>	<b>May 29, 2014</b>

## School Holidays (No school)

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

## Trimester Endings (Progress Reports/Report Cards)

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

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

### \*Flex and Parent Conference Days

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

## Staff Development Days & Professional Development Days

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

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

Teacher's Professional Development Days: 18

Teachers work year is 187 days.

## Parent Conference Days \*\*

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

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

## Ridgecrest Charter School Board Meetings

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

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

### Bell Schedule 2013-2014

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

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

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

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

### FLEX and Minimum Day Schedule

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

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

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

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

### Instructional Minutes

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

# Appendix 2

## Clubs Schedule

### 1<sup>st</sup> Wednesday of the month

10/02/13, 11/06/13, 12/04/13, 01/08/14, 02/05/14,  
03/05/14, 04/02/14

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

### 2<sup>nd</sup> Wednesday of the month

10/09/13, 11/13/13, 12/11/13, 01/22/14, 02/12/14,  
03/12/14, 04/09/14

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

### 3<sup>rd</sup> Wednesday of the month

10/16/13, 11/20/13, 12/18/13, 01/22/14, 02/19/14,  
03/19/14, 04/16/14

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

### 4<sup>th</sup> Wednesday of the month

10/23/13, \*11/20/13, \*12/18/13, 01/29/14, 02/26/14,  
\*03/19/14, 04/23/14

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

# Appendix 3

## 2013–14 Student Achievement Plan Template

**Name of School:** SBE-Ridgecrest Charter School

**Address:** 325 S Downs, Ridgecrest, CA 93555

**CDS code:** 15-75630-1530500

**Charter Term:** June 2014

**Grades Served:** K-8

**Enrollment:** 400

**Numerically Significant Subgroups:** White, Socioeconomic Disadvantaged

**Title 1 Funded:** Yes

**PI Status:** No

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

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

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

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

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

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

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

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

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

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

Made AYP: No  
Met 14 of 17 AYP Criteria

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

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

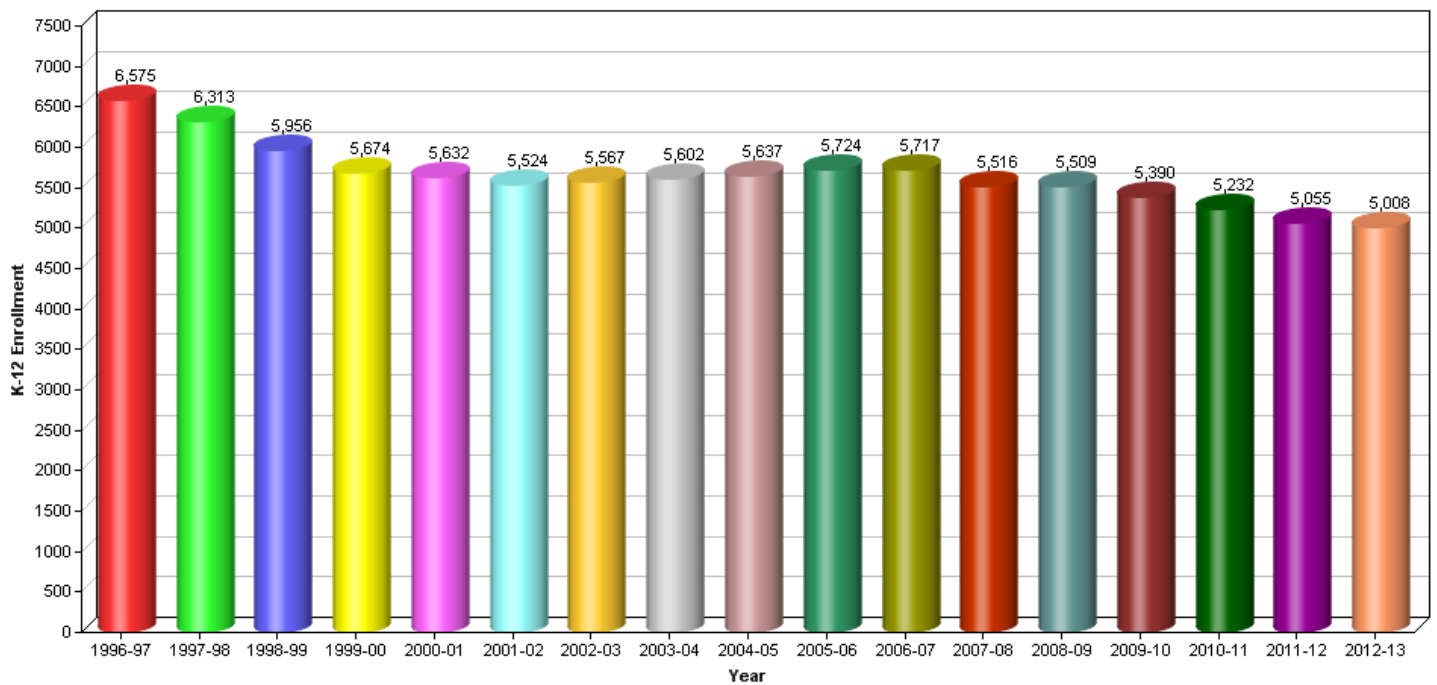
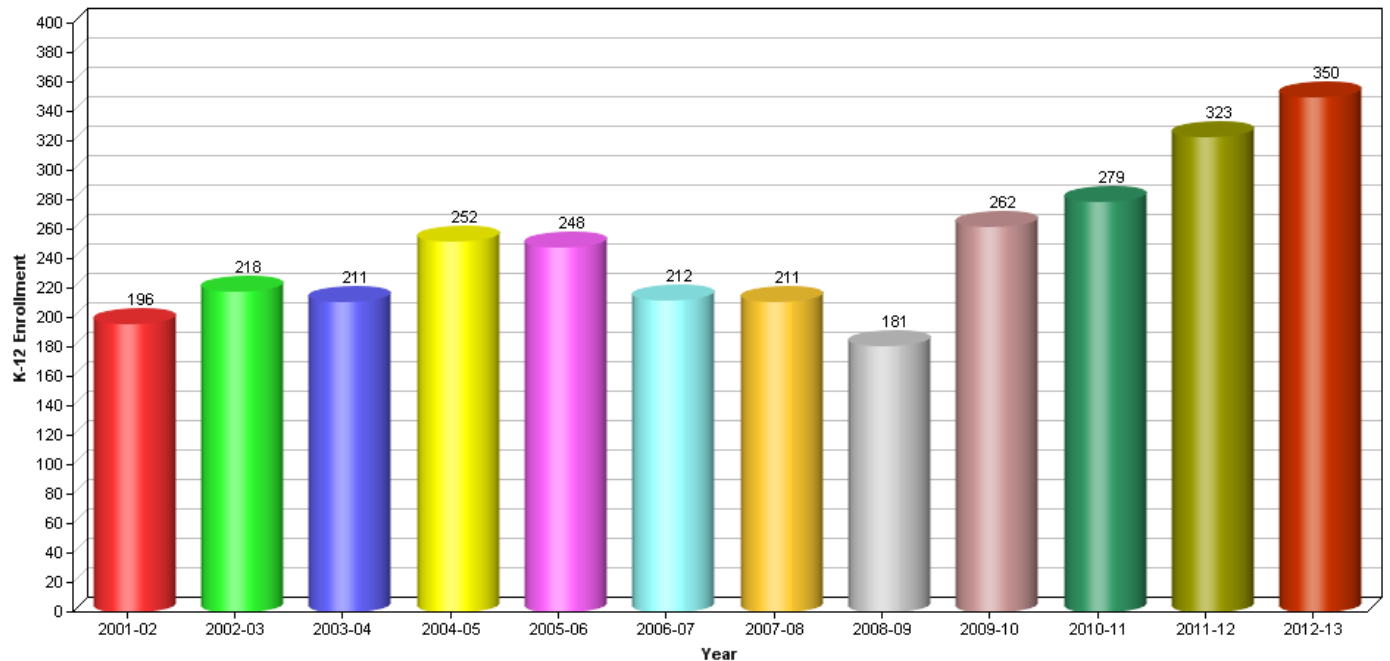
<b>Schoolwide</b>	217	150	69.1	No		217	156	71.9	Yes	<a href="#">SH</a>
Black or African American	10	--	--	--		10	--	--	--	
American Indian or Alaska Native	4	--	--	--		4	--	--	--	
Asian	2	--	--	--		2	--	--	--	
Filipino	4	--	--	--		4	--	--	--	
Hispanic or Latino	53	32	60.4	No		53	35	66.0	Yes	<a href="#">SH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

#### [Academic Performance Index \(API\) - Additional Indicator for AYP](#)

<a href="#">2012 Base API</a>	<a href="#">2013 Growth API</a>	<a href="#">2012-13 Growth</a>	<a href="#">Met 2013 API Criteria</a>	<a href="#">Alternative Method</a>
848	864	16	Yes	

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

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



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

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

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

<p>B. The Academic Performance Index (API)</p> <p>C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</p> <p>D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT</p> <p>E. EL reclassification rate</p> <p>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher</p> <p>G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 <i>et seq.</i>) or any subsequent assessment of college preparedness</p>
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ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> <li>• All students will become proficient in English, math, science and social science.</li> <li>• Students perform well on all external tests.</li> <li>• Students show growth on benchmark assessments.</li> <li>• All students show growth on external measures.</li> </ul>	<ul style="list-style-type: none"> <li>• Standards based and aligned curriculum.</li> <li>• Regular benchmark assessments (minimum 3x per year) aligned to standards</li> <li>• Extensive student support structures (remediation courses, tutoring, differentiated instruction)</li> <li>• Curriculum maps designed to support ELs and struggling students</li> <li>• Extensive professional development, (10+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups</li> </ul>	<ul style="list-style-type: none"> <li>• 70% or more of all students will demonstrate at least one year of growth on the CST or CCSS.</li> <li>• 70% of students will show growth on their internal benchmark assessments for each course.</li> <li>• 95% or more of students will earn a passing grade of C or above in their courses.</li> <li>• On average, 75% of students are proficient or above on STAR or CCSS.</li> <li>• 75% of all subgroups score a proficient or above on STAR or CCSS.</li> <li>• API is above 800.</li> <li>• School meets 90% of AYP criterion.</li> <li>• 90% of ELs make progress towards EL proficiency as measured by the CELDT.</li> <li>• 75% of ELs are reclassified as measured by the CELDT.</li> </ul>

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



		<p>demonstrate at least one year of growth on the CST for science.</p> <ul style="list-style-type: none"> <li>• 70% of students will show growth on their initial benchmark assessments for science.</li> <li>• An average of 75% of students will be proficient or above on the science STAR test.</li> <li>• 95% or more of students will earn a passing grade of C or above in their science course.</li> <li>• 70% or more of all students will demonstrate at least one year of growth on the CST for social science.</li> <li>• 70% of students will show growth on their initial benchmark assessments for social science.</li> <li>• 70% of students will be proficient or above on the social science STAR test.</li> <li>• 95% or more of students will earn a passing grade of C or above in their social science course.</li> <li>• 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.</li> </ul>
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**Specific actions, which follow from the goals and examination of student data, the School will take to improve student achievement in the area(s) identified as needing improvement, including changes to curriculum, instruction, assessment, governance, and organization.\***

Please see the RCS SAP Action Plan, below.

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

**Goals for Staff Development:**

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

learners using differentiated instructional strategies.

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

### **Objectives:**

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

### **Needs Assessment:**

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

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

- Computers and other technologies
- Curriculum alignment
- Early literacy

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

### **Professional Learning Communities and Classroom Walk-throughs**

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

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

### **Expected Teacher Participation**

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

### **Evaluation Plan**

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

<b>Date</b>	<b>Topic</b>	<b>Participants</b>
8/5/13	New Teacher Orientation	All Staff
8/5/13	Data Session- CST Data	All Staff
8/5/13	Special Education- Roles and Responsibility	All Staff
8/5/13	Individual Learning Plans	All Staff
8/6/13	Pacing Guides and Planning (ADD CC Bridging Materials)	All Staff
8/6/13	BMKs- What do we use them for?	All Staff
8/6/13	Too Good For Drugs	All Staff
8/7/13	Sexual Harassment Training	All Staff
8/7/13	FERPA Training	All Staff
8/7/13	Child Abuse Training	All Staff
8/8/13	CPR Training (Those Who Need It)	All Staff
8/8/13	BTSA (Those Who Need It)	All Staff
8/9/13	Whole Brain Teaching- Chris Biffle	All Staff
8/9/13	Cume Review- and initial ILP	
8/16/13	Technology Integration- Are You CC Ready?	All Staff
8/16/13	Teacher Book Report- Rigor Made Easy by Barbara Blackburn	All Staff
8/13/13	Common Core- Bridging Math	All Staff
8/13/13	IEP Goals and Meeting Student Needs (Common Core)	All Staff
8/30/13	Common Core- Bridging English	All Staff
8/30/13	Teacher Book Report- How the Best Teachers Differentiate Instruction	All Staff

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

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

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

Curriculum Assessments:(see attached Instructional Materials List)

Spelling, vocabulary and math (intervals are weekly)

Biweekly ELA (bi-weekly)

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

District BMKs- (intervals are 3 times per year)

District Pre and post assessment (2 times per year)

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

#### Timelines for each of the specific actions proposed.\*

Please see the RCS SAP Action Plan, below.

## Ridgecrest Charter School – SAP Action Plan

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

# Appendix 4

School: Ridgecrest Charter School

**General School Data**

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

**School Renewal & Authorization**

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

**General School Data**

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

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

**What's Inside This Report**
**Page 2: CCSA Accountability Framework**

The CCSA Accountability Framework measures three elements of your school's performance: academic status (API score), growth over time (cumulative API growth over the past three years), and comparison to similar student populations (Similar Students Measure, or SSM).  
- Schools are divided into 4 quadrants based on whether their API and cumulative growth scores place them above or below the statewide average - these are the status and growth metrics.  
- Schools are also categorized into SSM Performance Bands based on whether they perform below, within range of, or above a predicted score based on student background - this is the comparison metric (See more detail on page 4).

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

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

**Page 3: SBE Revocation Regulations**

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

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

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

**Summary of School Results**
**Meets CCSA Minimum Criteria for Renewal?**

(Options: Above, Below, Not Applicable)

**ABOVE OR BELOW MINIMUM CRITERIA?**
**Above**
**Above or Below SBE Revocation Regulations?**

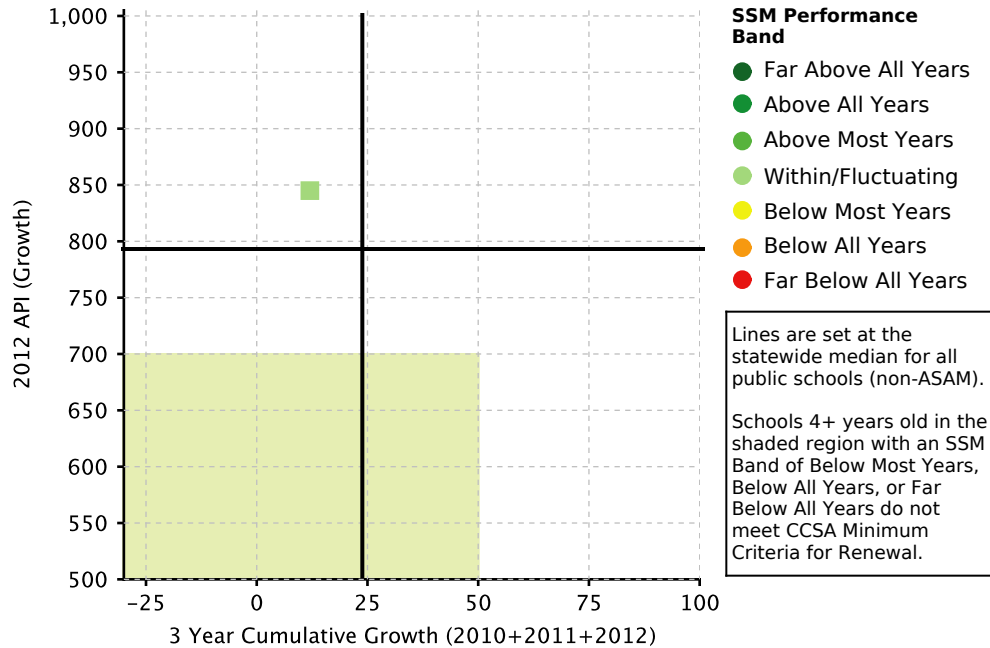
(Options: Above, Below, Not Applicable)

**ABOVE OR BELOW REVOCATION CRITERIA?**
**Above**



School: Ridgecrest Charter School

**CCSA Accountability Framework: Status, Growth, & SSM**



**CCSA Minimum Criteria for Renewal**

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

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

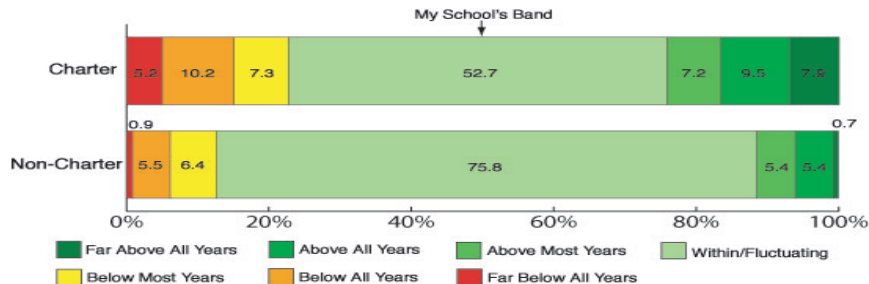
**Definition of CCSA Minimum Criteria for Renewal:** Schools four years and older must meet **at least one** of the following in order to qualify for CCSA support at renewal:

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

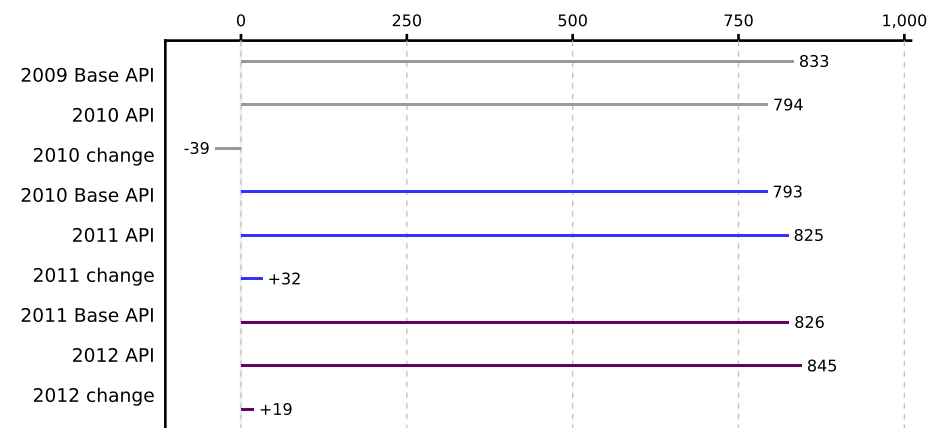
**More Detail: SSM Performance Band**

Academic Year	Annual Result (Far Above, Above, Within, Below, or Far Below)
2009-2010:	Within Predicted
2010-2011:	Within Predicted
2011-2012:	Within Predicted
<b>SSM Performance Band:</b>	<b>Within/Fluctuating</b>

**SSM Performance Bands: Statewide Breakdown**



**More Detail: 3-Year Cumulative API Growth**



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

School: Ridgecrest Charter School

**State Board of Education Revocation Regulations**

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

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

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

[accountability@calcharters.org](mailto:accountability@calcharters.org)

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

For more information on the CCSA Accountability Framework, please visit

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

School: Ridgecrest Charter School

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



## 2012-13 School Quality Snapshot

### Ridgecrest Charter

SBE - Ridgecrest Charter

325 South Downs St., Ridgecrest, CA 93555

Grades Offered: K-8

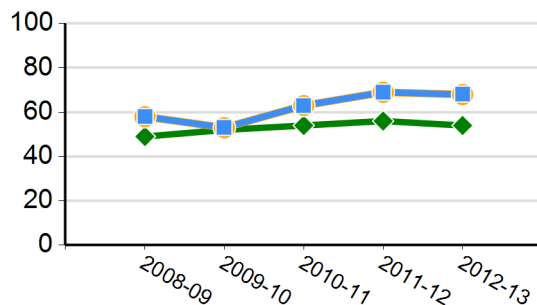
Enrollment: 350

Charter: Yes

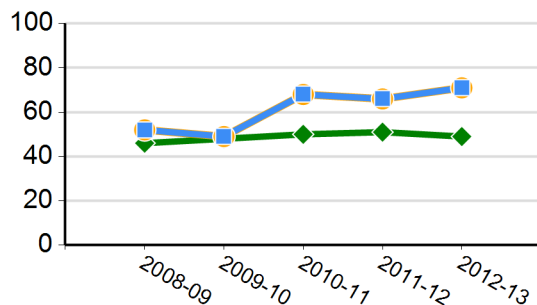
Title I Funded: Yes

CDS Code: 15-75630-1530500

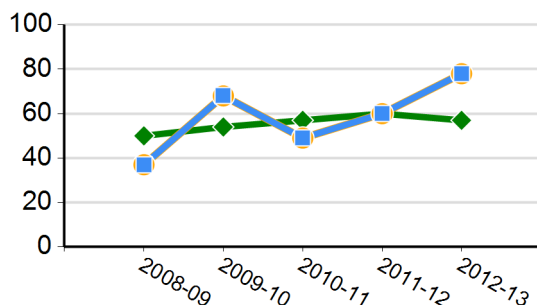
**CST English-language Arts Results**  
(percent proficient and above)



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



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



### California's Academic Performance Index (API)

2013 Growth API	864
2011-12 Growth from Prior Year	16
Met Schoolwide Growth Target	Yes
All Student Groups Met Target	Yes
2012 Base API State Rank	7
2012 Base API Similar Schools Rank	10

### API Subgroup Performance - 2013 API Growth

	Met Target	Growth
African American or Black		--
American Indian or Alaska Native		--
Asian		--
Filipino		--
Hispanic or Latino		--
Native Hawaiian or Pacific Islander		--
White	Yes	9
Two or More Races		--
English Learners		--
Socioeconomically Disadvantaged	Yes	31
Students with Disabilities		--

Green = Student group met target  
Red = Student group did not meet target  
Blue = Student group is not numerically significant  
-- = Not enough students to report

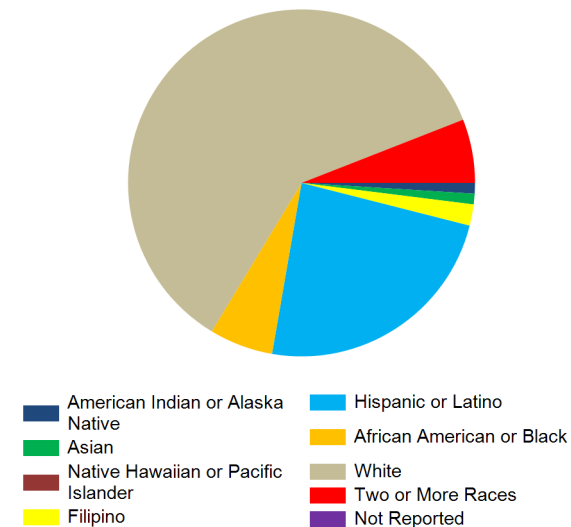
### CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

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

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

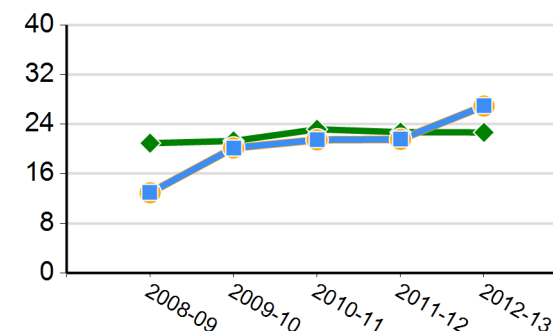
### 2012-13 Enrollment by Race/Ethnicity



### 2012-13 Subgroup Enrollment

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

### Average Class Size





## 2012-13 School Quality Snapshot

### Ridgecrest Charter

SBE - Ridgecrest Charter

325 South Downs St., Ridgecrest, CA 93555

Grades Offered: K-8

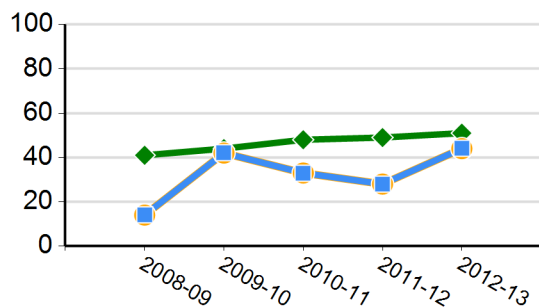
Enrollment: 350

Charter: Yes

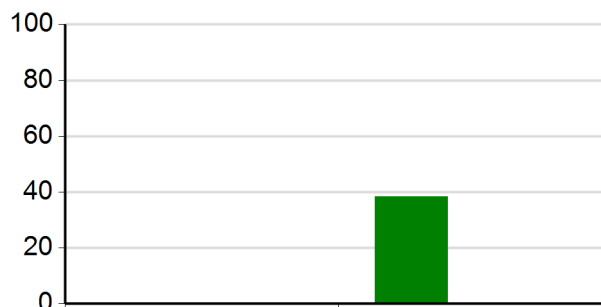
Title I Funded: Yes

CDS Code: 15-75630-1530500

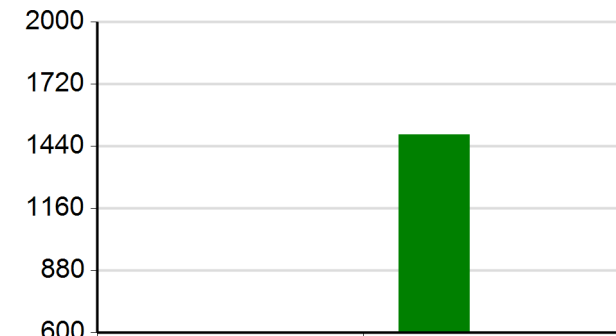
**CST History/Social Science Results**  
(percent proficient and above)



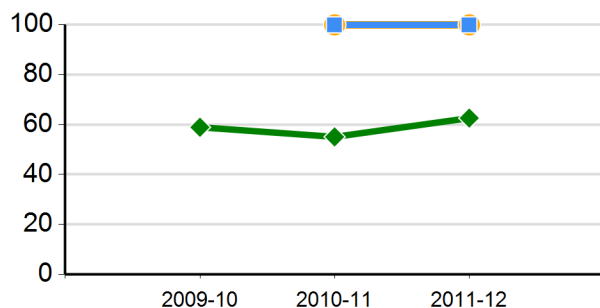
**Percentage of 2011-12 Graduates Meeting**  
University of California "a-g" Requirements



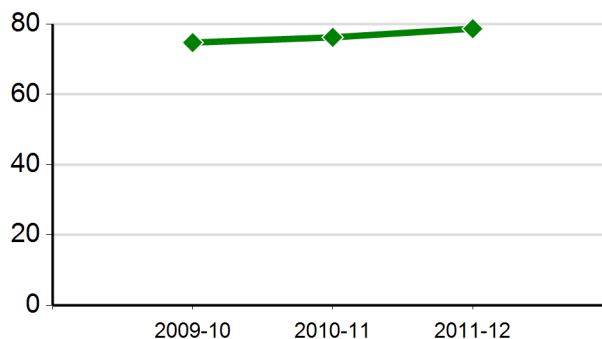
**2011-12 Average SAT Score**



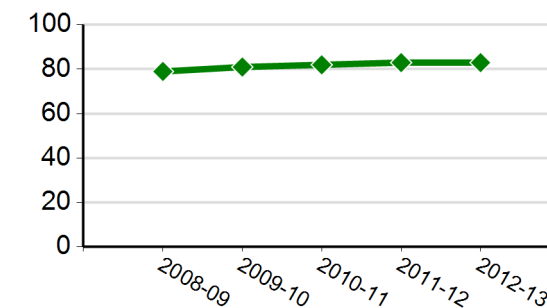
**Percentage of English Learners Making**  
Progress in Learning English



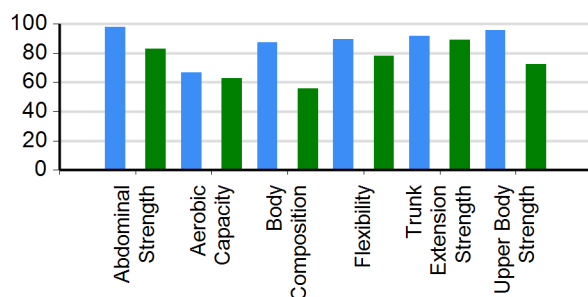
**Cohort Graduation Rate\***



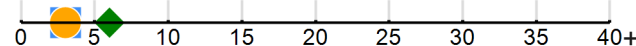
**CAHSEE English-Language Arts**  
Grade 10 Passing Rate



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



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



#### CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

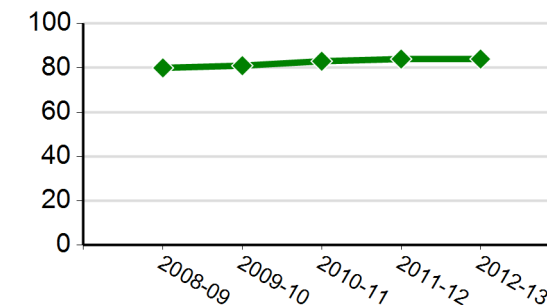
\* Only three years of data are available

CAHSEE: CA High School Exit Examination

CST: CA Standards Test

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

**CAHSEE Mathematics**  
Grade 10 Passing Rate



# Appendix 5

## Introduction

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

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

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

**Please sign, tear out and return to school.**

## Tardy Policy

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

## Attendance Policy

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

## Emergency Contact Information

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

## Textbook Contract: Parent/Student

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

## Detention Policy

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

## Photo Release

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

Yes; Please Initial: \_\_\_\_\_ No; Please Initial: \_\_\_\_\_

## Acceptable Use Policy (AUP)

### For Student

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

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

### For Parent(s)/Guardians

I have read the RCS's Technology Use policy on page 5 of this School Handbook and explained it to my child. I understand that violation of these provisions may result in disciplinary action taken against my child, including but not limited to suspension or revocation of my child's access to the school's technology resources. I understand that my child's technology usage is not private and that the school will monitor my child's use of technology resources. I consent to the school's interception of or access to all communications sent, received or stored by my child using the school's technology resources.

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

## Cell Phone Policy

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

## Saturday School Program

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

## Parent/Student Handbook

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

---

PLEASE PRINT STUDENT NAME \_\_\_\_\_ Date \_\_\_\_\_

---

Homeroom/Classroom Teacher and Grade \_\_\_\_\_

---

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

---

PLEASE PRINT PARENT NAME \_\_\_\_\_ Date \_\_\_\_\_

---

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

## Parent/Guardian Email Contact

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

---

Parent/Guardian Email Address/Name \_\_\_\_\_

---

Parent/Guardian Email Address/Name \_\_\_\_\_

## Attendance Policies

### MANDATED NOTIFICATION TO PARENTS/GAURDIANS

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

### Compulsory Education

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

### Absence

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

PARENTS, PLEASE PROVIDE A NOTE FOR EVERY ABSENCE

### Absences- Excused

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

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

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

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

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

### Absences- Unexcused

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

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

### Absences for Religious Purposes

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

### Attendance

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

### Attendance Matters!

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

### Parent Influence Attendance- Get Involved!

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

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

### Truancy and Tardy Policy

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

The first mandated truancy notification states:

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

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



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

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

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

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

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

#### Students on Campus Before/After School

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

#### **Saturday School Program**

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

#### **Visitation/Observation**

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

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

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

#### **Use of the Office Phone**

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

#### **Meal Applications: Breakfast and Lunch**

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

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

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

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

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

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

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

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

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

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

### **Birthday Celebrations**

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

### **Personal Belongings**

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

### **Campus Passes**

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

### **First Aid and Illness during School Hours**

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

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

### **Medication**

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

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

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

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

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

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

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

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

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

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

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

### **Immunizations**

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

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

### **Kindergarten and First Grade Physicals**

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

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

#### Oral Health Assessment [E.C. 49452.8]

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

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

#### Scoliosis Screening [E.C. 49452.5]

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

#### Vision Screening [E.C. 49455, 49452]

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

#### Hearing Test [E.C. 49452]

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

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

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

#### Confidential Medical Services [E.C. 46010.1]

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

#### Pesticide Use [E.C. 17610.1]

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

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

## **Acceptable Use Policy & Digital Portfolios**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Standards Based Grading

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

### Academic Performance Standards

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

### Report Cards

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

### Progress Reports

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

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

### Honor Roll

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

### Grade Promotion and Retention

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

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

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

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

### Academic Acceleration

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

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

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

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

### **Awesome Eagles**

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

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

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

### **Attendance Recognition Program**

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

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

### **Planners**

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

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

**Planners are required to be brought to class each day.**

### **Homework**

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

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

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

### **Absences and Make-Up work**

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

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

***Please contact teachers via email for make-up work.***

### **Independent Study Contracts**

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

### **Independent Study Contract for Military Families**

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

### **Academic Honesty**

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

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

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

### **Student Study Team (SSTs)**

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

### **Weekly Envelopes**

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

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

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

### **Eighth Grade Promotion/Class Trip Requirements**

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

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

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

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

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

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

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

### **Kindergarten Graduation Requirements**

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

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

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

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

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

### **Classroom Behavior Expectations**

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

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

### **Code of Conduct**

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

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

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

### **School Wide Discipline Policy**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Dear Students, Employees and Parents/Legal Guardians:**

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

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

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

Video images obtained by the School shall be viewed by authorized School personnel as necessary. The School may rely on the images obtained by the video surveillance cameras in connection with the enforcement of Board policy, administrative regulations, building rules and other applicable law, including, but not limited to, student and staff discipline proceedings and matters referred to local law enforcement agencies in accordance with applicable law. Video images may become part of a student's educational record or a staff member's personnel record in accordance with applicable law. The Governing Board sincerely hopes that this new technology will help the School create an even safer school environment for its students, staff and the community.

### **Grounds for Suspension or Expulsion**

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

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

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

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

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

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

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

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

### **Cyber Bullying**

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

### **Mandatory Suspension/Expulsion**

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

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



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

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

### **Due Process**

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

### **On-Campus Suspension (OCS) Procedures**

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

### **Violations Against School Administrative Procedures**

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

### **Sexual Harassment**

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

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

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

### **Notifications**

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

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

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

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

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

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

### **Disciplinary Measures**

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

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

### **Items Not Permitted on Campus**

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

### **Cell Phone Policy**

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

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

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

#### Bicycles Electric Scooters Skateboards and Scooters

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

#### Intimate Contact

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

#### Playground

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

#### Use of Sports Equipment on Campus

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

#### Landscaping

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

### **Uniform Guidelines**

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

#### **Dress Code**

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

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

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

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

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

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

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

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

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

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

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

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

### **Athletic Guidelines**

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

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

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

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

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

### **Parents Rights and Responsibilities**

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

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

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

### **Family Participation**

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

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

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

### **Responsibilities**

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

### **Lost and Found**

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

### **Students with Disabilities and Special Education**

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

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

### **Students with Disabilities Section 504**

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

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

### **Suggestions, Comments, and Concerns Process**

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

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

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

### **Uniform Complaint Procedure**

Parents, Guardians, Pupils, and Teachers:

You are hereby notified that:

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

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

### **Compliance Officer**

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

Tina Ellingsworth, Executive Director

### **Procedures**

#### **Step 1 - Filing of Complaint:**

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

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

#### **Step 2 - Mediation:**

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

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

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

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

### **Complaint Mediation**

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

#### **Step 3 - Investigation of Complaint:**

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

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

#### **Step 4 - School Response:**

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

#### **Step 5 - Final Written Decision:**

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

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

### **Civil Law Remedies**

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

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

### Basis for Direct State Department of Education Intervention

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

### Complaint Form

#### Uniform Complaint Procedures Williams Settlement Form

#### For Education Code Section 35186 Complaints

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

Response requested: ☐ Yes ☐ No

Name: (Optional): \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Phone Number: (Optional): \_\_\_\_\_

#### Issue of complaint (please check all that apply):

##### 1. Textbooks and Instructional Materials

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

##### 2. Facility Conditions

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

##### 3. Teacher Vacancy or Misassignment

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

Date of Problem: \_\_\_\_\_

Location of Problem: \_\_\_\_\_

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

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Course or Grade Level and Teacher Name: \_\_\_\_\_

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

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Please file this complaint at the following location:

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

# Appendix 6

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

## Notes

- \*Morning recess duty on Kindergarten playground all week
- \*Send home October book orders home on Monday
- \*Copy benchmark tests

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



# Appendix 7

## Instructional Materials List

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



# Appendix 8

# Kindergarten Pacing Guides for 2013/2014 - First Trimester

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

## 2013/2014 Pacing Guides for Common Core Standards

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

## Kindergarten Pacing Guides for 2013/2014 - Second Trimester

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

# 2013/2014 Pacing Guides for Common Core Standards

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





## Kindergarten Pacing Guides for 2013/2014 - Third Trimester

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

## 2013/2014 Pacing Guides for Common Core Standards

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

## 2013/2014 Pacing Guides for Common Core Standards

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

## 2013/2014 Pacing Guides for Common Core Standards

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

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

# Appendix 9

**Ridgecrest Charter School**

**Instruction**

**Independent Study (Short Term)**

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

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

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

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

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

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

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

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

## Appendix 9: Independent Study Board Policy and Master Agreement

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

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

### Legal Reference:

#### Education Code

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

#### Family Code

6550	Authorization affidavits
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#### Code of Regulations, Title 5

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





# Request for Short Term Independent Study

325 S Downs  
Ridgecrest, CA 93555

Fax: 760.375.7766

[www.ridgecrestcharterschool.org](http://www.ridgecrestcharterschool.org)

Please submit 3 school days prior to planned leave

School of Attendance: Ridgecrest Charter School

Date \_\_\_\_\_

Name \_\_\_\_\_  
Last First Middle Initial

Student ID# \_\_\_\_\_ Grade \_\_\_\_\_ Birthdate \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Email Address \_\_\_\_\_

Home Telephone \_\_\_\_\_

Cell/Work Telephone \_\_\_\_\_

Reason for Request \_\_\_\_\_

First Date of Planned Absence \_\_\_\_\_ Last Date of Planned Absence \_\_\_\_\_

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

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

Does student receive Special Education Services? ☐ Yes ☐ No

Does student have an IEP? ☐ Yes ☐ No

Has contract been amended? ☐ Yes ☐ No

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

☐ Approved

☐ Not Approved (will meet with parents)

\_\_\_\_\_  
Director Signature

\_\_\_\_\_  
Date



## RIDGECREST CHARTER SCHOOL

Home of the Eagles

### MASTER AGREEMENT FOR SHORT TERM INDEPENDENT STUDY

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

#### Objective:

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

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

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

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

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

325 S. Downs, Ridgecrest, California 93555

Phone (760) 375-1010 Fax (760) 375-7766 Website [www.ridgecrestcharterschool.org](http://www.ridgecrestcharterschool.org)

# Appendix 10

# ***STUDENT STUDY TEAM***

## **A GUIDE FOR PARENTS**

### **To Parents:**

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

### **What is the Student Study Team (SST)?**

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

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

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

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

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

### **What are "appropriate screening tests"?**

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

### **What does "Program modifications" mean?**

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

## **How many people will be involved in the SST?**

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

## **SST Summary**

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

## **Will my child receive special testing?**

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

## STUDENT STUDY TEAM TEACHER REFERRAL FORM

Date: \_\_\_\_\_

Person Completing Form: \_\_\_\_\_

Student name:

\_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Sex: M / F

Parent/Guardian Name:

\_\_\_\_\_

Parent/Guardian Address:

\_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**Purpose Of Referral (Check all that apply):**

☐ Curriculum help

☐ Health issues

☐ Learning difficulties

☐ Social/emotional problems

Other: \_\_\_\_\_

\_\_\_\_\_

**School History:**

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

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

If yes, explain

\_\_\_\_\_

**Student Strengths:**

**Student Concerns:**

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

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

---

Signature of Person Completing Form

---

Date

STUDENT STUDY TEAM NOTES

STUDENT:TEACHER:SCHOOL: Ridgecrest Charter School

PRIMARY LANG:GRADE:DOB:DATE:

PARENTS:

	KNOWN		AREAS OF CONCERN		STRATEGIES BRAINSTORM	ACTIONS PRIORITIZE	PERSONS RESPONSIBLE	
STRENGTHS	INFORMATION	MODIFICATIONS		QUESTIONS			WHO?	WHEN?
							FOLLOW-UP DATE:	



# Appendix 11

## **PROFESSIONAL DEVELOPMENT PLAN**

**2013-2014**

### **Goals for Staff Development**

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

### **Objectives:**

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

### **Needs Assessment**

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

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

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

### **Professional Learning Communities and Classroom Walk-thru's**

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

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

### **Expected Teacher Participation**

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

### **Evaluation Plan**

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

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

# Appendix 12

## INDIVIDUAL LEARNING PLAN

School Name \_\_\_\_\_ Date Plan Developed \_\_\_\_\_

Student Name \_\_\_\_\_ Student Identification # \_\_\_\_\_

Teacher(s) \_\_\_\_\_ Grade/Age \_\_\_\_\_

\_\_\_\_\_ Parent Name \_\_\_\_\_

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

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

**AREAS FOR FOCUS TRIMESTER I**

- 1.
- 2.
- 3.

**AREAS FOR CELEBRATION**

- 1.
- 2.
- 3.

**AREAS FOR FOCUS TRIMESTER II**

- 1.
- 2.
- 3.

**AREAS FOR CELEBRATION**

- 1.
- 2.
- 3.

**AREAS FOR FOCUS TRIMESTER III**

- 1.
- 2.
- 3.

**AREAS FOR CELEBRATION**

- 1.
- 2.
- 3.

**SOCIAL AND EMOTIONAL LEARNING**

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

☐ Self-aware: \_\_\_\_\_

☐ Caring and connected to others: \_\_\_\_\_

☐ Responsible in their decision-making: \_\_\_\_\_

### INTERVENTION AND/OR ACCELERATION PLAN

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

ENGLISH LANGUAGE LEARNER STATUS: IF NOT APPLICABLE CHECK HERE: ☐

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

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

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

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

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

Student Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

Teacher Signature \_\_\_\_\_



# Appendix 13

# Ridgecrest Charter School--Parent Survey

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

I am a ...

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

Is your child in any of these programs?

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

How many years has your child been at this school?

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

What is your race or ethnicity?

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

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

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

In what grade is your child?

- ☐ TK
- ☐ Kindergarten
- ☐ 1st Grade

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

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

This School..

promotes academic success for ALL students.

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

treats all students with respect.

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

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

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

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

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

keeps me well-informed about school activities.

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

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

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

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

is an inviting place for students to learn.

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

allows input and welcomes parents' contributions.

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

communicates the importance of respecting all cultural beliefs and practices.

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

gives my child opportunities to participate in classroom activities.

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

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

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

enforces school rules equally for my child and all students.

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

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

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

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

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

is a safe place for my child.

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

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

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

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

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

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

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

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

student alcohol and drug use?

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

harassment or bullying of students?

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

physical fighting between students?

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

racial/ethnic conflict among students?

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

students not respecting staff?

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

weapons possession?

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

vandalism (including graffiti)?

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

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

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

This school..

actively seeks the input of parents before making important decisions.

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

has clean and well-maintained facilities and properties.

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

motivates students to learn.

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

has a supportive learning enviroment for my child.

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

has staff that really care about the students.

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

## My students teacher..

communicates with me regularly.

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

provides feedback on homework and tests.

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

Is firm, fair, and consistent with discipline.

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

Respects students.

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

## MIDDLE SCHOOL ONLY

Please check all that apply...

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

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

My child's teacher uses discipline effectively.

- ☐ Yes -Math
- ☐ No -Math



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

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

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

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

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

# Appendix 14

# Executive Summary

## School Accountability Report Card, 2011–12

### Ridgecrest Charter School

<b>Address:</b>	325 South Downs St., Ridgecrest, CA, 93555-4531	<b>Phone:</b>	(760) 375-1010
<b>Principal:</b>	Tina Ellingsworth, Principal	<b>Grade Span:</b>	K-8

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

### About This School

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

### Student Enrollment

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

## Teachers

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

## Student Performance

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

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

## Academic Progress\*

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

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

## School Facilities

### Summary of Most Recent Site Inspection

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

## Repairs Needed

None.

## Corrective Actions Taken or Planned

No corrective action required.

## Curriculum and Instructional Materials

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

## School Finances

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

## School Completion

Indicator	Result
Graduation Rate (if applicable)	Not Applicable

## Postsecondary Preparation

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

# School Accountability Report Card

## Reported Using Data from the 2011–12 School Year

*Published During 2012–13*

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

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

## I. Data and Access

### Ed-Data Partnership Web Site

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

### DataQuest

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

### Internet Access

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

## II. About This School

### Contact Information (School Year 2012–13)

School		District	
<b>School Name</b>	Ridgecrest Charter	<b>District Name</b>	SBE - Ridgecrest Charter
<b>Street</b>	325 South Downs St.	<b>Phone Number</b>	(760) 375-1010
<b>City, State, Zip</b>	Ridgecrest, CA, 93555-4531	<b>Web Site</b>	<a href="http://www.ridgecrestcharterschool.org">www.ridgecrestcharterschool.org</a>
<b>Phone Number</b>	(760) 375-1010	<b>Superintendent</b>	Tina Ellingsworth
<b>Principal</b>	Tina Ellingsworth, Principal	<b>E-mail Address</b>	<a href="mailto:tellingsworth@rcharter.org">tellingsworth@rcharter.org</a>
<b>E-mail Address</b>	<a href="mailto:tellingsworth@rcharter.org">tellingsworth@rcharter.org</a>	<b>CDS Code</b>	15756301530500

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

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

## Opportunities for Parental Involvement (School Year 2011–12)

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

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

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

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

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

### Average Class Size and Class Size Distribution (Elementary)

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

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

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

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

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

## III. School Climate

### School Safety Plan (School Year 2011–12)

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

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

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



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

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

## Suspensions and Expulsions

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

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

## IV. School Facilities

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

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

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

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

## V. Teachers

### Teacher Credentials

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

### Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

<http://www.cde.ca.gov/nclb/sr/tq/>

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

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

## VI. Support Staff

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

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

Note: Cells shaded in black do not require data.

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

## VII. Curriculum and Instructional Materials

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

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

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

## VIII. School Finances

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

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

Note: Cells shaded in black do not require data.

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

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

### Types of Services Funded (Fiscal Year 2011–12)

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

### Teacher and Administrative Salaries (Fiscal Year 2010–11)

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

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

## IX. Student Performance

### Standardized Testing and Reporting Program

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

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

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

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

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

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

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

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

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

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

### California High School Exit Examination

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

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

### California High School Exit Examination Data: Not Applicable

### California Physical Fitness Test Results (School Year 2011–12)

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

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

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

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

## X. Accountability

### Academic Performance Index

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

### Academic Performance Index Ranks – Three-Year Comparison

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

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

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

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

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

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

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

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

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

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

### Adequate Yearly Progress

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

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



- Graduation rate (for secondary schools)

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

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

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

#### Federal Intervention Program (School Year 2012–13)

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

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

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

### Not Applicable: Ridgecrest Charter School is a K-8

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

## XII. Instructional Planning and Scheduling

### Professional Development

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

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

Teacher's Professional Development Days: 24

Teachers work year is 186 days.

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

Teacher's Professional Development Days: 24

Teachers work year is 186 days.

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

Teacher's Professional Development Days: 24

Teachers work year is 187 days.

### Ridgecrest Charter

SBE - Ridgecrest Charter

### School Accountability Report Card, 2011-2012

*Provided by the Ed-Data Partnership*

For more information visit [www.ed-data.org](http://www.ed-data.org)



# Appendix 15

# State of California

## SECRETARY OF STATE

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

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



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

MAR 12 2001

*Bill Jones*

Secretary of State

2335376

**ENDORSED - FILED**  
In the office of the Secretary of State  
of the State of California

**MAR 12 2001**

**BILL JONES, Secretary of State**

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

**I.**

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

**II.**

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

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

**III.**

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

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

**IV.**

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

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

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

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

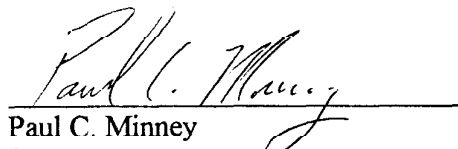
## V.

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

## VI.

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

Dated: 3-12-2001

  
Paul C. Minney  
Incorporator

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

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

**A. General and Specific Purposes**

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

**B. Members**

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

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

**C. Dedication of Assets**

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

## **II. BOARD OF TRUSTEES**

### **A. Powers**

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

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

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

### **B. Number of Trustees**

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

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

### **C. Nomination, Election of Trustees & Terms of Office**



1. Nomination and Election Process.

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

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

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

2. Eligibility. The electing bodies (staff and school community members) may elect any person who in their discretion they believe will serve the interests of the corporation faithfully and effectively. Candidates must accept nomination or be self nominated to be placed on any ballot.
3. Interested Persons. No Trustees serving on the Board may be interested persons. An "interested person" is:
- a. Any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise, excluding any reasonable compensation paid to a Trustee as Trustee; or
  - b. Any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law , father-in-law, common law, domestic partner, or any persons or persons of common personal financial interests of any such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies

circumscribing potential conflicts of interest.

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

4. Term of Office.

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

**D. Removal of Trustees**

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

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

**E. Resignation by Trustee**

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

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

#### **F. Vacancies**

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

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

#### **G. Compensation of Trustees**

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

### **III. PRINCIPAL OFFICE**

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

### **IV. MEETINGS OF THE BOARD**

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

#### **A. Place of Meetings**

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

#### **B. Annual Meetings**

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

### **C. Regular Meetings**

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

### **D. Special Meetings**

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

### **E. Adjournment**

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

### **F. Notices**

Notices of Board Meetings shall be given as follows:

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

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

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

## **V. ACTION BY THE BOARD**

### **A. Quorum**

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

### **B. Action by the Board**

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

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

### **C. Committees**

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

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

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

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

**D. Standard of Care**

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

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

#### **E. Rights of Inspection**

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

#### **F. Participation in Discussions and Voting**

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

#### **G. Duty to Maintain Board Confidences**

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

### **VI. OFFICERS**

#### **A. Officers**

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

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



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

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

**B. Election, Eligibility and Terms of Office**

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

**C. Removal and Resignation**

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

## **VII. NON-LIABILITY OF TRUSTEES**

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

## **VIII. INDEMNIFICATION OF CORPORATE AGENTS**

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

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

## **IX. INSURANCE FOR CORPORATE AGENTS**

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

## **X. SELF-DEALING TRANSACTIONS**

### **A. Self-Dealing Transactions**

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

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

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

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

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

#### **B. Loans to Trustees and Officers**

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

### **XI. OTHER PROVISIONS**

#### **A. Fiscal Year.**

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

#### **B. Execution of Instruments.**

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

#### **C. Checks and Notes.**

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

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

**D. Construction and Definitions.**

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

**E. Conflict of Interest**

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

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

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

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

**F. Interpretation of Charter**

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

**G. Compliance with Laws Governing Student Records**

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

**XII. AMENDMENT**

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

**Certificate of Secretary**

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

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

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Jennifer Anderson, Secretary

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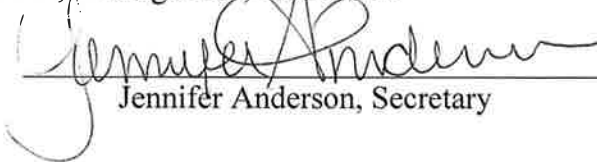
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Executed on December 07, 2012, at Ridgecrest, California.

  
Jennifer Anderson, Secretary

## RIDGECREST CHARTER SCHOOL

**BOARD GOVERNANCE: CONFLICT OF INTEREST CODE**

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

1. Statement Of Economic Interests: Time Of Filing

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

2. Designated Employees

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

3. Definition Of Terms

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

4. Disqualification

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

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

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

5. Statements of Economic Interest

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

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

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

6. Manner Of Disqualification

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



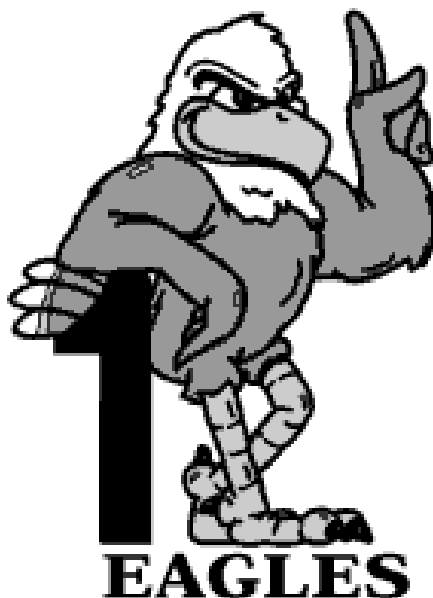
Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall then refrain from participating in the decision in any way.

Adopted:

Amended:

# Appendix 16

# **Ridgecrest Charter School**



## **Employee Handbook 2013-2014**

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

[www.ridgecrestcharterschool.org](http://www.ridgecrestcharterschool.org)

## **ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK**

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

EMPLOYEE NAME: \_\_\_\_\_

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

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

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

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

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

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Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please retain this copy for your records.**

## TABLE OF CONTENTS

	<b>Page</b>
<b>INTRODUCTION TO HANDBOOK</b> .....	<b>1</b>
<b>CONDITIONS OF EMPLOYMENT</b> .....	<b>2</b>
Equal Employment Opportunity Is Our Policy .....	2
Employment At-Will.....	2
Child Abuse Reporting .....	3
Staff/Student Interaction Policy .....	3
Policy Against Unlawful Harassment.....	6
Whistleblower Policy .....	8
Drug-Free Workplace.....	9
Confidential Information .....	9
Conflict of Interest .....	9
Smoking .....	9
<b>THE WORKPLACE</b> .....	<b>10</b>
Work Schedule .....	10
Meal Periods .....	10
Attendance and Tardiness.....	10
Time Cards/Records .....	10
Use of E-Mail, Voicemail and Internet Access .....	11
Personal Business .....	11
Employee Blogs .....	11
Personal Appearance/Standards of Dress for Faculty Members .....	12
Health and Safety Policy .....	13
Criminal Background Checks .....	13
Tuberculosis Testing.....	13
Security Protocols .....	14
Occupational Safety .....	14
Accident/Incident Reporting.....	14
Reporting Fires and Emergencies .....	14
<b>EMPLOYEE WAGES AND HEALTH BENEFITS</b> .....	<b>15</b>
Payroll Withholdings.....	15
Overtime Pay .....	15
Comp Time .....	16
Paydays .....	16
Wage Attachments and Garnishments .....	16
Medical Benefits .....	17
COBRA Benefits .....	17
<b>PERSONNEL EVALUATION AND RECORD KEEPING</b> .....	<b>19</b>
Employee Reviews and Evaluations.....	19
Personnel Files and Record Keeping Protocols.....	19
<b>HOLIDAYS, VACATIONS AND LEAVES</b> .....	<b>20</b>
Holidays .....	20
Vacation .....	20
Unpaid Leave of Absence .....	21
Sick Leave .....	21

	<b>Page</b>
<b>Family Care and Medical Leave .....</b>	<b>22</b>
<b>Pregnancy Disability Leave.....</b>	<b>27</b>
<b>Industrial Injury Leave (Workers' Compensation) .....</b>	<b>30</b>
<b>Military and Military Spousal Leave of Absence.....</b>	<b>31</b>
<b>Bereavement Leave .....</b>	<b>31</b>
<b>Jury Duty or Witness Leave.....</b>	<b>31</b>
<b>Voting Time Off .....</b>	<b>32</b>
<b>Returning From Leave of Absence.....</b>	<b>32</b>
 <b>DISCIPLINE AND TERMINATION OF EMPLOYMENT .....</b>	 <b>33</b>
<b>Rules of Conduct .....</b>	<b>33</b>
<b>Off-Duty Conduct .....</b>	<b>34</b>
<b>Termination of Employment.....</b>	<b>35</b>
 <b>INTERNAL COMPLAINT REVIEW .....</b>	 <b>36</b>
 <b>AMENDMENT TO EMPLOYEE HANDBOOK.....</b>	 <b>37</b>
 <b>APPENDIX A - HARASSMENT COMPLAINT FORM</b>	
<b>APPENDIX B - INTERNAL COMPLAINT FORM</b>	

# INTRODUCTION TO HANDBOOK

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

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

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

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

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



# **CONDITIONS OF EMPLOYMENT**

## **Equal Employment Opportunity Is Our Policy**

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

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

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

## **Employment At-Will**

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

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

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

## **Child Abuse and Neglect Reporting**

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

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

## **Staff/Student Interaction Policy**

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

### Corporal Punishment

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

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

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

#### **A. Examples of PERMITTED actions (NOT corporal punishment)**

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

#### **B. Examples of PROHIBITED actions (corporal punishment)**

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

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

### Acceptable and Unacceptable Staff/Student Behavior

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

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

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

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

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

### Duty to Report Suspected Misconduct

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

### Unacceptable Staff/Student Behaviors (Violations of this Policy)

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

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

#### Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

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

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

#### Cautionary Staff/Student Behaviors

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

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

#### Acceptable and Recommended Staff/Student Behaviors

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

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

## **Policy Prohibiting Unlawful Harassment**

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

### Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

### Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

RCS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Director. See Appendix A for the “Harassment Complaint Form.” See Appendix B for the general “Complaint Form.”

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such

material to read, display or view at work.

- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

RCS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

### **Whistleblower Policy**

RCS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action.

## **Drug-Free Workplace**

RCS is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace is extremely harmful to workers.

The bringing to the work place, possession or use of intoxicating beverages or drugs on any School premises is prohibited and will result in disciplinary action up to and including termination.

## **Confidential Information**

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

## **Conflict of Interest**

All employees must avoid situations involving actual or potential conflict of interest.

An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Director, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

## **Smoking**

RCS facility is a no smoking facility.



# **THE WORKPLACE**

## **Work Schedule**

Business hours are normally 7:30 a.m. – 4:30 p.m. Monday through Friday. The regular workday schedule for non-exempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements, including requisite participation in the **Saturday School Program** (E.C. 37223, 48205).

The Saturday School Program is an instructional session and an alternative program of classes, offered on Saturday, at which students can make up class work that was missed during the regular school week due to unexcused absence or truancy. Teachers will be assigned one (1) Saturday school assignment per year, 8:00 a.m. – 11:00 a.m. Teachers will be responsible for supervision of students in Saturday school, as well as completing student attendance paperwork. Teachers also may be assigned reasonable additional duties as necessary.

## **Meal Periods**

Non-exempt employees are provided with at least a thirty (30) minute meal period, to be taken approximately in the middle of the workday. The Director should be aware of and approve your scheduled meal and rest periods.

You are expected to observe your assigned working hours and the time allowed for meal and rest periods. Do not leave the premises during your rest period and do not take more than ten (10) minutes for each rest period. You may leave the premises during the meal period.

## **Attendance and Tardiness**

All employees, whether exempt or non-exempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

If you find it necessary to be absent or late, you are expected to telephone the Director as soon as possible but no later than one-half hour before the start of the workday. If you are absent from work longer than one day, you are expected to keep the Director sufficiently informed of your situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the Director will be considered a voluntary resignation from employment.

## **Time Cards/Records**

By law, the School is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall keep be required to utilize the School's time card system.

Non-exempt employees must accurately sign in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must sign in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Director to make the correction and such correction must be initialed by both the employee and the Director.

No one may record hours worked on another's worksheet. Any employee, who tampers with his/her own time card, or another employee's time card, may be subjected to disciplinary action, up to and including release from at-will employment with the School.

### **Use of E-Mail, Voicemail and Internet Access**

RCS will permit employees to use its electronic mail, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
2. The E-mail system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file of E-mail or a voicemail message without the latter's express permission.
4. School staff will not enter an employee's personal E-mail files or voicemail unless there is a business need to do so. RCS retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

### **Personal Business**

RCS's facilities for handling mail and telephone calls are designed to accommodate School business. Please have your personal mail directed to your home address and limit personal

telephone calls to an absolute minimum. Personal calls should not be made outside your immediate dialing area. Do not use School material, time or equipment for personal projects.

## **Employee Blogs**

If an employee decides to keep a personal blog that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including its computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be adhered to;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation

RCS reserves the right to take disciplinary action against any employee whose blog violates this or other School policies.

## **Personal Appearance/Standards of Dress for Faculty Members**

The Board of Directors believes that teachers serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

The Board of Directors encourages staff, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all staff shall adhere to the following standards of dress:

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three inches above the knee.

- 2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection (Cal. Ed. Code § 35183.5). All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Director.
- 3) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are not permitted Monday through Thursday. Shorts should be modest in length and should be no higher than three inches above the knee.
- 4) Skirts and dresses should be no higher than three inches above the knee.
- 5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- 6) For safety purposes, earrings must not dangle more than one inch below the ear.
- 7) Clothing or jewelry with logos that depict and/or promote gangs (as defined in Cal. Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- 8) Appropriate shoes must be worn at all times.

### **Health and Safety Policy**

RCS is committed to providing and maintaining a healthy and safe work environment for all employees.

You are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. You are required to report immediately to the Director any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

### **Criminal Background Checks**

As required by law, all individuals working or volunteering at the School will be required to submit to a background criminal investigation. No condition or activity will be permitted that may compromise the School's commitment that the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Director.

## **Tuberculosis Testing**

All employees of the School must submit written proof from a physician of an examination for tuberculosis (TB) within the last sixty (60) days showing that they are free of active TB. The examination for tuberculosis consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. TB examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers will be required to have annual TB exams. Documentation of employee and volunteer compliance with TB exams will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

## **Security Protocols**

RCS has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Director. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your work station that may be accessible. The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately notify the Director when keys are missing or if security access codes or passes have been breached.

## **Occupational Safety**

RCS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. RCS's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

## **Accident/Incident Reporting**

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

## **Reporting Fires and Emergencies**

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

# EMPLOYEE WAGES AND HEALTH BENEFITS

## Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the Business Manager to explain them to you.

You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Business Manager. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Business Manager and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

## Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. RCS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Director. RCS provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

### **Comp Time**

RCS does not offer Comp Time.

### **Paydays**

Paydays are scheduled on the last working day of each month. If you observe any error in your check, please report it immediately to the Business Manager.

### **Wage Attachments and Garnishments**

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of your earnings in their favor.

You are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning you, the Director will discuss the situation with you.

### **Medical Benefits**

#### Eligibility

You are eligible for medical coverage if you are a full-time regular employee working for the School or if you are a part time employee who works a minimum of thirty-two (32) hours per week. Part-time employees will be responsible to pay a pro-rated share of the costs for medical coverage.

“Full-time” employee means that you are hired to work at least 40 regular hours per week. Temporary and internship employees are not eligible to participate in the plans.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

#### When Coverage Starts



Your coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. Your enrollment form must be submitted to the Director as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for your coverage.

## **COBRA Benefits**

### Continuation of Medical and Dental

**WHEN COVERAGE UNDER THE SCHOOL'S HEALTH PLAN ENDS, YOU OR YOUR DEPENDENTS MAY CONTINUE COVERAGE IN SOME SITUATIONS.**

When your coverage under the School's medical and/or dental plans ends, you or your dependents can continue coverage for 18 or 36 months, depending upon the reason benefits ended. To continue coverage, you must pay the full cost of coverage - your contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for you, your spouse, and your eligible dependent children can continue for up to 18 months if coverage ends because:

- Your employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Your hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making you ineligible for the plan.

This 18-month period may be extended an additional 11 months if you are disabled at the time of your termination or reduction in hours if you meet certain requirements. This 18-month period also may be extended if other events (such as a divorce or death) occur during the 18-month period.

Your spouse and eligible dependents can continue their health coverage for up to 36 months if coverage ends because:

- You die while covered by the plan;
- You and your spouse become divorced or legally separated;
- You become eligible for Medicare coverage, but your spouse has not yet reach age 65; or
- Your dependent child reaches an age which makes him or her ineligible for coverage under the plan (age 19 or if a full-time student age 25).

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

RCS will notify you or your dependants if coverage ends due to termination or a reduction in

your work hours. If you become eligible for Medicare, divorced or legally separated, die, or when your child no longer meets the eligibility requirements, you or a family member are responsible for notifying the School within 30 days of the event. RCS will then notify you or your dependents of your rights.

Health coverage continuation must be elected within 60 days after receiving notice of the end of coverage, or within 60 days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within 30 days of the due date;
- You (or your spouse or child) becomes covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition you (or your spouse or child, as applicable) may have;
- RCS stops providing group health benefits;
- You (or your spouse or child) become entitled to Medicare; or
- You extended coverage for up to 29-months due to disability and there has been a final determination that you are no longer disabled.

# **PERSONNEL EVALUATION AND RECORD KEEPING**

## **Employee Reviews and Evaluations**

Each employee will receive periodic performance reviews conducted by the Director. Performance evaluations will be conducted annually, on or about the anniversary date of your employment with the School. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with the Director, and that you are aware of its contents.

Newly hired employees will have their performance goals reviewed by the Director within the first ninety (90) days of employment.

Your salary and your potential for advancement will be based largely upon your job performance. On a periodic basis, the Director will review your job performance with you in order to establish goals for future performance and to discuss your current performance. RCS's evaluation system will in no way alter the at-will employment relationship.

## **Personnel Files and Record Keeping Protocols**

At the time of your employment, a personnel file is established for you. Please keep the Director advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. You may add your comments to any disputed item in the file. RCS will restrict disclosure of your personnel file to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Director. Only the Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

# HOLIDAYS, VACATIONS AND LEAVES

## Holidays

RCS calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King Jr. Birthday
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day
  
- Religious Holidays - Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Director. The employee will be paid if the religious holiday is taken as an earned personal necessity day. The employee will not be paid if the religious holiday is taken as a personal leave of absence day.
  
- Employees on any leave of absence do not earn holiday pay.

## Vacation

While the School recognizes the importance of vacation time as a period of rest and rejuvenation away from the job, vacations must be scheduled with due consideration for "peak traffic periods" in the school. With this in mind, it is expected that vacation time will be taken when school is not in session.

Regular full-time employees are entitled to vacation terms based upon date of hire, length of service and status with the School. Full-time clerical staff shall accrue 1 day per month of paid vacation each year, beginning after six (6) months of service. Paid vacation time for administrators will be established in the administrator's employment contract. Employees working on part-time basis (less than full-time) shall not earn vacation days.

Any vacation time taken during the school year or otherwise should be coordinated and cleared by the Director subject to scheduling and seniority. No vacation time may be taken by clerical staff during the last two weeks of August unless specifically authorized by the Director.

For clerical employees, vacation days should be taken when school is not in session, preferably between July 1 to August 15. Vacation time is figured on a school year beginning with the opening of school rather than on a fiscal year.

Vacation time may not be utilized before it is earned. An employee whose employment terminates will be paid for accrued unused vacation days. Vacation can accrue up to a maximum of two years. Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

### **Unpaid Leave of Absence**

RCS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If you are currently covered, medical, and dental coverage will remain in force during a medical or worker's compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums. Benefits are terminated the day any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave.

**No vacation time is accrued during any type of unpaid leave of absence.**

### **Sick Leave**

Sick leave is a form of insurance that employees accumulate in order to provide a cushion for incapacitation due to illness or injury. It is intended to be used only when actually required to recover from illness or injury; sick leave is not for "personal" absences. Time off for medical and dental appointments will be treated as sick leave. RCS will not tolerate abuse or misuse of your sick leave privilege.

RCS offers paid sick leave to regular full-time employees. You will accrue paid sick leave at the rate of one day per month allotted to each school year. Accrued sick leave carries over up to 40 hours from year to year and the School does not pay employees in lieu of unused sick leave. Sick leave records will be kept to insure the ability to use for retirement purposes.

If you are absent longer than three (3) days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to the School will be required before the School honors any sick pay requests. RCS may withhold sick pay if it suspects that sick leave has been misused.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond

accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.

### **Family Care and Medical Leave**

This policy explains how the School complies with the federal Family and Medical Leave Act (“FMLA”) and the California Family Rights Act (“CFRA”), both of which require the School to permit each eligible employee to take up to 12 workweeks of FMLA leave in any 12-month period for the birth/adoption of a child, the employee’s own serious illness or to care for certain family members who have a serious illness. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as “FMLA leave.”

- **Employee Eligibility Criteria**

To be eligible for FMLA leave, the employee must have been employed by the School for the last 12 months and must have worked at least 1,250 hours during the 12-month period immediately preceding commencement of the FMLA leave.

- **Events That May Entitle an Employee to FMLA Leave**

The 12-week FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee’s newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude 12 months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of 12 weeks of leave for this purpose.
2. Because of the employee’s own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School’s separate pregnancy disability policy).
3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury.
4. For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.
5. A “serious health condition” is an illness, injury, impairment, or physical or mental condition that involves: (1) inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or (2) continuing treatment by a health care provider.

- Amount of FMLA Leave Which May Be Taken
  1. FMLA leave can be taken in one or more periods, but may not exceed twelve (12) workweeks total for any purpose in any 12-month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve of the employee’s normally scheduled workweeks. For a full-time employee who works five eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
  2. An employee who is the spouse, son, daughter, parent, or next of kind of a covered Armed Forces member shall be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the Armed Forced member.
  3. The “12 month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
  4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA leave entitlement.
- Pay during FMLA Leave
  1. An employee on FMLA leave because of his or her own serious health condition must use all accrued paid sick leave and may use any or all accrued paid vacation time at the beginning of any otherwise unpaid FMLA leave period.
  2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued paid leave at the beginning of any otherwise unpaid FMLA leave.
  3. All other FMLA leaves are unpaid leaves.
  4. The receipt of vacation pay, sick leave pay, or State Disability Insurance benefits will not extend the length of the FMLA leave. Vacation pay and sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

- **Health Benefits**

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

RCS may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

- **Seniority**

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced.

- **Medical Certifications**

1. An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in denial of the leave request until such certification is provided.
2. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
3. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.



- Procedures for Requesting and Scheduling FMLA Leave
  1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Director. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
  2. Employees should provide not less than thirty (30) days notice or such shorter notice as is practicable, for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
  3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
  4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
  5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
  6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
  7. In most cases, the School will respond to an FMLA leave request within two (2) days of acquiring knowledge that the leave is being taken for an FMLA-qualifying reason and, in any event, within ten (10) days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
- Return to Work
  1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable

position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.

2. When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
  3. Before an employee will be permitted to return from FMLA leave taken because of his or her own serious health condition, the employee must obtain a certification from his or her health care provider that he or she is able to resume work.
  4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.
- Limitations on Reinstatement
    1. RCS may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.
    2. A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.
  - Employment during Leave

An employee on FMLA leave may not accept employment with any other employer without the School's written permission. An employee who accepts such employment will be deemed to have resigned from employment at the School.

## **Pregnancy Disability Leave**

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- **Events That May Entitle an Employee to Pregnancy Disability Leave**

The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- **Duration of Pregnancy Disability Leave**

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “Four months” means the number of days the employee would normally work within four months. For a full-time employee who works five eight hour days per week, four months means 88 working and/or paid eight hour days of leave entitlement based on an average of 22 working days per month for four months.

Pregnancy disability leave does not count against the leave which may be available as Family Care and Medical Leave.

- **Pay during Pregnancy Disability Leave**

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.
3. Vacation pay and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continued eligibility during pregnancy disability leave and these provisions may change from time to time. When a request for pregnancy disability leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, he or she will return with the same seniority he or she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Director. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days or as short of notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
  6. In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
- **Return to Work**
    1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position available, but filling that position with the returning employee would substantially undermine the School's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
    2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
    3. Before an employee will be permitted to return from a pregnancy disability leave of three days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
    4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.
  - **Employment during Leave**

An employee on pregnancy disability leave may not accept employment with any other employer without the School's written permission. An employee who accepts such employment will be deemed to have resigned from employment.

## **Industrial Injury Leave (Workers' Compensation)**

RCS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Director;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Director; and
- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. RCS, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Director and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

### **Military and Military Spousal Leave of Absence**

RCS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

RCS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

RCS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

### **Bereavement Leave**

Salaried employees are entitled to a leave of up to five (5) work days without loss of pay due to a death in the immediate family (parent, spouse, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, and grandchild). Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off.

### **Jury Duty or Witness Leave**

For all exempt employees, the School will pay for time off if you are called to serve on a jury. For all non-exempt employees, the School will pay for up to three (3) days if you are called to serve on a jury.

## **Voting Time Off**

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Director at least two (2) days notice.

## **Returning From Leave of Absence**

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Director thirty (30) days notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult the Director.



# **DISCIPLINE AND TERMINATION OF EMPLOYMENT**

## **Rules of Conduct**

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
5. Fighting or instigating a fight on School premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on School premises.
8. Gambling on School premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.

19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Dishonesty.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

### **Off-Duty Conduct**

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. RCS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in

additional employment can be revoked at any time.

### **Termination of Employment**

Should it become necessary for you to terminate your at-will employment with the School, please notify the Director regarding your intention as far in advance as possible. At least two (2) weeks notice is expected whenever possible.

When you terminate your at-will employment, you will be entitled to all earned but unused vacation pay. If you are participating in the medical and/or dental plan, you will be provided information on your rights under COBRA.

# INTERNAL COMPLAINT REVIEW

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Director or Board of Directors to express their work-related concerns.

## Filing of Complaint

If complaints cannot be resolved informally, employees may file a written complaint with the Director or Staff Liaison as soon as possible after the events that give rise to the employee’s work-related concerns. The written complaint should set forth in detail the basis for the employee’s complaint.

## Investigation

An objective and timely investigation of all complaints which cannot be resolved informally will be undertaken. This includes meeting separately with the employee and with others who either are named in the complaint or who may have knowledge of the facts set forth in the complaint.

RCS will attempt to treat all internal complaints and their investigation as confidential, recognizing, however, that in the course of investigating and resolving internal complaints some dissemination of information to others may be necessary or appropriate.

Upon completion of the investigation, the Director shall report the finding(s) to the employee in writing.

## Non-Retaliation

If an employee has filed a complaint in good faith, the employee will not be disciplined or otherwise penalized for lodging the complaint. If an employee believes that he or she is being retaliated against for lodging a complaint, the employee should immediately notify the Director or Board President.

## **AMENDMENT TO EMPLOYEE HANDBOOK**

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

RCS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

## APPENDIX A

### **HARASSMENT COMPLAINT FORM**

*It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.*

*If you are an employee of the School, you may file this form with the Director or Board President.*

*Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.*

*RCS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.*

*In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.*

*Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe sexually harassed you or someone else: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

Received by:\_\_\_\_\_

Date: \_\_\_\_\_

**APPENDIX B**  
**COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

To be completed by School:

Received by: \_\_\_\_\_

Date: \_\_\_\_\_



# Appendix 17



**Ridgecrest Charter School**  
**325 S Downs**  
**Ridgecrest, CA 93555**  
**(760) 375-1010**

## TEACHER EVALUATION FORM

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_ SCHOOL YEAR \_\_\_\_\_

ASSIGNMENT \_\_\_\_\_

1. INSUFFICIENT PERFORMANCE		2. NEEDS DEVELOPMENT		3. INTEGRATING		4. INNOVATING	
<b>TEACHING STANDARD 1</b>							
1   2   3   4							
ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING (assessed by one or more of the following: reflection, observation, documentation or conferences).							
ELEMENTS	1.1 Connecting student's prior knowledge, life experience and interests with learning goals.						□
	1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs.						□
	1.3 Facilitating learning experiences that promote autonomy, interaction and choice.						□
	1.4 Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful.						□
	1.5 Promoting self-directed, reflective learning for all students.						□
SUMMARY (activities and evidence)							
<b>TEACHING STANDARD 2</b>							
1   2   3   4							
CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING (assessed by one or more of the following: reflection, observation, documentation or conferences).							
ELEMENTS	2.1 Creating a physical environment that engages all students.						□
	2.2 Establishing a climate that promotes fairness and respect.						□
	2.3 Promoting social development and group responsibility.						□
	2.4 Establishing and maintaining standards for student behavior.						□
	2.5 Planning and implementing classroom procedures and routines that support student learning.						□
	2.6 Using instructional time effectively.						□
SUMMARY (activities and evidence)							

TEACHING STANDARD 3		1	2	3	4
UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING (assessed by one or more of the following: reflection, observation, documentation or conferences).					
ELEMENTS	3.1 Demonstrating knowledge of subject matter content and student development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.2 Organizing curriculum to support student understanding of the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.3 Interrelating ideas and information within and across subject matter areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.5 Using materials, resources and technologies to make subject matter accessible to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUMMARY (activities and evidence)					
TEACHING STANDARD 4		1	2	3	4
PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS (assessed by one or more of the following: reflection, observation, documentation or conferences).					
ELEMENTS	4.1 Drawing on and valuing students' backgrounds, interests and developmental learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.2 Establishing and articulating goals for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.3 Developing and sequencing instructional activities and materials for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.4 Designing short-term and long-term plans to foster student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.5 Modifying instructional plans to adjust for student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUMMARY (activities and evidence)					
TEACHING STANDARD 5		1	2	3	4
ASSESSING STUDENT LEARNING (assessed by one or more of the following: reflection, observation, documentation or conferences).					
ELEMENTS	5.1 Establishing and communicating learning goals for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.2 Collecting and using multiple sources of information to assess student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.3 Involving and guiding all students in assessing their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.4 Using the results of assessments to guide instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.5 Communicating with students, families and other audiences about student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	* 5.6 Evidence of student progress towards the attainment of grade level academic standards as evidenced by results from multiple performance measures. (BMK's, AM, AR, STAR Math, STAR Reading, teacher created tests)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUMMARY (activities and evidence)					

TEACHING STANDARD 6		1	2	3	4
DEVELOPING AS A PROFESSIONAL EDUCATOR (assessed by one or more of the following: reflection, observation, documentation or conferences).					
ELEMENTS	6.1 Reflecting on teaching practice and planning professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.2 Establishing professional goals and pursuing opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.3 Working with communities to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.4 Working with families to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.5 Working cooperatively with colleagues to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.6 Complies with district and school site established rules, regulations, policies, contracts and laws.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUMMARY (activities and evidence)					

- Teachers receiving the majority of insufficient performance ratings in any two (2) Standards 1-6 shall be rated as insufficient performance.

- \* Insufficient performance rating in this element: teachers will be required to update all ILP's within 30 days and start a student progress monitoring system with a peer teacher.

1. Insufficient Performance		2. Needs Development		3. Meets Standards of Expectation		
ADDITIONAL RESPONSIBILITIES				1	2	3
ADJUNCT DUTIES (assessed by the following: reflection, observation, documentation or conferences).						
ELEMENT	Accepts fair share of responsibility for supervision of students and activities.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	On time to assigned morning duties (before school).			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	On time to dismissal AND supervises students during dismissal.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Maintains bulletin board in main hallway.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Monitored students during assigned morning and afternoon recess duty.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Maintains and updates website.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Chairs or co-chairs a club that meets at least 1 Wednesday per month.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Submits grades, progress reports and report cards on time to the Chief Operations Officer.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	STAR Math/Early Literacy: December- grade level +.4 as class average.(K/1 <sup>st</sup> - Scaled Score range of 500-550)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	STAR Reader/Early Literacy: December- grade level +.4 as class average. (K/1 <sup>st</sup> - Scaled Score range of 500-550)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Accelerated Math- 100% of objectives mastered by end of the year. Therefore, by December, a minimum of 45%-50% objectives complete as class average.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ILP's are used to guide individual instruction and are updated regularly.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reviewed student cumulative file and updates file periodically with progress reports, BMK's and signed report cards.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUMMARY (activities and evidence)						

**Evaluator Comments/Recommendations:**

**Teacher Comments:**

**OVERALL EVALUATION:**    **Insufficient Performance** ☐    **Needs Development** ☐    **Integrating** ☐    **Innovating** ☐

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

# Appendix 18

## **HEALTH AND SAFETY POLICIES AND PROCEDURES**

### **INTRODUCTION**

Ridgecrest Charter School is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers RCS's policies and expectations regarding the practices in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

### **CAMPUS SAFETY AND SECURITY**

RCS and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe.

#### **Entrances and Exits**

The school director and chief operations officer should develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
- Maintaining a practice of locking doors that are not being regularly used, even during school hours
- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office
- Periodically testing the security system according the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily

#### **Releasing Students**

RCS employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the school director or designee before releasing the student.

### **Visitors Policy**

RCS encourages interested members of the community to visit our school. To avoid potential disruptions to learning, to provide visitors with the information they need, and for the safety of students and staff, ALL visitors should register immediately upon entering the school building or grounds. Visitors shall sign in at the beginning of their visit, receive a visitor badge, and sign out at the end of their visit. Students from other schools as well as students who have ended their school day are not to be on campus unless accompanied by parents/guardians or with the permission of the site administrator.

In registering as a visitor, the sign-in form should include spaces for the following information

- Name;
- His/her purpose for entering school grounds;
- Destination within the school
- Time in and out

At his/her discretion, the director, chief operations officer or designee may also request

- proof of identity
- address
- occupation and company affiliation
- age (if less than 21); and any other information consistent with law.

Parents and guardians visiting during the school day for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as part of the normal school day schedule should also be requested to sign into the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child's classroom.

The director or chief operations officer may refuse to register any visitor if he or she reasonably concludes that the visitor's/outsider's presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code 627.4).

The director or chief operations officer may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds.

If necessary, the director or chief operations officer may call the local police to enforce the departure of the visitor/outsider. When a visitor/outsider is directed to leave, the Director or designee shall inform the visitor/outsider that if he or she reenters the school within seven (7)



days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

RCS shall inform parents annually about the school's policies regarding visitors/outside, and remind parents that to maximize safety and security they should also register when visiting the school.

This visitor/outside policy is subject to the further terms and conditions contained in RCS's Registered Sex Offender Policy, set forth below.

### **Fingerprinting Policy**

For the protection of students, California State law requires criminal background checks for all public school employees, as well as any individual working alone with minors in a school setting. In most cases, fingerprinting is completed with a "Live Scan" machine which takes an electronic picture of the fingerprints (rather than using an ink pad). The fingerprints are then compared to the Federal Bureau of Investigations (FBI) and/or Department of Justice (DOJ) databases.

#### **WHO SHOULD BE FINGERPRINTED**

All new school employees must be fingerprinted and cleared before they begin work. Individuals who were previously fingerprinted when they worked in another school district must be fingerprinted again to ensure that RCS is notified if the person subsequently commits a felony or misdemeanor.

In addition, any volunteers who have the occasion to be alone with an RCS pupil while not in the presence of a credentialed RCS employee must receive fingerprint clearance prior to volunteering on campus. Volunteers do not have to be fingerprinted only if they are working under the direct and continual supervision of a credentialed school employee in the same room, and will have no occasion to be alone with an RCS pupil. This policy also applies to parents/guardians of RCS students who volunteer at the school and may have the occasion to be alone with an RCS pupil other than their own child.

The actual background check depends on the individual's residency history. If the individual has resided in the state of California for more than 5 years, only DOJ check is required. If the individual has resided in the state of California for less than 5 years, DOJ and FBI checks are both required.

Note that most DOJ background checks take less than seven days, sometimes more. FBI background checks take considerably longer. Individuals who wish to work or volunteer at RCS should plan to get fingerprinted as quickly as possible to avoid delays in commencing work or volunteer activities.

#### **WHO PAYS FOR FINGERPRINTING**

Potential employees pay for Live Scan (fingerprinting) services. Volunteers are also required to cover the cost of their own fingerprinting. If a potential volunteer is not able to pay for such fingerprinting, then the cost of the fingerprinting may be paid by the school's PTO.

### **Registered Sex Offender Policy**

For the protection of pupils while they are traveling to and from school, attending school, or at a school-related activity, the director or chief operations officer should respond appropriately when apprised of information that a registered sex offender resides or works within two (2) miles of RCS, or otherwise may be likely to attempt to visit to RCS for any reason whatsoever.

In accordance with "Megan's Law", the director or chief operations officer shall recommend that parents utilize the information obtained from the California Attorney General's Megan's Law website, found at <http://meganslaw.ca.gov>, (Penal Code 290.4 and Parra Act), and subject to the disclaimer found on said website.

RCS and its employees shall be immune from liability for the good faith dissemination of sex offender information so long as the dissemination is in the manner and to the extent authorized by law. (Penal Code 290).

When a school has received information about a registered sex offender from any source, the director or chief operations may, on a case-by-case basis, notify staff, including but not limited to, campus supervisors, staff who may be involved in visitor/outside registration, and teachers. If the director or chief operations inform any staff member of the information about a registered sex offender, the director or chief operations shall also inform the staff member of the following:

- a) RCS will share public registered sex offender information with staff members to assist in identifying a danger;
- b) Any person who uses registered sex offender information to commit a felony will be subject to criminal penalties; and
- c) Staff is not permitted to notify any parents or any other members of the community of any information received pursuant to this policy without the written permission of the director or designee.

If a suspected registered sex offender is seen on or nearby school grounds, and is not a parent or guardian of a pupil at the school, staff members shall immediately inform the director or designee. When the director or designee receives information that a suspected registered sex offender may be on or nearby school grounds or around any pupil, he or she will determine whether the suspected registered sex offender has received written permission for the entry onto school grounds, is a parent or guardian of a pupil at the school, and if possible, is actually a registered sex offender. Any such registered sex offender who does not have written permission for the entry onto school grounds or is not a parent or guardian of a pupil attending the school will be promptly directed to leave by the director, who will notify law enforcement immediately. Law enforcement will determine if the registered sex offender is in violation of parole or probation conditions.

If a school learns or is notified that a registered sex offender is a parent/guardian of one or more pupils who attend the school, the director or designee should attempt to schedule a meeting with the parent/guardian for the following purposes:

- a) To establish a positive, cooperative working relationship to the extent possible;
- b) To discuss the incident(s) leading to the registration requirement, (RCS recognizes that the parent/guardian is not required to discuss any criminal or personal history with representatives of RCS);
- c) To explain the limitations placed upon the parent's/guardian's participation in school programs, activities or visits, as specified in this policy;
- d) To advise the parent/guardian that the regulations limiting his/her access to children at school will be strictly enforced with the assistance of law enforcement personnel, if required;
- e) To develop joint strategies with the parent/guardian for "normalizing" the educational experience of his/her children to the fullest extent possible; and
- f) To be advised of any judicial restraining orders or conditions of probation or parole that may limit the parent's/guardian's ability to participate in school activities.

This meeting shall be held on school grounds unless there is a concern for the safety or welfare of pupils or staff, and in that event, it may be held at a location within the director's or designee's discretion. If this meeting with the parent is not held, the director or designee shall notify the parent/guardian in writing of the information contained in this policy. RCS recognizes the following rights of the parent/guardian to participate in his/her child's education:

- a) To transport his/her child to and from school;
- b) To attend regularly scheduled parent conferences with the teacher, director or other school official; and
- c) To attend a regularly scheduled school program or activity in which their child is a participant.

The parent/guardian may not extend their presence at school beyond what is reasonable to exercise the aforesaid parental rights, and to that end, a registered sex offender shall not:

- a) Serve as a school or class volunteer;
- b) Act as a chaperone on a school field trip;
- c) Be in the presence of children for any reason other than for the parent rights stated herein; and
- d) Make individual contact with any student other than his/her own while at school or during a school activity.

Staff shall provide observation and/or supervision of a parent/guardian registered sex offender who is visiting a school or participating in a school activity defined herein. When a parent/guardian is a registered sex offender, the school will make an effort to preserve the confidentiality of information obtained pursuant to the Megan's Law notification process to the fullest degree possible. School officials may share relevant information with employees as needed but will not share the information with unauthorized employees, other parents or with the community at large. In order to avoid a breach of confidentiality, copies of forms, materials or information distributed or used in connection with the implementation of this policy should be collected and/or destroyed. Under no circumstances is it appropriate to post notices,

photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.

RCS shall inform parents annually about the existence of this policy regarding registered sex offenders. RCS shall cooperate to the fullest extent possible with local law enforcement for receiving, communicating and disseminating information concerning registered sex offenders. NOTE: Pursuant to Penal Code 290(q), any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; any person who uses registered sex offender information to commit a misdemeanor will be fined at least \$500 and not more than \$1000.

### **EMERGENCY PREPAREDNESS**

RCS should have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated before school starts, ideally at an all school staff meeting just when the teachers return to duty.

#### **Drills**

It is the director's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The School Secretary may be asked to help out. Those drills are:

- **Fire Drill:** A fire drill should be conducted bi-monthly in which all pupils, teachers, and other employees are required to vacate the building.
- **Earthquake Duck & Cover Drill:** This drill should be performed bi-monthly per school year.
- **Major Disaster Drill:** This drill should be performed twice per school year so personnel are oriented to the Major Disaster Plan.

#### **Alert Signals**

The ability to respond quickly and efficiently when a major disaster strikes is important so that we are to provide protection for students and school staff. In order to be better prepared, the staff, students and parents should be informed of their responsibilities following a major disaster.

#### **At the sound of the "Alert" signals:**

- All students in transit between classrooms, in restrooms, etc., will walk to their assigned classrooms.
- Children on the playground or library will return to their assigned classrooms.
- Each teacher will stay in the classroom with his/her students.
- Each custodian will report to the school office for instructions.

#### **At the sound of the "Take Cover" signals:**

- Students will position themselves under desks or tables.
- Students on the playground or out of doors will drop, face down on the ground.
- Open all doors; leave windows as they are.
- The teacher should be ready with stories, songs, guessing games, etc., in case of an extended waiting period.

#### **At the "All Clear" signals:**

- Children will resume their regular class activities.
- When a building is unsafe to resume classroom instruction or if the situation has made the streets and sidewalks hazardous, the superintendent (or designee) will declare the premises unsafe.
- If an evacuation is found necessary, the director will post on a conspicuous place, the new location of the students. A notice or letter to parents designating a site as well as procedures should be included in the first day packet going home with students.

### **Staff Responsibilities**

In the event of a disaster, individuals on the school site have the following responsibilities:

#### **DIRECTOR**

- Sound appropriate alarm to evacuate building (fire drill) or take cover within the building.
- Following fire drill procedures- check the building to ensure that all students, personnel and visitors have evacuated the building.
- Provide for administration of first aid and request other emergency assistance as needed.
- Keep the local county office informed and, if necessary, set up a telephone communications at a nearby residence or business.
- Give directions to police in search clearing procedures and take full responsibility for search.
- Coordinate supervision of students and all clean-up or security efforts.

#### **TEACHERS**

- Carry out appropriate emergency procedures to ensure the safety and welfare of students.
- Supervise children and maintain calm and order.
- Make sure you have access to the classroom copy of the students' emergency cards.

#### **SCHOOL SECRETARY**

- Assist and take direction from the director.
- Make sure first aid supplies are handy in case they are needed.
- Carry out other duties as assigned.

#### **CUSTODIANS OR DESIGNEE**

Shut off the valves for gas, water, electricity and air conditioning (if necessary). Open all gates and doors to assembly and exit areas.

#### **AIDES, VOLUNTEERS AND OTHER ADULTS**

Should assist teachers working with students to keep them safe, orderly and comfortable. Be on call for Administrators' requests.

#### **School Emergency Supplies:**

First aid kits  
Flashlights  
Batteries Radios  
Megaphone  
Walkie-talkies

### **Emergency Procedures**

All classrooms should have emergency exit charts posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities and follow these

1. Director assesses the situation.
2. Director notifies all staff members of the emergency via PA, fire alarm, and/or megaphone.
3. Assigned person calls 911.
4. Assigned person notifies APS headquarters.
5. Director or assigned person meets with emergency crews.
6. Assigned person(s) ensures all classrooms, hallways and restrooms on first floor are empty after escorting students their students to assigned location.
7. Assigned person(s) ensures all classrooms, hallways and restrooms on second floor are empty after escorting students their students to assigned location
8. Assigned person(s) ensures the cafeteria and gym are empty.
9. Assigned person(s) greet, organize and comfort students outside the building.
10. Each teacher takes role and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Director.
11. Assigned person(s) will direct students who need first aid to an assigned location.
12. Director determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcement via megaphone.
13. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
14. All classroom teachers will ensure that students are released to guardians' care.
15. In the case that counseling services are subsequently needed by any students, the Director and an assigned person will coordinate that effort.
16. In the case that media coverage is an issue, Director and an assigned person will control and organize press releases and media requests.

### **First Aid**

The First Aid area should be located at an assigned place and properly stocked at all times. The First Aid team will consist of individuals assigned by the Director or designee.

### **DISASTER PLANS**

Whenever there is any type of disaster, the primary concern is the safety of the students. The following general guidelines will offer assistance in a variety of disaster situations. Each teacher should also display Disaster Plan guidelines prominently in each classroom.

### **Fire**

1. Director, custodians and/or chief operations officer will determine the location of the fire.
2. School secretary will phone 911, picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child.
3. Custodian or Director will sound the fire alarms.

4. Staff will follow emergency procedures previously described.
5. Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

### **Earthquake**

If indoors:

1. All drop down to the floor and duck and cover.
2. Turn away from windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, Director or office manager sounds alarms to evacuate the building.
7. Staff to follow emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Be prepared to duck and cover again due to aftershocks.
5. Staff to follow emergency procedures previously described.

### **Flood/ Severe Weather**

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The Director will assess the situation and make an announcement over the PA or megaphone to A) evacuate, B) stay in classes or C) release students to go home. See emergency procedures previously described for evacuation directions.

### **Electrical Failure**

1. Director and/or custodian notify the electrical company (PG&E) at 800-743-5000.
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

### **Gas Line Break**

1. Director and/or custodian notify PG&E.
2. Director and/or custodian notify the Fire Department.
3. Staff to follow the emergency procedures previously described.

### **Water Main Break**

1. Director and/or custodian notifies the water department.
2. Custodian shuts off water.

### **Water Contamination**

1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify school office.
3. Have custodian turn off pressure to drinking fountains and sinks.

### **Chemical Spill/ Incident**

If Indoors:

1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.
3. Notify school office and Custodian of the incident -contact 911 if necessary.
4. Custodian should check for chemical safety data to determine clean up procedure.

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the Director will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

### **Lockdown/Shooting Incident**

If a shooting takes place the first priority is to shelter students and staff. On hearing shots or an announcement from Director:

1. Teachers close and lock all classroom doors and windows immediately.
2. Teachers take roll.
3. Teachers calmly direct students to duck under their desks.
4. Director calls 911.
5. Director assigned person ensure students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
6. Office personnel close and lock all office doors and windows immediately.
7. Nobody leaves their secure sites until emergency crew members escort them to safety.
8. Assigned person(s) will control and organize media.
9. Assigned person(s) will ensure that counseling services are available as soon as possible.

### **Bomb Threat**

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a citing of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening. If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Director immediately.



2. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a citing of a suspicious object, the person would:

1. Notify Director immediately.
2. Do not touch the object but note any identifying features to describe it to the Director and emergency crews.

In all cases:

1. If Director determines to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
3. If you see any suspicious object, steer clear of it and report it to the Director and the emergency crew chief. Follow all emergency crew and bomb squad directives.
4. Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb(s).

### **Explosion**

If indoors:

1. All drop down to the floor and duck and cover.
2. Turn away from the windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover.
5. Hold the position until directed to the building.
6. Staff to follow the emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

### **Death/Suicide**

1. Director will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 911.
3. Assigned person(s) will phone APS headquarters.
4. Director will notify teachers to keep students in their classrooms until informed otherwise.
5. Assigned person(s) will control and organize media.
6. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
7. Assigned person(s) will ensure that counseling services are available as soon as possible.

### **Intruders/ Vicious Animals**

1. Call the school main office and office staff will check out the situation and take appropriate action (i.e., contact Police or animal control agency).
2. Administration should initiate a code to alert staff of a potential suspicious intruder.
3. Keep the students in the classroom until the threat is cleared.
4. Implement shelter in place if necessary; lock classroom doors and windows, move away from windows, draw curtains, remain silent.
5. Notify office of who is with you, if possible.
6. All students outside of the building are to be quietly and cautiously led into the building.
7. Wait for further instructions from administration and/or police/animal agency.

## **SCHOOL UNIFORMS**

RCS policy requires all students wear uniforms. RCS is committed to create a culture of academic rigor in our schools. A uniform dress code encourages this atmosphere. Implementation of this policy will reduce distractions and disruptions caused by clothing, make economic disparities between students less obvious, and minimize the use of clothing to signal gang affiliation and other risks to student safety, and promote student achievement and create an orderly learning environment.

- *Uniform selection:* The specific uniform (i.e. colors and other specifications) will be determined by the school.
- *Support for needy families:* RCS has a uniform closet (donations and exchange program) for families who may need assistance in meeting the uniform requirements.
- *Exceptions:* Because RCS is a school of choice, there will be NO exemptions for students.

# Appendix 19

## Strategies for Student Recruitment

In the student recruiting process, RCS does the following:

1. Raise awareness of RCS as a choice among targeted population
2. Persuade families to visit RCS or come to a presentation (open house, back to school night)
3. Manage parent expectations about the school, to ensure a good fit

## Raising Awareness

In the first stage, a variety of methods can be used to make families aware that RCS is an alternative for their children. RCS's market of low-income families tends to have limited access to information about public school choices, so it's important to get information out in a targeted way.

<b>Approach</b>	<b>Cost</b>	<b>Time</b>	<b>Ability to target</b>	<b>Comments</b>
Presentations at community centers	Low	High	High	Community groups, including the boys and girls club, are an important and respected source of information for families.
Presentations at feeder schools	Low	High	High	Pre-school programs, especially Head Start, provide the best access to low-income families of would-be kindergarteners. Local parochial schools and even other neighborhood schools are also possibilities, if the relationship is friendly.
Word-of-mouth	Low	Low	Moderate	Effectiveness depends on current constituency and reputation
Flyers	Low	Moderate	Moderate	The process of posting flyers (i.e. in-person conversations with local small business owners) is a good way to make community connections and get a better feel for the neighborhood dynamics
Direct mail	High	High	Moderate	Ability to target depends on the source of the mailing list (district, community group)
Banner	Low	Low	Low	A very passive but easy way to let people at large know about the school
Community Digital Billboard	Low	Low	Low	Passive, not very targeted- however, locate near Wal-Mart and low cost for "public service announcements"
Newspaper	Low	Low	Moderate	We send updates that are printed for free.

# Appendix 20

## **A Typical day at Ridgecrest Charter School**

A typical day at Ridgecrest Charter School starts around 7:15 am as students and teachers begin to arrive on school grounds. Teachers arrive on campus entering the main building wishing everyone a good morning, checking their mail boxes and exchanging a few words with colleagues. At 7:30 am, the gates open and students start entering the campus. Some make their way to their classrooms to hang up their backpacks while others head to the cafeteria for breakfast or to the middle school lockers.

Teachers and administrators are visible to all students and parents; supervising the playground, crosswalks and cafeteria. Administrators and teachers ensure the safety of the students on the yard as they monitor, praise, and assist students to follow all playground rules and procedures. Suddenly, the bell rings. It's 7:55 am and students begin lining up on the quad. Teachers meet their students and listen to the morning announcements then the entire school recites the Pledge of Allegiance in unison. After Pledge, K-5 students are led into their classrooms to engage in morning warm-up activities while middle school (6-8 grades) students head to their homeroom.

Each classroom at RCS is inviting with colorful bulletin boards displaying student work with attached criteria charts, rubrics, and kid friendly standards displayed. Daily schedules and lesson objectives are written on the edge of the whiteboards. K-5 desks are arranged in groups to allow for maximum interaction and "think, pair/share" activities. In the K-2 rooms, a large rectangular shaped rug imprinted with individual squares sits facing a morning meeting math board and calendar. Classroom walls are covered with written work, drawings, maps, charts, and pictures that reflect the current topic of study. The classrooms at RCS are student centered and are constantly evolving to reflect the learning that is occurring within those walls.

While K-5 students are busy working on morning warm-ups, middle school students are making their way to their 1<sup>st</sup> period classes; math, English, science or PE. Middle school students have six, 50 minute blocks for core curriculum, and one 45 minute block for their elective class. They also enjoy two, 15 minute breaks and a 40 minute lunch each day.

As students engage in active learning and make the curriculum their own in their journey to mastering the Common Core and state standards, teachers are formally and informally assessing their progress. Students master content and skills through a variety of methodologies that address in an individualized fashion the diverse array of intelligences, learning styles, talents, and challenges in every classroom.

Teachers continuously tailor instruction to meet the needs of each student. Class structure varies from whole -class direct instruction to individual pursuits, small-group collaboration and instruction (including combining groups between different classrooms, based on skill level). Teachers use a variety of instructional methods and ongoing formative and summative assessments continuously to determine whether, in fact, the lessons have had the desired outcome: student mastery of standards.

As one walks the hallways they will notice bulletin boards full of data displaying progress and achievement in Accelerated Math, Accelerated Reader, class assessments and schoolwide BMKs. If

someone drops into classrooms, they would see rigorous learning activities and active student engagement. Teachers ask students to provide evidence for their reasoning. Children collaborate in small groups to work their way through the challenges presented by the teacher. Questions can be heard as they challenge each other to support their thinking and well-articulated statements soon follow as students refine their arguments.

Throughout the school, students regularly interact with their peers both in their own classrooms, as well as across grades, participating in performances and demonstrations, reading with upper grade students “book buddies,” peer tutoring and coming together to work on joint service learning projects that incorporate and bring to life their academic lessons in real-world applications.

Classrooms are filled with examples of student achievements and efforts, including detailed explanations to give context to each project displayed so students, teachers, parents, and other visitors can learn from the students’ work. The work displayed contains not only the finished product, but also artifacts that reveal something about the learning process. Displayed work enables other students to reflect on *and* learn from the learning strategies of their peers, which helps develop their metacognitive skills.

There are 3 cycles of recess or break beginning at 9:15 am; everyone can hear the excitement in the voices of those already on the playground. With brand new playground equipment and basketball courts students roam freely, mingling with each other while 4 yard supervisors ensure safety.

At RCS students are taught to respect diversity, and embrace a tolerant attitude about their fellow citizens. RCS encourages students to share, cooperate and exhibit pride through different venues. Such activities and lessons build the character of our students and help them become productive citizens in their communities. Students who are “caught” exhibiting one of the six pillars of Character Counts are praised and may earn a ticket which can be redeemed during one of the token economy auctions the yard supervisors put together.

There are 4 lunch periods at RCS and new for 2013-14, there is a full scale National School Lunch Program. School lunches are healthy and nutritious for all students. When the lunch bell rings teachers escort their students to the restrooms where they wash their hands before entering the café.

After lunch, students return to their classrooms for more learning. At 2:50 pm a bell sounds and students begin helping each other clean up. After cleanup students empty their cubbies or lockers, get their backpacks, and stand in line. The bell rings at 3:00 pm and students are dismissed. It’s the end of the day for many of the students at RCS.

Around 3:10 pm when many of the students have left, those students involved in sports, after school clubs, after school tutoring or GATE make their way with their teachers for an extended day. Teachers tutor small groups of 4-6 students 2 days per week, Tuesday and Thursday. Teachers also run after school clubs on Wednesdays. These clubs range from yearbook to chess. Mondays are for teacher collaboration and Fridays are professional development.

# Appendix 21



**Ridgecrest Charter School**  
**Multi-Year Budget – Table of Contents**

<b>Worksheet</b>	<b>Page(s)</b>
Table of Contents.....	1
Multi-Year Budget Summary.....	2 – 4
 <b>Expenditure and Program Budget/Reconciliation Worksheets</b>	
Compensation.....	5 – 6
Employee Benefits.....	7
Books & Supplies.....	8
Services & Operational Expenses.....	9 – 10
Capital Costs.....	11
Other Outgo; Transfers In and Out.....	12
NSLP — National School Lunch Program Budget and Reconciliation Worksheet.....	13 – 14
Title I Program Budget and Reconciliation Worksheet.....	15 – 16
SELPA Funding (Federal) Program Budget and Reconciliation Worksheet.....	17 – 18
SELPA Funding (State) Program Budget and Reconciliation Worksheet.....	19 – 20
 <b>Key Variable Worksheets</b>	
State Funding Factors .....	21
Staffing Ratios and Assignment Projections.....	22 – 23
Salary and Wage Rate Projections.....	24
Mandatory and Optional Benefits, Cost Rate Projections.....	25
Books & Supplies, Input Variables and Cost Rate Projections.....	26
Services & Operational Expenses, Input Variables and Cost Rate Projections.....	27 – 28
Student Enrollment, ADA and Demographic Projections.....	29

# Ridgecrest Charter School

## Multi-Year Budget Summary

Budget Type	Fiscal Year SACS Code	2012-13 Unaudited Actuals	2013-14 Projected Budget	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget	2017-18 Projected Budget
<b>Key Budget and Financial Variables: Enrollment and ADA</b>							
School Enrollment		350	399	439	469	503	537
School ADA at P-2		350	379	417	446	478	510
Ratio of P-2 ADA to Enrollment		100.0%	95.0%	95.0%	95.0%	95.0%	95.0%
<b>A. Revenues:</b>							
State Programs <sup>(a)</sup>		\$ 2,424,979	\$ 2,551,806	\$ 2,819,587	\$ 3,050,375	\$ 3,321,387	\$ 3,611,942
Federal Programs		180,684	176,317	182,117	187,617	194,017	201,017
Local Programs		71,189	67,062	6,000	6,400	6,800	7,200
<b>Total Revenues</b>		<b>\$ 2,676,852</b>	<b>\$ 2,795,185</b>	<b>\$ 3,007,704</b>	<b>\$ 3,244,392</b>	<b>\$ 3,522,204</b>	<b>\$ 3,820,159</b>
<b>B. Expenditures:</b>							
Certificated Salaries		\$ 910,261	\$ 1,118,774	\$ 1,192,201	\$ 1,306,745	\$ 1,406,440	\$ 1,539,074
Classified Salaries		278,669	369,780	349,818	400,436	415,258	477,760
Employee Benefits		328,640	415,505	436,260	479,670	514,794	571,446
<b>Subtotal Compensation Costs</b>		<b>1,517,570</b>	<b>1,904,059</b>	<b>1,978,279</b>	<b>2,186,850</b>	<b>2,336,492</b>	<b>2,588,280</b>
Books & Supplies		179,081	186,611	198,200	193,307	206,687	220,696
Services & Operational Expenses		394,965	430,387	603,675	629,875	658,723	687,459
Capital Outlay		113,290	300,000	312,000	406,006	404,218	408,192
Other Outgo		-	53,386	154,989	159,698	131,262	99,582
<b>Total Expenditures</b>		<b>\$ 2,204,907</b>	<b>\$ 2,874,443</b>	<b>\$ 3,247,142</b>	<b>\$ 3,575,736</b>	<b>\$ 3,737,381</b>	<b>\$ 4,004,209</b>
<b>Net Operations: Sub Total</b>		<b>\$ 471,946</b>	<b>\$ (79,258)</b>	<b>\$ (239,438)</b>	<b>\$ (331,344)</b>	<b>\$ (215,177)</b>	<b>\$ (184,050)</b>
<b>Beginning Balance <sup>(b)</sup></b>		<b>1,654,247</b>	<b>2,126,193</b>	<b>2,046,935</b>	<b>1,807,497</b>	<b>1,476,153</b>	<b>1,260,976</b>
<b>Ending Balance</b>		<b>\$ 2,126,193</b>	<b>\$ 2,046,935</b>	<b>\$ 1,807,497</b>	<b>\$ 1,476,153</b>	<b>\$ 1,260,976</b>	<b>\$ 1,076,926</b>

(a) Includes Prop 30 EPA funds and payments made via District for in-lieu property tax funding; (b) May include audit adjustments or other restatements.

# Ridgecrest Charter School

## Multi-Year Budget Summary

Budget Type	Fiscal Year SACS Code	2012-13 Unaudited Actuals	2013-14 Projected Budget	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget	2017-18 Projected Budget
<b>REVENUES</b>							
<b>State Programs</b>							
Charter School General Purpose Block Grant Allocation		\$ 1,806,337	\$ 1,989,824	\$ 2,228,906	\$ 2,436,010	\$ 2,679,585	\$ 2,941,110
Charter School Categorical Block Grant Allocation		144,072	158,464	177,484	193,974	213,234	233,794
California Lottery – Restricted Funds – Prop 20: I		9,562	11,373	12,513	13,368	14,337	15,306
California Lottery – Unrestricted Funds – Non-Pro		44,027	47,008	52,555	56,146	60,215	64,285
CA Primary (K-3) Class Size Reduction (E.C. 52		151,011	152,082	152,082	152,082	152,082	152,082
Economic Impact Aid		5,527	5,749	5,749	5,852	5,987	6,137
<b>Subtotal, Major State Programs</b>		<b>\$ 2,160,536</b>	<b>\$ 2,364,500</b>	<b>\$ 2,629,289</b>	<b>\$ 2,857,432</b>	<b>\$ 3,125,440</b>	<b>\$ 3,412,714</b>
Note: The Charter School General Purpose Block Grant Allocation includes payments made via District/Sponsor for in-lieu property tax funding							
<b>Other State Programs</b>							
Arts and Music Block Grant *							
Funding from per ADA rate	8590 r6760	3,112	3,600	4,000	4,400	4,800	5,300
Child Nutrition	8520	4,052	4,700	5,300	5,800	6,400	7,000
Common Core Standards	8590 r7405	70,000	-	-	-	-	-
Mandated Programs Block Grant	8550	4,261	9,098	10,190	11,136	12,239	13,418
Mentor Support *	8590 r7270	6,443	7,500	8,400	9,200	10,100	11,100
Special Education SELPA Funding	8311	162,408	162,408	162,408	162,408	162,408	162,408
Other State Programs	8590	14,168	-	-	-	-	-
<b>Subtotal, Other State Programs</b>		<b>\$ 264,444</b>	<b>\$ 187,306</b>	<b>\$ 190,298</b>	<b>\$ 192,944</b>	<b>\$ 195,947</b>	<b>\$ 199,226</b>
<b>Total State Programs</b>		<b>\$ 2,424,979</b>	<b>\$ 2,551,806</b>	<b>\$ 2,819,587</b>	<b>\$ 3,050,375</b>	<b>\$ 3,321,387</b>	<b>\$ 3,611,942</b>
<b>Federal Programs</b>							
NCLB: Title I, Part A, Basic Grants Low-Income a		\$ 60,625	\$ 61,600	\$ 62,700	\$ 64,100	\$ 65,700	\$ 67,500
NCLB: Title II, Part A, Improving Teacher Quality		5,637	5,700	5,800	5,900	6,000	6,200
<b>Other Federal Programs</b>							
National School Lunch Program	8220	33,417	38,700	43,300	47,300	52,000	57,000
Federal Impact Aid	8110	23,868	13,180	13,180	13,180	13,180	13,180
SELPA Funding (Federal)	8181	57,137	57,137	57,137	57,137	57,137	57,137
<b>Total Federal Programs</b>		<b>\$ 180,684</b>	<b>\$ 176,317</b>	<b>\$ 182,117</b>	<b>\$ 187,617</b>	<b>\$ 194,017</b>	<b>\$ 201,017</b>
<b>Local Programs</b>							
Interest		\$ 440	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
Other Local Programs	8600-8799						
Paid Meal Reimbursements		4,363	5,000	5,500	5,900	6,300	6,700
SSUSD Prop 39 Reimbursement		66,387	61,562	-	-	-	-
<b>Total Local Programs</b>		<b>\$ 71,189</b>	<b>\$ 67,062</b>	<b>\$ 6,000</b>	<b>\$ 6,400</b>	<b>\$ 6,800</b>	<b>\$ 7,200</b>
<b>TOTAL REVENUES</b>		<b>\$ 2,676,852</b>	<b>\$ 2,795,185</b>	<b>\$ 3,007,704</b>	<b>\$ 3,244,392</b>	<b>\$ 3,522,204</b>	<b>\$ 3,820,159</b>

# Ridgecrest Charter School

## Multi-Year Budget Summary

Budget Type	Fiscal Year SACS Code	2012-13 Unaudited Actuals	2013-14 Projected Budget	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget	2017-18 Projected Budget
<b>EXPENDITURES</b>							
Certificated Salaries	1000-1999	\$ 910,261	\$ 1,118,774	\$ 1,192,201	\$ 1,306,745	\$ 1,406,440	\$ 1,539,074
Classified Salaries	2000-2999	278,669	369,780	349,818	400,436	415,258	477,760
Employee Benefits	3000-3999	328,640	415,505	436,260	479,670	514,794	571,446
Books & Supplies	4000-4999	179,081	186,611	198,200	193,307	206,687	220,696
Services & Operational Expenses	5000-5999	394,965	430,387	603,675	629,875	658,723	687,459
Capital Outlay	6000-6999	113,290	300,000	312,000	406,006	404,218	408,192
Other Outgo	7100-7499	-	53,386	154,989	159,698	131,262	99,582
<b>TOTAL EXPENDITURES</b>		<b>\$ 2,204,907</b>	<b>\$ 2,874,443</b>	<b>\$ 3,247,142</b>	<b>\$ 3,575,736</b>	<b>\$ 3,737,381</b>	<b>\$ 4,004,209</b>
<b>BUDGET SURPLUS/(DEFICIT)</b>		<b>\$ 471,946</b>	<b>\$ (79,258)</b>	<b>\$ (239,438)</b>	<b>\$ (331,344)</b>	<b>\$ (215,177)</b>	<b>\$ (184,050)</b>
<b>OTHER FINANCING SOURCES/USES</b>							
<i>No funds are currently projected for Other Financing Sources/Uses</i>							
<b>TOTAL OTHER FINANCING SOURCES/USES</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>NET INCREASE/(DECREASE) IN FUND BALANCE</b>		<b>\$ 471,946</b>	<b>\$ (79,258)</b>	<b>\$ (239,438)</b>	<b>\$ (331,344)</b>	<b>\$ (215,177)</b>	<b>\$ (184,050)</b>
<b>FUND BALANCE</b>							
Beginning Fund Balance							
As of July 1, Unaudited	9791	1,590,011	2,126,193	2,046,935	1,807,497	1,476,153	1,260,976
Plus/(Minus) Audit Adjustments	9793	64,236	-	-	-	-	-
As of July 1, Audited		1,654,247	2,126,193	2,046,935	1,807,497	1,476,153	1,260,976
Other Restatements	9795	-	-	-	-	-	-
Net Beginning Balance		1,654,247	2,126,193	2,046,935	1,807,497	1,476,153	1,260,976
<b>Ending Fund Balance, June 30</b>		<b>\$ 2,126,193</b>	<b>\$ 2,046,935</b>	<b>\$ 1,807,497</b>	<b>\$ 1,476,153</b>	<b>\$ 1,260,976</b>	<b>\$ 1,076,926</b>
<b>COMPONENTS FOR ENDING FUND BALANCE</b>							
Designated Amounts							
Designated for Economic Uncertainty	9770	88,196	114,978	129,886	143,029	149,495	160,168
currently set at greater of \$ or 5% of Total Expen		5%	5%	5%	5%	5%	5%
Designated Reserve for Special Educ	9780	250,000	250,000	250,000	250,000	250,000	250,000
Designated Reserve for Facility Costs	9780	1,000,000	1,000,000	1,000,000	750,000	750,000	500,000
Unappropriated Amount	9790	787,997	681,957	427,611	333,124	111,481	166,758
<b>TOTAL COMPONENTS FOR ENDING FUND BALANCE</b>		<b>\$ 2,126,193</b>	<b>\$ 2,046,935</b>	<b>\$ 1,807,497</b>	<b>\$ 1,476,153</b>	<b>\$ 1,260,976</b>	<b>\$ 1,076,926</b>

# Ridgecrest Charter School

## Expenditures Worksheet – Compensation

Budget Type	Fiscal Year SACS Code	2012-13 Unaudited Actuals	2013-14 Projected Budget	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget	2017-18 Projected Budget
<b>Certificated Salaries</b>		1000-1999					
<b>Certificated Teacher Salaries</b>		1100-1199					
Teachers – Regular Program	1100	734,728	845,500	874,000	952,000	1,037,400	1,128,600
<b>Other Teacher Salaries</b>							
Teacher – Special Education	1111	47,091	89,000	92,000	119,000	123,500	153,900
Teacher – Title I	1121	-	22,250	23,000	23,800	24,700	25,650
<b>Substitute Teacher Costs</b>							
Day-to-Day Substitutes	1130	15,420	26,574	27,451	30,395	32,890	36,274
<b>Teacher/Program Administrator Stipends</b>		1150					
3-5 Grade Level Gate	1150	600	600	600	600	600	600
Accelerated and STAR Math	1150	1,350	1,350	1,350	1,350	1,350	1,350
Accelerated Reading and STAR Reader	1150	1,350	1,350	1,350	1,350	1,350	1,350
CELD	1150	600	600	600	600	600	600
Middle School ELA Academic Interventic	1150	1,200	1,200	1,200	1,200	1,200	1,200
Middle School Mathematics Academic In	1150	1,200	1,200	1,200	1,200	1,200	1,200
PTO Teacher Liaison PA	1150	500	500	500	500	500	500
Student Study Team (SST) and 504 Plar	1150	1,250	1,250	1,250	1,250	1,250	1,250
Student Study Team (SST) and 504 Plar	1150	1,800	1,800	1,800	1,800	1,800	1,800
<b>Teacher/Program Administrator Stipends</b>	1150	\$ 9,850	\$ 9,850	\$ 9,850	\$ 9,850	\$ 9,850	\$ 9,850
<b>Total Certificated Teacher Salaries</b>	1000-1199	\$ 807,089	\$ 993,174	\$ 1,026,301	\$ 1,135,045	\$ 1,228,340	\$ 1,354,274
<b>School Administrator Salaries</b>		13xx					
Assistant Executive Director	1351	-	35,000	72,300	74,800	77,600	80,500
Executive Director	1321	103,172	90,600	93,600	96,900	100,500	104,300
<b>Subtotal</b>	13xx	\$ 103,172	\$ 125,600	\$ 165,900	\$ 171,700	\$ 178,100	\$ 184,800
<b>TOTAL CERTIFICATED SALARIES</b>	1000-1999	\$ 910,261	\$ 1,118,774	\$ 1,192,201	\$ 1,306,745	\$ 1,406,440	\$ 1,539,074

# Ridgecrest Charter School

## Expenditures Worksheet – Compensation

Budget Type	Fiscal Year SACS Code	2012-13 Unaudited Actuals	2013-14 Projected Budget	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget	2017-18 Projected Budget
<b>Classified Compensation Costs</b>		2000-2999					
<b>Classified Salaries</b>		2000-2999					
<b>Administrator Salaries</b>		23xx					
Chief Operations Officer	2341	69,788	93,450	64,400	66,700	69,200	71,800
Business Services Director	23x1	-	-	-	-	-	-
<b>Subtotal</b>	<b>23xx</b>	<b>\$ 69,788</b>	<b>\$ 93,450</b>	<b>\$ 64,400</b>	<b>\$ 66,700</b>	<b>\$ 69,200</b>	<b>\$ 71,800</b>
<b>Clerical, Technical &amp; Other Office Employ</b>		24xx					
Office Clerk	2491	32,270	29,920	30,892	31,992	33,183	34,467
Records Clerk	2481	32,270	32,640	33,733	34,925	36,208	37,583
Secretary	2471	-	25,872	26,700	27,600	28,600	29,700
<b>Subtotal</b>	<b>24xx</b>	<b>\$ 64,541</b>	<b>\$ 88,432</b>	<b>\$ 91,325</b>	<b>\$ 94,517</b>	<b>\$ 97,992</b>	<b>\$ 101,750</b>
<b>Subtotal Classified Salaries Cost</b>		<b>\$ 134,329</b>	<b>\$ 181,882</b>	<b>\$ 155,725</b>	<b>\$ 161,217</b>	<b>\$ 167,192</b>	<b>\$ 173,550</b>
<b>Hourly Classified Staff Wages</b>							
<b>Non-Certificated Instructional Wages</b>		21xx					
Title I Instructional Aide	2112	21,187	36,720	37,930	58,882	61,042	84,499
Paraprofessional Aide, Special Education	2132	69,791	57,758	59,659	72,022	74,693	88,589
<b>Subtotal</b>	<b>21xx</b>	<b>\$ 90,978</b>	<b>\$ 94,478</b>	<b>\$ 97,589</b>	<b>\$ 130,903</b>	<b>\$ 135,734</b>	<b>\$ 173,088</b>
<b>Pupil Support Salaries</b>		22xx					
Food Service Worker	2252	-	15,840	16,358	16,934	17,568	18,230
Custodian	2262	32,212	46,800	48,348	50,040	51,876	53,856
<b>Subtotal</b>	<b>22xx</b>	<b>\$ 32,212</b>	<b>\$ 62,640</b>	<b>\$ 64,706</b>	<b>\$ 66,974</b>	<b>\$ 69,444</b>	<b>\$ 72,086</b>
<b>Other Classified Employee Wages</b>		29xx					
Noon Duty I	2902	21,150	22,444	23,188	32,432	33,645	49,442
Noon Duty II	2902	-	8,336	8,610	8,909	9,243	9,593
<b>Subtotal</b>	<b>29xx</b>	<b>\$ 21,150</b>	<b>\$ 30,780</b>	<b>\$ 31,797</b>	<b>\$ 41,342</b>	<b>\$ 42,888</b>	<b>\$ 59,036</b>
<b>Subtotal Hourly Staff Wage Costs</b>		<b>\$ 144,340</b>	<b>\$ 187,898</b>	<b>\$ 194,093</b>	<b>\$ 239,219</b>	<b>\$ 248,066</b>	<b>\$ 304,210</b>
<b>TOTAL ALL CLASSIFIED COSTS</b>		<b>2000-2999</b>	<b>\$ 278,669</b>	<b>\$ 369,780</b>	<b>\$ 349,818</b>	<b>\$ 400,436</b>	<b>\$ 415,258</b>
			<b>\$ 477,760</b>				

# Ridgecrest Charter School

## Expenditures Worksheet – Employee Benefits

Budget Type	Fiscal Year SACS Code	2012-13 Unaudited Actuals	2013-14 Projected Budget	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget	2017-18 Projected Budget
<b>State Teachers Retirement System (STRS)</b>							
Certificated contributions	3101	73,037	92,299	98,357	107,806	116,031	126,974
Noncertificated contributions	3102	-	-	-	-	-	-
<b>STRS Subtotal</b>		<b>\$ 73,037</b>	<b>\$ 92,299</b>	<b>\$ 98,357</b>	<b>\$ 107,806</b>	<b>\$ 116,031</b>	<b>\$ 126,974</b>
<b>Public Employees Retirement System (PERS)</b>							
Certificated contributions	3201	-	-	-	-	-	-
Noncertificated contributions	3202	25,518	38,788	36,388	41,088	42,607	47,910
<b>PERS Subtotal</b>		<b>\$ 25,518</b>	<b>\$ 38,788</b>	<b>\$ 36,388</b>	<b>\$ 41,088</b>	<b>\$ 42,607</b>	<b>\$ 47,910</b>
<b>Old Age, Survivors, Disability, and Health Insurance (OASDI)</b>							
Medicare, certificated contributions	3301	13,199	16,222	17,287	18,948	20,393	22,317
Medicare, noncertificated contributions	3302	4,041	5,362	5,072	5,806	6,021	6,928
Social Security, noncertificated contribut	3302	16,602	22,926	21,689	24,827	25,746	29,621
<b>OASDI Subtotal</b>		<b>\$ 33,841</b>	<b>\$ 44,510</b>	<b>\$ 44,048</b>	<b>\$ 49,581</b>	<b>\$ 52,161</b>	<b>\$ 58,865</b>
<b>Health Benefit Costs (HDV)</b>							
Combined HDV estimate, certificated coi	3401	120,226	135,929	149,040	164,160	180,000	204,120
Combined HDV estimate, noncertificatedec	3402	37,966	55,608	58,320	61,560	64,800	68,040
<b>HDV Subtotal</b>		<b>\$ 158,192</b>	<b>\$ 191,537</b>	<b>\$ 207,360</b>	<b>\$ 225,720</b>	<b>\$ 244,800</b>	<b>\$ 272,160</b>
<b>State Unemployment Insurance (SUI/SEF)</b>							
Certificated contributions	3501	9,567	12,307	13,114	14,374	15,471	16,930
Noncertificated contributions	3502	2,929	4,068	3,848	4,405	4,568	5,255
<b>SUI/SEF Subtotal</b>		<b>\$ 12,496</b>	<b>\$ 16,374</b>	<b>\$ 16,962</b>	<b>\$ 18,779</b>	<b>\$ 20,039</b>	<b>\$ 22,185</b>
<b>Worker's Compensation Insurance (WC)</b>							
Certificated contributions	3601	19,566	24,048	25,626	28,088	30,231	33,082
Noncertificated contributions	3602	5,990	7,948	7,519	8,607	8,926	10,269
<b>WC Subtotal</b>		<b>\$ 25,556</b>	<b>\$ 31,996</b>	<b>\$ 33,146</b>	<b>\$ 36,696</b>	<b>\$ 39,157</b>	<b>\$ 43,352</b>
<b>Total Benefit Costs</b>		<b>\$ 328,640</b>	<b>\$ 415,505</b>	<b>\$ 436,260</b>	<b>\$ 479,670</b>	<b>\$ 514,794</b>	<b>\$ 571,446</b>

# Ridgecrest Charter School

## Expenditures Worksheet – Books and Supplies

Fiscal Year		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
SACS		Unaudited	Projected	Projected	Projected	Projected	Projected
Budget Type	Code	Actuals	Budget	Budget	Budget	Budget	Budget
<b>Approved Textbooks and Core Curricula Materials</b>							
New Textbooks (students)		-	3,430	2,864	2,202	2,563	2,635
Replacement Textbooks (students)		30,000	34,885	39,264	42,998	47,362	51,982
Other (Common Core Standards)		-	35,000	35,000	-	-	-
Other (Follet/HM updates)		41,949	-	-	-	-	-
Other (Textbook updates)		-	-	-	20,000	20,500	21,100
<b>Subtotal, Approved Textbooks and Cor</b>	<b>4100</b>	<b>\$ 71,949</b>	<b>\$ 73,315</b>	<b>\$ 77,129</b>	<b>\$ 65,200</b>	<b>\$ 70,425</b>	<b>\$ 75,716</b>
<b>Books and Other Reference Materials</b>							
Library Books		-	2,000	2,000	2,100	2,200	2,300
Other (Identify)		-	-	-	-	-	-
<b>Subtotal, Books and Other Reference M</b>	<b>4200</b>	<b>\$ -</b>	<b>\$ 2,000</b>	<b>\$ 2,000</b>	<b>\$ 2,100</b>	<b>\$ 2,200</b>	<b>\$ 2,300</b>
<b>Materials and Supplies</b>							
Custodial Supplies	4301	10,509	12,221	13,754	15,060	16,589	18,204
Instructional Supplies		19,285	22,424	25,238	27,638	30,442	33,407
Title I Instructional Supplies		-	25,000	25,600	26,200	26,900	27,700
Office Supplies		13,889	16,152	18,179	19,909	21,931	24,068
Other Materials & Supplies		7,982	-	-	-	-	-
<b>Subtotal, Materials and Supplies</b>	<b>4300</b>	<b>\$ 51,665</b>	<b>\$ 75,797</b>	<b>\$ 82,771</b>	<b>\$ 88,807</b>	<b>\$ 95,861</b>	<b>\$ 103,379</b>
<b>Non Capitalized Equipment</b>							
Food Service Equipment		5,564	-	-	-	-	-
Classroom Updates		49,903	15,000	15,300	15,700	16,100	16,600
Other Replacement Allocation		-	12,700	13,000	13,300	13,700	14,100
Special Education Equipment		-	7,800	8,000	8,200	8,400	8,600
<b>Subtotal, Non Capitalized Equipment</b>	<b>4400</b>	<b>\$ 55,467</b>	<b>\$ 35,500</b>	<b>\$ 36,300</b>	<b>\$ 37,200</b>	<b>\$ 38,200</b>	<b>\$ 39,300</b>
<b>Food for Student Nutrition</b>							
<i>No expenses are currently projected for Food For Student Nutrition</i>							
<b>Subtotal, Food for Student Nutrition</b>	<b>4700</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Books &amp; Supplies</b>	<b>4000-4999</b>	<b>\$ 179,081</b>	<b>\$ 186,611</b>	<b>\$ 198,200</b>	<b>\$ 193,307</b>	<b>\$ 206,687</b>	<b>\$ 220,696</b>



# Ridgecrest Charter School

## Expenditures Worksheet – Services and Operational Expenses

Fiscal Year		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
SACS		Unaudited	Projected	Projected	Projected	Projected	Projected
Budget Type	Code	Actuals	Budget	Budget	Budget	Budget	Budget
<b>Personal Services of Instructional Consultants, Lecturers &amp; Others</b>							
Instructional Consultant	5101	-	-	-	-	-	-
SpEd Psychologist		20,000	20,000	20,000	21,000	22,000	23,000
SpEd Speech Pathologist		25,499	26,000	27,000	28,000	29,000	30,000
<b>Subtotal of Personal Services of Instructi</b>	<b>5100</b>	<b>\$ 45,499</b>	<b>\$ 46,000</b>	<b>\$ 47,000</b>	<b>\$ 49,000</b>	<b>\$ 51,000</b>	<b>\$ 53,000</b>
<b>Travel and Conference</b>							
Combined Estimate		9,188	19,370	10,000	10,300	10,600	10,900
Other (Identify)	5240	-	-	-	-	-	-
<b>Subtotal of Travel and Conference</b>	<b>5200</b>	<b>\$ 9,188</b>	<b>\$ 19,370</b>	<b>\$ 10,000</b>	<b>\$ 10,300</b>	<b>\$ 10,600</b>	<b>\$ 10,900</b>
<b>Dues and Memberships</b>							
(CCSA) California Charter Schools Assoc	5310	1,400	1,596	1,756	1,876	2,012	2,148
(WASC) Western Association of Schools i	5320	720	720	2,620	720	3,095	720
Other (Identify)	53xx	415	-	-	-	-	-
<b>Subtotal of Dues and Memberships</b>	<b>5300</b>	<b>\$ 2,535</b>	<b>\$ 2,316</b>	<b>\$ 4,376</b>	<b>\$ 2,596</b>	<b>\$ 5,107</b>	<b>\$ 2,868</b>
<b>Insurance</b>							
Combined Estimate		25,131	23,755	28,043	30,710	33,827	37,123
Other (Identify)	54xx	-	-	-	-	-	-
<b>Subtotal of Insurance</b>	<b>5400</b>	<b>\$ 25,131</b>	<b>\$ 23,755</b>	<b>\$ 28,043</b>	<b>\$ 30,710</b>	<b>\$ 33,827</b>	<b>\$ 37,123</b>
<b>Operation and Housekeeping Services</b>							
Security Alarm Monitoring Service	5501	655	672	684	696	720	744
Pest Control Service	5504	1,080	1,104	1,128	1,152	1,188	1,224
<b>Utilities</b>							
Electricity	5502	31,691	34,800	40,680	44,760	49,200	54,120
Gas	5503	1,477	1,680	1,920	2,160	2,400	2,640
Waste Disposal	5505	3,044	3,360	3,960	4,320	4,800	5,280
Water	5506	4,561	5,040	5,880	6,480	7,080	7,800
<b>Subtotal of Utilities</b>		<b>40,772</b>	<b>44,880</b>	<b>52,440</b>	<b>57,720</b>	<b>63,480</b>	<b>69,840</b>
<b>Subtotal of Operation and Housekeeping</b>	<b>5500</b>	<b>\$ 42,507</b>	<b>\$ 46,656</b>	<b>\$ 54,252</b>	<b>\$ 59,568</b>	<b>\$ 65,388</b>	<b>\$ 71,808</b>

# Ridgecrest Charter School

## Expenditures Worksheet – Services and Operational Expenses

Fiscal Year		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
SACS		Unaudited	Projected	Projected	Projected	Projected	Projected
Budget Type	Code	Actuals	Budget	Budget	Budget	Budget	Budget
<b>Rentals, Leases, Repairs and Noncapitalized Improvements</b>							
Computers and Equipment (lease/rental/repair)	5604	26,190	28,464	29,136	30,624	31,968	33,624
Copier (lease/rental/repair)	5604	12,240	12,480	12,720	13,080	13,440	13,800
Portable Classrooms (old lease)	5603	8,509	8,520	8,520	8,520	8,520	8,520
Portable Classrooms (growth)	5603	-	10,800	14,400	18,000	18,000	18,000
Portable Classrooms (replacement)	5603	-	-	-	10,800	21,600	32,400
Property (repairs)	5602	22,242	32,680	33,480	34,320	35,280	36,240
<b>Subtotal of Rentals, Leases, Repairs and</b>	<b>5600</b>	<b>\$ 69,180</b>	<b>\$ 92,944</b>	<b>\$ 98,256</b>	<b>\$ 115,344</b>	<b>\$ 128,808</b>	<b>\$ 142,584</b>
<b>Professional/Consulting Services and Operating Expenses</b>							
Accounting (QB Processing)	5801	512	528	540	552	564	576
Advertising	5802	4,756	4,500	4,560	4,680	4,800	4,920
Audit Services	5803	9,335	9,480	9,720	9,960	10,200	10,440
Breakfast Program	5816	15,604	17,955	20,194	22,043	24,144	26,313
Business Services	5804	89,790	72,000	72,000	72,000	72,000	72,000
District (SBE) Financial Oversight Fee	5805	19,600	21,483	24,064	26,300	28,928	31,749
IT/IS/Networking Services	5806	5,611	5,760	5,880	6,000	6,120	6,240
Interest Expense	5807	16,226	12,626	180,671	175,962	171,392	170,066
Janitorial Services	5815	8,583	-	-	-	-	-
Legal Services	5808	4,083	19,200	7,500	7,500	7,500	7,500
Miscellaneous Expenses	5826	462	-	-	-	-	-
Professional Development	5809	-	10,000	10,000	10,000	10,000	10,000
Sewer Assessment	5810	1,440	-	-	-	-	-
Special Education Services	5811	5,921	6,000	6,000	6,000	6,000	6,000
Student Testing & Assessment	5812	3,281	3,830	4,302	4,690	5,181	5,692
<b>Subtotal of Professional/Consulting Serv</b>	<b>5800</b>	<b>\$ 191,083</b>	<b>\$ 189,363</b>	<b>\$ 351,571</b>	<b>\$ 351,977</b>	<b>\$ 353,289</b>	<b>\$ 358,136</b>
<b>Communications</b>							
Postage and Shipping	5930	3,086	3,144	3,216	3,300	3,384	3,480
Telephone	5910	6,756	6,840	6,960	7,080	7,320	7,560
<b>Subtotal of Communications</b>	<b>5900</b>	<b>\$ 9,842</b>	<b>\$ 9,984</b>	<b>\$ 10,176</b>	<b>\$ 10,380</b>	<b>\$ 10,704</b>	<b>\$ 11,040</b>
<b>Total Services &amp; Operational Expenses</b>	<b>5000-5999</b>	<b>\$ 394,965</b>	<b>\$ 430,387</b>	<b>\$ 603,675</b>	<b>\$ 629,875</b>	<b>\$ 658,723</b>	<b>\$ 687,459</b>

# Ridgecrest Charter School

## Expenditures Worksheet – Capital Costs

Budget Type	Fiscal Year SACS Code	2012-13 Unaudited Actuals	2013-14 Projected Budget	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget	2017-18 Projected Budget
<b>Sites and Site Improvement</b>							
Site Acquisition		-	-	-	-	-	-
Off-site Construction Costs		-	-	-	-	-	-
Portable Classroom Set-Down/Hook-Up Costs		-	165,000	55,000	145,000	145,000	145,000
Site Improvement	6170	-	15,000	-	-	-	-
<b>Subtotal Sites and Site Improvement</b>	6100	\$ -	\$ 180,000	\$ 55,000	\$ 145,000	\$ 145,000	\$ 145,000
<b>Buildings and Building Improvement</b>		<i>No expenses are currently projected for Buildings And Building Improvement</i>					
<b>Subtotal Buildings and Building Impro</b>	6200	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>New Library Books &amp; Media</b>		<i>No expenses are currently projected for New Library Books &amp; Media</i>					
<b>Subtotal New Library Books &amp; Media</b>	6300	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Capital Equipment</b>							
<b>Computers and Technology</b>		<i>No expenses are currently projected for Computers And Technology</i>					
<b>Subtotal Computers and Technology</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Furniture and Equipment</b>							
School Equipment (other miscellaneous)		-	-	-	-	-	-
<b>Subtotal Furniture and Equipment</b>		\$ -	\$ -	\$ 12,000	\$ 16,006	\$ 14,218	\$ 18,192
<b>Subtotal Capital Equipment</b>	6400	\$ -	\$ -	\$ 12,000	\$ 16,006	\$ 14,218	\$ 18,192
<b>Capital Equipment Replacement</b>		<i>No expenses are currently projected for Capital Equipment Replacement</i>					
<b>Subtotal Capital Equipment Replacement</b>	6500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Depreciation Expense	6900	113,290	120,000	245,000	245,000	245,000	245,000
<b>Total Capital Costs</b>		\$ 113,290	\$ 300,000	\$ 312,000	\$ 406,006	\$ 404,218	\$ 408,192

# Ridgecrest Charter School

## Expenditures Worksheet – Other Outgo; Transfers In and Out

Fiscal Year	SACS	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
Budget Type	Code	Unaudited Actuals	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Comments
Other Outgo								
Debt Service – Interest Payments	7438							Shown as Object 5807, not 7438
Land Note Payable		\$ 16,226	\$ 12,626	\$ 8,767	\$ 4,629	\$ 670	\$ -	7% interest on 12 yr term
Multi-Purpose Room Mortgage		-	-	171,904	171,333	170,722	170,066	7% interest on 15 yr term
Subtotal, Debt Service – Interest Payments		\$ 16,226	\$ 12,626	\$ 180,671	\$ 175,962	\$ 171,392	\$ 170,066	Shown as Object 5807, not 7438
Debt Service – Principal Payments	7439							Shown as Object 7439 before purchase, then as Asset in Balance Sheet
Land Note Payable		\$ 49,786	\$ 53,386	\$ 57,245	\$ 61,383	\$ 32,336	\$ -	Orig Principal: \$535k; payoff: 2016-12-31
Multi-Purpose Room Mortgage		-	-	97,744	98,315	98,926	99,582	Orig Principal: \$2.5M; payoff: 2029-06-30
Subtotal, Debt Service – Principal Payments		\$ 49,786	\$ 53,386	\$ 154,989	\$ 159,698	\$ 131,262	\$ 99,582	Summarized in Expenditures/Bal Sheet
Other Sources and Uses – Transfers In		No Other Sources And Uses – Transfers In currently planned						
Total Transfers In		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Summarized at Transfers In
Other Sources and Uses – Transfers Out		No Other Sources And Uses – Transfers Out currently planned						
Total Transfers Out		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Summarized at Transfers Out

# Ridgecrest Charter School

## NSLP — National School Lunch Program Budget and Reconciliation Worksheet

Budget Type	Ordinal Year Fiscal Year SACS Code	Year II 2012-13 Projected Budget	Year III 2013-14 Projected Budget	Year IV 2014-15 Projected Budget	Year V 2015-16 Projected Budget	Year VI 2016-17 Projected Budget	Year VII 2017-18 Projected Budget	Comments
<b>PROGRAM SUMMARY</b>								
<b>REVENUES</b>								
NSLP Revenue Projection	8220	33,417	38,100	41,900	44,800	48,000	51,200	Combined State and Federal Funding
State Child Nutrition Reimbursements	8520	4,052	4,600	5,100	5,400	5,800	6,200	Combined State and Federal Funding
Local Income (Paid Meals)	8634	4,363	5,000	5,500	5,900	6,300	6,700	Received from Paying Students
Carryover from Prior Year		-	19,143	-	-	-	-	
<b>TOTAL REVENUES</b>		<b>\$ 41,832</b>	<b>\$ 66,843</b>	<b>\$ 52,500</b>	<b>\$ 56,100</b>	<b>\$ 60,100</b>	<b>\$ 64,100</b>	
<b>EXPENDITURES</b>								
Certificated Salaries	1000-1999	-	-	-	-	-	-	
Classified Salaries	2000-2999	-	27,540	28,445	29,444	30,537	31,694	
Employee Benefits	3000-3999	-	13,876	14,455	15,128	15,822	16,531	
Books & Supplies	4000-4999	5,879	-	-	-	-	-	
Services & Operational Expenses	5000-5999	16,810	17,955	20,194	22,043	24,144	26,313	
Capital Outlay	6000-6999	-	15,000	-	-	-	-	
<b>TOTAL EXPENDITURES</b>		<b>\$ 22,688</b>	<b>\$ 74,371</b>	<b>\$ 63,095</b>	<b>\$ 66,616</b>	<b>\$ 70,503</b>	<b>\$ 74,538</b>	
<b>PROGRAM SURPLUS/(DEFICIT)</b>		<b>\$ 19,143</b>	<b>\$ (7,528)</b>	<b>\$ (10,595)</b>	<b>\$ (10,516)</b>	<b>\$ (10,403)</b>	<b>\$ (10,438)</b>	
<b>EXPENDITURE DETAILS</b>		350	399	439	469	503	537	
<b>Certificated Employee Compensation</b>		<i>No Certificated Employee Compensation budgeted to this program</i>						
<b>Certificated Subtotal</b>	1000	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
Number of Certificated FTEs in this Program		-	-	-	-	-	-	FTE count for positions listed above
<b>Classified Employee Compensation</b>								
Food Service Worker	2252	-	15,840	16,358	16,934	17,568	18,230	
Custodian	2262	-	11,700	12,087	12,510	12,969	13,464	
<b>Classified Wage Subtotal</b>	2000	<b>\$ -</b>	<b>\$ 27,540</b>	<b>\$ 28,445</b>	<b>\$ 29,444</b>	<b>\$ 30,537</b>	<b>\$ 31,694</b>	
Number of Classified FTEs in this Program		-	1.25	1.25	1.25	1.25	1.25	FTE count for positions listed above
<b>Benefits</b>								
<b>State Teachers Retirement System (STRS)</b>		<i>No State Teachers Retirement System (STRS) budgeted to this program</i>						
<b>STRS Subtotal</b>	3100	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Public Employees Retirement System (PERS)</b>								
Certificated contributions	3201	-	-	-	-	-	-	
Noncertificated contributions	3202	-	3,151	3,255	3,369	3,494	3,626	
<b>PERS Subtotal</b>	3200	<b>\$ -</b>	<b>\$ 3,151</b>	<b>\$ 3,255</b>	<b>\$ 3,369</b>	<b>\$ 3,494</b>	<b>\$ 3,626</b>	
<b>Old Age, Survivors, Disability, and Health Insurance (OASDI)</b>								
Medicare, noncertificated contributions	3302	-	399	412	427	443	460	
Social Security, noncertificated contribu	3302	-	1,707	1,764	1,826	1,893	1,965	
<b>OASDI Subtotal</b>	3300	<b>\$ -</b>	<b>\$ 2,107</b>	<b>\$ 2,176</b>	<b>\$ 2,252</b>	<b>\$ 2,336</b>	<b>\$ 2,425</b>	
<b>Health Benefit Costs (HDV)</b>								
Number of Benefit-Earning Classified FTEs in this Program		-	1.25	1.25	1.25	1.25	1.25	FTE count for positions listed above
Combined HDV estimate, certificated co	3401	-	-	-	-	-	-	
Combined HDV estimate, noncertificated	3402	-	7,723	8,100	8,550	9,000	9,450	
<b>HDV Subtotal</b>	3400	<b>\$ -</b>	<b>\$ 7,723</b>	<b>\$ 8,100</b>	<b>\$ 8,550</b>	<b>\$ 9,000</b>	<b>\$ 9,450</b>	

# Ridgecrest Charter School

## NSLP — National School Lunch Program Budget and Reconciliation Worksheet

Budget Type	Ordinal Year Fiscal Year SACS Code	Year II 2012-13 Projected Budget	Year III 2013-14 Projected Budget	Year IV 2014-15 Projected Budget	Year V 2015-16 Projected Budget	Year VI 2016-17 Projected Budget	Year VII 2017-18 Projected Budget	Comments
PROGRAM DETAILS, continued								
State Unemployment Insurance (SUI/SEF)								
Certificated contributions	3501	-	-	-	-	-	-	
Noncertificated contributions	3502	-	303	313	324	336	349	
SUI/SEF Subtotal	3500	\$ -	\$ 303	\$ 313	\$ 324	\$ 336	\$ 349	
Worker's Compensation Insurance (WC)								
Certificated contributions	3601	-	-	-	-	-	-	
Noncertificated contributions	3602	-	592	611	633	656	681	
WC Subtotal	3600	\$ -	\$ 592	\$ 611	\$ 633	\$ 656	\$ 681	
Other Benefits		No Other Benefits budgeted to this program						
Other Benefits Subtotal	3900	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Subtotal All Benefit Costs		3000	\$ -	\$ 13,876	\$ 14,455	\$ 15,128	\$ 15,822	
Books & Supplies								
Materials and Supplies	4300	315	-	-	-	-	-	
Food Service Equipment	4400	5,564	-	-	-	-	-	
Subtotal Books & Supplies		4000	\$ 5,879	\$ -	\$ -	\$ -	\$ -	\$ -
Operating Costs								
Travel and Conference	5200	1,205	-	-	-	-	-	
Breakfast Program	5816	15,604	17,955	20,194	22,043	24,144	26,313	
Subtotal Operating Costs		5000	\$ 16,810	\$ 17,955	\$ 20,194	\$ 22,043	\$ 24,144	\$ 26,313
Capital Costs								Walk-in Refrigerator
Site Improvement	6170	-	15,000	-	-	-	-	
Other (Identify)	6x00	-	-	-	-	-	-	
Subtotal Capital Costs		6000	\$ -	\$ 15,000	\$ -	\$ -	\$ -	
Subtotal Expenses			\$ 23,038	\$ 74,770	\$ 63,534	\$ 67,085	\$ 71,006	\$ 75,075

# Ridgecrest Charter School

## Title I Program Budget and Reconciliation Worksheet

Fiscal Year		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Comments
SACS		Unaudited	Projected	Projected	Projected	Projected	Projected	
Budget Type	Code	Actuals	Budget	Budget	Budget	Budget	Budget	
<b>PROGRAM SUMMARY</b>								
<b>REVENUES</b>								
NCLB: Title I, Part A, Basic Grants Low-Income d		\$ 60,625	\$ 61,600	\$ 62,700	\$ 64,100	\$ 65,700	\$ 67,500	
Carryover from Prior Year		-	30,565	-	-	-	-	
<b>TOTAL REVENUES</b>		<b>\$ 60,625</b>	<b>\$ 92,165</b>	<b>\$ 62,700</b>	<b>\$ 64,100</b>	<b>\$ 65,700</b>	<b>\$ 67,500</b>	
<b>EXPENDITURES</b>								
Certificated Salaries	1000-1999	\$ -	\$ 22,250	\$ 23,000	\$ 23,800	\$ 24,700	\$ 25,650	
Classified Salaries	2000-2999	27,162	67,500	69,727	100,223	103,929	143,535	
Employee Benefits	3000-3999	2,899	29,886	31,118	44,683	46,711	62,655	
Books & Supplies	4000-4999	-	25,000	25,600	26,200	26,900	27,700	
Services & Operational Expenses	5000-5999	-	-	-	-	-	-	
Capital Outlay	6000-6999	-	-	-	-	-	-	
<b>TOTAL EXPENDITURES</b>		<b>\$ 30,061</b>	<b>\$ 144,636</b>	<b>\$ 149,445</b>	<b>\$ 194,906</b>	<b>\$ 202,240</b>	<b>\$ 259,539</b>	
<b>PROGRAM SURPLUS/(DEFICIT)</b>		<b>\$ 30,565</b>	<b>\$ (52,472)</b>	<b>\$ (86,745)</b>	<b>\$ (130,806)</b>	<b>\$ (136,540)</b>	<b>\$ (192,039)</b>	
<b>EXPENDITURE DETAILS</b>								
<b>Certificated Employee Compensation</b>		<i>No Certificated Employee Compensation budgeted to this program</i>						
Teacher – Title I	1121	-	22,250	23,000	23,800	24,700	25,650	
Other (Identify)	1251	-	-	-	-	-	-	
<b>Certificated Subtotal</b>		<b>\$ -</b>	<b>\$ 22,250</b>	<b>\$ 23,000</b>	<b>\$ 23,800</b>	<b>\$ 24,700</b>	<b>\$ 25,650</b>	
Number of Certificated FTEs in this Program		-	0.50	0.50	0.50	0.50	0.50	FTE count for positions listed above
<b>Classified Employee Compensation</b>								
Title I Instructional Aide	2112	6,012	36,720	37,930	58,882	61,042	84,499	
Noon Duty I	2902	21,150	22,444	23,188	32,432	33,645	49,442	not in PERS
Noon Duty II	2902	-	8,336	8,610	8,909	9,243	9,593	not in PERS
<b>Classified Wage Subtotal</b>	2000	<b>\$ 27,162</b>	<b>\$ 67,500</b>	<b>\$ 69,727</b>	<b>\$ 100,223</b>	<b>\$ 103,929</b>	<b>\$ 143,535</b>	
Number of Classified FTEs in this Program		2.41	4.38	4.38	6.00	6.00	8.00	FTE count for positions listed above
<b>Benefits</b>								
<b>State Teachers Retirement System (STRS)</b>								
Certificated contributions	3101	-	1,836	1,898	1,964	2,038	2,116	
Noncertificated contributions	3102	-	-	-	-	-	-	
<b>STRS Subtotal</b>	3100	<b>\$ -</b>	<b>\$ 1,836</b>	<b>\$ 1,898</b>	<b>\$ 1,964</b>	<b>\$ 2,038</b>	<b>\$ 2,116</b>	
<b>Public Employees Retirement System (PERS)</b>								
Certificated contributions	3201	-	-	-	-	-	-	
Noncertificated contributions	3202	-	4,202	4,340	6,737	6,984	9,668	
<b>PERS Subtotal</b>	3200	<b>\$ -</b>	<b>\$ 4,202</b>	<b>\$ 4,340</b>	<b>\$ 6,737</b>	<b>\$ 6,984</b>	<b>\$ 9,668</b>	
<b>Old Age, Survivors, Disability, and Health Insurance (OASDI)</b>								
Medicare, certificated contributions	3301	-	323	334	345	358	372	
Medicare, noncertificated contributions	3302	394	979	1,011	1,453	1,507	2,081	
Social Security, noncertificated contribu	3302	1,675	4,185	4,323	6,214	6,444	8,899	
<b>OASDI Subtotal</b>	3300	<b>\$ 2,069</b>	<b>\$ 5,486</b>	<b>\$ 5,668</b>	<b>\$ 8,012</b>	<b>\$ 8,309</b>	<b>\$ 11,352</b>	

# Ridgecrest Charter School

## Title I Program Budget and Reconciliation Worksheet

Fiscal Year SACS Budget Type Code		2012-13 Unaudited Actuals	2013-14 Projected Budget	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget	2017-18 Projected Budget	Comments
<b>PROGRAM DETAILS, continued</b>								
<b>Health Benefit Costs (HDV)</b>								
Number of Benefit-Earning Certificated FTEs in this Program		-	0.50	0.50	0.50	0.50	0.50	Health-benefit eligible FTE count for positions listed above.
Number of Benefit-Earning Classified FTEs in this Program		-	2.00	2.00	3.00	3.00	4.00	
Combined HDV estimate, certificated cc	3401	-	3,089	3,240	3,420	3,600	3,780	
Combined HDV estimate, noncertificated	3402	-	12,357	12,960	20,520	21,600	30,240	
<b>HDV Subtotal</b>	<b>3400</b>	<b>\$ -</b>	<b>\$ 15,447</b>	<b>\$ 16,200</b>	<b>\$ 23,940</b>	<b>\$ 25,200</b>	<b>\$ 34,020</b>	
<b>State Unemployment Insurance (SUI/SEF)</b>								
Certificated contributions	3501	-	245	253	262	272	282	
Noncertificated contributions	3502	274	743	767	1,102	1,143	1,579	
<b>SUI/SEF Subtotal</b>	<b>3500</b>	<b>\$ 274</b>	<b>\$ 987</b>	<b>\$ 1,020</b>	<b>\$ 1,364</b>	<b>\$ 1,415</b>	<b>\$ 1,861</b>	
<b>Worker's Compensation Insurance (WC)</b>								
Certificated contributions	3601	-	478	494	512	531	551	
Noncertificated contributions	3602	556	1,451	1,499	2,154	2,234	3,085	
<b>WC Subtotal</b>	<b>3600</b>	<b>\$ 556</b>	<b>\$ 1,929</b>	<b>\$ 1,993</b>	<b>\$ 2,666</b>	<b>\$ 2,765</b>	<b>\$ 3,637</b>	
<b>Subtotal All Benefit Costs</b>	<b>3000</b>	<b>\$ 2,899</b>	<b>\$ 29,886</b>	<b>\$ 31,118</b>	<b>\$ 44,683</b>	<b>\$ 46,711</b>	<b>\$ 62,655</b>	
<b>Books &amp; Supplies</b>								
Title I Instructional Supplies	0	-	25,000	25,600	26,200	26,900	27,700	
Other (Identify)	4400	-	-	-	-	-	-	
<b>Subtotal Books &amp; Supplies</b>	<b>4000</b>	<b>\$ -</b>	<b>\$ 25,000</b>	<b>\$ 25,600</b>	<b>\$ 26,200</b>	<b>\$ 26,900</b>	<b>\$ 27,700</b>	
<b>Operating Costs</b>					<i>No Operating Costs budgeted to this program</i>			
Travel and Conference	5200	-	-	-	-	-	-	
Other (Identify)	5x00	-	-	-	-	-	-	
<b>Subtotal Operating Costs</b>	<b>5000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Capital Costs</b>					<i>No Capital Costs budgeted to this program</i>			
Other (Identify)	6x00	-	-	-	-	-	-	
Other (Identify)	6x00	-	-	-	-	-	-	
<b>Subtotal Capital Costs</b>	<b>6000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Subtotal Expenses</b>		<b>\$ 30,061</b>	<b>\$ 144,636</b>	<b>\$ 149,445</b>	<b>\$ 194,906</b>	<b>\$ 202,240</b>	<b>\$ 259,539</b>	



# Ridgecrest Charter School

## SELPA Funding (Federal) Program Budget and Reconciliation Worksheet

Fiscal Year		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Comments
SACS		Unaudited	Projected	Projected	Projected	Projected	Projected	
Budget Type	Code	Actuals	Budget	Budget	Budget	Budget	Budget	
<b>PROGRAM SUMMARY</b>								
<b>REVENUES</b>								
SELPA Funding (Federal)		\$ 57,137	\$ 57,137	\$ 57,137	\$ 57,137	\$ 57,137	\$ 57,137	
Carryover from Prior Year		7,940	-	-	-	-	-	
<b>TOTAL REVENUES</b>		<b>\$ 65,077</b>	<b>\$ 57,137</b>	<b>\$ 57,137</b>	<b>\$ 57,137</b>	<b>\$ 57,137</b>	<b>\$ 57,137</b>	
<b>EXPENDITURES</b>								
Certificated Salaries	1000-1999	\$ 45,841	\$ 22,405	\$ 23,160	\$ 29,956	\$ 31,089	\$ 38,742	
Classified Salaries	2000-2999	-	14,440	14,915	18,005	18,673	22,147	
Employee Benefits	3000-3999	19,953	13,851	14,431	18,162	18,998	23,195	
Books & Supplies	4000-4999	-	1,950	2,000	2,050	2,100	2,150	
Services & Operational Expenses	5000-5999	-	13,000	13,250	13,750	14,250	14,750	
Capital Outlay	6000-6999	-	-	-	-	-	-	
<b>TOTAL EXPENDITURES</b>		<b>\$ 65,795</b>	<b>\$ 65,645</b>	<b>\$ 67,756</b>	<b>\$ 81,924</b>	<b>\$ 85,110</b>	<b>\$ 100,984</b>	
<b>PROGRAM SURPLUS/(DEFICIT)</b>		<b>\$ (717)</b>	<b>\$ (8,508)</b>	<b>\$ (10,619)</b>	<b>\$ (24,787)</b>	<b>\$ (27,973)</b>	<b>\$ (43,847)</b>	
<b>PROGRAM DETAILS</b>								
<b>Expenses</b>								
<b>Certificated Employee Compensation</b>								
Teacher – Special Education	1111	45,841	22,250	23,000	29,750	30,875	38,475	25% apportionment to this Program
Day-to-Day Substitutes	1130	-	155	160	206	214	267	25% apportionment to this Program
<b>Certificated Subtotal</b>		<b>\$ 45,841</b>	<b>\$ 22,405</b>	<b>\$ 23,160</b>	<b>\$ 29,956</b>	<b>\$ 31,089</b>	<b>\$ 38,742</b>	
Number of Certificated FTEs in this Program		1.00	0.50	0.50	0.63	0.63	0.75	FTE count for positions listed above
<b>Classified Employee Compensation</b>								
<b>Classified Wage Costs (Hourly Employees)</b>								
Paraprofessional Aide, Special Educatic	2132	-	14,440	14,915	18,005	18,673	22,147	25% apportionment to this Program
Other (Identify)		-	-	-	-	-	-	
<b>Classified Wage Subtotal</b>		<b>\$ -</b>	<b>\$ 14,440</b>	<b>\$ 14,915</b>	<b>\$ 18,005</b>	<b>\$ 18,673</b>	<b>\$ 22,147</b>	
<b>Classified Subtotal</b>		<b>\$ -</b>	<b>\$ 14,440</b>	<b>\$ 14,915</b>	<b>\$ 18,005</b>	<b>\$ 18,673</b>	<b>\$ 22,147</b>	
Number of Classified FTEs in this Program		-	0.75	0.75	0.88	0.88	1.00	FTE count for positions listed above
<b>Benefits</b>								
<b>State Teachers Retirement System (STRS)</b>								
Certificated contributions	3101	3,782	1,848	1,911	2,471	2,565	3,196	
Noncertificated contributions	3102	-	-	-	-	-	-	
<b>STRS Subtotal</b>		<b>\$ 3,782</b>	<b>\$ 1,848</b>	<b>\$ 1,911</b>	<b>\$ 2,471</b>	<b>\$ 2,565</b>	<b>\$ 3,196</b>	
<b>Public Employees Retirement System (PERS)</b>								
Certificated contributions	3201	-	-	-	-	-	-	
Noncertificated contributions	3202	-	1,652	1,707	2,060	2,137	2,534	
<b>PERS Subtotal</b>		<b>\$ -</b>	<b>\$ 1,652</b>	<b>\$ 1,707</b>	<b>\$ 2,060</b>	<b>\$ 2,137</b>	<b>\$ 2,534</b>	
<b>Old Age, Survivors, Disability, and Health Insurance (OASDI)</b>								
Medicare, certificated contributions	3301	615	325	336	434	451	562	
Medicare, noncertificated contributions	3302	-	209	216	261	271	321	
Social Security, noncertificated contribu	3302	-	895	925	1,116	1,158	1,373	
<b>OASDI Subtotal</b>		<b>\$ 615</b>	<b>\$ 1,430</b>	<b>\$ 1,477</b>	<b>\$ 1,812</b>	<b>\$ 1,879</b>	<b>\$ 2,256</b>	

# Ridgecrest Charter School

## SELPA Funding (Federal) Program Budget and Reconciliation Worksheet

Fiscal Year SACS Budget Type Code		2012-13 Unaudited Actuals	2013-14 Projected Budget	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget	2017-18 Projected Budget	Comments
<b>PROGRAM DETAILS, continued</b>								
<b>Health Benefit Costs (HDV)</b>								
No. of Benefit-Earning Certificated FTEs in this Program		1.00	0.50	0.50	0.63	0.63	0.75	Health-benefit eligible FTE count for positions listed above.
No. of Benefit-Earning Classified FTEs in this Program		-	0.75	0.75	0.88	0.88	1.00	
Combined HDV estimate, certificated cc	3401	14,381	3,089	3,240	4,275	4,500	5,670	Estimated cost based on Health-benefit eligible FTE count
Combined HDV estimate, noncertificated	3402	-	4,634	4,860	5,985	6,300	7,560	
<b>HDV Subtotal</b>	<b>3400</b>	<b>\$ 14,381</b>	<b>\$ 7,723</b>	<b>\$ 8,100</b>	<b>\$ 10,260</b>	<b>\$ 10,800</b>	<b>\$ 13,230</b>	
<b>State Unemployment Insurance (SUI/SEF)</b>								
Certificated contributions	3501	190	246	255	330	342	426	
Noncertificated contributions	3502	-	159	164	198	205	244	
<b>SUI/SEF Subtotal</b>	<b>3500</b>	<b>\$ 190</b>	<b>\$ 405</b>	<b>\$ 419</b>	<b>\$ 528</b>	<b>\$ 547</b>	<b>\$ 670</b>	
<b>Worker's Compensation Insurance (WC)</b>								
Certificated contributions	3601	985	482	498	644	668	833	
Noncertificated contributions	3602	-	310	321	387	401	476	
<b>WC Subtotal</b>	<b>3600</b>	<b>\$ 985</b>	<b>\$ 792</b>	<b>\$ 818</b>	<b>\$ 1,031</b>	<b>\$ 1,070</b>	<b>\$ 1,309</b>	
<b>Subtotal All Benefit Costs</b>	<b>3000</b>	<b>\$ 19,953</b>	<b>\$ 13,851</b>	<b>\$ 14,431</b>	<b>\$ 18,162</b>	<b>\$ 18,998</b>	<b>\$ 23,195</b>	
<b>Books &amp; Supplies</b>								
Special Education Supplies	4307	-	-	-	-	-	-	25% apportionment to this Program
Special Education Equipment	4400	-	1,950	2,000	2,050	2,100	2,150	25% apportionment to this Program
<b>Subtotal Books &amp; Supplies</b>	<b>4000</b>	<b>\$ -</b>	<b>\$ 1,950</b>	<b>\$ 2,000</b>	<b>\$ 2,050</b>	<b>\$ 2,100</b>	<b>\$ 2,150</b>	
<b>Operating Costs</b>								
SpEd Psychologist	5100	-	5,000	5,000	5,250	5,500	5,750	25% apportionment to this Program
SpEd Speech Pathologist	5100	-	6,500	6,750	7,000	7,250	7,500	25% apportionment to this Program
Special Education Services	5811	-	1,500	1,500	1,500	1,500	1,500	25% apportionment to this Program
<b>Subtotal Operating Costs</b>	<b>5000</b>	<b>\$ -</b>	<b>\$ 13,000</b>	<b>\$ 13,250</b>	<b>\$ 13,750</b>	<b>\$ 14,250</b>	<b>\$ 14,750</b>	
<b>Capital Costs</b>								
<b>Subtotal Capital Costs</b>	<b>6000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<i>No Capital Costs budgeted to this program</i>
<b>Subtotal Expenses</b>		<b>\$ 65,795</b>	<b>\$ 65,645</b>	<b>\$ 67,756</b>	<b>\$ 81,924</b>	<b>\$ 85,110</b>	<b>\$ 100,984</b>	

# Ridgecrest Charter School

## Special Education SELPA Funding Program Budget and Reconciliation Worksheet

Fiscal Year		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Comments
SACS		Unaudited	Projected	Projected	Projected	Projected	Projected	
Budget Type	Code	Actuals	Budget	Budget	Budget	Budget	Budget	
<b>PROGRAM SUMMARY</b>								
<b>REVENUES</b>								
Special Education SELPA Funding		\$ 162,408	\$ 162,408	\$ 162,408	\$ 162,408	\$ 162,408	\$ 162,408	
Carryover from Prior Year		-	5,021	-	-	-	-	
<b>TOTAL REVENUES</b>		<b>\$ 162,408</b>	<b>\$ 167,429</b>	<b>\$ 162,408</b>	<b>\$ 162,408</b>	<b>\$ 162,408</b>	<b>\$ 162,408</b>	
<b>EXPENDITURES</b>								
Certificated Salaries	1000-1999	\$ 1,250	\$ 69,790	\$ 72,085	\$ 92,757	\$ 96,201	\$ 119,474	
Classified Salaries	2000-2999	63,779	43,319	44,744	54,016	56,020	66,442	
Employee Benefits	3000-3999	23,947	41,885	43,631	54,860	57,373	70,005	
Books & Supplies	4000-4999	9,777	18,550	19,000	19,450	20,000	20,550	
Services & Operational Expenses	5000-5999	58,634	39,000	39,750	41,250	42,750	44,250	
Capital Outlay	6000-6999	-	-	-	-	-	-	
<b>TOTAL EXPENDITURES</b>		<b>\$ 157,387</b>	<b>\$ 212,544</b>	<b>\$ 219,211</b>	<b>\$ 262,333</b>	<b>\$ 272,344</b>	<b>\$ 320,721</b>	
<b>PROGRAM SURPLUS/(DEFICIT)</b>		<b>\$ 5,021</b>	<b>\$ (45,115)</b>	<b>\$ (56,803)</b>	<b>\$ (99,925)</b>	<b>\$ (109,936)</b>	<b>\$ (158,313)</b>	
<b>PROGRAM DETAILS</b>								
<b>Expenses</b>								
<b>Certificated Employee Compensation</b>								
Teacher – Special Education	1111	-	66,750	69,000	89,250	92,625	115,425	75% apportionment to this Program
Day-to-Day Substitutes	1130	-	1,391	1,436	1,858	1,927	2,400	75% apportionment to this Program
Teacher/Program Administrator Stipend	1150	-	-	-	-	-	-	
Accelerated Reading and STAR Reac	1150	-	135	135	135	135	135	10% apportionment to this Program
CELD	1150	-	48	48	48	48	48	8% apportionment to this Program
Middle School ELA Academic Interve	1150	-	120	120	120	120	120	10% apportionment to this Program
Middle School Mathematics Academic	1150	-	96	96	96	96	96	8% apportionment to this Program
Student Study Team (SST) and 504 F	1150	1,250	1,250	1,250	1,250	1,250	1,250	100% apportionment to this Program
Teacher/Program Administrator Stipends	1150	\$ 1,250	\$ 1,649	\$ 1,649	\$ 1,649	\$ 1,649	\$ 1,649	
<b>Certificated Subtotal</b>		<b>\$ 1,250</b>	<b>\$ 69,790</b>	<b>\$ 72,085</b>	<b>\$ 92,757</b>	<b>\$ 96,201</b>	<b>\$ 119,474</b>	
Number of Certificated FTEs in this Program		-	1.50	1.50	1.88	1.88	2.25	FTE count for positions listed above
<b>Classified Wage Costs (Hourly Employees)</b>								
Paraprofessional Aide, Special Educat	2132	63,779	43,319	44,744	54,016	56,020	66,442	75% apportionment to this Program
Other (Identify)		-	-	-	-	-	-	
<b>Classified Wage Subtotal</b>		<b>\$ 63,779</b>	<b>\$ 43,319</b>	<b>\$ 44,744</b>	<b>\$ 54,016</b>	<b>\$ 56,020</b>	<b>\$ 66,442</b>	
<b>Classified Subtotal</b>		<b>\$ 63,779</b>	<b>\$ 43,319</b>	<b>\$ 44,744</b>	<b>\$ 54,016</b>	<b>\$ 56,020</b>	<b>\$ 66,442</b>	
Number of Classified FTEs in this Program		-	2.25	2.25	2.63	2.63	3.00	FTE count for positions listed above
<b>Benefits</b>								
<b>State Teachers Retirement System (STRS)</b>								
Certificated contributions	3101	103	5,758	5,947	7,652	7,937	9,857	
Noncertificated contributions	3102	-	-	-	-	-	-	
<b>STRS Subtotal</b>		<b>\$ 103</b>	<b>\$ 5,758</b>	<b>\$ 5,947</b>	<b>\$ 7,652</b>	<b>\$ 7,937</b>	<b>\$ 9,857</b>	
<b>Public Employees Retirement System (PERS)</b>								
Certificated contributions	3201	-	-	-	-	-	-	
Noncertificated contributions	3202	9,237	4,957	5,120	6,181	6,410	7,602	
<b>PERS Subtotal</b>		<b>\$ 9,237</b>	<b>\$ 4,957</b>	<b>\$ 5,120</b>	<b>\$ 6,181</b>	<b>\$ 6,410</b>	<b>\$ 7,602</b>	
<b>Old Age, Survivors, Disability, and Health Insurance (OASDI)</b>								
Medicare, certificated contributions	3301	18	1,012	1,045	1,345	1,395	1,732	
Medicare, noncertificated contributions	3302	925	628	649	783	812	963	
Social Security, noncertificated contribu	3302	5,346	2,686	2,774	3,349	3,473	4,119	
<b>OASDI Subtotal</b>		<b>\$ 6,289</b>	<b>\$ 4,326</b>	<b>\$ 4,468</b>	<b>\$ 5,477</b>	<b>\$ 5,680</b>	<b>\$ 6,815</b>	

# Ridgecrest Charter School

## Special Education SELPA Funding Program Budget and Reconciliation Worksheet

Budget Type	Fiscal Year SACS Code	2012-13 Unaudited Actuals	2013-14 Projected Budget	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget	2017-18 Projected Budget	Comments
<b>PROGRAM DETAILS, continued</b>								
<b>Health Benefit Costs (HDV)</b>								
Number of Benefit-Earning Certificated FTEs in this Program		-	1.50	1.50	1.88	1.88	2.25	Health-benefit eligible FTE count for positions listed above.
Number of Benefit-Earning Classified FTEs in this Program		1.00	2.25	2.25	2.63	2.63	3.00	
Combined HDV estimate, certificated cc	3401	-	9,268	9,720	12,825	13,500	17,010	Estimated cost based on Health-benefit eligible FTE count
Combined HDV estimate, noncertificated	3402	6,023	13,902	14,580	17,955	18,900	22,680	
<b>HDV Subtotal</b>	<b>3400</b>	<b>\$ 6,023</b>	<b>\$ 23,170</b>	<b>\$ 24,300</b>	<b>\$ 30,780</b>	<b>\$ 32,400</b>	<b>\$ 39,690</b>	
<b>State Unemployment Insurance (SUI/SEF)</b>								
Certificated contributions	3501	-	768	793	1,020	1,058	1,314	
Noncertificated contributions	3502	506	477	492	594	616	731	
<b>SUI/SEF Subtotal</b>	<b>3500</b>	<b>\$ 506</b>	<b>\$ 1,244</b>	<b>\$ 1,285</b>	<b>\$ 1,615</b>	<b>\$ 1,674</b>	<b>\$ 2,045</b>	
<b>Worker's Compensation Insurance (WC)</b>								
Certificated contributions	3601	-	1,500	1,549	1,994	2,068	2,568	
Noncertificated contributions	3602	1,789	931	962	1,161	1,204	1,428	
<b>WC Subtotal</b>	<b>3600</b>	<b>\$ 1,789</b>	<b>\$ 2,431</b>	<b>\$ 2,511</b>	<b>\$ 3,155</b>	<b>\$ 3,272</b>	<b>\$ 3,996</b>	
<b>Subtotal All Benefit Costs</b>	<b>3000</b>	<b>\$ 23,947</b>	<b>\$ 41,885</b>	<b>\$ 43,631</b>	<b>\$ 54,860</b>	<b>\$ 57,373</b>	<b>\$ 70,005</b>	
<b>Books &amp; Supplies</b>								
Special Education Books	4100	6,406	-	-	-	-	-	75% apportionment to this Program
Special Education Materials	4300	3,371	-	-	-	-	-	
Special Education Equipment	4400	-	5,850	6,000	6,150	6,300	6,450	
Other Replacement Allocation	4400	-	12,700	13,000	13,300	13,700	14,100	
<b>Subtotal Books &amp; Supplies</b>	<b>4000</b>	<b>\$ 9,777</b>	<b>\$ 18,550</b>	<b>\$ 19,000</b>	<b>\$ 19,450</b>	<b>\$ 20,000</b>	<b>\$ 20,550</b>	
<b>Operating Costs</b>								
SpEd Psychologist	5100	20,000	15,000	15,000	15,750	16,500	17,250	75% apportionment to this Program
SpEd Speech Pathologist	5100	25,499	19,500	20,250	21,000	21,750	22,500	75% apportionment to this Program
Travel and Conference	5200	3,448	-	-	-	-	-	
Copier (lease/rental/repair)	5604	3,688	-	-	-	-	-	
Special Education Services	5811	5,921	4,500	4,500	4,500	4,500	4,500	75% apportionment to this Program
Student Testing & Assessment	5812	78	-	-	-	-	-	
<b>Subtotal Operating Costs</b>	<b>5000</b>	<b>\$ 58,634</b>	<b>\$ 39,000</b>	<b>\$ 39,750</b>	<b>\$ 41,250</b>	<b>\$ 42,750</b>	<b>\$ 44,250</b>	
<b>Capital Costs</b>								
<b>Subtotal Capital Costs</b>	<b>6000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<i>No Capital Costs budgeted to this program</i>
<b>Subtotal Expenses</b>		<b>\$ 157,387</b>	<b>\$ 212,544</b>	<b>\$ 219,211</b>	<b>\$ 262,333</b>	<b>\$ 272,344</b>	<b>\$ 320,721</b>	

# Ridgecrest Charter School

## Key Variables Worksheet — State Funding Data

Fiscal Year		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18		
Budget Type	Use?	Unaudited Actuals	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Last Update	Comments
Financial Projection Factors									
Statutory COLA		3.24%	1.57%	1.80%	2.30%	2.50%	2.70%	7/15/2013	(used to project annual revenue increases)
California Consumer Price Index (CA CPI)		2.15%	2.00%	2.30%	2.50%	2.70%	2.80%	7/15/2013	(used to project annual expense increases)
Charter School General Purpose Block Grant Allocations *									
							Rates shown are actual/projected values AFTER application of any deficit factors		
Grades K-3 Rate	Y	\$ 5,109	\$ 5,192	\$ 5,285	\$ 5,407	\$ 5,542	\$ 5,692	6/27/2013	Annual revenue per P-2 ADA
Grades 4-6 Rate	Y	\$ 5,187	\$ 5,274	\$ 5,369	\$ 5,492	\$ 5,629	\$ 5,781	6/27/2013	Annual revenue per P-2 ADA
Grades 7-8 Rate	Y	\$ 5,346	\$ 5,433	\$ 5,531	\$ 5,658	\$ 5,799	\$ 5,956	6/27/2013	Annual revenue per P-2 ADA
Charter School Categorical Block Grant Allocations *									
							Rates shown are actual/projected values AFTER application of any deficit factors		
All Grades	Y	\$ 412	\$ 418	\$ 426	\$ 435	\$ 446	\$ 458	6/27/2013	Annual revenue per P-2 ADA
California Lottery									
							Note: Lottery Funding is not tied to the Statutory COLA, depending instead on actual lottery sales.		
Restricted Funds – Prop 20: Instructional M	Y	\$ 30.34	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	7/15/2013	Annual revenue per prior year actual ADA
Unrestricted Funds – Non-Prop 20	Y	\$ 125.42	\$ 124.00	\$ 126.00	\$ 126.00	\$ 126.00	\$ 126.00	7/15/2013	
CA Primary (K-3) Class Size Reduction (E.C. 52120 et seq.)									
							Funding closed to schools not open by 2008-09 through 2013-14 or end of categorical flexibility if extended		
Full Day Program	Y	\$ 1,106	\$ 723	\$ 736	\$ 753	\$ 772	\$ 793	7/15/2013	Annual revenue per pupil in program, grades K-3
In Lieu of Economic Impact Aid (revised per AB1881, 1802 and SB 1131 in 2006) *									
Per Eligible Student (ED + EL + bonus fact)	Y	\$ 325	\$ 338	\$ 338	\$ 344	\$ 352	\$ 361	6/5/2013	For schools with fewer than 10 qualifying pupils For schools with 10 or more qualifying pupils
(a) minimum grant amount, 1-9 students	Y	\$ 5,527	\$ 5,749	\$ 5,749	\$ 5,852	\$ 5,987	\$ 6,137	6/5/2013	
(b) minimum grant, 10 or more students	Y	\$ 8,340	\$ 8,676	\$ 8,676	\$ 8,832	\$ 9,035	\$ 9,261	6/5/2013	
Other State Programs									
Arts and Music Block Grant *									
Funding per K-12 ADA participant	Y	\$ 16.15	\$ 16.42	\$ 16.78	\$ 17.18	\$ 17.64	\$ 18.15	1/15/2013	Annual revenue per P-2 ADA
Minimum Grant (20+ students)	Y	\$ 3,390	\$ 3,450	\$ 3,530	\$ 3,610	\$ 3,710	\$ 3,820		
Mandated Programs Block Grant		\$ 14.00	\$ 24.00	\$ 24.43	\$ 24.99	\$ 25.61	\$ 26.30		Funding per prior year ADA.
Mentor Support *	Y	\$ 5,576	\$ 5,668	\$ 5,793	\$ 5,932	\$ 6,092	\$ 6,269		Per qualified mentor

\* NOTE: These programs will be folded into the Local Control Funding Formula (LCFF) as soon as that program is implemented (CDE projects first iteration of LCFF implementation to be ready by P-2 certification in June 2013-14)

# Ridgecrest Charter School

## Key Variables Worksheet — School Staffing Data

Fiscal Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
Budget Type	Unaudited Actuals	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Comments
<b>Certificated Staffing (FTEs)</b>							
Teacher:Pupil Staffing Ratios							
Teachers – Regular Program							
Grades K-3	1/22	1/22	1/22	1/22	1/22	1/22	
Grades 4-5	1/28	1/28	1/28	1/29	1/29	1/29	
Grades 6-8	1/32	1/32	1/32	1/34	1/34	1/34	
<b>Teacher Staffing Projection (FTEs)</b>							
Teachers – Regular Program							
Kindergarten	3.00	3.00	3.00	3.00	3.00	3.00	
1st Grade	3.00	3.00	3.00	3.00	3.00	3.00	
2nd Grade	2.00	3.00	3.00	3.00	3.00	3.00	
3rd Grade	2.00	3.00	3.00	3.00	3.00	3.00	
4th Grade	2.00	2.00	2.00	2.00	2.00	2.00	
5th Grade	2.00	2.00	1.00	2.00	2.00	2.00	
6th Grade	1.00	1.00	2.00	2.00	2.00	2.00	
7th Grade	1.00	1.00	1.00	1.00	2.00	2.00	
8th Grade	1.00	1.00	1.00	1.00	1.00	2.00	
<b>Subtotal, Regular Programs</b>	<b>17.00</b>	<b>19.00</b>	<b>19.00</b>	<b>20.00</b>	<b>21.00</b>	<b>22.00</b>	
<b>Teachers – Other Certificated (Electives, Special Education, etc.)</b>							
Special Education	1.00	2.00	2.00	2.50	2.50	3.00	Resource Specialist
Title I Teacher	-	0.50	0.50	0.50	0.50	0.50	
<b>Subtotal, Other Certificated Teachers</b>	<b>1.00</b>	<b>2.50</b>	<b>2.50</b>	<b>3.00</b>	<b>3.00</b>	<b>3.50</b>	
<b>Total All Teachers</b>	<b>18.00</b>	<b>21.50</b>	<b>21.50</b>	<b>23.00</b>	<b>24.00</b>	<b>25.50</b>	
<b>Other Certificated Employee Staffing (FTEs)</b>							
School Administrator Staffing							
Assistant Executive Director	-	0.50	1.00	1.00	1.00	1.00	
Executive Director	1.00	1.00	1.00	1.00	1.00	1.00	
<b>Certificated (Non-Teaching) FTEs</b>	<b>1.00</b>	<b>1.50</b>	<b>2.00</b>	<b>2.00</b>	<b>2.00</b>	<b>2.00</b>	
<b>Total Certificated Staff</b>	<b>19.00</b>	<b>23.00</b>	<b>23.50</b>	<b>25.00</b>	<b>26.00</b>	<b>27.50</b>	
<b>Certificated Staff Earning Health Benefits</b>	<b>19.00</b>	<b>22.00</b>	<b>23.00</b>	<b>24.00</b>	<b>25.00</b>	<b>27.00</b>	Head count

# Ridgecrest Charter School

## Key Variables Worksheet — School Staffing Data

Fiscal Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
Budget Type	Unaudited Actuals	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Comments
<b>Classified Employee Staffing (FTEs)</b>							
Classified Salaried Staff							
Administrator Staffing							
Chief Operations Officer	1.00	1.50	1.00	1.00	1.00	1.00	2nd position training under DB during Jan to Jun 2014
Business Services Director	-	-	-	-	-	-	
<b>Clerical, Technical &amp; Other Office Employee Staffing</b>							
Office Clerk	0.92	0.92	0.92	0.92	0.92	0.92	11 mo. Assignment
Records Clerk	0.92	0.92	0.92	0.92	0.92	0.92	11 mo. Assignment
Secretary	-	1.00	1.00	1.00	1.00	1.00	12 mo. Assignment
<b>Total Salaried Site Staff</b>	<b>2.83</b>	<b>4.33</b>	<b>3.83</b>	<b>3.83</b>	<b>3.83</b>	<b>3.83</b>	
<b>Classified Hourly Staffing Assignments (hrs/day)</b>							
<b>Non-Certificated Instructional Staffing</b>							
Title I Instructional Aide	5.00	16.00	16.00	24.00	24.00	32.00	100% to 3010 Title I
Paraprofessional Aide, Special Ed	29.00	24.00	24.00	28.00	28.00	32.00	75% to 6500 SpEd; 25% to 3310 SpEd
<b>Pupil Support Staffing</b>							
Food Service Worker	-	8.00	8.00	8.00	8.00	8.00	
Custodian	8.00	16.00	16.00	16.00	16.00	16.00	11 mo. Assignment; 4 hr to NSLP
<b>Other Classified Employee Staffing</b>							
Noon Duty I	14.25	14.25	14.25	19.25	19.25	27.25	not in PERS
Noon Duty II	-	4.75	4.75	4.75	4.75	4.75	not in PERS
<b>Subtotal Hourly FTE</b>	<b>7.03</b>	<b>10.38</b>	<b>10.38</b>	<b>12.50</b>	<b>12.50</b>	<b>15.00</b>	
<b>Total Classified Staff</b>	<b>9.86</b>	<b>14.71</b>	<b>14.21</b>	<b>16.33</b>	<b>16.33</b>	<b>18.83</b>	
<b>Total All Staff</b>	<b>28.86</b>	<b>37.71</b>	<b>37.71</b>	<b>41.33</b>	<b>42.33</b>	<b>46.33</b>	
<b>Classified Staff Earning Health Benefits</b>	<b>6.00</b>	<b>9.00</b>	<b>9.00</b>	<b>9.00</b>	<b>9.00</b>	<b>9.00</b>	

# Ridgecrest Charter School

## Key Variables Worksheet — Staff Compensation Data

Fiscal Year		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Comments
Budget Type	SACS Code	Unaudited Actuals	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	
<b>Salary and Wage COLA Table</b>								<b>all wage increases are per Salary COLA</b>
CA CPI (reference value)		2.2%	2.0%	2.3%	2.5%	2.7%	2.8%	copied from KV_State
School Seniority COLA		1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	annual retention increase
Subtotal		3.2%	3.0%	3.3%	3.5%	3.7%	3.8%	sum of preceding components
Maximum COLA School will pay		5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	(limit for cost containment)
Total Annual Salary COLA		3.2%	3.0%	3.3%	3.5%	3.7%	3.8%	
<b>Teacher Salaries</b>								
Average Teacher Cost – Regular	1101	\$ 43,219	\$ 44,500	\$ 46,000	\$ 47,600	\$ 49,400	\$ 51,300	
Day to Day Substitute Teacher								
Cost per Day	1130	\$ 120	\$ 124	\$ 128	\$ 132	\$ 137	\$ 142	
<b>Other Teacher Salaries</b>								
Teacher – Special Education	1111	\$ 47,091	\$ 44,500	\$ 46,000	\$ 47,600	\$ 49,400	\$ 51,300	75% to 6500 SpEd; 25% to 3310 SpEd
Teacher – Title I	1121	\$ 47,091	\$ 44,500	\$ 46,000	\$ 47,600	\$ 49,400	\$ 51,300	100% to 3010 Title I
<b>School Administrator Salaries</b>								
Assistant Executive Director	1351	\$ -	\$ 70,000	\$ 72,300	\$ 74,800	\$ 77,600	\$ 80,500	
Executive Director	1321	\$ 88,000	\$ 90,600	\$ 93,600	\$ 96,900	\$ 100,500	\$ 104,300	
<b>Classified Employee Salaries</b>								
<b>Administrator Salaries</b>								
Chief Operations Officer	2341	\$ 60,514	\$ 62,300	\$ 64,400	\$ 66,700	\$ 69,200	\$ 71,800	
Business Services Director	23x1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Clerical, Technical &amp; Other Office</b>								
Office Clerk	2491	\$ 35,204	\$ 32,640	\$ 33,700	\$ 34,900	\$ 36,200	\$ 37,600	
Records Clerk	2481	\$ 35,204	\$ 35,607	\$ 36,800	\$ 38,100	\$ 39,500	\$ 41,000	
Secretary	2471	\$ -	\$ 25,872	\$ 26,700	\$ 27,600	\$ 28,600	\$ 29,700	
<b>Classified Hourly Staff Wage Rates (\$/hr)</b>								
<b>Non-Certificated Instructional Wa</b>								
Title I Instructional Aide	2112	\$ 9.00	\$ 12.75	\$ 13.17	\$ 13.63	\$ 14.13	\$ 14.67	100% to 3010 Title I
Paraprofessional Aide, Special Ed	2132	\$ 13.37	\$ 13.37	\$ 13.81	\$ 14.29	\$ 14.82	\$ 15.38	75% to 6500 SpEd; 25% to 3310 SpEd
<b>Pupil Support Salaries</b>								
Food Service Worker	2252	\$ -	\$ 11.00	\$ 11.36	\$ 11.76	\$ 12.20	\$ 12.66	
Custodian	2262	\$ 11.00	\$ 13.00	\$ 13.43	\$ 13.90	\$ 14.41	\$ 14.96	2012-13 position was not filled until Sep
<b>Other Classified Employee Wage</b>								
Noon Duty I	2902	\$ 8.00	\$ 8.75	\$ 9.04	\$ 9.36	\$ 9.71	\$ 10.08	
Noon Duty II	2902	\$ 8.25	\$ 9.75	\$ 10.07	\$ 10.42	\$ 10.81	\$ 11.22	Employee(s) with longevity bonus



# Ridgecrest Charter School

## Key Variables Worksheet — Employee Benefit Cost Rate Data

Fiscal Year		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Comments
Budget Type	Use?	Unaudited Actuals	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	
<b>Retirement Plan Contribution Rates</b>								
State Teachers Retirement System	Y	8.25%	8.25%	8.25%	8.25%	8.25%	8.25%	paid to all qualifying certificated employees
Public Employees Retirement System	Y	11.42%	11.44%	11.44%	11.44%	11.44%	11.44%	paid to all qualifying classified employees
Social Security (OASDI)	Y	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%	paid to all qualifying classified employees
<b>Other Mandatory Benefits</b>								
Medicare	Y	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	No limit on contribution; both employee and employer must pay.
State Unemployment (SUI/SEF)	Y	1.05%	1.10%	1.10%	1.10%	1.10%	1.10%	This tax is calculated against ALL wages.
Worker's Compensation (WC)	Y	2.15%	2.15%	2.15%	2.15%	2.15%	2.15%	
<b>Health Benefits</b>								
Annual Health Benefits COLA	n/a	-6.1%	5.0%	5.0%	5.0%	5.0%	5.0%	
Combined HDV estimate	Y	\$ 527	\$ 515	\$ 540	\$ 570	\$ 600	\$ 630	Combined monthly award per 0.75+FTE for health, dental & vision benefits.

# Ridgecrest Charter School

## Key Variables Worksheet — Books & Supplies

Budget Type	Fiscal Year SACS Code	2012-13 Unaudited Actuals	2013-14 Projected Budget	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget	2017-18 Projected Budget	Comments
<b>Approved Textbooks and Core Curricula Materials</b>								
New Textbooks (students)	4100	\$ -	\$ 70.00	\$ 71.61	\$ 73.40	\$ 75.38	\$ 77.49	Annual amount per new student
Replacement Textbooks (students)	4100	\$ 85.71	\$ 87.43	\$ 89.44	\$ 91.68	\$ 94.16	\$ 96.80	Annual amount per student; 10% replacement
Other (Common Core Standards)	4100	-	35,000	35,000	-	-	-	Annual amount for all texts
Other (Follet/HM updates)	4100	41,949	-	-	-	-	-	Annual amount for all texts
Other (Textbook updates)	4100	-	-	-	20,000	\$ 20,500	21,100	Annual amount for all texts
<b>Books and Other Reference Materials</b>								
Library Books	4200	\$ -	\$ 2,000	\$ 2,000	\$ 2,100	\$ 2,200	\$ 2,300	Annual amount
Other (Identify)	4200	-	-	-	-	-	-	Annual amount
<b>Materials and Supplies</b>								
Custodial Supplies	4301	\$ 30.03	\$ 30.63	\$ 31.33	\$ 32.11	\$ 32.98	\$ 33.90	Annual amount per student
Instructional Supplies (students)	4302	55.10	56.20	57.49	58.93	60.52	62.21	Annual amount per student
Office Supplies (students)	4303	39.68	40.48	41.41	42.45	43.60	44.82	Annual amount per student
Other Materials & Supplies (students)	4304	22.81	-	-	-	-	-	Annual amount
<b>Non Capitalized Equipment</b>								
Other Replacement Allocation	4400	\$ -	\$ 12,700	\$ 13,000	\$ 13,300	\$ 13,700	\$ 14,100	Annual amount; 100% to 6500 SpEd
Classroom Updates	4400	-	15,000	15,300	15,700	16,100	16,600	
Special Education Equipment	4400	-	7,800	8,000	8,200	8,400	8,600	Annual amount; 75% to 6500 SpEd; 25% to 3310 SpEd
<b>Food for Student Nutrition</b>								
After-School Program Snacks	4700	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Daily amount per student
Other (Identify)	4700	-	-	-	-	-	-	

# Ridgecrest Charter School

## Key Variables Worksheet — Operating Costs

	Fiscal Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
	SACS	Unaudited	Projected	Projected	Projected	Projected	Projected	
Budget Type	Code	Actuals	Budget	Budget	Budget	Budget	Budget	Comments
<b>Personal Services of Instructional Consultants, Lecturers &amp; Others</b>								
Instructional Consultant	5101	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Estimated monthly expense (10 mos/yr)
SpEd Psychologist	5100	2,000	2,000	2,000	2,100	2,200	2,300	Estimated monthly expense (10 mos/yr)
SpEd Speech Pathologist	5100	2,549.93	2,600	2,700	2,800	2,900	3,000	Estimated monthly expense (10 mos/yr)
<b>Travel and Conference</b>								
Combined Estimate	5200	\$ 9,188	\$ 19,370	\$ 10,000	\$ 10,300	\$ 10,600	\$ 10,900	Estimated annual cost
Other (Identify)	5240	-	-	-	-	-	-	
<b>Dues and Memberships</b>								
(CCSA) California Charter Schools Assoc	5310	\$ 1,400	\$ 1,596	\$ 1,756	\$ 1,876	\$ 2,012	\$ 2,148	Estimated annual cost
(WASC) Western Association of Schools	5320	720	720	2,620	720	3,095	720	Estimated annual cost
<b>Insurance</b>								
Combined Estimate	5400	\$ 71.80	\$ 59.54	\$ 63.88	\$ 65.48	\$ 67.25	\$ 69.13	Estimated annual cost per pupil
Other (Identify)	54xx	-	-	-	-	-	-	Estimated annual cost
<b>Operation and Housekeeping Services</b>								
Security Alarm Monitoring Service	5501	\$ 55	\$ 56	\$ 57	\$ 58	\$ 60	\$ 62	Estimated monthly expense (12 mos/yr)
Pest Control Service	5504	90	92	94	96	99	102	Estimated monthly expense (12 mos/yr)
<b>Utilities</b>								
Electricity	5502	\$ 2,641	\$ 2,900	\$ 3,390	\$ 3,730	\$ 4,100	\$ 4,510	Estimated monthly expense
Gas	5503	123	140	160	180	200	220	Estimated monthly expense
Waste Disposal	5505	254	280	330	360	400	440	Estimated monthly expense
Water	5506	380	420	490	540	590	650	Estimated monthly expense

# Ridgecrest Charter School

## Key Variables Worksheet — Operating Costs

Fiscal Year		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Comments
Budget Type	SACS Code	Unaudited Actuals	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	
Rentals, Leases, Repairs and Noncapitalized Improvements								
Computers and Equipment (lease/rental/repair)	5604	\$ 2,182	\$ 2,372	\$ 2,428	\$ 2,552	\$ 2,664	\$ 2,802	Estimated monthly expense
HP computers		584	596	610	625	642	660	
new classroom equipment (printer, computer)		-	146	149	215	262	332	
Dell		1,151	1,174	1,201	1,231	1,264	1,299	28 laptops
Other (Identify)		447	456	468	481	496	511	misc per ACV
Copier (lease/rental/repair)	5604	\$ 1,020	\$ 1,040	\$ 1,060	\$ 1,090	\$ 1,120	\$ 1,150	Estimated monthly expense
Portable Classrooms (old lease)	5603	709	710	710	710	710	710	Estimated monthly expense
Portable Classrooms (no. of new lease units)		-	3	4	5	5	5	
Portable Classrooms (no. of replacement lease units)		-	-	-	3	6	9	
Portable Classrooms (unit cost of new lease)	5603	-	300	300	300	300	300	Estimated monthly expense
Property (repairs)	5602	1,853	2,723	2,790	2,860	2,940	3,020	Estimated monthly expense
Other (Network wiring upgrade)	5650	833	-	-	-	-	-	Estimated monthly expense
Professional/Consulting Services & Operating Expenses								
District (SBE) Financial Oversight Fee Rate	5805	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	Percentage of Combined State Grant funds
Accounting (QB Processing)	5801	\$ 43	\$ 44	\$ 45	\$ 46	\$ 47	\$ 48	Estimated monthly expense
Advertising	5802	396	375	380	390	400	410	Estimated monthly expense
Audit Services	5803	778	790	810	830	850	870	Estimated monthly expense
Breakfast Program	5816	45	45	46	47	48	49	Estimated annual cost per pupil
Business Services	5804	89,790	72,000	72,000	72,000	72,000	72,000	Estimated annual cost
IT/IS/Networking Services	5806	468	480	490	500	510	520	Estimated monthly expense
Janitorial Services	5815	715	-	-	-	-	-	Estimated monthly expense
Legal Services	5808	340	1,600	625	625	625	625	Estimated monthly expense
Miscellaneous Expenses	5826	462	-	-	-	-	-	Estimated annual cost
Professional Development	5809	-	10,000	10,000	10,000	10,000	10,000	Estimated annual cost
Sewer Assessment	5810	1,440	-	-	-	-	-	Estimated annual cost
Special Education Encroachment or Excess	5811	5,921	6,000	6,000	6,000	6,000	6,000	Estimated annual cost
Student Information Services	5813	5,880	6,000	6,140	6,290	6,460	6,640	Estimated annual cost
Student Testing & Assessment	5812	9.37	9.60	9.80	10.00	10.30	10.60	Estimated annual cost per pupil
Communications								
Postage and Shipping	5930	\$ 257	\$ 262	\$ 268	\$ 275	\$ 282	\$ 290	Estimated monthly expense
Telephone	5910	563	570	580	590	610	630	Estimated monthly expense

# Ridgecrest Charter School

## Key Variables Worksheet — Student Enrollment Data

Fiscal Year	2012-13 Actual CBEDS	2013-14 Projected CBEDS	2014-15 Projected CBEDS	2015-16 Projected CBEDS	2016-17 Projected CBEDS	2017-18 Projected CBEDS
<b>Summary of All Enrollment by Grade</b>						
Kindergarten	60	66	66	66	66	66
1st Grade	58	66	66	66	66	66
2nd Grade	43	57	66	66	66	66
3rd Grade	38	46	57	66	66	66
4th Grade	34	38	46	57	66	66
5th Grade	33	36	38	46	57	66
6th Grade	30	32	36	38	46	57
7th Grade	31	32	32	32	38	46
8th Grade	23	26	32	32	32	38
<b>Total</b>	<b>350</b>	<b>399</b>	<b>439</b>	<b>469</b>	<b>503</b>	<b>537</b>
<b>Summary of All Enrollment by Grade Group</b>						
Grades K-3	199	235	255	264	264	264
Grades 4-6	97	106	120	141	169	189
Grades 7-8	54	58	64	64	70	84
<b>Total</b>	<b>350</b>	<b>399</b>	<b>439</b>	<b>469</b>	<b>503</b>	<b>537</b>

## Key Variables Worksheet — ADA Data

Fiscal Year	2012-13 P-2 Actual	2013-14 P-2 Estimate	2014-15 P-2 Estimate	2015-16 P-2 Estimate	2016-17 P-2 Estimate	2017-18 P-2 Estimate
<b>Total Combined ADA Ratio</b>						
Grades K-3	1.01	0.95	0.95	0.95	0.95	0.95
Grades 4-6	1.03	0.95	0.95	0.95	0.95	0.95
Grades 7-8	0.91	0.95	0.95	0.95	0.95	0.95
<b>Total ADA</b>						
Grades K-3	201.34	223.30	242.30	250.80	250.80	250.80
Grades 4-6	99.69	100.70	114.00	134.00	160.60	179.60
Grades 7-8	49.06	55.10	60.80	60.80	66.50	79.80
<b>Total ADA</b>	<b>350.09</b>	<b>379.10</b>	<b>417.10</b>	<b>445.60</b>	<b>477.90</b>	<b>510.20</b>

## Key Variables Worksheet — Student Demographics Data

Fiscal Year	2012-13 Actual CBEDS	2013-14 Projected CBEDS	2014-15 Projected CBEDS	2015-16 Projected CBEDS	2016-17 Projected CBEDS	2017-18 Projected CBEDS
<b>Special Population Data Counts</b>						
English Language Learner	6.0	3.0	3.0	3.0	3.0	3.0
Federal Poverty Eligible	-	-	-	-	-	-
EIA Disadvantaged Pupil Count	6.0	3.0	3.0	3.0	3.0	3.0
= sum of prior-year EL and FP counts (except for Y1 for newly opened charters, which use current-year projections), as reported through R30-LC Language Census and Principal Apportionment Revenue software						
EIA Pupil Concentration Factor	-	-	-	-	-	-
concentration factor varies according to how much the EIA Disadvantaged Pupil Count exceeds 50% of total enrollment, as reported by current-year CBEDS						
Free Meal Eligible	137.0	156.0	172.0	184.0	197.0	210.0
<b>Special Population Percentages</b>						
English Language Learner	1%	1%	1%	1%	1%	1%
Federal Poverty Eligible	0%	0%	0%	0%	0%	0%
Free Meal Eligible	39%	39%	39%	39%	39%	39%

Note: English Language Learner Count is taken as of R-30 Spring Report, not October CBEDS  
Ridgecrest Charter School Budget:KV\_Pupils



**Ridgecrest Charter School**  
**Multi-Year Strategic Fiscal Plan, 2013–14 through 2017–18**  
**Narrative of Budget Guidelines and Assumptions,**  
**Budget and Cash Flow Projections**  
**as of Sept 24, 2013**

## **Outline of Multi-Year Strategic Fiscal Plan**

**SUMMARY HIGHLIGHTS OF RIDGECREST CHARTER SCHOOL'S PETITION BUDGET PLAN:** California Charter Schools, as public school agencies, operate on a fiscal year from July 1 to June 30<sup>th</sup>. After five years of authorization, Charter Schools submit a Petition for Charter Renewal. One of the required elements for the renewal is a comprehensive budget plan, along with assumptions for the Petition Renewal, and a 3-year cash flow projection. Along with these required components, Ridgecrest Charter School (RCS) is including a Budget Narrative to further clarify the Petition Budget.

Ridgecrest Charter School (RCS) relies on the State for a majority of its funding, as do all public charter schools and school districts in California. Seldom are the specifics of the state budget available to the School prior to the date the Governing Board must adopt its budget. In June 2013, the state legislature passed a budget that revised the funding for California public schools. This piece of legislation was signed into law by Governor Brown. For the first time in several years, funding is projected to provide meaningful dollars toward reducing the achievement gap that handicaps the future of our state. In addition to progress toward economic recovery, in November 2012, Proposition 30 was passed by the electorate. This measure, initiated by the Governor, provide additional monies to public schools, some of which is being used to 'backfill' prior year funding reductions via revenues generated by a temporary increase in the sales tax rate and additional taxes for high earning individuals.

The state's new funding plan for public school significantly changes the funding for all public schools. The foundation of the budget allocation plan is through a Local Control Funding Formula (LCFF). The LCFF is a new funding distribution system for public education. It represents more of an increase in the degree of assistance provided to students on the lower end of the achievement gap than any overall improvement in the level of funding for all students. As of September 2013, implementation

procedure and precise formulae for the distribution of the new budget revenues are yet to be promulgated by the California Department of Education (CDE). Thus, major portions of the revenue budget plan are based on the 2012–13 certified funding model. This model, we believe, is a conservative revenue projection for RCS. As the CDE implements the LCFF and new regulations in the California Code of Regulations (Title V) and budget ‘clean-up’ legislation, are enacted, RCS will update its multi-year budget projection again and again.

While the majority of revenue projections are per prior year entitlements, elements of the new model that have been specified by CDE have been integrated into this projection. An example is funding and expenditures for the Common Core State Standards. When new elements are used in the Petition, mention of that will be included in the Budget Narrative and in the Budget Assumption pages.

The Budget Plan for 2012–13, along with projections for the following four years, has been developed based upon defined Budget Assumptions for all key enrollment revenue, expenditure and reserves variable components. As RCS is growing, its increasing facility cost projections are included. While school districts are required, per Proposition 39 (2000), to make available to charter schools facilities that are ‘reasonably equivalent’ to other district facilities, budget projections for this variable are not included in the Petition Renewal budget. The past history of Prop 39 has been a negotiated contribution of \$78k per year from the Sierra Sands Unified School District (SSUSD). The current agreement is one in which SSUSD purchased portable classroom units and transferred title of the portables to RCS. Over the last five years, this contribution equates to \$62k per year. The \$62k agreement expires in 2014. RCS will submit a new Prop 39 request by November 1, 2013.

A core theme of RCS financial management has been Economic Sustainability. Economic Sustainability at Ridgecrest Charter School means spending less each year on school operations than the school receives in revenue from the government and other sources. RCS has a strong Net Asset position with monies set aside in prior years for facility development and excess costs for the special education. These two designated reserves are in addition to unrestricted reserves that exceed 5%. Beginning 2013–14, RCS has begun a drawdown of the reserves. In the Petition Budget Plan, RCS’ reserves at all times continue to exceed 5%.

The Budget Plan is a Profit and Loss – Statement of Operations ‘model’; it does not contain all Balance Sheet transactions. In 2014–15, RCS tentatively plans to obtain a mortgage, in the amount of \$2.5 million, for the construction of a new Multi-Purpose building. This loan would be included in the liability section of the balance sheet; while a corresponding amount would be included in the asset section of the balance sheet for the building. For the purposes of the Profit and Loss – Statement of Operations budget projection, the interest on the mortgage and depreciation of the asset are included. The next Prop 39 agreement between SSUSD and RCS may modify this factor.

Separate program budgets for the National School Lunch Program, No Child Left Behind – Title I and State and Federal Special Education are included. These categorical budgets are ‘rolled up’ into the total budget plan.

In the Budget Plan document, the financial activities for 2012–13, as per the Unaudited Actual Report, are included for reference purposes.

# Detailed Table of Contents

<b>Outline of Multi-Year Strategic Fiscal Plan .....</b>	<b>1</b>
<b>Section I: Strategic Budget Development Management Plan .....</b>	<b>7</b>
Overview .....	8
Budget Guidelines and Assumptions .....	9
Summary Enrollment Projections by Grade and by Grade Span .....	9
Average Daily Attendance .....	10
Beginning and Ending Fund Balances .....	11
Revenue Factors .....	12
The Future of California School Funding: the Local Control Funding Formula .....	14
General Purpose Block Grant Funding .....	15
Categorical Block Grant Funds .....	16
Funding In Lieu of Economic Impact Aid .....	16
Primary Class Size Reduction Funds .....	17
Other Revenue Programs .....	17
Expenditure Factors .....	19
Summary of Expenditures .....	19
Teacher Staffing Plan .....	20
Other School Staff .....	22
Employee Benefits .....	24
Total Compensation .....	25
Books and Supplies Allocations .....	25
Other Operating Costs .....	26
Capital Outlay .....	27
Debt Service or Amortization of Mortgage .....	27
Net Operations, Ending Fund Balance and Fund Balance Components .....	27
<b>Section II: Summary Multi-Year Budget Projection .....</b>	<b>29</b>
Revenue Summary .....	31
Expenditure and Fund Balance Summary .....	32
Summary Cash Flow .....	33
Summary Cash Flow, 2013–14 through 2015–16 .....	34
<b>Section III: Multi-Year Demographic Variables .....</b>	<b>35</b>
Enrollment Projections .....	36
ADA Projections .....	36
Other Special Population Projections .....	36



<b>Section IV: Multi-Year Revenue and Expenditure Variables .....</b>	<b>37</b>
State Funding Rates .....	39
School Staffing Data .....	40
Certificated Employee Staffing Data .....	40
Classified Employee Staffing Data .....	41
Employee Compensation Rates .....	42
Certificated Employee Compensation Rates .....	42
Classified Employee Compensation Rates .....	42
Employee Benefit Rates .....	43
Books and Supplies Input Data .....	44
Services and Operational Costs Input Data .....	45
<b>Section V: Detailed Expenditure Data .....</b>	<b>47</b>
Employee Compensation Costs .....	49
Certificated Employee Compensation Data .....	49
Classified Employee Compensation Data .....	50
Employee Benefit Costs .....	51
Books and Supplies Costs .....	52
Services and Operational Expenses .....	53
Capital Costs .....	55
Other Outgo: Debt Service .....	56
<b>Section VI: Detailed Program Budgets .....</b>	<b>57</b>
School Nutrition Program .....	59
NCLB: Title I, Part A, Basic Grants for Low-Income and Neglected Students .....	61
Federal Special Education Program .....	63
State Special Education Program .....	65
<b>Section VII: Detailed Cash Flow, 2013–14 through 2015–16 .....</b>	<b>67</b>
First Year Cash Flow Worksheet .....	69
First Year Cash Flow to Budget Reconciliation Worksheet .....	70
Second Year Cash Flow Worksheet .....	71
Second Year Cash Flow to Budget Reconciliation Worksheet .....	72
Third Year Cash Flow Worksheet .....	73
Third Year Cash Flow to Budget Reconciliation Worksheet .....	74

## Table of Figures

Figure 1:	Summary Multi Year Budget Projection .....	8
Figure 2:	Enrollment Projection by Grade .....	9
Figure 3:	Enrollment Projection by Grade Level Grouping .....	9
Figure 4:	Projected Student Demographics for which Supplemental Funding is Derived .....	9
Figure 5:	Summary Average Daily Attendance (ADA) Projection Factors by Grade Span .....	10
Figure 6:	Summary Beginning and Ending Fund Balance Projections .....	11
Figure 7:	Summary of All Revenues, grouped by Source .....	12
Figure 8:	Percentage Comparison of Revenue Sources .....	13
Figure 9:	Summary Revenue per Enrollee, by Source .....	13
Figure 10:	State Cost of Living Adjustments as Projected by School Services of California, Inc. ....	13
Figure 11:	State General Purpose Block Grant Allocation per ADA, based upon 2012–13 Certification	15
Figure 12:	Histogram of In Lieu Tax Rate Funding per ADA for Ridgecrest Charter School .....	16
Figure 13:	State Categorical Block Grant Allocation per ADA .....	16
Figure 14:	Primary Class Size Reduction (K–3CSR) .....	17
Figure 15:	Lottery Funds .....	17
Figure 16:	Summary of State Revenue Programs .....	17
Figure 17:	Summary of Expenditures by Category .....	19
Figure 18:	Percentage Expenditure Distribution by Category .....	20
Figure 19:	Annual Expenditure by Category, per Enrollee .....	20
Figure 20:	Teacher Staffing Projections .....	21
Figure 21:	Annual Cost of Living Salary Allowances .....	21
Figure 22:	Average Teacher Salary Projection .....	21
Figure 23:	Teacher Compensation Cost Projection .....	22
Figure 24:	Hourly Classified Staff Assignment Projections .....	23
Figure 25:	Classified Hourly Compensation Rate Projections .....	23
Figure 26:	Classified Staff Cost Projections .....	24
Figure 27:	Projected Employee Benefit Costs .....	25
Figure 28:	Total Compensation Cost Projections and Percentage Comparisons .....	25
Figure 29:	Summary of Books and Supplies Expenditures .....	26
Figure 30:	Summary of Operating Costs Categories .....	27
Figure 31:	Summary of Capital Costs .....	27
Figure 32:	Annual Net Operations Projection .....	28
Figure 33:	Ending Fund Balance Projections .....	28
Figure 34:	Ending Fund Balance Components .....	28



# Section I: Strategic Budget Development Management Plan

Section I – Strategic Budget Development and Management Plan relates a narrative of the school’s strategic fiscal plan for the next five years of operation. This section presents a long list of Budget Guidelines and Assumptions used to derive the Budget and Cash Flow.

The majority of this section is devoted to description of the Critical Budget Variables, beginning with Student Enrollment Projections and continuing with an overview of all other Revenue and Expenditure Factors. These **key variables** impact the school’s budget development and financial plan; the narrative here is complimented by the detailed fiscal data presented in Sections II through VI.

# Overview

As noted in the Budget Summary lead in, state revenues in the budget assumptions are essentially equal to the per-pupil funding for the current year's appropriations. The Ending Balance is intentionally greater than the minimum recommended by the California Department of Education. This conservative measure has been chosen until specific parameters of LCFF are known. The Ending Balance also contains designated reserves for facility projects and for special education excess costs.

**Figure 1: Summary Multi Year Budget Projection**

	Fiscal Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	SACS	Unaudited	Projected	Projected	Projected	Projected	Projected
Budget Type	Code	Actuals	Budget	Budget	Budget	Budget	Budget
<b>Key Budget and Financial Variables: Enrollment and ADA</b>							
School Enrollment		350	399	439	469	503	537
School ADA at P-2		350	379	417	446	478	510
Ratio of P-2 ADA to Enrollment		100.0%	95.0%	95.0%	95.0%	95.0%	95.0%
<b>A. Revenues:</b>							
State Programs <sup>(a)</sup>		\$ 2,424,979	\$ 2,551,806	\$ 2,819,587	\$ 3,050,375	\$ 3,321,387	\$ 3,611,942
Federal Programs		180,684	176,317	182,117	187,617	194,017	201,017
Local Programs		71,189	67,062	6,000	6,400	6,800	7,200
<b>Total Revenues</b>		<b>\$ 2,676,852</b>	<b>\$ 2,795,185</b>	<b>\$ 3,007,704</b>	<b>\$ 3,244,392</b>	<b>\$ 3,522,204</b>	<b>\$ 3,820,159</b>
<b>B. Expenditures:</b>							
Certificated Salaries		\$ 910,261	\$ 1,118,774	\$ 1,192,201	\$ 1,306,745	\$ 1,406,440	\$ 1,539,074
Classified Salaries		278,669	369,780	349,818	400,436	415,258	477,760
Employee Benefits		328,640	415,505	436,260	479,670	514,794	571,446
<b>Subtotal Compensation Costs</b>		<b>1,517,570</b>	<b>1,904,059</b>	<b>1,978,279</b>	<b>2,186,850</b>	<b>2,336,492</b>	<b>2,588,280</b>
Books & Supplies		179,081	186,611	198,200	193,307	206,687	220,696
Services & Operational Expenses		394,965	430,387	603,675	629,875	658,723	687,459
Capital Outlay		113,290	300,000	312,000	406,006	404,218	408,192
Other Outgo		-	53,386	154,989	159,698	131,262	99,582
<b>Total Expenditures</b>		<b>\$ 2,204,907</b>	<b>\$ 2,874,443</b>	<b>\$ 3,247,142</b>	<b>\$ 3,575,736</b>	<b>\$ 3,737,381</b>	<b>\$ 4,004,209</b>
<b>Net Operations: Sub Total</b>		<b>\$ 471,946</b>	<b>\$ (79,258)</b>	<b>\$ (239,438)</b>	<b>\$ (331,344)</b>	<b>\$ (215,177)</b>	<b>\$ (184,050)</b>
<b>Beginning Balance <sup>(b)</sup></b>		<b>1,654,247</b>	<b>2,126,193</b>	<b>2,046,935</b>	<b>1,807,497</b>	<b>1,476,153</b>	<b>1,260,976</b>
<b>Ending Balance</b>		<b>\$ 2,126,193</b>	<b>\$ 2,046,935</b>	<b>\$ 1,807,497</b>	<b>\$ 1,476,153</b>	<b>\$ 1,260,976</b>	<b>\$ 1,076,926</b>

(a) Includes Prop 30 EPA funds and payments made via District for in-lieu property tax funding; (b) May include audit adjustments or other restatements.

Additional information on all budget assumptions is provided throughout this document and in the accompanying detailed Budget Plan.

# Budget Guidelines and Assumptions

## Summary Enrollment Projections by Grade and by Grade Span

RCS's student enrollment is linked to the capacity of its facilities which includes current facilities plus planned additional classrooms and a new Multi-Purpose Room for the site.

Student enrollment is viewed from several different aspects. Grade by grade enrollment is a prime factor upon which classroom staffing is determined. Enrollment grade level grouping is the basis upon which funding is determined. Student demographics are yet another factor which is important as the socio economic and English language attributes of the student population determine an additional level of federal and state funding. The various types of student enrollment are shown on the following tables.

**Figure 2: Enrollment Projection by Grade**

	Year 0 2012-13	Year I 2013-14	Year II 2014-15	Year III 2015-16	Year IV 2014-15	Year V 2015-16
Projected Total Enrollment by Grade	Actual CBEDS	Projected CBEDS	Projected CBEDS	Projected CBEDS	Projected CBEDS	Projected CBEDS
Kindergarten	60	66	66	66	66	66
1st Grade	58	66	66	66	66	66
2nd Grade	43	57	66	66	66	66
3rd Grade	38	46	57	66	66	66
4th Grade	34	38	46	57	66	66
5th Grade	33	36	38	46	57	66
6th Grade	30	32	36	38	46	57
7th Grade	31	32	32	32	38	46
8th Grade	23	26	32	32	32	38
<b>Total Projected Enrollment</b>	<b>350</b>	<b>399</b>	<b>439</b>	<b>469</b>	<b>503</b>	<b>537</b>

**Figure 3: Enrollment Projection by Grade Level Grouping**

	Year 0 2012-13	Year I 2013-14	Year II 2014-15	Year III 2015-16	Year IV 2014-15	Year V 2015-16
Projected Site-Based Enrollment by Grade Level Group	Unaudited Actuals	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Grades K-3	199	235	255	264	264	264
Grades 4-6	97	106	120	141	169	189
Grades 7-8	54	58	64	64	70	84
<b>Subtotal</b>	<b>350</b>	<b>399</b>	<b>439</b>	<b>469</b>	<b>503</b>	<b>537</b>

**Figure 4: Projected Student Demographics for which Supplemental Funding is Derived**

	Year 0 2012-13	Year I 2013-14	Year II 2014-15	Year III 2015-16	Year IV 2014-15	Year V 2015-16
Economic Impact Aid, Projected Pupil Counts	Unaudited Actuals	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Enrollment (E)	350	399	439	469	503	537
Economically Disadvantaged Pupil Count (ED)	-	-	-	-	-	-
English Language Learner Pupil Count (ELL)	3	3	3	3	3	3
Bonus Concentration Factor (ED+EL-E/2) = (E)	-	-	-	-	-	-
<b>Total EIA count = ED + EL + B</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

In 2012–13, RCS had an enrollment of 350. Currently, September 2013, the enrollment is just under 400, at 399. There is a waiting list for several grades. Over the next several years, the enrollment is projected to grow to 537 which is the maximum capacity for the current site.

### Average Daily Attendance

Average Daily Attendance (ADA) is a derivation of student enrollment in which student attendance rather than student enrollment is calculated. If a student attends school every day during the school year, that student earns a full ADA (1.0) for funding. If the student is absent on any given day (or days), the ADA of that student is less than 1.0. The goal of every school is that the ADA will exceed 95% and further at each year there be an improvement in that ratio. Student success is linked to student attendance as is school funding. Funding for school is based primarily on ADA and not upon enrollment. Expenses, however, such as staffing are based upon enrollment. For financial reasons alone, generating the maximum level of ADA is important.

The following chart outlines the assumptions for ADA for the budget projection period.

**Figure 5: Summary Average Daily Attendance (ADA) Projection Factors by Grade Span**

	Year 0 2012–13	Year I 2013–14	Year II 2014–15	Year III 2015–16	Year IV 2014–15	Year V 2015–16
Projected ADA to Enrollment Ratio by Grade Level Group	<i>Unaudited Actuals</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>
Total Combined ADA Ratio	101.2%	95.0%	95.0%	95.0%	95.0%	95.0%
Grades K-3	201.3	223	242	251	251	251
Grades 4-6	99.7	101	114	134	161	180
Grades 7-8	49.1	55	61	61	67	80
<b>Total Projected ADA</b>	<b>350</b>	<b>379</b>	<b>417</b>	<b>446</b>	<b>478</b>	<b>510</b>

ADA is the primary basis on which California public schools, including Charter Schools, are funded. Based on the past history of RCS, a ‘reasonable’ target for a charter school’s Average Daily Attendance to Enrollment is 95.0%. As new students immerse in the culture and philosophy of the school, the 95% ratio is reasonable and attainable. Enrollment and Student Attendance, plus the ratio between the two, will be monitored regularly. If there is a material change in either factor, the Budget Plan will be updated to reflect that change. Students may also be placed on Independent Study when absent from School not only for educational purposes but also for negating the funding impact of non-attendance. The philosophy of the school is students perform better when they attend school each and every day; concentrated effort will be made to inculcate this practice.

ADA, as mentioned above, is the most important factor relative to school funding. Student attendance is taken daily and is reported to the state three times a year. This critical factor will be monitored, at minimum, on a monthly basis. There is an existing system in place in which parents are notified if any concerns arise relative to student attendance.

## Beginning and Ending Fund Balances

**Figure 6: Summary Beginning and Ending Fund Balance Projections**

	Year 0	Year I	Year II	Year III	Year IV	Year V
	2012–13	2013–14	2014–15	2015–16	2014–15	2015–16
	<i>Unaudited</i>	<i>Projected</i>	<i>Projected</i>	<i>Projected</i>	<i>Projected</i>	<i>Projected</i>
Beginning and Ending Fund Balances	<i>Actuals</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>
Beginning Fund Balance (Net)	\$ 1,654,247	\$ 2,126,193	\$ 2,046,935	\$ 1,807,497	\$ 1,476,153	\$ 1,260,976
Net Change Fund Balance	471,946	(79,258)	(239,438)	(331,344)	(215,177)	(184,050)
Ending Fund Balance (Net)	\$ 2,126,193	\$ 2,046,935	\$ 1,807,497	\$ 1,476,153	\$ 1,260,976	\$ 1,076,926

The Fiscal Health of a Charter School can easily be depicted in a Multi-Year review of the Beginning and Ending Fund Balance Projection. As a Team, the Board and the School Leadership have judiciously managed RCS' resources during the economic uncertainty of the past several years. This constant monitoring will continue. The Ending Balance projection for the entire budget projection period remains strong and continues to include reserves for facility improvements and an allowance for excess special education costs. Important factors to keep in mind when reviewing the Ending Balance include:

1. The per pupil primary State Revenues for 2013–14 remain constant as per pupil funding as the funding LCFF is yet to be determined;
2. Future years' revenues are increased annually based upon the conservative per pupil funding allowances for 2013–14;
3. Modest annual salary increases are included for all staff;
4. Additional staff is included as the enrollment grows; this includes classroom teachers as well as support staff, such as an Assistant Director, custodial, and child nutrition positions;
5. A best 'guesstimate' has been used to project employer cost for health benefits; a cap on the current employer health benefit contribution, continues;
6. Modest cost increases, on a per unit value, have been included for books, supplies and operating costs;
7. Projected expenses for Common Core State Standard purchases are included (note that revenues from the Common Core State Standard were included in the accounting records for 2012–13);
8. Site improvements to accommodate student growth are necessary for several years and the budget includes these costs;
9. Separate budget projections are included for the largest categorical programs, No Child Left Behind – Title I, Special Education, and Child Nutrition.



## Revenue Factors

The majority of the School's funding comes from two primary resources: state funding and federal support. By far, however, RCS is funded by state revenues. The annual state legislative budget process is an exceedingly important factor in the School's financial health; outside funders and funding raising, as available, help ensure fiscal equilibrium.

Revenues increase in total because of the fairly material projected increase in student enrollment. Special education revenues are budgeted at the level of the 2012–13 entitlement. RCS receives its special education revenues through the Special Education Local Plan (SELPA), an agency located at the Office of the Kern County Office of Education. Fiscal staff in the SELPA organization do not provide revenue estimates for future years and thus revenues for the Petition do not increase despite the projected increase in student enrollment.

Under the new LCFF, several revenue sources, such as the Charter School Categorical Block Grant funding and K–3 Class Size Reduction (K–3CSR) revenues will be 'rolled up' into a single general categorical program. Implementing regulations for this change are unknown as of the date of the Petition Renewal submission and thus monies from smaller class size are shown in the Budget per the 2012–13 entitlement. Other state entitlements are included based upon the obsolete funding model because the specific entitlements under LCFF are still in development mode.

Continuing on a conservative revenue projection mode, federal revenues for No Child Left Behind, Impact Aid and Child Nutrition have marginal or no growth projected. A modest amount for over-the-counter breakfast sales is included. For several years RCS has been participating in the Child Nutrition breakfast program; in 2013–14 RCS will begin participating in the National School Lunch Program. Neither revenues nor expenses for the lunch program are included in the Budget Plan. The Budget for the Breakfast segment of the Child Nutrition program is included. The Breakfast program budget is based upon prior years' history.

The next several Charts provide data on various revenue factors.

**Figure 7: Summary of All Revenues, grouped by Source**

	Year 0 2012–13	Year I 2013–14	Year II 2014–15	Year III 2015–16	Year IV 2014–15	Year V 2015–16
	<i>Unaudited Actuals</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>
<b>Summary of all Revenue Programs</b>						
State	\$ 2,424,979	\$ 2,551,806	\$ 2,819,587	\$ 3,050,375	\$ 3,321,387	\$ 3,611,942
Federal	180,684	176,317	182,117	187,617	194,017	201,017
Local	71,189	67,062	6,000	6,400	6,800	7,200
<b>Total Revenues</b>	<b>\$ 2,676,852</b>	<b>\$ 2,795,185</b>	<b>\$ 3,007,704</b>	<b>\$ 3,244,392</b>	<b>\$ 3,522,204</b>	<b>\$ 3,820,159</b>

**Figure 8: Percentage Comparison of Revenue Sources**

	Year 0 2012-13	Year I 2013-14	Year II 2014-15	Year III 2015-16	Year IV 2014-15	Year V 2015-16
	<i>Unaudited Actuals</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>
<b>Percentage Revenue Components</b>						
State	90.6%	91.3%	93.7%	94.0%	94.3%	94.5%
Federal	6.7%	6.3%	6.1%	5.8%	5.5%	5.3%
Local	2.7%	2.4%	0.2%	0.2%	0.2%	0.2%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

**Figure 9: Summary Revenue per Enrollee, by Source**

	Year 0 2012-13	Year I 2013-14	Year II 2014-15	Year III 2015-16	Year IV 2014-15	Year V 2015-16
	<i>Unaudited Actuals</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>
<b>Summary of all Revenue per Enrollee</b>						
State per Enrollee	\$ 6,929	\$ 6,396	\$ 6,423	\$ 6,504	\$ 6,603	\$ 6,726
Federal per Enrollee	516	442	415	400	386	374
Local per Enrollee	203	168	14	14	14	13
<b>Total Revenues per Enrollee</b>	<b>\$ 7,648</b>	<b>\$ 7,005</b>	<b>\$ 6,851</b>	<b>\$ 6,918</b>	<b>\$ 7,002</b>	<b>\$ 7,114</b>

The chart above shows that total revenue per student varies disproportionately because a number of key revenues are held constant despite probable (but yet to be positively identified) increases.

**Figure 10: State Cost of Living Adjustments as Projected by School Services of California, Inc.**

	Year 0 2012-13	Year I 2013-14	Year II 2014-15	Year III 2015-16	Year IV 2014-15	Year V 2015-16
	<i>Unaudited Actuals</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>
Projected Statutory Cost of Living Allowance (COLA)	3.24%	1.57%	1.80%	2.30%	2.50%	2.70%

## ***California's New School Finance System***

*On July 1, 2013, Governor Jerry Brown signed into law the 2013-14 state budget package and instituted a new Local Control Funding Formula (LCFF) that overhauls how California funds its K-12 schools.*

*The new funding formula replaces the old system of “revenue-limits”—general-purpose funding from the state, which was based on complex historical formulas and made up approximately 70% of the district’s budget—with a per-student base grant that varies by grade span.*

*In addition, Local Education Agencies (LEA) receive 20% more money for high-needs students, based on unduplicated counts of low income, English learner and foster youth students, and even more for schools with large concentrations of these populations. This additional funding for high-needs students replaces most of the state’s categorical programs—funds the state previously provided to LEAs for specific purposes such as summer school programs, school safety or helping certain student populations.*

*Unlike categorical programs that come with restrictions on how the money can be spent, schools will have broad discretion over how they use the base grants they receive under the new system. The extra money they receive for their high-needs students must (as written in the law) “increase or improve services for unduplicated pupils in proportion to the increase in funds apportioned.” However, the State Board of Education is still working to define how much latitude LEAs will have over those additional funds and whether the money can only be used to benefit the high-needs students or if it could support programs that improve the school as a whole while also benefitting the targeted students.*

*The transition to the new formula begins with the 2013-14 school year. Full implementation of the new funding formula is slated to take eight years. Although the majority of LEAs will receive more funding under the new formula, districts that were already receiving more funding than what they would get under LCFF are protected by a “hold harmless” provision specifying that no district will receive less state aid than it received in 2012–13.*

*Under the new funding formula, LEAs will also be subject to new rules for transparency and accountability, which include creating—with input from parents and the community—and adopting a Local Control Accountability Plan (LCAP) that lays out how the LEA will spend the funds and its goals for improving student outcomes according to eight priorities set by the state. LEAs that fail to meet their goals and improve student outcomes will receive help through a new system of interventions.*

*The State Board of Education and the California Department of Education are still working out many of the details—such as the template schools will use to create their local accountability plans—and developing new systems for identifying whether schools need help or intervention and for providing that support.*

Excerpted from: Understanding the Local Control Funding Formula  
posted at <http://www.ed-data.k12.ca.us/Pages/LCFF.aspx>

## **The Future of California School Funding: the Local Control Funding Formula**

As part of the 2013–14 Budget adopted for the state of California, the previous system of financing K–12 education is being supplanted by a new one, the Local Control Funding Formula (LCFF). Many previously existing, long-established programs, including the Charter School General Purpose Block Grant and most categorical programs will be superseded by this new funding model. Full implementation of LCFF is currently projected to take eight years, and beyond a guarantee that 2013–14 K–12 funding will be commensurate with that provided in 2012–13, CDE has released few practical details that would permit reliable long-term budget projections. Accordingly, this budget plan has been built upon the 2012–13 school funding model, with small adjustments in accordance to changes that we are sure about, mainly with respect to the presentation of revenues in the Cash Flow.

## General Purpose Block Grant Funding

**Figure 11: State General Purpose Block Grant Allocation per ADA, based upon 2012–13 Certification**

	Year 0 2012–13	Year I 2013–14	Year II 2014–15	Year III 2015–16	Year IV 2014–15	Year V 2015–16
CA Charter School General Purpose Block Grant Allocations per ADA	<i>Unaudited Actuals</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>
Grades K-3 Rate	\$ 5,109	\$ 5,192	\$ 5,285	\$ 5,407	\$ 5,542	\$ 5,692
Grades 4-6 Rate	\$ 5,187	\$ 5,274	\$ 5,369	\$ 5,492	\$ 5,629	\$ 5,781
Grades 7-8 Rate	\$ 5,346	\$ 5,433	\$ 5,531	\$ 5,658	\$ 5,799	\$ 5,956

The General Purpose Block Grant is the single largest component of funding for RCS. While set by the state legislature during the state budget process, it is paid to RCS through three sources: (1) Education Protection Account (EPA) Funds paid quarterly per the newly enacted Proposition 30; (2) Funding in-lieu of property taxes which flow from Sierra Sands Unified School District (SSUSD); and (3) the balance which comes to RCS as ‘State Aid’, renamed ‘Principal Apportionment Funds’ in the cash flow because it includes additional state programs as described in later sections. While state aid payments over the past few years were subject to numerous deferrals (with as much as 40% of all such aid delayed until after the close of the fiscal year), monthly apportionment schedules released from CDE for 2013–14 indicate a return to more stable, level monthly funding, retaining only the final June-to-July 9% deferral previously written into statute by the State Legislature.

All charter schools in the state receive funding for students by grade level grouping. There are four groupings, three of which apply to RCS. The grade level groupings are:

- Kinder through Grade Three
- Grades Four through Six
- Grades Seven and Eight
- Grades Nine through Twelve (not applicable to RCS)

Under the new LCFF model, schools throughout the state will receive a base grant per ADA, by respective grade level group as given above. Additional 20% supplemental and 50% concentration grant amounts will be awarded based on the percentage accounted for by English learners, free and reduced-priced meal program eligible students, and foster youth in excess of 55% of total enrollment. As mentioned earlier, the 2013–14 per grade level funding amounts for RCS under LCFF are not yet known, but are expected to exceed projections used in the current budget by 2–7%.

Proposition 30 – the Schools and Local Public Safety Protection Act of 2012, was sponsored by Governor Brown and approved by the state electorate. Prop 30 temporarily increases the state sales tax rate and personal income tax rates for high-income earners. Prop 30 funds are not shown as a separate line-item in the budget because it has been implemented as an adjustment to the state aid award. Since Prop 30 apportionments are paid quarterly, these funds are shown on a separate line in the Cash Flow projection from the monthly state aid payments.

Prop 30 sales tax increases expire in 2016. The personal income tax increases expire in 2018. As CDE releases information regarding funding changes, the RCS Cash Flow projection will be updated.

One cannot predict, with precision, the in-lieu tax funding that RCS will receive each year. That amount is tied to the actual cash collected each year from property tax payments of individual business and residential land owners within the boundary of the Sierra Sands Unified School District. . The following In Lieu Tax chart has a brief histogram of the per ADA tax amounts.

**Figure 12: Histogram of In Lieu Tax Rate Funding per ADA for Ridgecrest Charter School**

	Year 0 2007–08	Year I 2008–09	Year II 2009–10	Year III 2010–11	Year IV 2011–12	Year V 2012–13
Histogram of In Lieu Tax Rates	Annual R-3	Annual R-3	Annual R-3	Annual R-3	Annual R-1	P-2
CDE posting date	6/22/10	6/15/11	7/3/12	6/26/13	6/26/13	6/26/13
In Lieu of Taxes per ADA	\$ 842.68	\$ 793.35	\$ 285.42	\$ 662.59	\$ 863.62	\$ 824.78
% increase from previous year	34.1%	-5.9%	-64.0%	132.1%	30.3%	-4.5%

Because of the extreme volatility shown above, Funding In Lieu of Property Taxes has been projected in the Cash Flow at the current rate of \$824.78/ADA. When CDE updates this rate (upon certifying P-1 ADA in spring 2014, and again after certification of P-2 ADA in summer 2014), the Cash Flow projection will be refined accordingly. Based on the significant variability shown by prior years' funding rates, future year projections of this parameter are imprecise assumptions at best.

### Categorical Block Grant Funds

**Figure 13: State Categorical Block Grant Allocation per ADA**

	Year 0 2012–13	Year I 2013–14	Year II 2014–15	Year III 2015–16	Year IV 2014–15	Year V 2015–16
CA Charter School Categorical Block Grant Allocation per ADA	<i>Unaudited Actuals</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>
All Grades	\$ 412	\$ 418	\$ 426	\$ 435	\$ 446	\$ 458

Through 2012–13, all charter schools in the state currently received a per ADA block grant amount derived from a listing of categorical program revenues provided school districts. 'Bundling' the monies into a single block grant for charter schools greatly simplifies the receipt of monies traditionally allocated for a number of programs. For a charter school these Categorical Block Grant monies are unrestricted and may be used for any purpose. The amount funded has been the same for all grade levels for the past several years. We expect that the State Categorical Block Grant Allocation will cease to exist as a separate program for charter schools and instead be rolled into the LCFF sometime in the coming year. Once new formulae are promulgated by CDE, RCS will update its budget. This narrative continues to note that the budget plan follows the 2012–13 funding methodology because rules for calculating LCFF funding have yet to be released by CDE. The new LCFF model incorporates a 20% Supplemental Grant plus a 50% Concentration Grant based on student demographics. These additional grants will replace the current budget's Funding in Lieu of Economic Impact Aid funding. In the cash flow, payments of both the Categorical Block Grant and Funding in Lieu of Economic Impact Aid components are combined under the label "Principal Apportionment Funds."

### Funding In Lieu of Economic Impact Aid

Under the 2012–13 funding model, there was an augmentation of \$300+ per student based upon demographic criteria. In the future and retroactive to July 1, 2013, the Supplemental and Contraction Grants will have funding on the English Learners and Free and Reduced price meal program eligible students. A major change is under LCFF, a student may be counted but once; for the current In Lieu Economic Impact Aid, a student may be counted more than once provided the student is qualified on two criteria.

## Primary Class Size Reduction Funds

**Figure 14: Primary Class Size Reduction (K-3CSR)**

	Year 0 2012-13	Year I 2013-14	Year II 2014-15	Year III 2015-16	Year IV 2014-15	Year V 2015-16
CA Primary (K-3) Class Size Reduction (E.C. 52120 et seq.)	Unaudited Actuals	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Full Day Program, annual funding per GK-3 pupil	\$ 1,106	\$ 723	\$ 736	\$ 753	\$ 772	\$ 793

Ridgecrest Charter School has participated in the Primary Class Size Reduction (CSR) program since the School's inception. Prior years provided approximately \$1,100 per student. K-3 CSR is one of the major components within the new LCFF funding model and the per unit funding will be at a different rate than paid in prior years. Until additional regulations are adopted, the Budget Plan continues under the 2012-13 entitlement structure with these lower rates. In the cash flow, payments for K-3CSR are combined under the label "Principal Apportionment Funds" in accordance with advance apportionment statements from CDE for 2013-14.

**Figure 15: Lottery Funds**

	Year 0 2012-13	Year I 2013-14	Year II 2014-15	Year III 2015-16	Year IV 2014-15	Year V 2015-16
CA Lottery Projections, funding per Annual ADA count	Unaudited Actuals	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Restricted Funds – Prop 20: Instructional Materials	\$ 30.34	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00
Unrestricted Funds – Non-Prop 20	125.42	124.00	126.00	126.00	126.00	126.00
<b>Total Projected Funding per ADA</b>	<b>\$ 155.76</b>	<b>\$ 154.00</b>	<b>\$ 156.00</b>	<b>\$ 156.00</b>	<b>\$ 156.00</b>	<b>\$ 156.00</b>

On a per ADA basis, all students earn approximately \$150 per year from funds generated by the California Lottery. The projected Lottery amounts are \$30 for restricted purchases and ~\$125 for unrestricted purposes.

**Figure 16: Summary of State Revenue Programs**

	Year II 2012-13	Year III 2013-14	Year IV 2014-15	Year V 2015-16	Year IV 2014-15	Year V 2015-16
Summary of State Revenue Programs	Unaudited Actuals	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
General Purpose Block Grant Allocations	\$ 1,806,337	\$ 1,989,824	\$ 2,228,906	\$ 2,436,010	\$ 2,679,585	\$ 2,941,110
Categorical Block Grant Allocations *	144,072	158,464	177,484	193,974	213,234	233,794
California Lottery, Projected Total Funding	53,589	58,381	65,068	69,514	74,552	79,591
CA Primary (K-3) Class Size Reduction	151,011	152,082	152,082	152,082	152,082	152,082
Economic Impact Aid	5,527	5,749	5,749	5,852	5,987	6,137
Subtotal, Other State Programs	264,444	187,306	190,298	192,944	195,947	199,226
<b>Subtotal</b>	<b>\$ 2,424,979</b>	<b>\$ 2,551,806</b>	<b>\$ 2,819,587</b>	<b>\$ 3,050,375</b>	<b>\$ 3,321,387</b>	<b>\$ 3,611,942</b>

The major state revenue allocations and the respective percentage allocations from the state revenues are important components of the budget plan.

## Other Revenue Programs

Federal and local revenues are but a small portion of RCS's revenues. Special Education and No Child Left Behind – Title I are the primary federal revenue sources. Local monies included donations and fundraising. Projections for these revenues are based upon historical data.

No Child Left Behind, Title I, Basic Grants are budgeted from \$61.6k to \$67.5k, which includes a modest increase per year. This increase is reasonable because of the enrollment growth as it is realistic to assume that a similar proportion of enrollment growth will be eligible to this funding.

Federal Special Education revenues are held constant to that which was received in 2012–13. As noted previously, the agency which allocates the funding, SELPA, does not provide budget projections. As a conservative measure, there is no annual increase projected.

The Child Nutrition program contains revenue projections for the Breakfast program, a program that has been in operation for several years. There is an annual inflation included based upon student growth and a modest reimbursement increase. While RCS will be providing a lunch program beginning 2013–14, there is no history upon which to project revenues. Beginning 2013–14, costs are included for a full time kitchen worker plus a half-time custodian.

## Expenditure Factors

The Expenditure Plan components that are highlighted here include the following sections:

- Summary of All Expenditure Programs
- Teacher Staffing Plan
- Classified Staffing Costs
- Employee Benefits
- Books and Supplies Allocations
- Other Operating Costs
- Capital Improvement Costs
- Debt Service or Amortization of Mortgage
- Ending Balance and Fund Reserves

For certain of the Expenditure Components, there is a brief description or set of comments related to that particular cost variable.

### Summary of Expenditures

The overall expenditure plan provides the framework on which to understand the budget plan. Each expenditure factor of the budget has its unique set of assumptions. Many of the expenses, such as classroom expenses, are tied to enrollment. Examples would be classroom teacher and textbooks. Some expenses are dependent on the facility. Examples would be mortgage payments, portable classroom leases and utilities. Some expenses are under the control of the School (staffing) and others are independent (utility costs). Regardless of how the cost is projected, it is the fiscal responsibility of school administrators to manage all expenditures and to provide the Governing Board regular financial reports. These responsibilities will be fulfilled.

The Summary of all expenses is the first chart with expenditure data. It is followed by a percentage distribution of the projected expenditures and projected expenditures per enrollee.

**Figure 17: Summary of Expenditures by Category**

	Year 0	Year I	Year II	Year III	Year IV	Year V
	2012–13	2013–14	2014–15	2015–16	2014–15	2015–16
	<i>Unaudited</i>	<i>Projected</i>	<i>Projected</i>	<i>Projected</i>	<i>Projected</i>	<i>Projected</i>
<b>Summary of all Expenditures</b>	<b>Actuals</b>	<b>Budget</b>	<b>Budget</b>	<b>Budget</b>	<b>Budget</b>	<b>Budget</b>
Certificated Salaries	\$ 910,261	\$ 1,118,774	\$ 1,192,201	\$ 1,306,745	\$ 1,406,440	\$ 1,539,074
Classified Salaries	278,669	369,780	349,818	400,436	415,258	477,760
Employee Benefits	328,640	415,505	436,260	479,670	514,794	571,446
<b>subtotal, Compensation</b>	<b>1,517,570</b>	<b>1,904,059</b>	<b>1,978,279</b>	<b>2,186,850</b>	<b>2,336,492</b>	<b>2,588,280</b>
Books & Supplies	179,081	186,611	198,200	193,307	206,687	220,696
Services & Operational Expenses	394,965	430,387	603,675	629,875	658,723	687,459
Capital Outlay	113,290	300,000	312,000	406,006	404,218	408,192
Other Outgo	-	53,386	154,989	159,698	131,262	99,582
<b>Total Expenditures</b>	<b>\$ 2,204,907</b>	<b>\$ 2,874,443</b>	<b>\$ 3,247,142</b>	<b>\$ 3,575,736</b>	<b>\$ 3,737,381</b>	<b>\$ 4,004,209</b>



**Figure 18: Percentage Expenditure Distribution by Category**

	Year 0 2012–13 <i>Unaudited Actuals</i>	Year I 2013–14 <i>Projected Budget</i>	Year II 2014–15 <i>Projected Budget</i>	Year III 2015–16 <i>Projected Budget</i>	Year IV 2014–15 <i>Projected Budget</i>	Year V 2015–16 <i>Projected Budget</i>
<b>Expenditures by Relative Percentage</b>						
Certificated Salaries	41.3%	38.9%	36.7%	36.5%	37.6%	38.4%
Classified Salaries	12.6%	12.9%	10.8%	11.2%	11.1%	11.9%
Employee Benefits	14.9%	14.5%	13.4%	13.4%	13.8%	14.3%
<b>subtotal, Compensation</b>	<b>68.8%</b>	<b>66.2%</b>	<b>60.9%</b>	<b>61.2%</b>	<b>62.5%</b>	<b>64.6%</b>
Books & Supplies	8.1%	6.5%	6.1%	5.4%	5.5%	5.5%
Services & Operational Expenses	17.9%	15.0%	18.6%	17.6%	17.6%	17.2%
Capital Outlay	5.1%	10.4%	9.6%	11.4%	10.8%	10.2%
Other Outgo	0.0%	1.9%	4.8%	4.5%	3.5%	2.5%
<b>Total Expenditures</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

**Figure 19: Annual Expenditure by Category, per Enrollee**

	Year 0 2012–13 <i>Unaudited Actuals</i>	Year I 2013–14 <i>Projected Budget</i>	Year II 2014–15 <i>Projected Budget</i>	Year III 2015–16 <i>Projected Budget</i>	Year IV 2014–15 <i>Projected Budget</i>	Year V 2015–16 <i>Projected Budget</i>
<b>Total Expenditures per Enrollee</b>						
Certificated Salaries	\$ 2,601	\$ 2,804	\$ 2,716	\$ 2,786	\$ 2,796	\$ 2,866
Classified Salaries	796	927	797	854	826	890
Employee Benefits	939	1,041	994	1,023	1,023	1,064
<b>subtotal, Compensation</b>	<b>4,336</b>	<b>4,772</b>	<b>4,506</b>	<b>4,663</b>	<b>4,645</b>	<b>4,820</b>
Books & Supplies	512	468	451	412	411	411
Services & Operational Expenses	1,128	1,079	1,375	1,343	1,310	1,280
Capital Outlay	324	752	711	866	804	760
Other Outgo	-	134	353	341	261	185
<b>Total Expenditures</b>	<b>\$ 10,636</b>	<b>\$ 11,976</b>	<b>\$ 11,903</b>	<b>\$ 12,287</b>	<b>\$ 12,075</b>	<b>\$ 12,277</b>

## Teacher Staffing Plan

Teachers are the most significant individuals who facilitate the students desire to learn. Teachers support and ability to inspire students to reach his/her potential is a primary factor in student success. The instructional program, the staffing and the model of the school day contribute to propelling all RCS students to succeed. In conjunction with parents and school leaders, all RCS students are supported and provided with resources to aspire to achieve his or her goals.

Ridgecrest Charter School strives to offer and maintain small class sizes. With the constraints in state funding, this goal is difficult to achieve. The teacher class load will continue to be dependent upon state funding. RCS has special education staff in addition to classroom teachers. Beginning 2013–14 the special education teaching staff assignment is 2.0 FTE (full-time equivalent), an increase of 1.0 FTE from 2012–13. In 2015–16 an additional 0.5 FTE is added; and in 2017–18 the total special education teaching staff is 3.0 FTE. These increases are based upon enrollment growth plus a projected need for additional services.

**Figure 20: Teacher Staffing Projections**

	Year 0 2012–13	Year I 2013–14	Year II 2014–15	Year III 2015–16	Year IV 2014–15	Year V 2015–16
	<i>Unaudited Actuals</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>
<b>Credentialed Teacher Staffing Projections</b>						
Kindergarten	3.00	3.00	3.00	3.00	3.00	3.00
1st Grade	3.00	3.00	3.00	3.00	3.00	3.00
2nd Grade	2.00	3.00	3.00	3.00	3.00	3.00
3rd Grade	2.00	3.00	3.00	3.00	3.00	3.00
4th Grade	2.00	2.00	2.00	2.00	2.00	2.00
5th Grade	2.00	2.00	1.00	2.00	2.00	2.00
Middle School Teachers	4.00	5.50	6.50	7.00	8.00	9.50
<b>Total</b>	<b>18.00</b>	<b>21.50</b>	<b>21.50</b>	<b>23.00</b>	<b>24.00</b>	<b>25.50</b>

Primary grades, Kindergarten through Grade 3, continue to be staffed at approximately 22 students per teacher. Small classes are a goal of RCS. For students in grades 6–8, a middle school configuration is the basis for projecting teaching staff. The projected per pupil staffing level for middle school continues on a low student to teacher model. RCS’ budgeted staffing levels are below those of many surrounding schools in the area.

The majority of certificated employees are salaried. A primary exception is a substitute teacher. ‘Subs’ are engaged on a daily basis. The 2013–14 average teacher salary is \$44,500 per year. With a small number of staff, this number fluctuates when there are staff changes. Teacher Compensation, along with all other staff compensation, for budget purposes, includes an annual Cost of Living Allowance. The Cost of Living Allowance would not be operational unless separate Governing Board action is taken to adopt a new salary schedule.

The Cost of Living Allowance Salary Increased incorporated in the Budget Assumptions is shown in the chart below.

**Figure 21: Annual Cost of Living Salary Allowances**

	Year 0 2012–13	Year I 2013–14	Year II 2014–15	Year III 2015–16	Year IV 2014–15	Year V 2015–16
	<i>Unaudited Actuals</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>
<b>Compensation Statistics</b>						
Total Annual Salary COLA	3.15%	3.00%	3.30%	3.50%	3.70%	3.80%

**Figure 22: Average Teacher Salary Projection**

	Year 0 2012–13	Year I 2013–14	Year II 2014–15	Year III 2015–16	Year IV 2014–15	Year V 2015–16
	<i>Unaudited Actuals</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>
<b>Compensation Statistics</b>						
Avg. Certificated Classroom Teacher Salary	\$ 43,219	\$ 44,500	\$ 46,000	\$ 47,600	\$ 49,400	\$ 51,300

**Figure 23: Teacher Compensation Cost Projection**

	Year 0 2012–13	Year I 2013–14	Year II 2014–15	Year III 2015–16	Year IV 2014–15	Year V 2015–16
	<i>Unaudited Actuals</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>
<b>Teacher Compensation Projections</b>						
Certificated Classroom Teacher Salaries	\$ 734,728	\$ 845,500	\$ 874,000	\$ 952,000	\$ 1,037,400	\$ 1,128,600
Teacher – Special Education	\$ 47,091	\$ 89,000	\$ 92,000	\$ 119,000	\$ 123,500	\$ 153,900
Substitute Costs: Teacher Sick Days	\$ 15,420	\$ 26,574	\$ 27,451	\$ 30,395	\$ 32,890	\$ 36,274
<b>Subtotal</b>	<b>\$ 807,089</b>	<b>\$ 993,174</b>	<b>\$ 1,026,301</b>	<b>\$ 1,135,045</b>	<b>\$ 1,228,340</b>	<b>\$ 1,354,274</b>

### Other School Staff

An Executive Director is the sole certificated management employee currently employed at RCS. The compensation for this post, including the same Cost of Living Percentage Allowance included for all employees, is budgeted at \$90,600 for 2013–14. For budget planning purposes, an Assistant Executive Director, a certificated employee, is projected to come onboard as of January 2014 and remain throughout the charter planning period. The incumbent in the post of classified Chief Operations Officer may be retiring June 30, 2013. This position will be replaced either with a certificated manager or with a classified manager, depending on the qualifications of the successful applicant.

Staff members who work in support of students and teachers are grouped together as ‘classified’ employees. Classified staff are vital members of the RCS’ Team who do not need a teaching credential for the performance of their work. The School has instructional and paraprofessional aides who work directly with students on a daily basis. These individuals provide support in the classroom, in the library, and in the computer lab. Several aides are assigned to work with special education students. RCS has office support staff as well as one management employee, the previously mentioned Chief Operations Officer, who is budgeted at \$62,300 for 2013–14. With the pending retirement of the Chief Operations Officer, an additional 0.5 FTE is budgeted for 2013–14 so that a new classified manager will have a six month learning-transition time before assuming full responsibilities for the post beginning 2014–15. In addition to the staff listed above, RCS employs individuals to provide food service, custodial functions, and supervision of students before school, during noon and recess periods.

Many of the classified employees’ positions are funded by grants and special programs, such as Title I and Special Education. Classified employees can be either salaried or hourly. The majority work only on days that school is in session. The RCS’ office staff work on an 11 month assignment while the Chief Operations Officer has a 12 month assignment.

**Figure 24: Hourly Classified Staff Assignment Projections**

	Year 0 2012-13	Year I 2013-14	Year II 2014-15	Year III 2015-16	Year IV 2014-15	Year V 2015-16
	<i>Unaudited Actuals</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>
<b>Classified Hourly Staffing Assignments (hrs/day)</b>						
<b>Non-Certificated Instructional Staffing</b>						
Title I Instructional Aide	5.00	16.00	16.00	24.00	24.00	32.00
Paraprofessional Aide, Special Education	29.00	24.00	24.00	28.00	28.00	32.00
<b>Pupil Support Staffing</b>						
Food Service Worker	-	8.00	8.00	8.00	8.00	8.00
Custodian	8.00	16.00	16.00	16.00	16.00	16.00
<b>Other Classified Employee Staffing</b>						
Noon Duty I	14.25	14.25	14.25	19.25	19.25	27.25
Noon Duty II	-	4.75	4.75	4.75	4.75	4.75

**Figure 25: Classified Hourly Compensation Rate Projections**

	Year 0 2012-13	Year I 2013-14	Year II 2014-15	Year III 2015-16	Year IV 2014-15	Year V 2015-16
	<i>Unaudited Actuals</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>
<b>Classified Hourly Staff Wage Rates (\$/hr)</b>						
Title I Instructional Aide	\$ 9.00	\$ 12.75	\$ 13.17	\$ 13.63	\$ 14.13	\$ 14.67
Paraprofessional Aide, Special Education	\$ 13.37	\$ 13.37	\$ 13.81	\$ 14.29	\$ 14.82	\$ 15.38
Food Service Worker	\$ -	\$ 11.00	\$ 11.36	\$ 11.76	\$ 12.20	\$ 12.66
Custodian	\$ 11.00	\$ 13.00	\$ 13.43	\$ 13.90	\$ 14.41	\$ 14.96
Noon Duty I	\$ 8.00	\$ 8.75	\$ 9.04	\$ 9.36	\$ 9.71	\$ 10.08
Noon Duty II	\$ 8.25	\$ 9.75	\$ 10.07	\$ 10.42	\$ 10.81	\$ 11.22

The above salary projections are based on the same basis as all other staff, i.e., annual COLA increases are included in the projection, but will be implemented only following Governing Board action.

**Figure 26: Classified Staff Cost Projections**

	Year 0 2012–13	Year I 2013–14	Year II 2014–15	Year III 2015–16	Year IV 2014–15	Year V 2015–16
Estimated Annual Non-Certificated Wage Costs	Unaudited Actuals	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
<b>Non-Certificated Instructional Wages</b>						
Title I Instructional Aide	\$ 21,187	\$ 36,720	\$ 37,930	\$ 58,882	\$ 61,042	\$ 84,499
Paraprofessional Aide, Special Education	\$ 69,791	\$ 57,758	\$ 59,659	\$ 72,022	\$ 74,693	\$ 88,589
<b>Subtotal</b>	<b>\$ 90,978</b>	<b>\$ 94,478</b>	<b>\$ 97,589</b>	<b>\$ 130,903</b>	<b>\$ 135,734</b>	<b>\$ 173,088</b>
<b>Pupil Support Salaries</b>						
Food Service Worker	\$ -	\$ 15,840	\$ 16,358	\$ 16,934	\$ 17,568	\$ 18,230
Custodian	\$ 32,212	\$ 46,800	\$ 48,348	\$ 50,040	\$ 51,876	\$ 53,856
<b>Subtotal</b>	<b>\$ 32,212</b>	<b>\$ 62,640</b>	<b>\$ 64,706</b>	<b>\$ 66,974</b>	<b>\$ 69,444</b>	<b>\$ 72,086</b>
<b>Classified Administrator Salaries</b>						
Chief Operations Officer	\$ 69,788	\$ 93,450	\$ 64,400	\$ 66,700	\$ 69,200	\$ 71,800
<b>Subtotal</b>	<b>\$ 69,788</b>	<b>\$ 93,450</b>	<b>\$ 64,400</b>	<b>\$ 66,700</b>	<b>\$ 69,200</b>	<b>\$ 71,800</b>
<b>Clerical, Technical &amp; Other Office Employee Wages</b>						
Office Clerk	\$ 32,270	\$ 29,920	\$ 30,892	\$ 31,992	\$ 33,183	\$ 34,467
Records Clerk	\$ 32,270	\$ 32,640	\$ 33,733	\$ 34,925	\$ 36,208	\$ 37,583
Secretary	\$ -	\$ 25,872	\$ 26,700	\$ 27,600	\$ 28,600	\$ 29,700
<b>Subtotal</b>	<b>\$ 64,541</b>	<b>\$ 88,432</b>	<b>\$ 91,325</b>	<b>\$ 94,517</b>	<b>\$ 97,992</b>	<b>\$ 101,750</b>
<b>Other Classified Employee Wages</b>						
Noon Duty I	\$ 21,150	\$ 22,444	\$ 23,188	\$ 32,432	\$ 33,645	\$ 49,442
Noon Duty II	\$ -	\$ 8,336	\$ 8,610	\$ 8,909	\$ 9,243	\$ 9,593
<b>Subtotal</b>	<b>\$ 21,150</b>	<b>\$ 30,780</b>	<b>\$ 31,797</b>	<b>\$ 41,342</b>	<b>\$ 42,888</b>	<b>\$ 59,036</b>
<b>Total, All Classified Staff Wage Costs</b>	<b>\$ 278,669</b>	<b>\$ 369,780</b>	<b>\$ 349,818</b>	<b>\$ 400,436</b>	<b>\$ 415,258</b>	<b>\$ 477,760</b>

## Employee Benefits

Staff at Ridgecrest Charter School participate in State Teachers', Public Employees' and Social Security Retirement Systems. Other employer paid benefit costs include Medicare, State Unemployment, Workers' Compensation and Medical Insurance. While there is discussion nationwide about the underfunding of retirement systems, only the Public Employees' Retirement System has imposed rate increases in the past several years. The rate increase in 2012–13 plus projected rate increases for future years is included as a budget assumption.

Contribution factors for State Unemployment and Workers' Compensation are held constant. Rate increases for unemployment are probable but at this time no specific information is available. RCS participates in a 'pool' of other governmental agencies for both types of insurance. As soon as rate changes are published, the budget will be updated and brought back to the Governing Board for approval.

RCS employees chooses his/her health benefit level, i.e., employee only, employee + 1, family coverage or a minimal allowance in lieu of health benefits. For employee health benefits, RCS procures benefits through CalPERS. RCS' fiscal exposure is a set 'not-to-exceed' employer maximum contribution.

**Figure 27: Projected Employee Benefit Costs**

	Year 0 2012–13	Year I 2013–14	Year II 2014–15	Year III 2015–16	Year IV 2014–15	Year V 2015–16
	<i>Unaudited Actuals</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>
<b>Employee Benefit Cost Summary</b>						
STRS Subtotal	\$ 73,037	\$ 92,299	\$ 98,357	\$ 107,806	\$ 116,031	\$ 126,974
PERS Subtotal	\$ 25,518	\$ 38,788	\$ 36,388	\$ 41,088	\$ 42,607	\$ 47,910
OASDI Subtotal	\$ 33,841	\$ 44,510	\$ 44,048	\$ 49,581	\$ 52,161	\$ 58,865
HDV Subtotal	\$ 158,192	\$ 191,537	\$ 207,360	\$ 225,720	\$ 244,800	\$ 272,160
SUI/SEF Subtotal	\$ 12,496	\$ 16,374	\$ 16,962	\$ 18,779	\$ 20,039	\$ 22,185
WC Subtotal	\$ 25,556	\$ 31,996	\$ 33,146	\$ 36,696	\$ 39,157	\$ 43,352
<b>Total</b>	<b>\$ 328,640</b>	<b>\$ 415,505</b>	<b>\$ 436,260</b>	<b>\$ 479,670</b>	<b>\$ 514,794</b>	<b>\$ 571,446</b>

## Total Compensation

Total Compensation refers to the subtotal of all wage and benefits costs. The respective relative and total compensation costs per revenue and per expense are factors that are often reviewed as part of budget development.

**Figure 28: Total Compensation Cost Projections and Percentage Comparisons**

	Year 0 2012–13	Year I 2013–14	Year II 2014–15	Year III 2015–16	Year IV 2014–15	Year V 2015–16
	<i>Unaudited Actuals</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>
<b>Total Compensation Costs</b>						
Certificated Salaries	\$ 910,261	\$ 1,118,774	\$ 1,192,201	\$ 1,306,745	\$ 1,406,440	\$ 1,539,074
Classified Salaries	278,669	369,780	349,818	400,436	415,258	477,760
Employee Benefits	328,640	415,505	436,260	479,670	514,794	571,446
<b>Total Compensation Costs</b>	<b>\$ 1,517,570</b>	<b>\$ 1,904,059</b>	<b>\$ 1,978,279</b>	<b>\$ 2,186,850</b>	<b>\$ 2,336,492</b>	<b>\$ 2,588,280</b>

	Year 0 2012–13	Year I 2013–14	Year II 2014–15	Year III 2015–16	Year IV 2014–15	Year V 2015–16
	<i>Unaudited Actuals</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>
<b>Relative Percentage of Total Compensation Costs</b>						
Certificated Salaries	60.0%	58.8%	60.3%	59.8%	60.2%	59.5%
Classified Salaries	18.4%	19.4%	17.7%	18.3%	17.8%	18.5%
Employee Benefits	21.7%	21.8%	22.1%	21.9%	22.0%	22.1%
<b>Total Compensation Costs</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

	Year 0 2012–13	Year I 2013–14	Year II 2014–15	Year III 2015–16	Year IV 2014–15	Year V 2015–16
	<i>Unaudited Actuals</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>
<b>Percentage Comparisons</b>						
Total Compensation Costs/Total Revenue	56.7%	68.1%	65.8%	67.4%	66.3%	67.8%
Total Compensation Costs/Total Expenses	68.8%	66.2%	60.9%	61.2%	62.5%	64.6%

## Books and Supplies Allocations

At Ridgecrest Charter School, Textbook, Instructional Materials and Supplies costs are included in the budget on a per unit base. The most frequent unit allocation is ‘per student or ‘per new student’. This methodology links the budget allocation plan directly to the students served. Cost increases for books and supplies are estimated in the budget by tracking the state consumer price index (CPI), but actual costs are determined by vendors and suppliers. As such, estimated annual cost increases are replaced with actual increases as such costs are announced.

Classroom textbook selections are based upon state standards. On a periodic basis the state requires schools to adhere to an adoption cycle. During the last several years because of the dire economic situation, the state has postponed the mandatory textbook adoption cycle until 2015–16. In order to have new textbooks ready for the first day of instruction that year, there is a significant budget set aside in 2014–15 for the purchase of new textbooks.

The Petition Budget Plan also includes expenses for the Common Core State Standards. In 2012–13, RCS received an entitlement of \$70k. This entitlement is projected to be spent 50%, or \$35,000, in 2013–14, with the remaining 50% in 2014–15. All conditions for the Common Core State Standards will be followed by the School.

As the school population grows, new basic textbook, staff and student desks and chairs, bookshelves and other classroom equipment and supplies, need to be purchased. In addition technology supplies and equipment must be replaced on a periodic basis. Allowances for these purchases are incorporated in the multi-year budget plan. These costs are grouped in the category of Non-Capitalized Equipment.

Supplies in RCS's budget include those for the classroom as well as those in the office. These budgets will be modified during the school year based upon need. Expense increases are included for each year of the Petition Renewal Budget. A portion of the Books, Materials and Supplies Budget will be funded by Title I, per parameters of that restricted funding source.

**Figure 29: Summary of Books and Supplies Expenditures**

	Year 0 2012–13	Year I 2013–14	Year II 2014–15	Year III 2015–16	Year IV 2014–15	Year V 2015–16
	<i>Unaudited Actuals</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>
<b>Books &amp; Supplies Summary</b>						
Approved Textbooks and Core Curricula Materi	\$ 71,949	\$ 73,315	\$ 77,129	\$ 65,200	\$ 70,425	\$ 75,716
Books and Other Reference Materials	-	2,000	2,000	2,100	2,200	2,300
Materials and Supplies	51,665	75,797	82,771	88,807	95,861	103,379
Non Capitalized Equipment	55,467	35,500	36,300	37,200	38,200	39,300
<b>Total Books &amp; Supplies</b>	<b>\$ 179,081</b>	<b>\$ 186,611</b>	<b>\$ 198,200</b>	<b>\$ 193,307</b>	<b>\$ 206,687</b>	<b>\$ 220,696</b>

## Other Operating Costs

Similar to the base for Books, Supplies and Material budget projections, Other Operating Costs are subject to refinement during the operational year. This budget category includes diverse cost components ranging from Dues and Memberships, Risk Services including property, casualty and liability insurance and Utilities to Professional Services and Communications costs. The budget includes annual Professional Development costs as well as Personal Services for the Special Education program. In 2013–14 Legal costs are projected to be greater than costs from the preceding year as well as costs for subsequent years. This one-time higher cost projection is related to Petition Renewal services.

The budget category for Rents, Leases and Repairs grows each year on a defined incremental basis. The primary increased cost projections are for the Portable Classroom replacement program which begins in 2015–16. As portable classroom units are increased and as older units replaced, RCS will have an increase lease cost obligation.

For facility capital and lease costs, the projection is conservative. It does not include the value of the District's statutory requirement for Proposition 39, as there is no agreement for future years as of September 2013. A charter school's operating budget differs significantly from that of a school district in



that the charter must pay for its facility using operating funds. School district facilities are most often paid by local or state bonds. This difference provides a distortion if one attempts to make a direct comparison of costs per student for various expenses components. (RCS's current mortgage payment, a debt service obligation, of \$5,500 per month, including principal and interest, is an expense that would normally not be found in a traditional district school budget.)

**Figure 30: Summary of Operating Costs Categories**

	Year 0 2012–13 <i>Unaudited Actuals</i>	Year I 2013–14 <i>Projected Budget</i>	Year II 2014–15 <i>Projected Budget</i>	Year III 2015–16 <i>Projected Budget</i>	Year IV 2014–15 <i>Projected Budget</i>	Year V 2015–16 <i>Projected Budget</i>
<b>Operating Costs Summary</b>						
Personal Services of Instructional Consultants, L	\$ 45,499	\$ 46,000	\$ 47,000	\$ 49,000	\$ 51,000	\$ 53,000
Travel and Conference	9,188	19,370	10,000	10,300	10,600	10,900
Dues and Memberships	2,535	2,316	4,376	2,596	5,107	2,868
Insurance	25,131	23,755	28,043	30,710	33,827	37,123
Operation and Housekeeping Services	42,507	46,656	54,252	59,568	65,388	71,808
Rentals, Leases, Repairs and Noncapitalized Im	69,180	92,944	98,256	115,344	128,808	142,584
Professional/Consulting Services and Operating	191,083	189,363	351,571	351,977	353,289	358,136
Communications	9,842	9,984	10,176	10,380	10,704	11,040
<b>Total Services &amp; Operational Expenses</b>	<b>\$ 394,965</b>	<b>\$ 430,387</b>	<b>\$ 603,675</b>	<b>\$ 629,875</b>	<b>\$ 658,723</b>	<b>\$ 687,459</b>

Additional detail for all of these cost assumptions are delineated in the detailed multi-year budget plan.

## Capital Outlay

**Figure 31: Summary of Capital Costs**

	Year 0 2012–13 <i>Unaudited Actuals</i>	Year I 2013–14 <i>Projected Budget</i>	Year II 2014–15 <i>Projected Budget</i>	Year III 2015–16 <i>Projected Budget</i>	Year IV 2014–15 <i>Projected Budget</i>	Year V 2015–16 <i>Projected Budget</i>
<b>Capital Costs Summary</b>						
Sites and Site Improvement	\$ -	\$ 180,000	\$ 55,000	\$ 145,000	\$ 145,000	\$ 145,000
Capital Equipment						
Furniture and Equipment	-	-	12,000	16,006	14,218	18,192
Depreciation Expense	113,290	120,000	245,000	245,000	245,000	245,000
<b>Total Capital Costs</b>	<b>\$ 113,290</b>	<b>\$ 300,000</b>	<b>\$ 312,000</b>	<b>\$ 406,006</b>	<b>\$ 404,218</b>	<b>\$ 408,192</b>

## Debt Service or Amortization of Mortgage

The continued amortization of the mortgage on the property is included in the budget. The original \$535,000 mortgage from January 2005 had a balance \$49,800 at the end of June 2013. The mortgage will be fully amortized in December of 2016. The interest rate for this debt is 7.0%. Principal and interest obligations are included in the budget plan for this debt. The Petition Budget, as noted in a previous section, includes a new mortgage obligation for the Multi-Purpose Room. These projected costs are included in the Budget, beginning with the year 2015–16.

## Net Operations, Ending Fund Balance and Fund Balance Components

On an annual budget year projection, the key questions is: ““Will the school be financially sustainable?” Based upon the projections integrated into the budget plan, the response is yes.



**Figure 32: Annual Net Operations Projection**

	Year 0 2012–13	Year I 2013–14	Year II 2014–15	Year III 2015–16	Year IV 2014–15	Year V 2015–16
	<i>Unaudited Actuals</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>
<b>Net Operating Expenses</b>						
<b>Total Revenues</b>	\$ 2,676,852	\$ 2,795,185	\$ 3,007,704	\$ 3,244,392	\$ 3,522,204	\$ 3,820,159
<b>Total Expenditures</b>	\$ 2,204,907	\$ 2,874,443	\$ 3,247,142	\$ 3,575,736	\$ 3,737,381	\$ 4,004,209
<b>Net Operations</b>	\$ 471,946	\$ (79,258)	\$ (239,438)	\$ (331,344)	\$ (215,177)	\$ (184,050)

**Figure 33: Ending Fund Balance Projections**

	Year 0 2012–13	Year I 2013–14	Year II 2014–15	Year III 2015–16	Year IV 2014–15	Year V 2015–16
	<i>Unaudited Actuals</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>
<b>Change in Fund Balance due to Net Operating Expenses</b>						
<b>Beginning Balance <sup>(a)</sup></b>	\$ 1,654,247	\$ 2,126,193	\$ 2,046,935	\$ 1,807,497	\$ 1,476,153	\$ 1,260,976
<b>plus Total Revenues</b>	\$ 2,676,852	\$ 2,795,185	\$ 3,007,704	\$ 3,244,392	\$ 3,522,204	\$ 3,820,159
<b>less Total Expenditures</b>	\$ 2,204,907	\$ 2,874,443	\$ 3,247,142	\$ 3,575,736	\$ 3,737,381	\$ 4,004,209
<b>Net Operations (= Revenues less Expend)</b>	\$ 471,946	\$ (79,258)	\$ (239,438)	\$ (331,344)	\$ (215,177)	\$ (184,050)
<b>Ending Balance (= Beg Bal + Net Operation)</b>	\$ 2,126,193	\$ 2,046,935	\$ 1,807,497	\$ 1,476,153	\$ 1,260,976	\$ 1,076,926
(a) May include audit adjustments or other restatements.						

**Figure 34: Ending Fund Balance Components**

	Year 0 2012–13	Year I 2013–14	Year II 2014–15	Year III 2015–16	Year IV 2014–15	Year V 2015–16
	<i>Unaudited Actuals</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>	<i>Projected Budget</i>
<b>Ending Fund Balance Components</b>						
Reserve for Economic Uncertainty	88,196	114,978	129,886	143,029	149,495	160,168
Designated Reserve for Special Education Ex	250,000	250,000	250,000	250,000	250,000	250,000
Designated Reserve for Facility Costs	1,000,000	1,000,000	1,000,000	750,000	750,000	500,000
Unappropriated Amount	787,997	681,957	427,611	333,124	111,481	166,758
<b>Ending Fund Balance (Net)</b>	\$ 2,126,193	\$ 2,046,935	\$ 1,807,497	\$ 1,476,153	\$ 1,260,976	\$ 1,076,926



## Section II: Summary Multi-Year Budget Projection

**Section II**, the **Summary Multi-Year Budget** is a five-year projection for the school's entire operations. All estimated revenues and expenditures are presented on a yearly basis along with the projected surplus or deficit each year. **Beginning** and **Ending Balance Projections** are included along with the identification of **Reserve Accounts**.

	Year 0 2012-13 <i>Unaudited Actuals</i>	Year I 2013-14 <i>Projected Budget</i>	Year II 2014-15 <i>Projected Budget</i>	Year III 2015-16 <i>Projected Budget</i>	Year IV 2014-15 <i>Projected Budget</i>	Year V 2015-16 <i>Projected Budget</i>
<b>Key Budget and Financial Variables</b>						
School Enrollment	350	399	439	469	503	537
School ADA at P-2	350	379	417	446	478	510
Ratio of P-2 ADA to Enrollment	100.0%	95.0%	95.0%	95.0%	95.0%	95.0%
<b>Summary Budget Statement</b>						
Total Revenues	\$ 2,676,852	\$ 2,795,185	\$ 3,007,704	\$ 3,244,392	\$ 3,522,204	\$ 3,820,159
Total Expenditures	\$ 2,204,907	\$ 2,874,443	\$ 3,247,142	\$ 3,575,736	\$ 3,737,381	\$ 4,004,209
Net Operations: Sub Total	\$ 471,946	\$ (79,258)	\$ (239,438)	\$ (331,344)	\$ (215,177)	\$ (184,050)
Total Other Financings	-	-	-	-	-	-
Total Net Change	\$ 471,946	\$ (79,258)	\$ (239,438)	\$ (331,344)	\$ (215,177)	\$ (184,050)
Beginning Balance	1,654,247	2,126,193	2,046,935	1,807,497	1,476,153	1,260,976
Ending Balance	\$ 2,126,193	\$ 2,046,935	\$ 1,807,497	\$ 1,476,153	\$ 1,260,976	\$ 1,076,926



# Ridgecrest Charter School

## Multi-Year Budget Summary

Budget Type	Fiscal Year SACS Code	2012-13 Unaudited Actuals	2013-14 Projected Budget	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget	2017-18 Projected Budget
<b>REVENUES</b>							
<b>State Programs</b>							
Charter School General Purpose Block Grant Allocation		\$ 1,806,337	\$ 1,989,824	\$ 2,228,906	\$ 2,436,010	\$ 2,679,585	\$ 2,941,110
Charter School Categorical Block Grant Allocation		144,072	158,464	177,484	193,974	213,234	233,794
California Lottery – Restricted Funds – Prop 20: I		9,562	11,373	12,513	13,368	14,337	15,306
California Lottery – Unrestricted Funds – Non-Pro		44,027	47,008	52,555	56,146	60,215	64,285
CA Primary (K-3) Class Size Reduction (E.C. 52		151,011	152,082	152,082	152,082	152,082	152,082
Economic Impact Aid		5,527	5,749	5,749	5,852	5,987	6,137
<b>Subtotal, Major State Programs</b>		<b>\$ 2,160,536</b>	<b>\$ 2,364,500</b>	<b>\$ 2,629,289</b>	<b>\$ 2,857,432</b>	<b>\$ 3,125,440</b>	<b>\$ 3,412,714</b>
Note: The Charter School General Purpose Block Grant Allocation includes payments made via District/Sponsor for in-lieu property tax funding							
<b>Other State Programs</b>							
Arts and Music Block Grant *							
Funding from per ADA rate	8590 r6760	3,112	3,600	4,000	4,400	4,800	5,300
Child Nutrition	8520	4,052	4,700	5,300	5,800	6,400	7,000
Common Core Standards	8590 r7405	70,000	-	-	-	-	-
Mandated Programs Block Grant	8550	4,261	9,098	10,190	11,136	12,239	13,418
Mentor Support *	8590 r7270	6,443	7,500	8,400	9,200	10,100	11,100
Special Education SELPA Funding	8311	162,408	162,408	162,408	162,408	162,408	162,408
Other State Programs	8590	14,168	-	-	-	-	-
<b>Subtotal, Other State Programs</b>		<b>\$ 264,444</b>	<b>\$ 187,306</b>	<b>\$ 190,298</b>	<b>\$ 192,944</b>	<b>\$ 195,947</b>	<b>\$ 199,226</b>
<b>Total State Programs</b>		<b>\$ 2,424,979</b>	<b>\$ 2,551,806</b>	<b>\$ 2,819,587</b>	<b>\$ 3,050,375</b>	<b>\$ 3,321,387</b>	<b>\$ 3,611,942</b>
<b>Federal Programs</b>							
NCLB: Title I, Part A, Basic Grants Low-Income a		\$ 60,625	\$ 61,600	\$ 62,700	\$ 64,100	\$ 65,700	\$ 67,500
NCLB: Title II, Part A, Improving Teacher Quality		5,637	5,700	5,800	5,900	6,000	6,200
<b>Other Federal Programs</b>							
National School Lunch Program	8220	33,417	38,700	43,300	47,300	52,000	57,000
Federal Impact Aid	8110	23,868	13,180	13,180	13,180	13,180	13,180
SELPA Funding (Federal)	8181	57,137	57,137	57,137	57,137	57,137	57,137
<b>Total Federal Programs</b>		<b>\$ 180,684</b>	<b>\$ 176,317</b>	<b>\$ 182,117</b>	<b>\$ 187,617</b>	<b>\$ 194,017</b>	<b>\$ 201,017</b>
<b>Local Programs</b>							
Interest		\$ 440	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
Other Local Programs	8600-8799						
Paid Meal Reimbursements		4,363	5,000	5,500	5,900	6,300	6,700
SSUSD Prop 39 Reimbursement		66,387	61,562	-	-	-	-
<b>Total Local Programs</b>		<b>\$ 71,189</b>	<b>\$ 67,062</b>	<b>\$ 6,000</b>	<b>\$ 6,400</b>	<b>\$ 6,800</b>	<b>\$ 7,200</b>
<b>TOTAL REVENUES</b>		<b>\$ 2,676,852</b>	<b>\$ 2,795,185</b>	<b>\$ 3,007,704</b>	<b>\$ 3,244,392</b>	<b>\$ 3,522,204</b>	<b>\$ 3,820,159</b>

# Ridgecrest Charter School

## Multi-Year Budget Summary

Budget Type	Fiscal Year SACS Code	2012-13 Unaudited Actuals	2013-14 Projected Budget	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget	2017-18 Projected Budget
<b>EXPENDITURES</b>							
Certificated Salaries	1000-1999	\$ 910,261	\$ 1,118,774	\$ 1,192,201	\$ 1,306,745	\$ 1,406,440	\$ 1,539,074
Classified Salaries	2000-2999	278,669	369,780	349,818	400,436	415,258	477,760
Employee Benefits	3000-3999	328,640	415,505	436,260	479,670	514,794	571,446
Books & Supplies	4000-4999	179,081	186,611	198,200	193,307	206,687	220,696
Services & Operational Expenses	5000-5999	394,965	430,387	603,675	629,875	658,723	687,459
Capital Outlay	6000-6999	113,290	300,000	312,000	406,006	404,218	408,192
Other Outgo	7100-7499	-	53,386	154,989	159,698	131,262	99,582
<b>TOTAL EXPENDITURES</b>		<b>\$ 2,204,907</b>	<b>\$ 2,874,443</b>	<b>\$ 3,247,142</b>	<b>\$ 3,575,736</b>	<b>\$ 3,737,381</b>	<b>\$ 4,004,209</b>
<b>BUDGET SURPLUS/(DEFICIT)</b>		<b>\$ 471,946</b>	<b>\$ (79,258)</b>	<b>\$ (239,438)</b>	<b>\$ (331,344)</b>	<b>\$ (215,177)</b>	<b>\$ (184,050)</b>
<b>OTHER FINANCING SOURCES/USES</b>							
<i>No funds are currently projected for Other Financing Sources/Uses</i>							
<b>TOTAL OTHER FINANCING SOURCES/USES</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>NET INCREASE/(DECREASE) IN FUND BALANCE</b>		<b>\$ 471,946</b>	<b>\$ (79,258)</b>	<b>\$ (239,438)</b>	<b>\$ (331,344)</b>	<b>\$ (215,177)</b>	<b>\$ (184,050)</b>
<b>FUND BALANCE</b>							
Beginning Fund Balance							
As of July 1, Unaudited	9791	1,590,011	2,126,193	2,046,935	1,807,497	1,476,153	1,260,976
Plus/(Minus) Audit Adjustments	9793	64,236	-	-	-	-	-
As of July 1, Audited		1,654,247	2,126,193	2,046,935	1,807,497	1,476,153	1,260,976
Other Restatements	9795	-	-	-	-	-	-
Net Beginning Balance		1,654,247	2,126,193	2,046,935	1,807,497	1,476,153	1,260,976
<b>Ending Fund Balance, June 30</b>		<b>\$ 2,126,193</b>	<b>\$ 2,046,935</b>	<b>\$ 1,807,497</b>	<b>\$ 1,476,153</b>	<b>\$ 1,260,976</b>	<b>\$ 1,076,926</b>
<b>COMPONENTS FOR ENDING FUND BALANCE</b>							
Designated Amounts							
Designated for Economic Uncertainty	9770	88,196	114,978	129,886	143,029	149,495	160,168
currently set at greater of \$ or 5% of Total Expen		5%	5%	5%	5%	5%	5%
Designated Reserve for Special Educ	9780	250,000	250,000	250,000	250,000	250,000	250,000
Designated Reserve for Facility Costs	9780	1,000,000	1,000,000	1,000,000	750,000	750,000	500,000
Unappropriated Amount	9790	787,997	681,957	427,611	333,124	111,481	166,758
<b>TOTAL COMPONENTS FOR ENDING FUND BALANCE</b>		<b>\$ 2,126,193</b>	<b>\$ 2,046,935</b>	<b>\$ 1,807,497</b>	<b>\$ 1,476,153</b>	<b>\$ 1,260,976</b>	<b>\$ 1,076,926</b>

## Summary Cash Flow

The following table summarizes Cash Flow projections for RCS for the first three years of operation.

## Ridgecrest Charter School — Cash Flow Summary Projections

2013-14	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Beginning Balance	\$ 330,626	\$ 905,984	\$ 816,693	\$ 819,708	\$ 768,599	\$ 722,041	\$ 769,517	\$ 724,009	\$ 691,731	\$ 791,979	\$ 776,911	\$ 807,427	\$ 330,626
plus Revenues	28,379	105,430	238,565	184,442	188,992	265,441	184,442	197,672	330,198	218,582	256,167	280,824	2,479,131
less Expenses	89,969	272,650	235,550	235,550	235,550	229,950	229,950	229,950	229,950	233,650	225,650	223,750	2,672,119
plus Adjustments	636,948	77,929	-	-	-	11,986	-	-	-	-	-	-	726,864
Ending Balance	\$ 905,984	\$ 816,693	\$ 819,708	\$ 768,599	\$ 722,041	\$ 769,517	\$ 724,009	\$ 691,731	\$ 791,979	\$ 776,911	\$ 807,427	\$ 864,501	\$ 864,501
2014-15	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Beginning Balance	\$ 864,501	\$ 793,095	\$ 583,986	\$ 575,483	\$ 504,415	\$ 438,436	\$ 484,408	\$ 419,340	\$ 367,501	\$ 462,423	\$ 427,455	\$ 440,971	\$ 864,501
plus Revenues	-	103,292	244,017	195,052	200,142	286,452	195,052	208,282	355,042	229,152	267,637	231,582	2,515,698
less Expenses	198,053	309,920	266,120	266,120	266,120	260,120	260,120	260,120	260,120	264,120	254,120	252,120	3,117,173
plus Adjustments	126,647	(2,480)	13,600	-	-	19,640	-	-	-	-	-	-	157,407
Ending Balance	\$ 793,095	\$ 583,986	\$ 575,483	\$ 504,415	\$ 438,436	\$ 484,408	\$ 419,340	\$ 367,501	\$ 462,423	\$ 427,455	\$ 440,971	\$ 420,433	\$ 420,433
2015-16	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Beginning Balance	\$ 420,433	\$ 456,491	\$ 281,433	\$ 270,655	\$ 194,386	\$ 123,688	\$ 174,360	\$ 103,891	\$ 46,653	\$ 141,855	\$ 96,086	\$ 100,128	\$ 420,433
plus Revenues	-	115,732	267,332	217,042	222,612	316,942	217,042	230,272	382,712	245,642	285,252	249,232	2,749,808
less Expenses	207,643	337,410	293,310	293,310	293,310	287,510	287,510	287,510	287,510	291,410	281,210	279,310	3,426,953
plus Adjustments	243,702	46,620	15,200	-	-	21,240	-	-	-	-	-	-	326,762
Ending Balance	\$ 456,491	\$ 281,433	\$ 270,655	\$ 194,386	\$ 123,688	\$ 174,360	\$ 103,891	\$ 46,653	\$ 141,855	\$ 96,086	\$ 100,128	\$ 70,050	\$ 70,050



## Section III: Multi-Year Demographic Variables

**Section III – Multi-Year Demographic Variables** is the first Section in which the key variables of budget development are outlined. This Section, while a bit lengthy, **identifies** the **foundation** on which the budget is built. The **major student attributes**, ranging from **enrollment by grade level** to other important demographic characteristics of students, such as English Language fluency, family socio-economic background, special education designation, etc. are projected as the various individual student profiles are the factors on which many state and federal program fundings and entitlements are based.

**Student attendance** is compiled, presented and analyzed in several ways as it is the determinant for over 90% of the school's funding. A corresponding student attendance monitoring system compliments the regular monthly budget monitoring of student attendance.

Lastly, note that while data may be shown for Meal or Lunch Counts for students, those are **NOT** for meal preparation or food service programs but are representative eligibility criteria for funding, particularly categorical programs, such as In Lieu Economic Impact Aid for CA Charter Schools.



# Ridgecrest Charter School

## Key Variables Worksheet — Student Enrollment Data

Fiscal Year	2012-13 Actual CBEDS	2013-14 Projected CBEDS	2014-15 Projected CBEDS	2015-16 Projected CBEDS	2016-17 Projected CBEDS	2017-18 Projected CBEDS
<b>Summary of All Enrollment by Grade</b>						
Kindergarten	60	66	66	66	66	66
1st Grade	58	66	66	66	66	66
2nd Grade	43	57	66	66	66	66
3rd Grade	38	46	57	66	66	66
4th Grade	34	38	46	57	66	66
5th Grade	33	36	38	46	57	66
6th Grade	30	32	36	38	46	57
7th Grade	31	32	32	32	38	46
8th Grade	23	26	32	32	32	38
<b>Total</b>	<b>350</b>	<b>399</b>	<b>439</b>	<b>469</b>	<b>503</b>	<b>537</b>
<b>Summary of All Enrollment by Grade Group</b>						
Grades K-3	199	235	255	264	264	264
Grades 4-6	97	106	120	141	169	189
Grades 7-8	54	58	64	64	70	84
<b>Total</b>	<b>350</b>	<b>399</b>	<b>439</b>	<b>469</b>	<b>503</b>	<b>537</b>

## Key Variables Worksheet — ADA Data

Fiscal Year	2012-13 P-2 Actual	2013-14 P-2 Estimate	2014-15 P-2 Estimate	2015-16 P-2 Estimate	2016-17 P-2 Estimate	2017-18 P-2 Estimate
<b>Total Combined ADA Ratio</b>						
Grades K-3	1.01	0.95	0.95	0.95	0.95	0.95
Grades 4-6	1.03	0.95	0.95	0.95	0.95	0.95
Grades 7-8	0.91	0.95	0.95	0.95	0.95	0.95
<b>Total ADA</b>						
Grades K-3	201.34	223.30	242.30	250.80	250.80	250.80
Grades 4-6	99.69	100.70	114.00	134.00	160.60	179.60
Grades 7-8	49.06	55.10	60.80	60.80	66.50	79.80
<b>Total ADA</b>	<b>350.09</b>	<b>379.10</b>	<b>417.10</b>	<b>445.60</b>	<b>477.90</b>	<b>510.20</b>

## Key Variables Worksheet — Student Demographics Data

Fiscal Year	2012-13 Actual CBEDS	2013-14 Projected CBEDS	2014-15 Projected CBEDS	2015-16 Projected CBEDS	2016-17 Projected CBEDS	2017-18 Projected CBEDS
<b>Special Population Data Counts</b>						
English Language Learner	6.0	3.0	3.0	3.0	3.0	3.0
Federal Poverty Eligible	-	-	-	-	-	-
EIA Disadvantaged Pupil Count	6.0	3.0	3.0	3.0	3.0	3.0
= sum of prior-year EL and FP counts (except for Y1 for newly opened charters, which use current-year projections), as reported through R30-LC Language Census and Principal Apportionment Revenue software						
EIA Pupil Concentration Factor	-	-	-	-	-	-
concentration factor varies according to how much the EIA Disadvantaged Pupil Count exceeds 50% of total enrollment, as reported by current-year CBEDS						
Free Meal Eligible	137.0	156.0	172.0	184.0	197.0	210.0
<b>Special Population Percentages</b>						
English Language Learner	1%	1%	1%	1%	1%	1%
Federal Poverty Eligible	0%	0%	0%	0%	0%	0%
Free Meal Eligible	39%	39%	39%	39%	39%	39%

Note: English Language Learner Count is taken as of R-30 Spring Report, not October CBEDS



## Section IV: Multi-Year Revenue and Expenditure Variables

**Section IV – Multi-Year Revenue and Expenditure Variables** is the Section that defines the **parameters** on which the **funding** is **estimated** as well as the **foundation** on which **expenditures** are **projected**. For the revenue components, the estimated funding per program is identified for each of the five years.

For the **Expenditure Section**, major emphasis is placed on **compensation costs** as schools are labor intense organizations. Specific **staffing ratios** are identified along with other position control features. Assumptions are made relative to staffing allowances based upon student participation in extra after school hour instruction programs, either before or after school, or in independent study programs. Substitute time cost estimates are indicated along with the assumed basis for the estimate.

Other variables for costs such as **instructional supplies**, books, capital expenditures, utilities and other **operating expenses** are also identified.



# Ridgecrest Charter School

## Key Variables Worksheet — State Funding Data

Fiscal Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Last Update	Comments
Budget Type	Unaudited Actuals	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget		
<b>Financial Projection Factors</b>								
Statutory COLA	3.24%	1.57%	1.80%	2.30%	2.50%	2.70%	7/15/2013	(used to project annual revenue increases)
California Consumer Price Index (CA CPI)	2.15%	2.00%	2.30%	2.50%	2.70%	2.80%	7/15/2013	(used to project annual expense increases)
<b>Charter School General Purpose Block Grant Allocations *</b>								
Grades K-3 Rate	Y \$ 5,109	\$ 5,192	\$ 5,285	\$ 5,407	\$ 5,542	\$ 5,692	6/27/2013	Rates shown are actual/projected values AFTER application of any deficit factors Annual revenue per P-2 ADA
Grades 4-6 Rate	Y \$ 5,187	\$ 5,274	\$ 5,369	\$ 5,492	\$ 5,629	\$ 5,781	6/27/2013	Annual revenue per P-2 ADA
Grades 7-8 Rate	Y \$ 5,346	\$ 5,433	\$ 5,531	\$ 5,658	\$ 5,799	\$ 5,956	6/27/2013	Annual revenue per P-2 ADA
<b>Charter School Categorical Block Grant Allocations *</b>								
All Grades	Y \$ 412	\$ 418	\$ 426	\$ 435	\$ 446	\$ 458	6/27/2013	Rates shown are actual/projected values AFTER application of any deficit factors Annual revenue per P-2 ADA
<b>California Lottery</b>								
Restricted Funds – Prop 20: Instructional Materials	Y \$ 30.34	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	7/15/2013	Note: Lottery Funding is not tied to the Statutory COLA, depending instead on actual lottery sales.
Unrestricted Funds – Non-Prop 20	Y \$ 125.42	\$ 124.00	\$ 126.00	\$ 126.00	\$ 126.00	\$ 126.00	7/15/2013	Annual revenue per prior year actual ADA
<b>CA Primary (K-3) Class Size Reduction (E.C. 52120 et seq.)</b>								
Full Day Program	Y \$ 1,106	\$ 723	\$ 736	\$ 753	\$ 772	\$ 793	7/15/2013	Funding closed to schools not open by 2008-09 through 2013-14 or end of categorical flexibility if extended Annual revenue per pupil in program, grades K-3
<b>In Lieu of Economic Impact Aid (revised per AB1881, 1802 and SB 1131 in 2006) *</b>								
Per Eligible Student (ED + EL + bonus factor)	Y \$ 325	\$ 338	\$ 338	\$ 344	\$ 352	\$ 361	6/5/2013	
(a) minimum grant amount, 1-9 students	Y \$ 5,527	\$ 5,749	\$ 5,749	\$ 5,852	\$ 5,987	\$ 6,137	6/5/2013	For schools with fewer than 10 qualifying pupils
(b) minimum grant, 10 or more students	Y \$ 8,340	\$ 8,676	\$ 8,676	\$ 8,832	\$ 9,035	\$ 9,261	6/5/2013	For schools with 10 or more qualifying pupils
<b>Other State Programs</b>								
Arts and Music Block Grant *								
Funding per K-12 ADA participant	Y \$ 16.15	\$ 16.42	\$ 16.78	\$ 17.18	\$ 17.64	\$ 18.15		Annual revenue per P-2 ADA
Minimum Grant (20+ students)	Y \$ 3,390	\$ 3,450	\$ 3,530	\$ 3,610	\$ 3,710	\$ 3,820		Funding per prior year ADA
Mandated Programs Block Grant	\$ 14.00	\$ 24.00	\$ 24.43	\$ 24.99	\$ 25.61	\$ 26.30	1/15/2013	Per qualified mentor
Mentor Support *	Y \$ 5,576	\$ 5,668	\$ 5,793	\$ 5,932	\$ 6,092	\$ 6,269		

\* NOTE: These programs will be folded into the Local Control Funding Formula (LCFF) as soon as that program is implemented (CDE projects first iteration of LCFF implementation to be ready by P-2 certification in June 2013-14)

# Ridgecrest Charter School

## Key Variables Worksheet — School Staffing Data

Fiscal Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
Budget Type	Unaudited Actuals	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Comments
<b>Certificated Staffing (FTEs)</b>							
Teacher:Pupil Staffing Ratios							
Teachers – Regular Program							
Grades K-3	1/22	1/22	1/22	1/22	1/22	1/22	
Grades 4-5	1/28	1/28	1/28	1/29	1/29	1/29	
Grades 6-8	1/32	1/32	1/32	1/34	1/34	1/34	
<b>Teacher Staffing Projection (FTEs)</b>							
Teachers – Regular Program							
Kindergarten	3.00	3.00	3.00	3.00	3.00	3.00	
1st Grade	3.00	3.00	3.00	3.00	3.00	3.00	
2nd Grade	2.00	3.00	3.00	3.00	3.00	3.00	
3rd Grade	2.00	3.00	3.00	3.00	3.00	3.00	
4th Grade	2.00	2.00	2.00	2.00	2.00	2.00	
5th Grade	2.00	2.00	1.00	2.00	2.00	2.00	
6th Grade	1.00	1.00	2.00	2.00	2.00	2.00	
7th Grade	1.00	1.00	1.00	1.00	2.00	2.00	
8th Grade	1.00	1.00	1.00	1.00	1.00	2.00	
<b>Subtotal, Regular Programs</b>	<b>17.00</b>	<b>19.00</b>	<b>19.00</b>	<b>20.00</b>	<b>21.00</b>	<b>22.00</b>	
<b>Teachers – Other Certificated (Electives, Special Education, etc.)</b>							
Special Education	1.00	2.00	2.00	2.50	2.50	3.00	Resource Specialist
Title I Teacher	-	0.50	0.50	0.50	0.50	0.50	
<b>Subtotal, Other Certificated Teachers</b>	<b>1.00</b>	<b>2.50</b>	<b>2.50</b>	<b>3.00</b>	<b>3.00</b>	<b>3.50</b>	
<b>Total All Teachers</b>	<b>18.00</b>	<b>21.50</b>	<b>21.50</b>	<b>23.00</b>	<b>24.00</b>	<b>25.50</b>	
<b>Other Certificated Employee Staffing (FTEs)</b>							
School Administrator Staffing							
Assistant Executive Director	-	0.50	1.00	1.00	1.00	1.00	
Executive Director	1.00	1.00	1.00	1.00	1.00	1.00	
<b>Certificated (Non-Teaching) FTEs</b>	<b>1.00</b>	<b>1.50</b>	<b>2.00</b>	<b>2.00</b>	<b>2.00</b>	<b>2.00</b>	
<b>Total Certificated Staff</b>	<b>19.00</b>	<b>23.00</b>	<b>23.50</b>	<b>25.00</b>	<b>26.00</b>	<b>27.50</b>	
<b>Certificated Staff Earning Health Benefits</b>	<b>19.00</b>	<b>22.00</b>	<b>23.00</b>	<b>24.00</b>	<b>25.00</b>	<b>27.00</b>	Head count

# Ridgecrest Charter School

## Key Variables Worksheet — School Staffing Data

Fiscal Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
Budget Type	Unaudited Actuals	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Comments
<b>Classified Employee Staffing (FTEs)</b>							
Classified Salaried Staff							
Administrator Staffing							
Chief Operations Officer	1.00	1.50	1.00	1.00	1.00	1.00	2nd position training under DB during Jan to Jun 2014
Business Services Director	-	-	-	-	-	-	
<b>Clerical, Technical &amp; Other Office Employee Staffing</b>							
Office Clerk	0.92	0.92	0.92	0.92	0.92	0.92	11 mo. Assignment
Records Clerk	0.92	0.92	0.92	0.92	0.92	0.92	11 mo. Assignment
Secretary	-	1.00	1.00	1.00	1.00	1.00	12 mo. Assignment
<b>Total Salaried Site Staff</b>	<b>2.83</b>	<b>4.33</b>	<b>3.83</b>	<b>3.83</b>	<b>3.83</b>	<b>3.83</b>	
<b>Classified Hourly Staffing Assignments (hrs/day)</b>							
<b>Non-Certificated Instructional Staffing</b>							
Title I Instructional Aide	5.00	16.00	16.00	24.00	24.00	32.00	100% to 3010 Title I
Paraprofessional Aide, Special Ed	29.00	24.00	24.00	28.00	28.00	32.00	75% to 6500 SpEd; 25% to 3310 SpEd
<b>Pupil Support Staffing</b>							
Food Service Worker	-	8.00	8.00	8.00	8.00	8.00	
Custodian	8.00	16.00	16.00	16.00	16.00	16.00	11 mo. Assignment; 4 hr to NSLP
<b>Other Classified Employee Staffing</b>							
Noon Duty I	14.25	14.25	14.25	19.25	19.25	27.25	not in PERS
Noon Duty II	-	4.75	4.75	4.75	4.75	4.75	not in PERS
<b>Subtotal Hourly FTE</b>	<b>7.03</b>	<b>10.38</b>	<b>10.38</b>	<b>12.50</b>	<b>12.50</b>	<b>15.00</b>	
<b>Total Classified Staff</b>	<b>9.86</b>	<b>14.71</b>	<b>14.21</b>	<b>16.33</b>	<b>16.33</b>	<b>18.83</b>	
<b>Total All Staff</b>	<b>28.86</b>	<b>37.71</b>	<b>37.71</b>	<b>41.33</b>	<b>42.33</b>	<b>46.33</b>	
<b>Classified Staff Earning Health Benefits</b>	<b>6.00</b>	<b>9.00</b>	<b>9.00</b>	<b>9.00</b>	<b>9.00</b>	<b>9.00</b>	

# Ridgecrest Charter School

## Key Variables Worksheet — Staff Compensation Data

Fiscal Year		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Comments
Budget Type	SACS Code	Unaudited Actuals	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	
<b>Salary and Wage COLA Table</b>								<b>all wage increases are per Salary COLA</b>
CA CPI (reference value)		2.2%	2.0%	2.3%	2.5%	2.7%	2.8%	copied from KV_State
School Seniority COLA		1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	annual retention increase
Subtotal		3.2%	3.0%	3.3%	3.5%	3.7%	3.8%	sum of preceding components
Maximum COLA School will pay		5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	(limit for cost containment)
Total Annual Salary COLA		3.2%	3.0%	3.3%	3.5%	3.7%	3.8%	
<b>Teacher Salaries</b>								
Average Teacher Cost – Regular	1101	\$ 43,219	\$ 44,500	\$ 46,000	\$ 47,600	\$ 49,400	\$ 51,300	
Day to Day Substitute Teacher								
Cost per Day	1130	\$ 120	\$ 124	\$ 128	\$ 132	\$ 137	\$ 142	
<b>Other Teacher Salaries</b>								
Teacher – Special Education	1111	\$ 47,091	\$ 44,500	\$ 46,000	\$ 47,600	\$ 49,400	\$ 51,300	75% to 6500 SpEd; 25% to 3310 SpEd
Teacher – Title I	1121	\$ 47,091	\$ 44,500	\$ 46,000	\$ 47,600	\$ 49,400	\$ 51,300	100% to 3010 Title I
<b>School Administrator Salaries</b>								
Assistant Executive Director	1351	\$ -	\$ 70,000	\$ 72,300	\$ 74,800	\$ 77,600	\$ 80,500	
Executive Director	1321	\$ 88,000	\$ 90,600	\$ 93,600	\$ 96,900	\$ 100,500	\$ 104,300	
<b>Classified Employee Salaries</b>								
<b>Administrator Salaries</b>								
Chief Operations Officer	2341	\$ 60,514	\$ 62,300	\$ 64,400	\$ 66,700	\$ 69,200	\$ 71,800	
Business Services Director	23x1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Clerical, Technical &amp; Other Office</b>								
Office Clerk	2491	\$ 35,204	\$ 32,640	\$ 33,700	\$ 34,900	\$ 36,200	\$ 37,600	
Records Clerk	2481	\$ 35,204	\$ 35,607	\$ 36,800	\$ 38,100	\$ 39,500	\$ 41,000	
Secretary	2471	\$ -	\$ 25,872	\$ 26,700	\$ 27,600	\$ 28,600	\$ 29,700	
<b>Classified Hourly Staff Wage Rates (\$/hr)</b>								
<b>Non-Certificated Instructional Wa</b>								
Title I Instructional Aide	2112	\$ 9.00	\$ 12.75	\$ 13.17	\$ 13.63	\$ 14.13	\$ 14.67	100% to 3010 Title I
Paraprofessional Aide, Special Ed	2132	\$ 13.37	\$ 13.37	\$ 13.81	\$ 14.29	\$ 14.82	\$ 15.38	75% to 6500 SpEd; 25% to 3310 SpEd
<b>Pupil Support Salaries</b>								
Food Service Worker	2252	\$ -	\$ 11.00	\$ 11.36	\$ 11.76	\$ 12.20	\$ 12.66	
Custodian	2262	\$ 11.00	\$ 13.00	\$ 13.43	\$ 13.90	\$ 14.41	\$ 14.96	2012-13 position was not filled until Sep
<b>Other Classified Employee Wage</b>								
Noon Duty I	2902	\$ 8.00	\$ 8.75	\$ 9.04	\$ 9.36	\$ 9.71	\$ 10.08	
Noon Duty II	2902	\$ 8.25	\$ 9.75	\$ 10.07	\$ 10.42	\$ 10.81	\$ 11.22	Employee(s) with longevity bonus

## Ridgecrest Charter School

### Key Variables Worksheet — Employee Benefit Cost Rate Data

Fiscal Year		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Comments
Budget Type	Use?	Unaudited Actuals	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	
Retirement Plan Contribution Rates								
State Teachers Retirement System	Y	8.25%	8.25%	8.25%	8.25%	8.25%	8.25%	paid to all qualifying certificated employees
Public Employees Retirement System	Y	11.42%	11.44%	11.44%	11.44%	11.44%	11.44%	paid to all qualifying classified employees
Social Security (OASDI)	Y	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%	paid to all qualifying classified employees
Other Mandatory Benefits								
Medicare	Y	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	No limit on contribution; both employee and employer must pay
State Unemployment (SUI/SEF)	Y	1.05%	1.10%	1.10%	1.10%	1.10%	1.10%	This tax is calculated against ALL wages.
Worker's Compensation (WC)	Y	2.15%	2.15%	2.15%	2.15%	2.15%	2.15%	
Health Benefits								
Annual Health Benefits COLA	n/a	-6.1%	5.0%	5.0%	5.0%	5.0%	5.0%	Combined monthly award per 0.75-FTE for health, dental & vision benefits.
Combined HDV estimate	Y	\$ 527	\$ 515	\$ 540	\$ 570	\$ 600	\$ 630	



# Ridgecrest Charter School

## Key Variables Worksheet — Books & Supplies

Fiscal Year		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Comments
Budget Type	SACS Code	Unaudited Actuals	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	
Approved Textbooks and Core Curricula Materials								
	4100	\$ -	\$ 70.00	\$ 71.61	\$ 73.40	\$ 75.38	\$ 77.49	Annual amount per new student
	4100	\$ 85.71	\$ 87.43	\$ 89.44	\$ 91.68	\$ 94.16	\$ 96.80	Annual amount per student; 10% replacement
	4100	-	35,000	35,000	-	-	-	Annual amount for all texts
	4100	41,949	-	-	-	-	-	Annual amount for all texts
	4100	-	-	-	20,000	20,500	21,100	Annual amount for all texts
Books and Other Reference Materials								
	4200							
	4200	\$ -	\$ 2,000	\$ 2,000	\$ 2,100	\$ 2,200	\$ 2,300	Annual amount
	4200	-	-	-	-	-	-	Annual amount
Materials and Supplies								
	4300							
	4301	\$ 30.03	\$ 30.63	\$ 31.33	\$ 32.11	\$ 32.98	\$ 33.90	Annual amount per student
	4302	55.10	56.20	57.49	58.93	60.52	62.21	Annual amount per student
	4303	39.68	40.48	41.41	42.45	43.60	44.82	Annual amount per student
	4304	22.81	-	-	-	-	-	Annual amount
Non Capitalized Equipment								
	4400							
	4400	\$ -	\$ 12,700	\$ 13,000	\$ 13,300	\$ 13,700	\$ 14,100	Annual amount; 100% to 6500 SpEd
	4400	-	15,000	15,300	15,700	16,100	16,600	
	4400	-	7,800	8,000	8,200	8,400	8,600	Annual amount; 75% to 6500 SpEd; 25% to 3310 SpEd
Food for Student Nutrition								
	4700							
	4700	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Daily amount per student
	4700	-	-	-	-	-	-	

## Ridgecrest Charter School

## Key Variables Worksheet – Operating Costs

Fiscal Year		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Comments
Budget Type	SACS Code	Unaudited Actuals	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	
<b>Personal Services of Instructional Consultants, Lecturers &amp; Others</b>								
	5101	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Estimated monthly expense (10 mos/yr)
	5100	2,000	2,000	2,000	2,100	2,200	2,300	Estimated monthly expense (10 mos/yr)
	5100	2,549.93	2,600	2,700	2,800	2,900	3,000	Estimated monthly expense (10 mos/yr)
<b>Travel and Conference</b>								
	5200	\$ 9,188	\$ 19,370	\$ 10,000	\$ 10,300	\$ 10,600	\$ 10,900	Estimated annual cost
	5240	-	-	-	-	-	-	
<b>Dues and Memberships</b>								
	5310	\$ 1,400	\$ 1,596	\$ 1,756	\$ 1,876	\$ 2,012	\$ 2,148	Estimated annual cost
	5320	720	720	2,620	720	3,095	720	Estimated annual cost
<b>Insurance</b>								
	5400	\$ 71.80	\$ 59.54	\$ 63.88	\$ 65.48	\$ 67.25	\$ 69.13	Estimated annual cost per pupil
	54xx	-	-	-	-	-	-	Estimated annual cost
<b>Operation and Housekeeping Services</b>								
	5501	\$ 55	\$ 56	\$ 57	\$ 58	\$ 60	\$ 62	Estimated monthly expense (12 mos/yr)
	5504	90	92	94	96	99	102	Estimated monthly expense (12 mos/yr)
<b>Utilities</b>								
	5502	\$ 2,641	\$ 2,900	\$ 3,390	\$ 3,730	\$ 4,100	\$ 4,510	Estimated monthly expense
	5503	123	140	160	180	200	220	Estimated monthly expense
	5505	254	280	330	360	400	440	Estimated monthly expense
	5506	380	420	490	540	590	650	Estimated monthly expense

# Ridgecrest Charter School

## Key Variables Worksheet — Operating Costs

Fiscal Year		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Comments
Budget Type	SACS Code	Unaudited Actuals	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	
Rentals, Leases, Repairs and Noncapitalized Improvements								
Computers and Equipment (lease/rental/r	5604	\$ 2,182	\$ 2,372	\$ 2,428	\$ 2,552	\$ 2,664	\$ 2,802	Estimated monthly expense
HP computers		584	596	610	625	642	660	
new classroom equipment (printer, computer)		-	146	149	215	262	332	
Dell		1,151	1,174	1,201	1,231	1,264	1,299	28 laptops
Other (Identify)		447	456	468	481	496	511	misc per ACV
Copier (lease/rental/repair)	5604	\$ 1,020	\$ 1,040	\$ 1,060	\$ 1,090	\$ 1,120	\$ 1,150	Estimated monthly expense
Portable Classrooms (old lease)	5603	709	710	710	710	710	710	Estimated monthly expense
Portable Classrooms (no. of new lease units)		-	3	4	5	5	5	
Portable Classrooms (no. of replacement lease units)		-	-	-	3	6	9	
Portable Classrooms (unit cost of new lease	5603	-	300	300	300	300	300	Estimated monthly expense
Property (repairs)	5602	1,853	2,723	2,790	2,860	2,940	3,020	Estimated monthly expense
Other (Network wiring upgrade)	5650	833	-	-	-	-	-	Estimated monthly expense
Professional/Consulting Services & Operating Expenses								
District (SBE) Financial Oversight Fee Ra	5805	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	Percentage of Combined State Grant funds
Accounting (QB Processing)	5801	\$ 43	\$ 44	\$ 45	\$ 46	\$ 47	\$ 48	Estimated monthly expense
Advertising	5802	396	375	380	390	400	410	Estimated monthly expense
Audit Services	5803	778	790	810	830	850	870	Estimated monthly expense
Breakfast Program	5816	45	45	46	47	48	49	Estimated annual cost per pupil
Business Services	5804	89,790	72,000	72,000	72,000	72,000	72,000	Estimated annual cost
IT/IS/Networking Services	5806	468	480	490	500	510	520	Estimated monthly expense
Janitorial Services	5815	715	-	-	-	-	-	Estimated monthly expense
Legal Services	5808	340	1,600	625	625	625	625	Estimated monthly expense
Miscellaneous Expenses	5826	462	-	-	-	-	-	Estimated annual cost
Professional Development	5809	-	10,000	10,000	10,000	10,000	10,000	Estimated annual cost
Sewer Assessment	5810	1,440	-	-	-	-	-	Estimated annual cost
Special Education Encroachment or Exce	5811	5,921	6,000	6,000	6,000	6,000	6,000	Estimated annual cost
Student Information Services	5813	5,880	6,000	6,140	6,290	6,460	6,640	Estimated annual cost
Student Testing & Assessment	5812	9.37	9.60	9.80	10.00	10.30	10.60	Estimated annual cost per pupil
Communications								
Postage and Shipping	5930	\$ 257	\$ 262	\$ 268	\$ 275	\$ 282	\$ 290	Estimated monthly expense
Telephone	5910	563	570	580	590	610	630	Estimated monthly expense



## Section V: Detailed Expenditure Data

**Section V – Detailed Expenditure Data** shows the **calculation** of the various **costs**, by type of expense, **based** on the **identified variables** from the previous **Sections III** and **IV**. For instance **all teacher costs**, retirement costs, books, **utilities**, operating, capital equipment, **debt costs** etc. defined as a variable in the previous section are calculated based upon the identified cost bases. This, and all sections, is structured for monthly review and update.



# Ridgecrest Charter School

## Expenditures Worksheet – Compensation

Budget Type	Fiscal Year SACS Code	2012-13 Unaudited Actuals	2013-14 Projected Budget	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget	2017-18 Projected Budget
<b>Certificated Salaries</b>		1000-1999					
<b>Certificated Teacher Salaries</b>		1100-1199					
Teachers – Regular Program	1100	734,728	845,500	874,000	952,000	1,037,400	1,128,600
<b>Other Teacher Salaries</b>							
Teacher – Special Education	1111	47,091	89,000	92,000	119,000	123,500	153,900
Teacher – Title I	1121	-	22,250	23,000	23,800	24,700	25,650
<b>Substitute Teacher Costs</b>							
Day-to-Day Substitutes	1130	15,420	26,574	27,451	30,395	32,890	36,274
<b>Teacher/Program Administrator Stipends</b>		1150					
3-5 Grade Level Gate	1150	600	600	600	600	600	600
Accelerated and STAR Math	1150	1,350	1,350	1,350	1,350	1,350	1,350
Accelerated Reading and STAR Reader	1150	1,350	1,350	1,350	1,350	1,350	1,350
CELD	1150	600	600	600	600	600	600
Middle School ELA Academic Interventic	1150	1,200	1,200	1,200	1,200	1,200	1,200
Middle School Mathematics Academic In	1150	1,200	1,200	1,200	1,200	1,200	1,200
PTO Teacher Liaison PA	1150	500	500	500	500	500	500
Student Study Team (SST) and 504 Plar	1150	1,250	1,250	1,250	1,250	1,250	1,250
Student Study Team (SST) and 504 Plar	1150	1,800	1,800	1,800	1,800	1,800	1,800
<b>Teacher/Program Administrator Stipends</b>	1150	\$ 9,850	\$ 9,850	\$ 9,850	\$ 9,850	\$ 9,850	\$ 9,850
<b>Total Certificated Teacher Salaries</b>	1000-1199	\$ 807,089	\$ 993,174	\$ 1,026,301	\$ 1,135,045	\$ 1,228,340	\$ 1,354,274
<b>School Administrator Salaries</b>		13xx					
Assistant Executive Director	1351	-	35,000	72,300	74,800	77,600	80,500
Executive Director	1321	103,172	90,600	93,600	96,900	100,500	104,300
<b>Subtotal</b>	13xx	\$ 103,172	\$ 125,600	\$ 165,900	\$ 171,700	\$ 178,100	\$ 184,800
<b>TOTAL CERTIFICATED SALARIES</b>	1000-1999	\$ 910,261	\$ 1,118,774	\$ 1,192,201	\$ 1,306,745	\$ 1,406,440	\$ 1,539,074

# Ridgecrest Charter School

## Expenditures Worksheet – Compensation

Budget Type	Fiscal Year SACS Code	2012-13 Unaudited Actuals	2013-14 Projected Budget	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget	2017-18 Projected Budget
<b>Classified Compensation Costs</b>							
<b>Classified Salaries</b>							
<b>Administrator Salaries</b>							
	23xx						
Chief Operations Officer	2341	69,788	93,450	64,400	66,700	69,200	71,800
Business Services Director	23x1	-	-	-	-	-	-
<b>Subtotal</b>	<b>23xx</b>	<b>\$ 69,788</b>	<b>\$ 93,450</b>	<b>\$ 64,400</b>	<b>\$ 66,700</b>	<b>\$ 69,200</b>	<b>\$ 71,800</b>
<b>Clerical, Technical &amp; Other Office Employ</b>							
	24xx						
Office Clerk	2491	32,270	29,920	30,892	31,992	33,183	34,467
Records Clerk	2481	32,270	32,640	33,733	34,925	36,208	37,583
Secretary	2471	-	25,872	26,700	27,600	28,600	29,700
<b>Subtotal</b>	<b>24xx</b>	<b>\$ 64,541</b>	<b>\$ 88,432</b>	<b>\$ 91,325</b>	<b>\$ 94,517</b>	<b>\$ 97,992</b>	<b>\$ 101,750</b>
<b>Subtotal Classified Salaries Cost</b>		<b>\$ 134,329</b>	<b>\$ 181,882</b>	<b>\$ 155,725</b>	<b>\$ 161,217</b>	<b>\$ 167,192</b>	<b>\$ 173,550</b>
<b>Hourly Classified Staff Wages</b>							
<b>Non-Certificated Instructional Wages</b>							
	21xx						
Title I Instructional Aide	2112	21,187	36,720	37,930	58,882	61,042	84,499
Paraprofessional Aide, Special Education	2132	69,791	57,758	59,659	72,022	74,693	88,589
<b>Subtotal</b>	<b>21xx</b>	<b>\$ 90,978</b>	<b>\$ 94,478</b>	<b>\$ 97,589</b>	<b>\$ 130,903</b>	<b>\$ 135,734</b>	<b>\$ 173,088</b>
<b>Pupil Support Salaries</b>							
	22xx						
Food Service Worker	2252	-	15,840	16,358	16,934	17,568	18,230
Custodian	2262	32,212	46,800	48,348	50,040	51,876	53,856
<b>Subtotal</b>	<b>22xx</b>	<b>\$ 32,212</b>	<b>\$ 62,640</b>	<b>\$ 64,706</b>	<b>\$ 66,974</b>	<b>\$ 69,444</b>	<b>\$ 72,086</b>
<b>Other Classified Employee Wages</b>							
	29xx						
Noon Duty I	2902	21,150	22,444	23,188	32,432	33,645	49,442
Noon Duty II	2902	-	8,336	8,610	8,909	9,243	9,593
<b>Subtotal</b>	<b>29xx</b>	<b>\$ 21,150</b>	<b>\$ 30,780</b>	<b>\$ 31,797</b>	<b>\$ 41,342</b>	<b>\$ 42,888</b>	<b>\$ 59,036</b>
<b>Subtotal Hourly Staff Wage Costs</b>		<b>\$ 144,340</b>	<b>\$ 187,898</b>	<b>\$ 194,093</b>	<b>\$ 239,219</b>	<b>\$ 248,066</b>	<b>\$ 304,210</b>
<b>TOTAL ALL CLASSIFIED COSTS</b>		<b>\$ 278,669</b>	<b>\$ 369,780</b>	<b>\$ 349,818</b>	<b>\$ 400,436</b>	<b>\$ 415,258</b>	<b>\$ 477,760</b>

# Ridgecrest Charter School

## Expenditures Worksheet – Employee Benefits

		Fiscal Year	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
		SACS	Unaudited	Projected	Projected	Projected	Projected	Projected
Budget Type	Code		Actuals	Budget	Budget	Budget	Budget	Budget
<b>State Teachers Retirement System (STRS)</b>								
Certificated contributions	3101		73,037	92,299	98,357	107,806	116,031	126,974
Noncertificated contributions	3102		-	-	-	-	-	-
<b>STRS Subtotal</b>			<b>\$ 73,037</b>	<b>\$ 92,299</b>	<b>\$ 98,357</b>	<b>\$ 107,806</b>	<b>\$ 116,031</b>	<b>\$ 126,974</b>
<b>Public Employees Retirement System (PERS)</b>								
Certificated contributions	3201		-	-	-	-	-	-
Noncertificated contributions	3202		25,518	38,788	36,388	41,088	42,607	47,910
<b>PERS Subtotal</b>			<b>\$ 25,518</b>	<b>\$ 38,788</b>	<b>\$ 36,388</b>	<b>\$ 41,088</b>	<b>\$ 42,607</b>	<b>\$ 47,910</b>
<b>Old Age, Survivors, Disability, and Health Insurance (OASDI)</b>								
Medicare, certificated contributions	3301		13,199	16,222	17,287	18,948	20,393	22,317
Medicare, noncertificated contributions	3302		4,041	5,362	5,072	5,806	6,021	6,928
Social Security, noncertificated contribut	3302		16,602	22,926	21,689	24,827	25,746	29,621
<b>OASDI Subtotal</b>			<b>\$ 33,841</b>	<b>\$ 44,510</b>	<b>\$ 44,048</b>	<b>\$ 49,581</b>	<b>\$ 52,161</b>	<b>\$ 58,865</b>
<b>Health Benefit Costs (HDV)</b>								
Combined HDV estimate, certificated coi	3401		120,226	135,929	149,040	164,160	180,000	204,120
Combined HDV estimate, noncertificatedec	3402		37,966	55,608	58,320	61,560	64,800	68,040
<b>HDV Subtotal</b>			<b>\$ 158,192</b>	<b>\$ 191,537</b>	<b>\$ 207,360</b>	<b>\$ 225,720</b>	<b>\$ 244,800</b>	<b>\$ 272,160</b>
<b>State Unemployment Insurance (SUI/SEF)</b>								
Certificated contributions	3501		9,567	12,307	13,114	14,374	15,471	16,930
Noncertificated contributions	3502		2,929	4,068	3,848	4,405	4,568	5,255
<b>SUI/SEF Subtotal</b>			<b>\$ 12,496</b>	<b>\$ 16,374</b>	<b>\$ 16,962</b>	<b>\$ 18,779</b>	<b>\$ 20,039</b>	<b>\$ 22,185</b>
<b>Worker's Compensation Insurance (WC)</b>								
Certificated contributions	3601		19,566	24,048	25,626	28,088	30,231	33,082
Noncertificated contributions	3602		5,990	7,948	7,519	8,607	8,926	10,269
<b>WC Subtotal</b>			<b>\$ 25,556</b>	<b>\$ 31,996</b>	<b>\$ 33,146</b>	<b>\$ 36,696</b>	<b>\$ 39,157</b>	<b>\$ 43,352</b>
<b>Total Benefit Costs</b>			<b>\$ 328,640</b>	<b>\$ 415,505</b>	<b>\$ 436,260</b>	<b>\$ 479,670</b>	<b>\$ 514,794</b>	<b>\$ 571,446</b>



# Ridgecrest Charter School

## Expenditures Worksheet – Books and Supplies

Fiscal Year		2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
SACS		Unaudited	Projected	Projected	Projected	Projected	Projected
Budget Type	Code	Actuals	Budget	Budget	Budget	Budget	Budget
<b>Approved Textbooks and Core Curricula Materials</b>							
New Textbooks (students)		-	3,430	2,864	2,202	2,563	2,635
Replacement Textbooks (students)		30,000	34,885	39,264	42,998	47,362	51,982
Other (Common Core Standards)		-	35,000	35,000	-	-	-
Other (Follet/HM updates)		41,949	-	-	-	-	-
Other (Textbook updates)		-	-	-	20,000	20,500	21,100
<b>Subtotal, Approved Textbooks and Cor</b>	<b>4100</b>	<b>\$ 71,949</b>	<b>\$ 73,315</b>	<b>\$ 77,129</b>	<b>\$ 65,200</b>	<b>\$ 70,425</b>	<b>\$ 75,716</b>
<b>Books and Other Reference Materials</b>							
Library Books		-	2,000	2,000	2,100	2,200	2,300
Other (Identify)		-	-	-	-	-	-
<b>Subtotal, Books and Other Reference M</b>	<b>4200</b>	<b>\$ -</b>	<b>\$ 2,000</b>	<b>\$ 2,000</b>	<b>\$ 2,100</b>	<b>\$ 2,200</b>	<b>\$ 2,300</b>
<b>Materials and Supplies</b>							
Custodial Supplies	4301	10,509	12,221	13,754	15,060	16,589	18,204
Instructional Supplies		19,285	22,424	25,238	27,638	30,442	33,407
Title I Instructional Supplies		-	25,000	25,600	26,200	26,900	27,700
Office Supplies		13,889	16,152	18,179	19,909	21,931	24,068
Other Materials & Supplies		7,982	-	-	-	-	-
<b>Subtotal, Materials and Supplies</b>	<b>4300</b>	<b>\$ 51,665</b>	<b>\$ 75,797</b>	<b>\$ 82,771</b>	<b>\$ 88,807</b>	<b>\$ 95,861</b>	<b>\$ 103,379</b>
<b>Non Capitalized Equipment</b>							
Food Service Equipment		5,564	-	-	-	-	-
Classroom Updates		49,903	15,000	15,300	15,700	16,100	16,600
Other Replacement Allocation		-	12,700	13,000	13,300	13,700	14,100
Special Education Equipment		-	7,800	8,000	8,200	8,400	8,600
<b>Subtotal, Non Capitalized Equipment</b>	<b>4400</b>	<b>\$ 55,467</b>	<b>\$ 35,500</b>	<b>\$ 36,300</b>	<b>\$ 37,200</b>	<b>\$ 38,200</b>	<b>\$ 39,300</b>
<b>Food for Student Nutrition</b>							
<i>No expenses are currently projected for Food For Student Nutrition</i>							
<b>Subtotal, Food for Student Nutrition</b>	<b>4700</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Books &amp; Supplies</b>	<b>4000-4999</b>	<b>\$ 179,081</b>	<b>\$ 186,611</b>	<b>\$ 198,200</b>	<b>\$ 193,307</b>	<b>\$ 206,687</b>	<b>\$ 220,696</b>

# Ridgecrest Charter School

## Expenditures Worksheet – Services and Operational Expenses

Fiscal Year		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
SACS		Unaudited	Projected	Projected	Projected	Projected	Projected
Budget Type	Code	Actuals	Budget	Budget	Budget	Budget	Budget
<b>Personal Services of Instructional Consultants, Lecturers &amp; Others</b>							
Instructional Consultant	5101	-	-	-	-	-	-
SpEd Psychologist		20,000	20,000	20,000	21,000	22,000	23,000
SpEd Speech Pathologist		25,499	26,000	27,000	28,000	29,000	30,000
<b>Subtotal of Personal Services of Instructi</b>	<b>5100</b>	<b>\$ 45,499</b>	<b>\$ 46,000</b>	<b>\$ 47,000</b>	<b>\$ 49,000</b>	<b>\$ 51,000</b>	<b>\$ 53,000</b>
<b>Travel and Conference</b>							
Combined Estimate		9,188	19,370	10,000	10,300	10,600	10,900
Other (Identify)	5240	-	-	-	-	-	-
<b>Subtotal of Travel and Conference</b>	<b>5200</b>	<b>\$ 9,188</b>	<b>\$ 19,370</b>	<b>\$ 10,000</b>	<b>\$ 10,300</b>	<b>\$ 10,600</b>	<b>\$ 10,900</b>
<b>Dues and Memberships</b>							
(CCSA) California Charter Schools Assoc	5310	1,400	1,596	1,756	1,876	2,012	2,148
(WASC) Western Association of Schools i	5320	720	720	2,620	720	3,095	720
Other (Identify)	53xx	415	-	-	-	-	-
<b>Subtotal of Dues and Memberships</b>	<b>5300</b>	<b>\$ 2,535</b>	<b>\$ 2,316</b>	<b>\$ 4,376</b>	<b>\$ 2,596</b>	<b>\$ 5,107</b>	<b>\$ 2,868</b>
<b>Insurance</b>							
Combined Estimate		25,131	23,755	28,043	30,710	33,827	37,123
Other (Identify)	54xx	-	-	-	-	-	-
<b>Subtotal of Insurance</b>	<b>5400</b>	<b>\$ 25,131</b>	<b>\$ 23,755</b>	<b>\$ 28,043</b>	<b>\$ 30,710</b>	<b>\$ 33,827</b>	<b>\$ 37,123</b>
<b>Operation and Housekeeping Services</b>							
Security Alarm Monitoring Service	5501	655	672	684	696	720	744
Pest Control Service	5504	1,080	1,104	1,128	1,152	1,188	1,224
<b>Utilities</b>							
Electricity	5502	31,691	34,800	40,680	44,760	49,200	54,120
Gas	5503	1,477	1,680	1,920	2,160	2,400	2,640
Waste Disposal	5505	3,044	3,360	3,960	4,320	4,800	5,280
Water	5506	4,561	5,040	5,880	6,480	7,080	7,800
<b>Subtotal of Utilities</b>		<b>40,772</b>	<b>44,880</b>	<b>52,440</b>	<b>57,720</b>	<b>63,480</b>	<b>69,840</b>
<b>Subtotal of Operation and Housekeeping</b>	<b>5500</b>	<b>\$ 42,507</b>	<b>\$ 46,656</b>	<b>\$ 54,252</b>	<b>\$ 59,568</b>	<b>\$ 65,388</b>	<b>\$ 71,808</b>

# Ridgecrest Charter School

## Expenditures Worksheet – Services and Operational Expenses

Fiscal Year		2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
SACS		Unaudited	Projected	Projected	Projected	Projected	Projected
Budget Type	Code	Actuals	Budget	Budget	Budget	Budget	Budget
<b>Rentals, Leases, Repairs and Noncapitalized Improvements</b>							
Computers and Equipment (lease/rental/repair)	5604	26,190	28,464	29,136	30,624	31,968	33,624
Copier (lease/rental/repair)	5604	12,240	12,480	12,720	13,080	13,440	13,800
Portable Classrooms (old lease)	5603	8,509	8,520	8,520	8,520	8,520	8,520
Portable Classrooms (growth)	5603	-	10,800	14,400	18,000	18,000	18,000
Portable Classrooms (replacement)	5603	-	-	-	10,800	21,600	32,400
Property (repairs)	5602	22,242	32,680	33,480	34,320	35,280	36,240
<b>Subtotal of Rentals, Leases, Repairs and</b>	<b>5600</b>	<b>\$ 69,180</b>	<b>\$ 92,944</b>	<b>\$ 98,256</b>	<b>\$ 115,344</b>	<b>\$ 128,808</b>	<b>\$ 142,584</b>
<b>Professional/Consulting Services and Operating Expenses</b>							
Accounting (QB Processing)	5801	512	528	540	552	564	576
Advertising	5802	4,756	4,500	4,560	4,680	4,800	4,920
Audit Services	5803	9,335	9,480	9,720	9,960	10,200	10,440
Breakfast Program	5816	15,604	17,955	20,194	22,043	24,144	26,313
Business Services	5804	89,790	72,000	72,000	72,000	72,000	72,000
District (SBE) Financial Oversight Fee	5805	19,600	21,483	24,064	26,300	28,928	31,749
IT/IS/Networking Services	5806	5,611	5,760	5,880	6,000	6,120	6,240
Interest Expense	5807	16,226	12,626	180,671	175,962	171,392	170,066
Janitorial Services	5815	8,583	-	-	-	-	-
Legal Services	5808	4,083	19,200	7,500	7,500	7,500	7,500
Miscellaneous Expenses	5826	462	-	-	-	-	-
Professional Development	5809	-	10,000	10,000	10,000	10,000	10,000
Sewer Assessment	5810	1,440	-	-	-	-	-
Special Education Services	5811	5,921	6,000	6,000	6,000	6,000	6,000
Student Testing & Assessment	5812	3,281	3,830	4,302	4,690	5,181	5,692
<b>Subtotal of Professional/Consulting Serv</b>	<b>5800</b>	<b>\$ 191,083</b>	<b>\$ 189,363</b>	<b>\$ 351,571</b>	<b>\$ 351,977</b>	<b>\$ 353,289</b>	<b>\$ 358,136</b>
<b>Communications</b>							
Postage and Shipping	5930	3,086	3,144	3,216	3,300	3,384	3,480
Telephone	5910	6,756	6,840	6,960	7,080	7,320	7,560
<b>Subtotal of Communications</b>	<b>5900</b>	<b>\$ 9,842</b>	<b>\$ 9,984</b>	<b>\$ 10,176</b>	<b>\$ 10,380</b>	<b>\$ 10,704</b>	<b>\$ 11,040</b>
<b>Total Services &amp; Operational Expenses</b>	<b>5000-5999</b>	<b>\$ 394,965</b>	<b>\$ 430,387</b>	<b>\$ 603,675</b>	<b>\$ 629,875</b>	<b>\$ 658,723</b>	<b>\$ 687,459</b>

# Ridgecrest Charter School

## Expenditures Worksheet – Capital Costs

Fiscal Year SACS Budget Type Code		2012-13 Unaudited Actuals	2013-14 Projected Budget	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget	2017-18 Projected Budget
Sites and Site Improvement							
Site Acquisition		-	-	-	-	-	-
Off-site Construction Costs		-	-	-	-	-	-
Portable Classroom Set-Down/Hook-Up Costs		-	165,000	55,000	145,000	145,000	145,000
Site Improvement 6170		-	15,000	-	-	-	-
Subtotal Sites and Site Improvement 6100		\$ -	\$ 180,000	\$ 55,000	\$ 145,000	\$ 145,000	\$ 145,000
Buildings and Building Improvement		No expenses are currently projected for Buildings And Building Improvement					
Subtotal Buildings and Building Impro 6200		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
New Library Books & Media		No expenses are currently projected for New Library Books & Media					
Subtotal New Library Books & Media 6300		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Equipment							
Computers and Technology		No expenses are currently projected for Computers And Technology					
Subtotal Computers and Technology		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Furniture and Equipment							
School Equipment (other miscellaneous)		-	-	-	-	-	-
Subtotal Furniture and Equipment		\$ -	\$ -	\$ 12,000	\$ 16,006	\$ 14,218	\$ 18,192
Subtotal Capital Equipment 6400		\$ -	\$ -	\$ 12,000	\$ 16,006	\$ 14,218	\$ 18,192
Capital Equipment Replacement 6500		No expenses are currently projected for Capital Equipment Replacement					
Subtotal Capital Equipment Replacement		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Depreciation Expense 6900		113,290	120,000	245,000	245,000	245,000	245,000
Total Capital Costs		\$ 113,290	\$ 300,000	\$ 312,000	\$ 406,006	\$ 404,218	\$ 408,192

# Ridgecrest Charter School

## Expenditures Worksheet – Other Outgo; Transfers In and Out

Fiscal Year	SACS Code	2012-13 Unaudited Actuals	2013-14 Projected Budget	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget	2017-18 Projected Budget	Comments
Other Outgo								
Debt Service – Interest Payments	7438							Shown as Object 5807, not 7438
Land Note Payable		\$ 16,226	\$ 12,626	\$ 8,767	\$ 4,629	\$ 670	\$ -	7% interest on 12 yr term
Multi-Purpose Room Mortgage		-	-	171,904	171,333	170,722	170,066	7% interest on 15 yr term
<b>Subtotal, Debt Service – Interest Payments</b>		<b>\$ 16,226</b>	<b>\$ 12,626</b>	<b>\$ 180,671</b>	<b>\$ 175,962</b>	<b>\$ 171,392</b>	<b>\$ 170,066</b>	<b>Shown as Object 5807, not 7438</b>
Debt Service – Principal Payments	7439							Shown as Object 7439 before purchase, then as Asset in Balance Sheet
Land Note Payable		\$ 49,786	\$ 53,386	\$ 57,245	\$ 61,383	\$ 32,336	\$ -	Orig Principal: \$535k; payoff: 2016-12-31
Multi-Purpose Room Mortgage		-	-	97,744	98,315	98,926	99,582	Orig Principal: \$2.5M; payoff: 2029-06-30
<b>Subtotal, Debt Service – Principal Payments</b>		<b>\$ 49,786</b>	<b>\$ 53,386</b>	<b>\$ 154,989</b>	<b>\$ 159,698</b>	<b>\$ 131,262</b>	<b>\$ 99,582</b>	<b>Summarized in Expenditures/Bal Sheet</b>
Other Sources and Uses – Transfers In			No Other Sources And Uses –	Transfers In currently planned				
Total Transfers In		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Summarized at Transfers In
Other Sources and Uses – Transfers Out			No Other Sources And Uses –	Transfers Out currently planned				
Total Transfers Out		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Summarized at Transfers Out



## Section VI: Detailed Program Budgets

**Section VI** – The **detailed Program Budgets** provides reconciliation worksheets that pull together revenues and costs attributed to single distinct programs such as School Nutrition into a focused presentation. Each such **program budget** commences with a **program summary** constructed in parallel with the Executive Summary of the overall budget, to illustrate a top-level view of the budget plan for a single program.

The program summary is followed by detailed presentation of demographic, revenue and/or expenditure components that vary depending on the particulars of each program.

For the most part, these program budgets correspond to restricted funding programs, and can be seen as action plans that demonstrate the school's maintenance of effort in these various areas. In some cases, such as School Nutrition or Special Education, related restricted funding sources have been grouped together in order to better demonstrate the scope of the overall plan for delivering these services in a fiscally responsible fashion.



# Ridgecrest Charter School

## NSLP — National School Lunch Program Budget and Reconciliation Worksheet

Budget Type	Ordinal Year Fiscal Year SACS Code	Year II 2012-13 Projected Budget	Year III 2013-14 Projected Budget	Year IV 2014-15 Projected Budget	Year V 2015-16 Projected Budget	Year VI 2016-17 Projected Budget	Year VII 2017-18 Projected Budget	Comments
<b>PROGRAM SUMMARY</b>								
<b>REVENUES</b>								
NSLP Revenue Projection	8220	33,417	38,100	41,900	44,800	48,000	51,200	Combined State and Federal Funding
State Child Nutrition Reimbursements	8520	4,052	4,600	5,100	5,400	5,800	6,200	Combined State and Federal Funding
Local Income (Paid Meals)	8634	4,363	5,000	5,500	5,900	6,300	6,700	Received from Paying Students
Carryover from Prior Year		-	19,143	-	-	-	-	
<b>TOTAL REVENUES</b>		<b>\$ 41,832</b>	<b>\$ 66,843</b>	<b>\$ 52,500</b>	<b>\$ 56,100</b>	<b>\$ 60,100</b>	<b>\$ 64,100</b>	
<b>EXPENDITURES</b>								
Certificated Salaries	1000-1999	-	-	-	-	-	-	
Classified Salaries	2000-2999	-	27,540	28,445	29,444	30,537	31,694	
Employee Benefits	3000-3999	-	13,876	14,455	15,128	15,822	16,531	
Books & Supplies	4000-4999	5,879	-	-	-	-	-	
Services & Operational Expenses	5000-5999	16,810	17,955	20,194	22,043	24,144	26,313	
Capital Outlay	6000-6999	-	15,000	-	-	-	-	
<b>TOTAL EXPENDITURES</b>		<b>\$ 22,688</b>	<b>\$ 74,371</b>	<b>\$ 63,095</b>	<b>\$ 66,616</b>	<b>\$ 70,503</b>	<b>\$ 74,538</b>	
<b>PROGRAM SURPLUS/(DEFICIT)</b>		<b>\$ 19,143</b>	<b>\$ (7,528)</b>	<b>\$ (10,595)</b>	<b>\$ (10,516)</b>	<b>\$ (10,403)</b>	<b>\$ (10,438)</b>	
<b>EXPENDITURE DETAILS</b>		350	399	439	469	503	537	
<b>Certificated Employee Compensation</b>		<i>No Certificated Employee Compensation budgeted to this program</i>						
<b>Certificated Subtotal</b>	1000	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
Number of Certificated FTEs in this Program		-	-	-	-	-	-	FTE count for positions listed above
<b>Classified Employee Compensation</b>								
Food Service Worker	2252	-	15,840	16,358	16,934	17,568	18,230	
Custodian	2262	-	11,700	12,087	12,510	12,969	13,464	
<b>Classified Wage Subtotal</b>	2000	<b>\$ -</b>	<b>\$ 27,540</b>	<b>\$ 28,445</b>	<b>\$ 29,444</b>	<b>\$ 30,537</b>	<b>\$ 31,694</b>	
Number of Classified FTEs in this Program		-	1.25	1.25	1.25	1.25	1.25	FTE count for positions listed above
<b>Benefits</b>								
<b>State Teachers Retirement System (STRS)</b>		<i>No State Teachers Retirement System (STRS) budgeted to this program</i>						
<b>STRS Subtotal</b>	3100	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Public Employees Retirement System (PERS)</b>								
Certificated contributions	3201	-	-	-	-	-	-	
Noncertificated contributions	3202	-	3,151	3,255	3,369	3,494	3,626	
<b>PERS Subtotal</b>	3200	<b>\$ -</b>	<b>\$ 3,151</b>	<b>\$ 3,255</b>	<b>\$ 3,369</b>	<b>\$ 3,494</b>	<b>\$ 3,626</b>	
<b>Old Age, Survivors, Disability, and Health Insurance (OASDI)</b>								
Medicare, noncertificated contributions	3302	-	399	412	427	443	460	
Social Security, noncertificated contribu	3302	-	1,707	1,764	1,826	1,893	1,965	
<b>OASDI Subtotal</b>	3300	<b>\$ -</b>	<b>\$ 2,107</b>	<b>\$ 2,176</b>	<b>\$ 2,252</b>	<b>\$ 2,336</b>	<b>\$ 2,425</b>	
<b>Health Benefit Costs (HDV)</b>								
Number of Benefit-Earning Classified FTEs in this Program		-	1.25	1.25	1.25	1.25	1.25	FTE count for positions listed above
Combined HDV estimate, certificated co	3401	-	-	-	-	-	-	
Combined HDV estimate, noncertificated	3402	-	7,723	8,100	8,550	9,000	9,450	
<b>HDV Subtotal</b>	3400	<b>\$ -</b>	<b>\$ 7,723</b>	<b>\$ 8,100</b>	<b>\$ 8,550</b>	<b>\$ 9,000</b>	<b>\$ 9,450</b>	



# Ridgecrest Charter School

## NSLP — National School Lunch Program Budget and Reconciliation Worksheet

Budget Type	Ordinal Year Fiscal Year SACS Code	Year II 2012–13 Projected Budget	Year III 2013–14 Projected Budget	Year IV 2014–15 Projected Budget	Year V 2015–16 Projected Budget	Year VI 2016–17 Projected Budget	Year VII 2017–18 Projected Budget	Comments	
PROGRAM DETAILS, continued									
State Unemployment Insurance (SUI/SEF)									
Certificated contributions	3501	-	-	-	-	-	-		
Noncertificated contributions	3502	-	303	313	324	336	349		
SUI/SEF Subtotal	3500	\$ -	\$ 303	\$ 313	\$ 324	\$ 336	\$ 349		
Worker's Compensation Insurance (WC)									
Certificated contributions	3601	-	-	-	-	-	-		
Noncertificated contributions	3602	-	592	611	633	656	681		
WC Subtotal	3600	\$ -	\$ 592	\$ 611	\$ 633	\$ 656	\$ 681		
Other Benefits		No Other Benefits budgeted to this program							
Other Benefits Subtotal	3900	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Subtotal All Benefit Costs	3000	\$ -	\$ 13,876	\$ 14,455	\$ 15,128	\$ 15,822	\$ 16,531		
Books & Supplies									
Materials and Supplies	4300	315	-	-	-	-	-		
Food Service Equipment	4400	5,564	-	-	-	-	-		
Subtotal Books & Supplies	4000	\$ 5,879	\$ -	\$ -	\$ -	\$ -	\$ -		
Operating Costs									
Travel and Conference	5200	1,205	-	-	-	-	-		
Breakfast Program	5816	15,604	17,955	20,194	22,043	24,144	26,313		
Subtotal Operating Costs	5000	\$ 16,810	\$ 17,955	\$ 20,194	\$ 22,043	\$ 24,144	\$ 26,313		
Capital Costs									Walk-in Refrigerator
Site Improvement	6170	-	15,000	-	-	-	-		
Other (Identify)	6x00	-	-	-	-	-	-		
Subtotal Capital Costs	6000	\$ -	\$ 15,000	\$ -	\$ -	\$ -	\$ -		
Subtotal Expenses		\$ 23,038	\$ 74,770	\$ 63,534	\$ 67,085	\$ 71,006	\$ 75,075		

# Ridgecrest Charter School

## Title I Program Budget and Reconciliation Worksheet

Fiscal Year		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Comments
SACS		Unaudited	Projected	Projected	Projected	Projected	Projected	
Budget Type	Code	Actuals	Budget	Budget	Budget	Budget	Budget	
<b>PROGRAM SUMMARY</b>								
<b>REVENUES</b>								
NCLB: Title I, Part A, Basic Grants Low-Income d		\$ 60,625	\$ 61,600	\$ 62,700	\$ 64,100	\$ 65,700	\$ 67,500	
Carryover from Prior Year		-	30,565	-	-	-	-	
<b>TOTAL REVENUES</b>		<b>\$ 60,625</b>	<b>\$ 92,165</b>	<b>\$ 62,700</b>	<b>\$ 64,100</b>	<b>\$ 65,700</b>	<b>\$ 67,500</b>	
<b>EXPENDITURES</b>								
Certificated Salaries	1000-1999	\$ -	\$ 22,250	\$ 23,000	\$ 23,800	\$ 24,700	\$ 25,650	
Classified Salaries	2000-2999	27,162	67,500	69,727	100,223	103,929	143,535	
Employee Benefits	3000-3999	2,899	29,886	31,118	44,683	46,711	62,655	
Books & Supplies	4000-4999	-	25,000	25,600	26,200	26,900	27,700	
Services & Operational Expenses	5000-5999	-	-	-	-	-	-	
Capital Outlay	6000-6999	-	-	-	-	-	-	
<b>TOTAL EXPENDITURES</b>		<b>\$ 30,061</b>	<b>\$ 144,636</b>	<b>\$ 149,445</b>	<b>\$ 194,906</b>	<b>\$ 202,240</b>	<b>\$ 259,539</b>	
<b>PROGRAM SURPLUS/(DEFICIT)</b>		<b>\$ 30,565</b>	<b>\$ (52,472)</b>	<b>\$ (86,745)</b>	<b>\$ (130,806)</b>	<b>\$ (136,540)</b>	<b>\$ (192,039)</b>	
<b>EXPENDITURE DETAILS</b>								
<b>Certificated Employee Compensation</b>		<i>No Certificated Employee Compensation budgeted to this program</i>						
Teacher – Title I	1121	-	22,250	23,000	23,800	24,700	25,650	
Other (Identify)	1251	-	-	-	-	-	-	
<b>Certificated Subtotal</b>		<b>\$ -</b>	<b>\$ 22,250</b>	<b>\$ 23,000</b>	<b>\$ 23,800</b>	<b>\$ 24,700</b>	<b>\$ 25,650</b>	
Number of Certificated FTEs in this Program		-	0.50	0.50	0.50	0.50	0.50	FTE count for positions listed above
<b>Classified Employee Compensation</b>								
Title I Instructional Aide	2112	6,012	36,720	37,930	58,882	61,042	84,499	
Noon Duty I	2902	21,150	22,444	23,188	32,432	33,645	49,442	not in PERS
Noon Duty II	2902	-	8,336	8,610	8,909	9,243	9,593	not in PERS
<b>Classified Wage Subtotal</b>	2000	<b>\$ 27,162</b>	<b>\$ 67,500</b>	<b>\$ 69,727</b>	<b>\$ 100,223</b>	<b>\$ 103,929</b>	<b>\$ 143,535</b>	
Number of Classified FTEs in this Program		2.41	4.38	4.38	6.00	6.00	8.00	FTE count for positions listed above
<b>Benefits</b>								
<b>State Teachers Retirement System (STRS)</b>								
Certificated contributions	3101	-	1,836	1,898	1,964	2,038	2,116	
Noncertificated contributions	3102	-	-	-	-	-	-	
<b>STRS Subtotal</b>	3100	<b>\$ -</b>	<b>\$ 1,836</b>	<b>\$ 1,898</b>	<b>\$ 1,964</b>	<b>\$ 2,038</b>	<b>\$ 2,116</b>	
<b>Public Employees Retirement System (PERS)</b>								
Certificated contributions	3201	-	-	-	-	-	-	
Noncertificated contributions	3202	-	4,202	4,340	6,737	6,984	9,668	
<b>PERS Subtotal</b>	3200	<b>\$ -</b>	<b>\$ 4,202</b>	<b>\$ 4,340</b>	<b>\$ 6,737</b>	<b>\$ 6,984</b>	<b>\$ 9,668</b>	
<b>Old Age, Survivors, Disability, and Health Insurance (OASDI)</b>								
Medicare, certificated contributions	3301	-	323	334	345	358	372	
Medicare, noncertificated contributions	3302	394	979	1,011	1,453	1,507	2,081	
Social Security, noncertificated contribu	3302	1,675	4,185	4,323	6,214	6,444	8,899	
<b>OASDI Subtotal</b>	3300	<b>\$ 2,069</b>	<b>\$ 5,486</b>	<b>\$ 5,668</b>	<b>\$ 8,012</b>	<b>\$ 8,309</b>	<b>\$ 11,352</b>	

# Ridgecrest Charter School

## Title I Program Budget and Reconciliation Worksheet

Fiscal Year SACS Budget Type Code		2012-13 Unaudited Actuals	2013-14 Projected Budget	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget	2017-18 Projected Budget	Comments
<b>PROGRAM DETAILS, continued</b>								
<b>Health Benefit Costs (HDV)</b>								
Number of Benefit-Earning Certificated FTEs in this Program		-	0.50	0.50	0.50	0.50	0.50	Health-benefit eligible FTE count for positions listed above.
Number of Benefit-Earning Classified FTEs in this Program		-	2.00	2.00	3.00	3.00	4.00	
Combined HDV estimate, certificated cc	3401	-	3,089	3,240	3,420	3,600	3,780	
Combined HDV estimate, noncertificated	3402	-	12,357	12,960	20,520	21,600	30,240	
<b>HDV Subtotal</b>	<b>3400</b>	<b>\$ -</b>	<b>\$ 15,447</b>	<b>\$ 16,200</b>	<b>\$ 23,940</b>	<b>\$ 25,200</b>	<b>\$ 34,020</b>	
<b>State Unemployment Insurance (SUI/SEF)</b>								
Certificated contributions	3501	-	245	253	262	272	282	
Noncertificated contributions	3502	274	743	767	1,102	1,143	1,579	
<b>SUI/SEF Subtotal</b>	<b>3500</b>	<b>\$ 274</b>	<b>\$ 987</b>	<b>\$ 1,020</b>	<b>\$ 1,364</b>	<b>\$ 1,415</b>	<b>\$ 1,861</b>	
<b>Worker's Compensation Insurance (WC)</b>								
Certificated contributions	3601	-	478	494	512	531	551	
Noncertificated contributions	3602	556	1,451	1,499	2,154	2,234	3,085	
<b>WC Subtotal</b>	<b>3600</b>	<b>\$ 556</b>	<b>\$ 1,929</b>	<b>\$ 1,993</b>	<b>\$ 2,666</b>	<b>\$ 2,765</b>	<b>\$ 3,637</b>	
<b>Subtotal All Benefit Costs</b>	<b>3000</b>	<b>\$ 2,899</b>	<b>\$ 29,886</b>	<b>\$ 31,118</b>	<b>\$ 44,683</b>	<b>\$ 46,711</b>	<b>\$ 62,655</b>	
<b>Books &amp; Supplies</b>								
Title I Instructional Supplies	0	-	25,000	25,600	26,200	26,900	27,700	
Other (Identify)	4400	-	-	-	-	-	-	
<b>Subtotal Books &amp; Supplies</b>	<b>4000</b>	<b>\$ -</b>	<b>\$ 25,000</b>	<b>\$ 25,600</b>	<b>\$ 26,200</b>	<b>\$ 26,900</b>	<b>\$ 27,700</b>	
<b>Operating Costs</b>					<i>No Operating Costs budgeted to this program</i>			
Travel and Conference	5200	-	-	-	-	-	-	
Other (Identify)	5x00	-	-	-	-	-	-	
<b>Subtotal Operating Costs</b>	<b>5000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Capital Costs</b>					<i>No Capital Costs budgeted to this program</i>			
Other (Identify)	6x00	-	-	-	-	-	-	
Other (Identify)	6x00	-	-	-	-	-	-	
<b>Subtotal Capital Costs</b>	<b>6000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Subtotal Expenses</b>		<b>\$ 30,061</b>	<b>\$ 144,636</b>	<b>\$ 149,445</b>	<b>\$ 194,906</b>	<b>\$ 202,240</b>	<b>\$ 259,539</b>	

# Ridgecrest Charter School

## SELPA Funding (Federal) Program Budget and Reconciliation Worksheet

Fiscal Year		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Comments
SACS		Unaudited	Projected	Projected	Projected	Projected	Projected	
Budget Type	Code	Actuals	Budget	Budget	Budget	Budget	Budget	
<b>PROGRAM SUMMARY</b>								
<b>REVENUES</b>								
SELPA Funding (Federal)		\$ 57,137	\$ 57,137	\$ 57,137	\$ 57,137	\$ 57,137	\$ 57,137	
Carryover from Prior Year		7,940	-	-	-	-	-	
<b>TOTAL REVENUES</b>		<b>\$ 65,077</b>	<b>\$ 57,137</b>	<b>\$ 57,137</b>	<b>\$ 57,137</b>	<b>\$ 57,137</b>	<b>\$ 57,137</b>	
<b>EXPENDITURES</b>								
Certificated Salaries	1000-1999	\$ 45,841	\$ 22,405	\$ 23,160	\$ 29,956	\$ 31,089	\$ 38,742	
Classified Salaries	2000-2999	-	14,440	14,915	18,005	18,673	22,147	
Employee Benefits	3000-3999	19,953	13,851	14,431	18,162	18,998	23,195	
Books & Supplies	4000-4999	-	1,950	2,000	2,050	2,100	2,150	
Services & Operational Expenses	5000-5999	-	13,000	13,250	13,750	14,250	14,750	
Capital Outlay	6000-6999	-	-	-	-	-	-	
<b>TOTAL EXPENDITURES</b>		<b>\$ 65,795</b>	<b>\$ 65,645</b>	<b>\$ 67,756</b>	<b>\$ 81,924</b>	<b>\$ 85,110</b>	<b>\$ 100,984</b>	
<b>PROGRAM SURPLUS/(DEFICIT)</b>		<b>\$ (717)</b>	<b>\$ (8,508)</b>	<b>\$ (10,619)</b>	<b>\$ (24,787)</b>	<b>\$ (27,973)</b>	<b>\$ (43,847)</b>	
<b>PROGRAM DETAILS</b>								
<b>Expenses</b>								
<b>Certificated Employee Compensation</b>								
Teacher – Special Education	1111	45,841	22,250	23,000	29,750	30,875	38,475	25% apportionment to this Program
Day-to-Day Substitutes	1130	-	155	160	206	214	267	25% apportionment to this Program
<b>Certificated Subtotal</b>		<b>\$ 45,841</b>	<b>\$ 22,405</b>	<b>\$ 23,160</b>	<b>\$ 29,956</b>	<b>\$ 31,089</b>	<b>\$ 38,742</b>	
Number of Certificated FTEs in this Program		1.00	0.50	0.50	0.63	0.63	0.75	FTE count for positions listed above
<b>Classified Employee Compensation</b>								
<b>Classified Wage Costs (Hourly Employees)</b>								
Paraprofessional Aide, Special Educatic	2132	-	14,440	14,915	18,005	18,673	22,147	25% apportionment to this Program
Other (Identify)		-	-	-	-	-	-	
<b>Classified Wage Subtotal</b>		<b>\$ -</b>	<b>\$ 14,440</b>	<b>\$ 14,915</b>	<b>\$ 18,005</b>	<b>\$ 18,673</b>	<b>\$ 22,147</b>	
<b>Classified Subtotal</b>		<b>\$ -</b>	<b>\$ 14,440</b>	<b>\$ 14,915</b>	<b>\$ 18,005</b>	<b>\$ 18,673</b>	<b>\$ 22,147</b>	
Number of Classified FTEs in this Program		-	0.75	0.75	0.88	0.88	1.00	FTE count for positions listed above
<b>Benefits</b>								
<b>State Teachers Retirement System (STRS)</b>								
Certificated contributions	3101	3,782	1,848	1,911	2,471	2,565	3,196	
Noncertificated contributions	3102	-	-	-	-	-	-	
<b>STRS Subtotal</b>		<b>\$ 3,782</b>	<b>\$ 1,848</b>	<b>\$ 1,911</b>	<b>\$ 2,471</b>	<b>\$ 2,565</b>	<b>\$ 3,196</b>	
<b>Public Employees Retirement System (PERS)</b>								
Certificated contributions	3201	-	-	-	-	-	-	
Noncertificated contributions	3202	-	1,652	1,707	2,060	2,137	2,534	
<b>PERS Subtotal</b>		<b>\$ -</b>	<b>\$ 1,652</b>	<b>\$ 1,707</b>	<b>\$ 2,060</b>	<b>\$ 2,137</b>	<b>\$ 2,534</b>	
<b>Old Age, Survivors, Disability, and Health Insurance (OASDI)</b>								
Medicare, certificated contributions	3301	615	325	336	434	451	562	
Medicare, noncertificated contributions	3302	-	209	216	261	271	321	
Social Security, noncertificated contribu	3302	-	895	925	1,116	1,158	1,373	
<b>OASDI Subtotal</b>		<b>\$ 615</b>	<b>\$ 1,430</b>	<b>\$ 1,477</b>	<b>\$ 1,812</b>	<b>\$ 1,879</b>	<b>\$ 2,256</b>	

# Ridgecrest Charter School

## SELPA Funding (Federal) Program Budget and Reconciliation Worksheet

Fiscal Year SACS Budget Type Code		2012-13 Unaudited Actuals	2013-14 Projected Budget	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget	2017-18 Projected Budget	Comments
<b>PROGRAM DETAILS, continued</b>								
<b>Health Benefit Costs (HDV)</b>								
No. of Benefit-Earning Certificated FTEs in this Program		1.00	0.50	0.50	0.63	0.63	0.75	Health-benefit eligible FTE count for positions listed above.
No. of Benefit-Earning Classified FTEs in this Program		-	0.75	0.75	0.88	0.88	1.00	
Combined HDV estimate, certificated cc	3401	14,381	3,089	3,240	4,275	4,500	5,670	Estimated cost based on Health-benefit eligible FTE count
Combined HDV estimate, noncertificated	3402	-	4,634	4,860	5,985	6,300	7,560	
<b>HDV Subtotal</b>	<b>3400</b>	<b>\$ 14,381</b>	<b>\$ 7,723</b>	<b>\$ 8,100</b>	<b>\$ 10,260</b>	<b>\$ 10,800</b>	<b>\$ 13,230</b>	
<b>State Unemployment Insurance (SUI/SEF)</b>								
Certificated contributions	3501	190	246	255	330	342	426	
Noncertificated contributions	3502	-	159	164	198	205	244	
<b>SUI/SEF Subtotal</b>	<b>3500</b>	<b>\$ 190</b>	<b>\$ 405</b>	<b>\$ 419</b>	<b>\$ 528</b>	<b>\$ 547</b>	<b>\$ 670</b>	
<b>Worker's Compensation Insurance (WC)</b>								
Certificated contributions	3601	985	482	498	644	668	833	
Noncertificated contributions	3602	-	310	321	387	401	476	
<b>WC Subtotal</b>	<b>3600</b>	<b>\$ 985</b>	<b>\$ 792</b>	<b>\$ 818</b>	<b>\$ 1,031</b>	<b>\$ 1,070</b>	<b>\$ 1,309</b>	
<b>Subtotal All Benefit Costs</b>	<b>3000</b>	<b>\$ 19,953</b>	<b>\$ 13,851</b>	<b>\$ 14,431</b>	<b>\$ 18,162</b>	<b>\$ 18,998</b>	<b>\$ 23,195</b>	
<b>Books &amp; Supplies</b>								
Special Education Supplies	4307	-	-	-	-	-	-	25% apportionment to this Program
Special Education Equipment	4400	-	1,950	2,000	2,050	2,100	2,150	25% apportionment to this Program
<b>Subtotal Books &amp; Supplies</b>	<b>4000</b>	<b>\$ -</b>	<b>\$ 1,950</b>	<b>\$ 2,000</b>	<b>\$ 2,050</b>	<b>\$ 2,100</b>	<b>\$ 2,150</b>	
<b>Operating Costs</b>								
SpEd Psychologist	5100	-	5,000	5,000	5,250	5,500	5,750	25% apportionment to this Program
SpEd Speech Pathologist	5100	-	6,500	6,750	7,000	7,250	7,500	25% apportionment to this Program
Special Education Services	5811	-	1,500	1,500	1,500	1,500	1,500	25% apportionment to this Program
<b>Subtotal Operating Costs</b>	<b>5000</b>	<b>\$ -</b>	<b>\$ 13,000</b>	<b>\$ 13,250</b>	<b>\$ 13,750</b>	<b>\$ 14,250</b>	<b>\$ 14,750</b>	
<b>Capital Costs</b>								
<b>Subtotal Capital Costs</b>	<b>6000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<i>No Capital Costs budgeted to this program</i>
<b>Subtotal Expenses</b>		<b>\$ 65,795</b>	<b>\$ 65,645</b>	<b>\$ 67,756</b>	<b>\$ 81,924</b>	<b>\$ 85,110</b>	<b>\$ 100,984</b>	

# Ridgecrest Charter School

## Special Education SELPA Funding Program Budget and Reconciliation Worksheet

Budget Type	Fiscal Year SACS Code	2012-13 Unaudited Actuals	2013-14 Projected Budget	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget	2017-18 Projected Budget	Comments
<b>PROGRAM SUMMARY</b>								
<b>REVENUES</b>								
Special Education SELPA Funding		\$ 162,408	\$ 162,408	\$ 162,408	\$ 162,408	\$ 162,408	\$ 162,408	
Carryover from Prior Year		-	5,021	-	-	-	-	
<b>TOTAL REVENUES</b>		<b>\$ 162,408</b>	<b>\$ 167,429</b>	<b>\$ 162,408</b>	<b>\$ 162,408</b>	<b>\$ 162,408</b>	<b>\$ 162,408</b>	
<b>EXPENDITURES</b>								
Certificated Salaries	1000-1999	\$ 1,250	\$ 69,790	\$ 72,085	\$ 92,757	\$ 96,201	\$ 119,474	
Classified Salaries	2000-2999	63,779	43,319	44,744	54,016	56,020	66,442	
Employee Benefits	3000-3999	23,947	41,885	43,631	54,860	57,373	70,005	
Books & Supplies	4000-4999	9,777	18,550	19,000	19,450	20,000	20,550	
Services & Operational Expenses	5000-5999	58,634	39,000	39,750	41,250	42,750	44,250	
Capital Outlay	6000-6999	-	-	-	-	-	-	
<b>TOTAL EXPENDITURES</b>		<b>\$ 157,387</b>	<b>\$ 212,544</b>	<b>\$ 219,211</b>	<b>\$ 262,333</b>	<b>\$ 272,344</b>	<b>\$ 320,721</b>	
<b>PROGRAM SURPLUS/(DEFICIT)</b>		<b>\$ 5,021</b>	<b>\$ (45,115)</b>	<b>\$ (56,803)</b>	<b>\$ (99,925)</b>	<b>\$ (109,936)</b>	<b>\$ (158,313)</b>	
<b>PROGRAM DETAILS</b>								
<b>Expenses</b>								
<b>Certificated Employee Compensation</b>								
Teacher – Special Education	1111	-	66,750	69,000	89,250	92,625	115,425	75% apportionment to this Program
Day-to-Day Substitutes	1130	-	1,391	1,436	1,858	1,927	2,400	75% apportionment to this Program
Teacher/Program Administrator Stipend	1150	-	-	-	-	-	-	
Accelerated Reading and STAR Reac	1150	-	135	135	135	135	135	10% apportionment to this Program
CELD	1150	-	48	48	48	48	48	8% apportionment to this Program
Middle School ELA Academic Interve	1150	-	120	120	120	120	120	10% apportionment to this Program
Middle School Mathematics Academic	1150	-	96	96	96	96	96	8% apportionment to this Program
Student Study Team (SST) and 504 F	1150	1,250	1,250	1,250	1,250	1,250	1,250	100% apportionment to this Program
Teacher/Program Administrator Stipends	1150	\$ 1,250	\$ 1,649	\$ 1,649	\$ 1,649	\$ 1,649	\$ 1,649	
<b>Certificated Subtotal</b>		<b>\$ 1,250</b>	<b>\$ 69,790</b>	<b>\$ 72,085</b>	<b>\$ 92,757</b>	<b>\$ 96,201</b>	<b>\$ 119,474</b>	
Number of Certificated FTEs in this Program		-	1.50	1.50	1.88	1.88	2.25	FTE count for positions listed above
<b>Classified Wage Costs (Hourly Employees)</b>								
Paraprofessional Aide, Special Educat	2132	63,779	43,319	44,744	54,016	56,020	66,442	75% apportionment to this Program
Other (Identify)		-	-	-	-	-	-	
<b>Classified Wage Subtotal</b>		<b>\$ 63,779</b>	<b>\$ 43,319</b>	<b>\$ 44,744</b>	<b>\$ 54,016</b>	<b>\$ 56,020</b>	<b>\$ 66,442</b>	
<b>Classified Subtotal</b>		<b>\$ 63,779</b>	<b>\$ 43,319</b>	<b>\$ 44,744</b>	<b>\$ 54,016</b>	<b>\$ 56,020</b>	<b>\$ 66,442</b>	
Number of Classified FTEs in this Program		-	2.25	2.25	2.63	2.63	3.00	FTE count for positions listed above
<b>Benefits</b>								
<b>State Teachers Retirement System (STRS)</b>								
Certificated contributions	3101	103	5,758	5,947	7,652	7,937	9,857	
Noncertificated contributions	3102	-	-	-	-	-	-	
<b>STRS Subtotal</b>		<b>\$ 103</b>	<b>\$ 5,758</b>	<b>\$ 5,947</b>	<b>\$ 7,652</b>	<b>\$ 7,937</b>	<b>\$ 9,857</b>	
<b>Public Employees Retirement System (PERS)</b>								
Certificated contributions	3201	-	-	-	-	-	-	
Noncertificated contributions	3202	9,237	4,957	5,120	6,181	6,410	7,602	
<b>PERS Subtotal</b>		<b>\$ 9,237</b>	<b>\$ 4,957</b>	<b>\$ 5,120</b>	<b>\$ 6,181</b>	<b>\$ 6,410</b>	<b>\$ 7,602</b>	
<b>Old Age, Survivors, Disability, and Health Insurance (OASDI)</b>								
Medicare, certificated contributions	3301	18	1,012	1,045	1,345	1,395	1,732	
Medicare, noncertificated contributions	3302	925	628	649	783	812	963	
Social Security, noncertificated contribu	3302	5,346	2,686	2,774	3,349	3,473	4,119	
<b>OASDI Subtotal</b>		<b>\$ 6,289</b>	<b>\$ 4,326</b>	<b>\$ 4,468</b>	<b>\$ 5,477</b>	<b>\$ 5,680</b>	<b>\$ 6,815</b>	

# Ridgecrest Charter School

## Special Education SELPA Funding Program Budget and Reconciliation Worksheet

Budget Type	Fiscal Year SACS Code	2012-13 Unaudited Actuals	2013-14 Projected Budget	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget	2017-18 Projected Budget	Comments
<b>PROGRAM DETAILS, continued</b>								
<b>Health Benefit Costs (HDV)</b>								
Number of Benefit-Earning Certificated FTEs in this Program		-	1.50	1.50	1.88	1.88	2.25	Health-benefit eligible FTE count for positions listed above.
Number of Benefit-Earning Classified FTEs in this Program		1.00	2.25	2.25	2.63	2.63	3.00	
Combined HDV estimate, certificated cc	3401	-	9,268	9,720	12,825	13,500	17,010	Estimated cost based on Health-benefit eligible FTE count
Combined HDV estimate, noncertificated	3402	6,023	13,902	14,580	17,955	18,900	22,680	
<b>HDV Subtotal</b>	<b>3400</b>	<b>\$ 6,023</b>	<b>\$ 23,170</b>	<b>\$ 24,300</b>	<b>\$ 30,780</b>	<b>\$ 32,400</b>	<b>\$ 39,690</b>	
<b>State Unemployment Insurance (SUI/SEF)</b>								
Certificated contributions	3501	-	768	793	1,020	1,058	1,314	
Noncertificated contributions	3502	506	477	492	594	616	731	
<b>SUI/SEF Subtotal</b>	<b>3500</b>	<b>\$ 506</b>	<b>\$ 1,244</b>	<b>\$ 1,285</b>	<b>\$ 1,615</b>	<b>\$ 1,674</b>	<b>\$ 2,045</b>	
<b>Worker's Compensation Insurance (WC)</b>								
Certificated contributions	3601	-	1,500	1,549	1,994	2,068	2,568	
Noncertificated contributions	3602	1,789	931	962	1,161	1,204	1,428	
<b>WC Subtotal</b>	<b>3600</b>	<b>\$ 1,789</b>	<b>\$ 2,431</b>	<b>\$ 2,511</b>	<b>\$ 3,155</b>	<b>\$ 3,272</b>	<b>\$ 3,996</b>	
<b>Subtotal All Benefit Costs</b>	<b>3000</b>	<b>\$ 23,947</b>	<b>\$ 41,885</b>	<b>\$ 43,631</b>	<b>\$ 54,860</b>	<b>\$ 57,373</b>	<b>\$ 70,005</b>	
<b>Books &amp; Supplies</b>								
Special Education Books	4100	6,406	-	-	-	-	-	75% apportionment to this Program
Special Education Materials	4300	3,371	-	-	-	-	-	
Special Education Equipment	4400	-	5,850	6,000	6,150	6,300	6,450	
Other Replacement Allocation	4400	-	12,700	13,000	13,300	13,700	14,100	
<b>Subtotal Books &amp; Supplies</b>	<b>4000</b>	<b>\$ 9,777</b>	<b>\$ 18,550</b>	<b>\$ 19,000</b>	<b>\$ 19,450</b>	<b>\$ 20,000</b>	<b>\$ 20,550</b>	
<b>Operating Costs</b>								
SpEd Psychologist	5100	20,000	15,000	15,000	15,750	16,500	17,250	75% apportionment to this Program
SpEd Speech Pathologist	5100	25,499	19,500	20,250	21,000	21,750	22,500	75% apportionment to this Program
Travel and Conference	5200	3,448	-	-	-	-	-	
Copier (lease/rental/repair)	5604	3,688	-	-	-	-	-	
Special Education Services	5811	5,921	4,500	4,500	4,500	4,500	4,500	75% apportionment to this Program
Student Testing & Assessment	5812	78	-	-	-	-	-	
<b>Subtotal Operating Costs</b>	<b>5000</b>	<b>\$ 58,634</b>	<b>\$ 39,000</b>	<b>\$ 39,750</b>	<b>\$ 41,250</b>	<b>\$ 42,750</b>	<b>\$ 44,250</b>	
<b>Capital Costs</b>								
<b>Subtotal Capital Costs</b>	<b>6000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<i>No Capital Costs budgeted to this program</i>
<b>Subtotal Expenses</b>		<b>\$ 157,387</b>	<b>\$ 212,544</b>	<b>\$ 219,211</b>	<b>\$ 262,333</b>	<b>\$ 272,344</b>	<b>\$ 320,721</b>	



## Section VII: Detailed Cash Flow, 2013–14 through 2015–16

**Section VII** – The **detailed Cash Flow** projected for the three year period 2013–14 through 2015–16 is shown in the subsequent tables. Each **calendar year worksheet** is accompanied by a **budget reconciliation worksheet** to illustrate how the receipt of delayed revenues (and/or delayed expenditures) brings the cash flow into accordance with the budget plan.

This model is based upon known and projected revenue payments. Expenditure cash outflow is based upon a combination of historical payments and designated cash payment dates, such as payroll and mortgage obligations.

Note that Ridgecrest Charter School will have a positive cash position **at all times** during the projection period. As an additional safety net, RCS has established a Line of Credit with a local financial institution and plans to utilize the option of participating in cash flow instruments, such as a Tax and Revenue Anticipation Note, should an unanticipated cash need develop.





Ridgecrest Charter School — 2013–14 Cash Flow Worksheet

Jul (CY Pmt)	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
2014												2013–14
Beginning Balance	\$ 330,626	\$ 905,984	\$ 816,693	\$ 819,708	\$ 768,599	\$ 722,041	\$ 769,517	\$ 724,009	\$ 691,731	\$ 791,979	\$ 807,427	\$ 330,626
Revenues												
State Programs												
Charter Schools General Purpose Block Grant Components												
Transfers to Charter Schools in Lieu of Property T	\$ -	\$ 17,325	\$ 34,650	\$ 23,100	\$ 23,100	\$ 23,100	\$ 23,100	\$ 23,100	\$ 48,400	\$ 24,200	\$ 24,200	\$ 288,475
Education Protection Account		80,999			80,999				82,167		-	244,165
Principal Apportionment Funds	-	79,422	142,960	142,960	142,960	142,960	142,960	142,960	160,900	160,900	160,900	1,517,244
(includes CalBG, EIA, K-3 CSR and other minor state funds pending adoption of LCFF)												
California Lottery – Restricted Funds – Prop 20: Instructional Materials				470	470	470	470	470	470	470	1,700	11,400
California Lottery – Unrestricted Funds – Non-Prop 20	-	-	470	470	470	470	470	470	470	470	13,600	19,700
Child Nutrition	-	-	-	4,550	-	-	-	-	4,550	-	-	9,100
Mandated Programs Block Grant	8,141	26,127	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	184,147
Special Education SELPA Funding	28,379											
Subtotal State Revenues	\$ 28,379	\$ 104,888	\$ 221,198	\$ 180,030	\$ 184,580	\$ 261,029	\$ 180,030	\$ 180,030	\$ 325,787	\$ 199,070	\$ 214,370	\$ 2,278,461
Federal Programs												
Title I through V Part A (incl. NCLB)	-	-	16,825	-	-	-	-	-	-	50,475	-	67,300
National School Lunch Program	-	-	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	34,830
Federal Impact Aid	-	-	-	-	-	-	330	-	-	2,210	980	3,520
SELPA Funding (Federal)	-	-	-	-	-	-	12,900	-	-	15,100	-	28,000
Subtotal Federal Revenues	\$ -	\$ -	\$ 16,825	\$ 3,870	\$ 3,870	\$ 3,870	\$ 3,870	\$ 17,100	\$ 3,870	\$ 18,970	\$ 4,850	\$ 133,650
Local Programs												
Interest	-	42	42	42	42	42	42	42	42	42	42	458
Paid Meal Reimbursements	-	500	500	500	500	500	500	500	500	500	-	5,000
SSUSD Prop 39 Reimbursement (SSUSD Prop 39 A)	-	-	-	-	-	-	-	-	-	-	61,562	61,562
Subtotal Local Revenues	\$ -	\$ 542	\$ 542	\$ 542	\$ 542	\$ 542	\$ 542	\$ 542	\$ 542	\$ 542	\$ 61,604	\$ 67,020
Total Revenues	\$ 28,379	\$ 105,430	\$ 238,565	\$ 184,442	\$ 188,992	\$ 265,441	\$ 184,442	\$ 197,672	\$ 330,198	\$ 218,582	\$ 280,824	\$ 2,479,131
Expenses												
Certificated Salaries	\$ 7,333	\$ 93,200	\$ 93,200	\$ 93,200	\$ 93,200	\$ 93,200	\$ 93,200	\$ 93,200	\$ 93,200	\$ 93,200	\$ 93,200	\$ 1,032,533
Classified Salaries	9,453	30,800	30,800	30,800	30,800	30,800	30,800	30,800	30,800	30,800	30,800	348,253
Employee Benefits	16,382	34,600	34,600	34,600	34,600	34,600	34,600	34,600	34,600	34,600	34,600	396,982
Books & Supplies	41,522	37,300	13,100	13,100	7,500	7,500	7,500	7,500	7,500	7,500	5,600	172,422
Services & Operational Expenses	15,279	47,300	34,400	34,400	34,400	34,400	34,400	34,400	34,400	30,100	30,100	397,979
Capital Outlay	-	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	275,000
Other Outgo	-	4,450	4,450	4,450	4,450	4,450	4,450	4,450	4,450	4,450	4,450	48,950
Total Expenses	\$ 89,969	\$ 272,650	\$ 235,550	\$ 235,550	\$ 229,950	\$ 229,950	\$ 229,950	\$ 229,950	\$ 229,950	\$ 225,650	\$ 223,750	\$ 2,672,119
Other Cash Transactions												
Accounts Receivable	\$ 751,459	\$ 77,929	\$ -	\$ -	\$ 11,986	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 841,374
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal Other Cash Transactions IN	\$ 751,459	\$ 77,929	\$ -	\$ -	\$ 11,986	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 841,374
Accounts Payable	\$ 107,001	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 107,001
Prepaid Expenses	3,202	-	-	-	-	-	-	-	-	-	-	3,202
Repayment of Debt Principal	4,308	-	-	-	-	-	-	-	-	-	-	4,308
Subtotal Other Cash Transactions OUT	\$ 114,510	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 114,510
Net Cash Position	\$ 575,358	\$ (89,291)	\$ 3,015	\$ (51,108)	\$ (46,558)	\$ 47,476	\$ (45,508)	\$ (32,278)	\$ 100,248	\$ (15,068)	\$ 57,074	\$ 533,875
Cumulative Cash Position	\$ 905,984	\$ 816,693	\$ 819,708	\$ 768,599	\$ 722,041	\$ 769,517	\$ 724,009	\$ 691,731	\$ 791,979	\$ 776,911	\$ 807,427	\$ 864,501

Ridgecrest Charter School — 2013–14 Cash Flow to Budget Reconciliation Worksheet

	Total Rec'd 2013–14	Jul 2014	Aug 2014	Sep 2014	Dec 2014	Adjusted Total 2013–14	Budgeted Total 2013–14	Difference Budget - Actual
Beginning Balance	\$ 330,626	\$ 864,501	\$ 991,148	\$ 988,668	\$ 1,002,268	\$ 330,626	\$ 330,626	\$ -
Revenues								
State Programs								
Charter Schools General Purpose Block Grant Comm	\$ 288,475	\$ 24,199	\$ -	\$ -	\$ -	\$ 312,674	\$ 312,674	\$ -
Transfers to Charter Schools In Lieu of Property T	244,165	82,167	-	-	-	326,331	326,331	-
Education Protection Account	1,517,244	161,000	-	-	-	1,678,244	1,678,214	(30)
Principal Apportionment Funds								
(Includes CatIBG, EIA, K-3 CSR and other minor								
state funds pending adoption of LCFF)								
California Lottery – Restricted Funds – Prop 20: Insti	11,400	-	-	-	-	11,400	11,373	(27)
California Lottery – Unrestricted Funds – Non-Prop 2	19,700	-	-	13,600	13,600	46,900	47,008	108
Child Nutrition	4,230	470	-	-	-	4,700	4,700	-
Mandated Programs Block Grant	9,100	-	-	-	-	9,100	9,098	(2)
Special Education SELPA Funding	184,147	13,500	(35,200)	-	-	162,447	162,408	(39)
Subtotal State Revenues	\$ 2,278,461	\$ 281,336	\$ (35,200)	\$ 13,600	\$ 13,600	\$ 2,551,796	\$ 2,551,806	\$ 10
Federal Programs								
Title I through V Part A (incl. NCLB)	67,300	-	-	-	-	67,300	67,300	-
National School Lunch Program	34,830	3,870	-	-	-	38,700	38,700	-
Federal Impact Aid	3,520	-	3,620	-	6,040	13,180	13,180	-
SELPA Funding (Federal)	28,000	-	29,100	-	-	57,100	57,137	37
Subtotal Federal Revenues	\$ 133,650	\$ 3,870	\$ 32,720	\$ -	\$ 6,040	\$ 176,280	\$ 176,317	\$ 37
Local Programs								
Interest	458	42	-	-	-	500	500	-
Paid Meal Reimbursements	5,000	-	-	-	-	5,000	5,000	-
SSUSD Prop 39 Reimbursement (SSUSD Prop 39 N	61,562	-	-	-	-	61,562	61,562	-
Subtotal Local Revenues	\$ 67,020	\$ 42	\$ -	\$ -	\$ -	\$ 67,062	\$ 67,062	\$ -
Total Revenues	\$ 2,479,131	\$ 285,247	\$ (2,480)	\$ 13,600	\$ 19,640	\$ 2,795,138	\$ 2,795,185	\$ 47
Expenses								
Certificated Salaries	\$ 1,032,533	\$ 93,200	\$ -	\$ -	\$ -	\$ 1,125,733	\$ 1,118,774	\$ (6,959)
Classified Salaries	348,253	30,800	-	-	-	379,053	369,780	(9,273)
Employee Benefits	396,982	34,600	-	-	-	431,582	415,505	(16,077)
Books & Supplies	172,422	-	-	-	-	172,422	186,611	14,189
Services & Operational Expenses	397,979	-	-	-	-	397,979	430,387	32,409
Capital Outlay	275,000	-	-	-	-	275,000	300,000	25,000
Other Outgo	48,950	-	-	-	-	48,950	53,386	4,436
Total Expenses	\$ 2,672,119	\$ 158,600	\$ -	\$ -	\$ -	\$ 2,830,719	\$ 2,874,443	\$ 43,724
Other Cash Transactions								
Accounts Receivable	\$ 841,374	\$ -	\$ -	\$ -	\$ -	\$ 841,374	\$ -	\$ (841,374)
Loan Proceeds	-	-	-	-	-	-	-	-
Subtotal Other Cash Transactions IN	\$ 841,374	\$ -	\$ -	\$ -	\$ -	\$ 841,374	\$ -	\$ (841,374)
Accounts Payable	\$ 107,001	\$ -	\$ -	\$ -	\$ -	\$ 107,001	\$ -	\$ (107,001)
Prepaid Expenses	3,202	-	-	-	-	3,202	-	(3,202)
Repayment of Debt Principal	4,308	-	-	-	-	4,308	-	(4,308)
Subtotal Other Cash Transactions OUT	\$ 114,510	\$ -	\$ -	\$ -	\$ -	\$ 114,510	\$ -	\$ (114,510)
Net Cash Position	\$ 533,875	\$ 126,647	\$ (2,480)	\$ 13,600	\$ 19,640	\$ 691,282	\$ (79,258)	\$ (770,540)
Cumulative Cash Position	\$ 864,501	\$ 991,148	\$ 988,668	\$ 1,002,268	\$ 1,021,908	\$ 1,021,908	\$ 251,368	\$ (770,540)

Ridgecrest Charter School — 2014–15 Cash Flow Worksheet

	Jul (CY Pmt)	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total 2014–15
	2014						2015						
	Beginning Balance	\$ 864,501	\$ 793,095	\$ 583,986	\$ 575,483	\$ 504,415	\$ 438,436	\$ 484,408	\$ 419,340	\$ 367,501	\$ 462,423	\$ 427,455	\$ 864,501
Revenues													
State Programs													
Charter Schools General Purpose Block Grant Components													
Transfers to Charter Schools in Lieu of Property T	\$ -	\$ 18,800	\$ 37,500	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 54,200	\$ 27,100	\$ 27,100	\$ 27,100	\$ 316,800
Education Protection Account			91,400			91,400			91,400				274,200
Principal Apportionment Funds	-	83,900	83,900	151,100	151,100	151,100	151,100	151,100	168,000	168,000	168,000	168,000	1,595,300
(Includes CatBG, EIA, K-3 CSR and other minor state funds pending adoption of LGFF)													
California Lottery – Restricted Funds – Prop 20: Instructional Materials									10,600			1,900	12,500
California Lottery – Unrestricted Funds – Non-Prop 20									6,800			15,200	22,000
Child Nutrition	-	-	-	530	530	530	530	530	530	530	530	530	4,770
Mandated Programs Block Grant	-	-	-	-	5,090	-	-	-	5,090	-	-	-	10,180
Special Education SELPA Funding	-	-	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	135,000
Subtotal State Revenues	\$ -	\$ 102,700	\$ 226,300	\$ 190,130	\$ 195,220	\$ 281,530	\$ 190,130	\$ 190,130	\$ 350,120	\$ 209,130	\$ 209,130	\$ 226,230	\$ 2,370,750
Federal Programs													
Title I through V Part A (incl. NCLB)	-	-	17,125	-	-	-	-	-	-	-	51,375	-	68,500
National School Lunch Program	-	-	-	4,330	4,330	4,330	4,330	4,330	4,330	4,330	4,330	4,330	38,970
Federal Impact Aid	-	-	-	-	-	-	-	330	-	-	2,210	980	3,520
SELPA Funding (Federal)	-	-	-	-	-	-	-	-	-	15,100	-	-	28,000
Subtotal Federal Revenues	\$ -	\$ -	\$ 17,125	\$ 4,330	\$ 4,330	\$ 4,330	\$ 4,330	\$ 17,560	\$ 4,330	\$ 19,430	\$ 57,915	\$ 5,310	\$ 138,990
Local Programs													
Interest	-	42	42	42	42	42	42	42	42	42	42	42	458
Paid Meal Reimbursements	-	550	550	550	550	550	550	550	550	550	550	-	5,500
Subtotal Local Revenues	\$ -	\$ 592	\$ 592	\$ 592	\$ 592	\$ 592	\$ 592	\$ 592	\$ 592	\$ 592	\$ 592	\$ 42	\$ 5,958
Total Revenues	\$ -	\$ 103,292	\$ 244,017	\$ 195,052	\$ 200,142	\$ 286,452	\$ 195,052	\$ 208,282	\$ 355,042	\$ 229,152	\$ 267,637	\$ 231,582	\$ 2,515,698
Expenses													
Certificated Salaries	\$ 7,333	\$ 99,400	\$ 99,400	\$ 99,400	\$ 99,400	\$ 99,400	\$ 99,400	\$ 99,400	\$ 99,400	\$ 99,400	\$ 99,400	\$ 99,400	\$ 1,100,733
Classified Salaries	9,500	29,200	29,200	29,200	29,200	29,200	29,200	29,200	29,200	29,200	29,200	29,200	330,700
Employee Benefits	16,400	36,400	36,400	36,400	36,400	36,400	36,400	36,400	36,400	36,400	36,400	36,400	416,800
Books & Supplies	59,500	39,600	13,900	13,900	13,900	7,900	7,900	7,900	7,900	11,900	7,900	5,900	198,100
Services & Operational Expenses	66,400	66,400	48,300	48,300	48,300	48,300	48,300	48,300	48,300	48,300	42,300	42,300	603,800
Capital Outlay	26,000	26,000	26,000	26,000	26,000	26,000	26,000	26,000	26,000	26,000	26,000	26,000	312,000
Other Outgo	12,920	12,920	12,920	12,920	12,920	12,920	12,920	12,920	12,920	12,920	12,920	12,920	155,040
Total Expenses	\$ 198,053	\$ 309,920	\$ 266,120	\$ 266,120	\$ 266,120	\$ 260,120	\$ 260,120	\$ 260,120	\$ 260,120	\$ 264,120	\$ 254,120	\$ 252,120	\$ 3,117,173
Other Cash Transactions													
Accounts Receivable	\$ 285,247	\$ (2,480)	\$ 13,600	-	\$ -	\$ 19,640	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 316,007
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal Other Cash Transactions IN	\$ 285,247	\$ (2,480)	\$ 13,600	\$ -	\$ -	\$ 19,640	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 316,007
Accounts Payable	\$ 158,600	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 158,600
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal Other Cash Transactions OUT	\$ 158,600	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 158,600
Net Cash Position	\$ (71,406)	\$ (209,108)	\$ (8,503)	\$ (71,068)	\$ (65,978)	\$ 45,972	\$ (65,068)	\$ (51,838)	\$ 94,922	\$ (34,968)	\$ 13,517	\$ (20,538)	\$ (444,068)
Cumulative Cash Position	\$ 793,095	\$ 583,986	\$ 575,483	\$ 504,415	\$ 438,436	\$ 484,408	\$ 419,340	\$ 367,501	\$ 462,423	\$ 427,455	\$ 440,971	\$ 420,433	\$ 420,433

Ridgecrest Charter School — 2014–15 Cash Flow to Budget Reconciliation Worksheet

	Total Rec'd 2014-15	Jul 2015	Aug 2015	Sep 2015	Dec 2015	Adjusted Total 2014-15	Budgeted Total 2014-15	Difference Budget - Actual
Beginning Balance	\$ 864,501	\$ 420,433	\$ 664,135	\$ 710,755	\$ 725,955	\$ 864,501	\$ 864,501	\$ -
Revenues								
State Programs								
Charter Schools General Purpose Block Grant Comf	\$ 316,800	\$ 27,200	\$ -	\$ -	\$ -	\$ 344,000	\$ 344,016	\$ 16
Transfers to Charter Schools in Lieu of Property T	274,200	91,300	-	-	-	365,500	365,541	41
Education Protection Account	1,595,300	271,800	-	-	-	1,867,100	1,867,065	(35)
Principal Apportionment Funds								
(Includes CatBG, EIA, K-3 CSR and other minor								
state funds pending adoption of LCFF)								
California Lottery – Restricted Funds – Prop 20: Inst	12,500	-	-	-	-	12,500	12,513	13
California Lottery – Unrestricted Funds – Non-Prop. 2	22,000	-	-	15,200	15,200	52,400	52,555	155
Child Nutrition	4,770	530	-	-	-	5,300	5,300	-
Mandated Programs Block Grant	10,180	-	-	-	-	10,180	10,190	10
Special Education SELPA Funding	135,000	13,500	13,900	-	-	162,400	162,408	8
Subtotal State Revenues	\$ 2,370,750	\$ 404,330	\$ 13,900	\$ 15,200	\$ 15,200	\$ 2,819,380	\$ 2,819,587	\$ 207
Federal Programs								
Title I through V Part A (incl. NCLB)	68,500	-	-	-	-	68,500	68,500	-
National School Lunch Program	38,970	4,330	-	-	-	43,300	43,300	-
Federal Impact Aid	3,520	-	3,620	-	6,040	13,180	13,180	-
SELPA Funding (Federal)	28,000	-	29,100	-	-	57,100	57,137	37
Subtotal Federal Revenues	\$ 138,990	\$ 4,330	\$ 32,720	\$ -	\$ 6,040	\$ 182,080	\$ 182,117	\$ 37
Local Programs								
Interest	458	42	-	-	-	500	500	-
Paid Meal Reimbursements	5,500	-	-	-	-	5,500	5,500	-
Subtotal Local Revenues	\$ 5,958	\$ 42	\$ -	\$ -	\$ -	\$ 6,000	\$ 6,000	\$ -
Total Revenues	\$ 2,515,698	\$ 408,702	\$ 46,620	\$ 15,200	\$ 21,240	\$ 3,007,460	\$ 3,007,704	\$ 244
Expenses								
Certificated Salaries	\$ 1,100,733	\$ 99,400	\$ -	\$ -	\$ -	\$ 1,200,133	\$ 1,192,201	\$ (7,932)
Classified Salaries	330,700	29,200	-	-	-	359,900	349,818	(10,082)
Employee Benefits	416,800	36,400	-	-	-	453,200	436,260	(16,940)
Books & Supplies	198,100	-	-	-	-	198,100	198,200	100
Services & Operational Expenses	603,800	-	-	-	-	603,800	603,675	(125)
Capital Outlay	312,000	-	-	-	-	312,000	312,000	-
Other Outgo	155,040	-	-	-	-	155,040	154,989	(51)
Total Expenses	\$ 3,117,173	\$ 165,000	\$ -	\$ -	\$ -	\$ 3,282,173	\$ 2,874,443	\$ (407,730)
Other Cash Transactions								
Accounts Receivable	\$ 316,007	\$ -	\$ -	\$ -	\$ -	\$ 316,007	\$ -	\$ (316,007)
Loan Proceeds	-	-	-	-	-	-	-	-
Subtotal Other Cash Transactions IN	\$ 316,007	\$ -	\$ -	\$ -	\$ -	\$ 316,007	\$ -	\$ (316,007)
Accounts Payable	\$ 158,600	\$ -	\$ -	\$ -	\$ -	\$ 158,600	\$ -	\$ (158,600)
Prepaid Expenses	-	-	-	-	-	-	-	-
Subtotal Other Cash Transactions OUT	\$ 158,600	\$ -	\$ -	\$ -	\$ -	\$ 158,600	\$ -	\$ (158,600)
Net Cash Position	\$ (444,068)	\$ 243,702	\$ 46,620	\$ 15,200	\$ 21,240	\$ (117,306)	\$ 133,261	\$ 250,567
Cumulative Cash Position	\$ 420,433	\$ 664,135	\$ 710,755	\$ 725,955	\$ 747,195	\$ 747,195	\$ 997,761	\$ 250,567

Ridgecrest Charter School — 2015–16 Cash Flow Worksheet

	Jul (CY Pmt)	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total 2015–16
	2015						2016						
Beginning Balance	\$ 420,433	\$ 456,491	\$ 281,433	\$ 270,655	\$ 194,386	\$ 123,688	\$ 174,360	\$ 103,891	\$ 46,653	\$ 141,855	\$ 96,086	\$ 100,128	\$ 420,433
Revenues													
State Programs													
Charter Schools General Purpose Block Grant Components													
Transfers to Charter Schools in Lieu of Property T	\$ -	\$ 20,600	\$ 41,300	\$ 27,500	\$ 27,500	\$ 27,500	\$ 27,500	\$ 27,500	\$ 56,000	\$ 28,000	\$ 28,000	\$ 28,000	\$ 339,400
Education Protection Account			99,900			99,900			99,900				299,700
Principal Apportionment Funds	-	94,500	94,500	170,100	170,100	170,100	170,100	170,100	183,100	183,100	183,100	183,100	1,771,900
(Includes CatBG, EIA, K-3 CSR and other minor state funds pending adoption of LGFF)													
California Lottery – Restricted Funds – Prop 20- Instructional Materials									11,400			2,000	13,400
California Lottery – Unrestricted Funds – Non-Prop 20									7,300			16,300	23,600
Child Nutrition	-	-	-	580	580	580	580	580	580	580	580	580	5,220
Mandated Programs Block Grant	-	-	-	-	5,570	-	-	-	5,570	-	-	-	11,140
Special Education SELPA Funding	-	-	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	135,000
Subtotal State Revenues	\$ -	\$ 115,100	\$ 249,200	\$ 211,680	\$ 217,250	\$ 311,580	\$ 211,680	\$ 211,680	\$ 377,350	\$ 225,180	\$ 225,180	\$ 243,480	\$ 2,599,360
Federal Programs													
Title I through V Part A (incl. NCLB)	-	-	17,500	-	-	-	-	-	-	-	52,500	-	70,000
National School Lunch Program	-	-	-	4,730	4,730	4,730	4,730	4,730	4,730	4,730	4,730	4,730	42,570
Federal Impact Aid	-	-	-	-	-	-	-	330	-	-	2,210	980	3,520
SELPA Funding (Federal)	-	-	-	-	-	-	-	12,900	-	15,100	-	-	28,000
Subtotal Federal Revenues	\$ -	\$ -	\$ 17,500	\$ 4,730	\$ 4,730	\$ 4,730	\$ 4,730	\$ 17,960	\$ 4,730	\$ 19,830	\$ 59,440	\$ 5,710	\$ 144,090
Local Programs													
Interest	-	42	42	42	42	42	42	42	42	42	42	42	458
Paid Meal Reimbursements	-	590	590	590	590	590	590	590	590	590	590	-	5,900
Subtotal Local Revenues	\$ -	\$ 632	\$ 632	\$ 632	\$ 632	\$ 632	\$ 632	\$ 632	\$ 632	\$ 632	\$ 632	\$ 42	\$ 6,358
Total Revenues	\$ -	\$ 115,732	\$ 267,332	\$ 217,042	\$ 222,612	\$ 316,942	\$ 217,042	\$ 230,272	\$ 382,712	\$ 245,642	\$ 285,252	\$ 249,232	\$ 2,749,808
Expenses													
Certificated Salaries	\$ 7,333	\$ 108,900	\$ 108,900	\$ 108,900	\$ 108,900	\$ 108,900	\$ 108,900	\$ 108,900	\$ 108,900	\$ 108,900	\$ 108,900	\$ 108,900	\$ 1,205,233
Classified Salaries	9,500	33,400	33,400	33,400	33,400	33,400	33,400	33,400	33,400	33,400	33,400	33,400	376,900
Employee Benefits	16,400	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	456,400
Books & Supplies	58,000	38,700	13,500	13,500	13,500	7,700	7,700	7,700	7,700	11,600	7,700	5,800	193,100
Services & Operational Expenses	69,300	69,300	50,400	50,400	50,400	50,400	50,400	50,400	50,400	44,100	44,100	44,100	630,000
Capital Outlay	33,800	33,800	33,800	33,800	33,800	33,800	33,800	33,800	33,800	33,800	33,800	33,800	405,600
Other Outgo	13,310	13,310	13,310	13,310	13,310	13,310	13,310	13,310	13,310	13,310	13,310	13,310	159,720
Total Expenses	\$ 207,643	\$ 337,410	\$ 293,310	\$ 293,310	\$ 293,310	\$ 287,510	\$ 287,510	\$ 287,510	\$ 287,510	\$ 291,410	\$ 281,210	\$ 279,310	\$ 3,426,953
Other Cash Transactions													
Accounts Receivable	\$ 408,702	\$ 46,620	\$ 15,200	-	-	\$ 21,240	-	-	-	-	-	-	\$ 491,762
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal Other Cash Transactions IN	\$ 408,702	\$ 46,620	\$ 15,200	\$ -	\$ -	\$ 21,240	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 491,762
Accounts Payable	\$ 165,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 165,000
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal Other Cash Transactions OUT	\$ 165,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 165,000
Net Cash Position	\$ 36,058	\$ (175,058)	\$ (10,778)	\$ (76,268)	\$ (70,698)	\$ 50,672	\$ (70,468)	\$ (57,238)	\$ 95,202	\$ (45,768)	\$ 4,042	\$ (30,078)	\$ (350,383)
Cumulative Cash Position	\$ 456,491	\$ 281,433	\$ 270,655	\$ 194,386	\$ 123,688	\$ 174,360	\$ 103,891	\$ 46,653	\$ 141,855	\$ 96,086	\$ 100,128	\$ 70,050	\$ 70,050

Ridgecrest Charter School — 2015–16 Cash Flow to Budget Reconciliation Worksheet

	Total Rec'd 2015–16	Jul 2016	Aug 2016	Sep 2016	Dec 2016	Adjusted Total 2015–16	Budgeted Total 2015–16	Difference Budget - Actual
Beginning Balance	\$ 420,433	\$ 70,050	\$ 297,101	\$ 343,721	\$ 360,021	\$ 420,433	\$ 420,433	\$ -
Revenues								
State Programs								
Charter Schools General Purpose Block Grant Comf	\$ 339,400	\$ 28,100	\$ -	\$ -	\$ -	\$ 367,500	\$ 367,522	\$ 22
Transfers to Charter Schools in Lieu of Property T	299,700	99,800	-	-	-	399,500	399,506	6
Education Protection Account	1,771,900	262,600	-	-	-	2,034,500	2,034,490	(10)
Principal Apportionment Funds								
(Includes CatBG, EIA, K-3 CSR and other minor	13,400	-	-	-	-	13,400	13,368	(32)
state funds pending adoption of LCFF)	23,600	-	-	16,300	16,300	56,200	56,146	(54)
California Lottery – Restricted Funds – Prop 20: Inst	5,220	580	-	-	-	5,800	5,800	-
California Lottery – Unrestricted Funds – Non-Prop. 2	11,140	-	-	-	-	11,140	11,136	(4)
Child Nutrition	135,000	13,500	13,900	-	-	162,400	162,408	8
Mandated Programs Block Grant								
Special Education SELPA Funding	\$ 2,599,360	\$ 404,580	\$ 13,900	\$ 16,300	\$ 16,300	\$ 3,050,440	\$ 3,050,375	\$ (65)
Subtotal State Revenues								
Federal Programs								
Title I through V Part A (incl. NCLB)	70,000	-	-	-	-	70,000	70,000	-
National School Lunch Program	42,570	4,730	-	-	-	47,300	47,300	-
Federal Impact Aid	3,520	-	3,620	-	6,040	13,180	13,180	-
SELPA Funding (Federal)	28,000	-	29,100	-	-	57,100	57,137	37
Subtotal Federal Revenues	\$ 144,090	\$ 4,730	\$ 32,720	\$ -	\$ 6,040	\$ 187,580	\$ 187,617	\$ 37
Local Programs								
Interest	458	42	-	-	-	500	500	-
Paid Meal Reimbursements	5,900	-	-	-	-	5,900	5,900	-
Subtotal Local Revenues	\$ 6,358	\$ 42	\$ -	\$ -	\$ -	\$ 6,400	\$ 6,400	\$ -
Total Revenues	\$ 2,749,808	\$ 409,352	\$ 46,620	\$ 16,300	\$ 22,340	\$ 3,244,420	\$ 3,244,392	\$ (28)
Expenses								
Certificated Salaries	\$ 1,205,233	\$ 108,900	\$ -	\$ -	\$ -	\$ 1,314,133	\$ 1,306,745	\$ (7,389)
Classified Salaries	376,900	33,400	-	-	-	410,300	400,436	(9,864)
Employee Benefits	456,400	40,000	-	-	-	496,400	479,670	(16,730)
Books & Supplies	193,100	-	-	-	-	193,100	193,307	207
Services & Operational Expenses	630,000	-	-	-	-	630,000	629,875	(125)
Capital Outlay	405,600	-	-	-	-	405,600	406,006	406
Other Outgo	159,720	-	-	-	-	159,720	159,698	(22)
Total Expenses	\$ 3,426,953	\$ 182,300	\$ -	\$ -	\$ -	\$ 3,609,253	\$ 2,874,443	\$ (734,810)
Other Cash Transactions								
Accounts Receivable	\$ 491,762	\$ -	\$ -	\$ -	\$ -	\$ 491,762	\$ -	\$ (491,762)
Loan Proceeds	-	-	-	-	-	-	-	-
Subtotal Other Cash Transactions IN	\$ 491,762	\$ -	\$ -	\$ -	\$ -	\$ 491,762	\$ -	\$ (491,762)
Accounts Payable	\$ 165,000	\$ -	\$ -	\$ -	\$ -	\$ 165,000	\$ -	\$ (165,000)
Prepaid Expenses	-	-	-	-	-	-	-	-
Subtotal Other Cash Transactions OUT	\$ 165,000	\$ -	\$ -	\$ -	\$ -	\$ 165,000	\$ -	\$ (165,000)
Net Cash Position	\$ (350,383)	\$ 227,052	\$ 46,620	\$ 16,300	\$ 22,340	\$ (38,072)	\$ 369,949	\$ 408,021
Cumulative Cash Position	\$ 70,050	\$ 297,101	\$ 343,721	\$ 360,021	\$ 382,361	\$ 382,361	\$ 790,382	\$ 408,021

## Ridgecrest Charter School — Cash Flow Summary Projections

2013-14	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Beginning Balance	\$ 330,626	\$ 905,984	\$ 816,693	\$ 819,708	\$ 768,599	\$ 722,041	\$ 769,517	\$ 724,009	\$ 691,731	\$ 791,979	\$ 776,911	\$ 807,427	\$ 330,626
plus Revenues	28,379	105,430	238,565	184,442	188,992	265,441	184,442	197,672	330,198	218,582	256,167	280,824	2,479,131
less Expenses	89,969	272,650	235,550	235,550	235,550	229,950	229,950	229,950	229,950	233,650	225,650	223,750	2,672,119
plus Adjustments	636,948	77,929	-	-	-	11,986	-	-	-	-	-	-	726,864
Ending Balance	\$ 905,984	\$ 816,693	\$ 819,708	\$ 768,599	\$ 722,041	\$ 769,517	\$ 724,009	\$ 691,731	\$ 791,979	\$ 776,911	\$ 807,427	\$ 864,501	\$ 864,501
2014-15	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Beginning Balance	\$ 864,501	\$ 793,095	\$ 583,986	\$ 575,483	\$ 504,415	\$ 438,436	\$ 484,408	\$ 419,340	\$ 367,501	\$ 462,423	\$ 427,455	\$ 440,971	\$ 864,501
plus Revenues	-	103,292	244,017	195,052	200,142	286,452	195,052	208,282	355,042	229,152	267,637	231,582	2,515,698
less Expenses	198,053	309,920	266,120	266,120	266,120	260,120	260,120	260,120	260,120	264,120	254,120	252,120	3,117,173
plus Adjustments	126,647	(2,480)	13,600	-	-	19,640	-	-	-	-	-	-	157,407
Ending Balance	\$ 793,095	\$ 583,986	\$ 575,483	\$ 504,415	\$ 438,436	\$ 484,408	\$ 419,340	\$ 367,501	\$ 462,423	\$ 427,455	\$ 440,971	\$ 420,433	\$ 420,433
2015-16	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Beginning Balance	\$ 420,433	\$ 456,491	\$ 281,433	\$ 270,655	\$ 194,386	\$ 123,688	\$ 174,360	\$ 103,891	\$ 46,653	\$ 141,855	\$ 96,086	\$ 100,128	\$ 420,433
plus Revenues	-	115,732	267,332	217,042	222,612	316,942	217,042	230,272	382,712	245,642	285,252	249,232	2,749,808
less Expenses	207,643	337,410	293,310	293,310	293,310	287,510	287,510	287,510	287,510	291,410	281,210	279,310	3,426,953
plus Adjustments	243,702	46,620	15,200	-	-	21,240	-	-	-	-	-	-	326,762
Ending Balance	\$ 456,491	\$ 281,433	\$ 270,655	\$ 194,386	\$ 123,688	\$ 174,360	\$ 103,891	\$ 46,653	\$ 141,855	\$ 96,086	\$ 100,128	\$ 70,050	\$ 70,050



Ridgecrest Charter School — 2013–14 Cash Flow Worksheet

	Jul (CY Pmt)	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
	2013						2014						2013–14
Beginning Balance	\$ 330,626	\$ 905,984	\$ 816,693	\$ 819,708	\$ 768,599	\$ 722,041	\$ 769,517	\$ 724,009	\$ 691,731	\$ 791,979	\$ 776,911	\$ 807,427	\$ 330,626
Revenues													
State Programs													
Charter Schools General Purpose Block Grant Components													
Transfers to Charter Schools In Lieu of Property T	\$ -	\$ 17,325	\$ 34,650	\$ 23,100	\$ 23,100	\$ 23,100	\$ 23,100	\$ 23,100	\$ 48,400	\$ 24,200	\$ 24,200	\$ 24,200	\$ 288,475
Education Protection Account			80,999			80,999			82,167			-	244,165
Principal Apportionment Funds	-	79,422	79,422	142,960	142,960	142,960	142,960	142,960	160,900	160,900	160,900	160,900	1,517,244
(includes CatBG, EIA, K-3 CSR and other minor state funds pending adoption of LCFF)													
California Lottery – Restricted Funds – Prop 20: Instructional Materials									9,700			1,700	11,400
California Lottery – Unrestricted Funds – Non-Prop 20									6,100			13,600	19,700
Child Nutrition	-	-	-	470	470	470	470	470	470	470	470	470	4,230
Mandated Programs Block Grant	-	-	-	-	4,550	-	-	-	4,550	-	-	-	9,100
Special Education SELPA Funding	28,379	8,141	26,127	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	184,147
Subtotal State Revenues	\$ 28,379	\$ 104,888	\$ 221,198	\$ 180,030	\$ 184,580	\$ 261,029	\$ 180,030	\$ 180,030	\$ 325,787	\$ 199,070	\$ 199,070	\$ 214,370	\$ 2,278,461
Federal Programs													
Title I through V Part A (incl. NCLB)	-	-	16,825	-	-	-	-	-	-	-	50,475	-	67,300
National School Lunch Program	-	-	-	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	34,830
Federal Impact Aid	-	-	-	-	-	-	-	330	-	-	2,210	980	3,520
SELPA Funding (Federal)	-	-	-	-	-	-	-	12,900	-	15,100	-	-	28,000
Subtotal Federal Revenues	\$ -	\$ -	\$ 16,825	\$ 3,870	\$ 3,870	\$ 3,870	\$ 3,870	\$ 17,100	\$ 3,870	\$ 18,970	\$ 56,555	\$ 4,850	\$ 133,650
Local Programs													
Interest	-	42	42	42	42	42	42	42	42	42	42	42	458
Paid Meal Reimbursements	-	500	500	500	500	500	500	500	500	500	500	-	5,000
SSUSD Prop 39 Reimbursement (SSUSD Prop 39 A	-	-	-	-	-	-	-	-	-	-	-	61,562	61,562
Subtotal Local Revenues	\$ -	\$ 542	\$ 542	\$ 542	\$ 542	\$ 542	\$ 542	\$ 542	\$ 542	\$ 542	\$ 542	\$ 61,604	\$ 67,020
Total Revenues	\$ 28,379	\$ 105,430	\$ 238,565	\$ 184,442	\$ 188,992	\$ 265,441	\$ 184,442	\$ 197,672	\$ 330,198	\$ 218,582	\$ 256,167	\$ 280,824	\$ 2,479,131
Expenses													
Certificated Salaries	\$ 7,333	\$ 93,200	\$ 93,200	\$ 93,200	\$ 93,200	\$ 93,200	\$ 93,200	\$ 93,200	\$ 93,200	\$ 93,200	\$ 93,200	\$ 93,200	\$ 1,032,533
Classified Salaries	9,453	30,800	30,800	30,800	30,800	30,800	30,800	30,800	30,800	30,800	30,800	30,800	348,253
Employee Benefits	16,382	34,600	34,600	34,600	34,600	34,600	34,600	34,600	34,600	34,600	34,600	34,600	396,982
Books & Supplies	41,522	37,300	13,100	13,100	13,100	7,500	7,500	7,500	7,500	11,200	7,500	5,600	172,422
Services & Operational Expenses	15,279	47,300	34,400	34,400	34,400	34,400	34,400	34,400	34,400	34,400	30,100	30,100	397,979
Capital Outlay	-	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	275,000
Other Outgo	-	4,450	4,450	4,450	4,450	4,450	4,450	4,450	4,450	4,450	4,450	4,450	48,950
Total Expenses	\$ 89,969	\$ 272,650	\$ 235,550	\$ 235,550	\$ 235,550	\$ 229,950	\$ 229,950	\$ 229,950	\$ 229,950	\$ 233,650	\$ 225,650	\$ 223,750	\$ 2,672,119
Other Cash Transactions													
Accounts Receivable	\$ 751,459	\$ 77,929	\$ -	\$ -	\$ -	\$ 11,986	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 841,374
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal Other Cash Transactions IN	\$ 751,459	\$ 77,929	\$ -	\$ -	\$ -	\$ 11,986	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 841,374
Accounts Payable	\$ 107,001	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 107,001
Prepaid Expenses	3,202	-	-	-	-	-	-	-	-	-	-	-	3,202
Repayment of Debt Principal	4,308	-	-	-	-	-	-	-	-	-	-	-	4,308
Subtotal Other Cash Transactions OUT	\$ 114,510	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 114,510
Net Cash Position	\$ 575,358	\$ (89,291)	\$ 3,015	\$ (51,108)	\$ (46,558)	\$ 47,476	\$ (45,508)	\$ (32,278)	\$ 100,248	\$ (15,068)	\$ 30,517	\$ 57,074	\$ 533,875
Cumulative Cash Position	\$ 905,984	\$ 816,693	\$ 819,708	\$ 768,599	\$ 722,041	\$ 769,517	\$ 724,009	\$ 691,731	\$ 791,979	\$ 776,911	\$ 807,427	\$ 864,501	\$ 864,501

# Ridgecrest Charter School — 2013–14 Cash Flow to Budget Reconciliation Worksheet

	Total Rec'd	Jul	Aug	Sep	Dec	Adjusted Total	Budgeted Total	Difference
	2013–14	2014	2014	2014	2014	2013–14	2013–14	Budget - Actual
<b>Beginning Balance</b>	\$ 330,626	\$ 864,501	\$ 991,148	\$ 988,668	\$ 1,002,268	\$ 330,626	\$ 330,626	\$ -
<b>Revenues</b>								
<b>State Programs</b>								
Charter Schools General Purpose Block Grant Comp								
Transfers to Charter Schools In Lieu of Property T	\$ 288,475	\$ 24,199	\$ -	\$ -	\$ -	\$ 312,674	\$ 312,674	\$ -
Education Protection Account	244,165	82,167	-	-	-	326,331	326,331	-
Principal Apportionment Funds	1,517,244	161,000	-	-	-	1,678,244	1,678,214	(30)
(includes CatBG, EIA, K-3 CSR and other minor state funds pending adoption of LCFF)								
California Lottery – Restricted Funds – Prop 20: Inst	11,400	-	-	-	-	11,400	11,373	(27)
California Lottery – Unrestricted Funds – Non-Prop 2	19,700	-	-	13,600	13,600	46,900	47,008	108
Child Nutrition	4,230	470	-	-	-	4,700	4,700	-
Mandated Programs Block Grant	9,100	-	-	-	-	9,100	9,098	(2)
Special Education SELPA Funding	184,147	13,500	(35,200)	-	-	162,447	162,408	(39)
<b>Subtotal State Revenues</b>	<b>\$ 2,278,461</b>	<b>\$ 281,336</b>	<b>\$ (35,200)</b>	<b>\$ 13,600</b>	<b>\$ 13,600</b>	<b>\$ 2,551,796</b>	<b>\$ 2,551,806</b>	<b>\$ 10</b>
<b>Federal Programs</b>								
Title I through V Part A (incl. NCLB)	67,300	-	-	-	-	67,300	67,300	-
National School Lunch Program	34,830	3,870	-	-	-	38,700	38,700	-
Federal Impact Aid	3,520	-	3,620	-	6,040	13,180	13,180	-
SELPA Funding (Federal)	28,000	-	29,100	-	-	57,100	57,137	37
<b>Subtotal Federal Revenues</b>	<b>\$ 133,650</b>	<b>\$ 3,870</b>	<b>\$ 32,720</b>	<b>\$ -</b>	<b>\$ 6,040</b>	<b>\$ 176,280</b>	<b>\$ 176,317</b>	<b>\$ 37</b>
<b>Local Programs</b>								
Interest	458	42	-	-	-	500	500	-
Paid Meal Reimbursements	5,000	-	-	-	-	5,000	5,000	-
SSUSD Prop 39 Reimbursement (SSUSD Prop 39 M	61,562	-	-	-	-	61,562	61,562	-
<b>Subtotal Local Revenues</b>	<b>\$ 67,020</b>	<b>\$ 42</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 67,062</b>	<b>\$ 67,062</b>	<b>\$ -</b>
<b>Total Revenues</b>	<b>\$ 2,479,131</b>	<b>\$ 285,247</b>	<b>\$ (2,480)</b>	<b>\$ 13,600</b>	<b>\$ 19,640</b>	<b>\$ 2,795,138</b>	<b>\$ 2,795,185</b>	<b>\$ 47</b>
<b>Expenses</b>								
Certificated Salaries	\$ 1,032,533	\$ 93,200	\$ -	\$ -	\$ -	\$ 1,125,733	\$ 1,118,774	\$ (6,959)
Classified Salaries	348,253	\$ 30,800	-	-	-	379,053	\$ 369,780	(9,273)
Employee Benefits	396,982	\$ 34,600	-	-	-	431,582	\$ 415,505	(16,077)
Books & Supplies	172,422	-	-	-	-	172,422	\$ 186,611	14,189
Services & Operational Expenses	397,979	-	-	-	-	397,979	\$ 430,387	32,409
Capital Outlay	275,000	-	-	-	-	275,000	\$ 300,000	25,000
Other Outgo	48,950	-	-	-	-	48,950	\$ 53,386	4,436
<b>Total Expenses</b>	<b>\$ 2,672,119</b>	<b>\$ 158,600</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,830,719</b>	<b>\$ 2,874,443</b>	<b>\$ 43,724</b>
<b>Other Cash Transactions</b>								
Accounts Receivable	\$ 841,374	\$ -	\$ -	\$ -	\$ -	\$ 841,374	\$ -	\$ (841,374)
Loan Proceeds	-	-	-	-	-	-	-	-
<b>Subtotal Other Cash Transactions IN</b>	<b>\$ 841,374</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 841,374</b>	<b>\$ -</b>	<b>\$ (841,374)</b>
Accounts Payable	\$ 107,001	\$ -	\$ -	\$ -	\$ -	\$ 107,001	\$ -	\$ (107,001)
Prepaid Expenses	3,202	-	-	-	-	3,202	-	(3,202)
Repayment of Debt Principal	4,308	-	-	-	-	4,308	-	(4,308)
<b>Subtotal Other Cash Transactions OUT</b>	<b>\$ 114,510</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 114,510</b>	<b>\$ -</b>	<b>\$ (114,510)</b>
<b>Net Cash Position</b>	<b>\$ 533,875</b>	<b>\$ 126,647</b>	<b>\$ (2,480)</b>	<b>\$ 13,600</b>	<b>\$ 19,640</b>	<b>\$ 691,282</b>	<b>\$ (79,258)</b>	<b>\$ (770,540)</b>
<b>Cumulative Cash Position</b>	<b>\$ 864,501</b>	<b>\$ 991,148</b>	<b>\$ 988,668</b>	<b>\$ 1,002,268</b>	<b>\$ 1,021,908</b>	<b>\$ 1,021,908</b>	<b>\$ 251,368</b>	<b>\$ (770,540)</b>

Ridgecrest Charter School — 2014–15 Cash Flow Worksheet

	Jul (CY Pmt)	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
	2014						2015						2014–15
Beginning Balance	\$ 864,501	\$ 793,095	\$ 583,986	\$ 575,483	\$ 504,415	\$ 438,436	\$ 484,408	\$ 419,340	\$ 367,501	\$ 462,423	\$ 427,455	\$ 440,971	\$ 864,501
Revenues													
State Programs													
Charter Schools General Purpose Block Grant Components													
Transfers to Charter Schools In Lieu of Property Tax	\$ -	\$ 18,800	\$ 37,500	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 54,200	\$ 27,100	\$ 27,100	\$ 27,100	\$ 316,800
Education Protection Account			91,400			91,400			91,400			-	274,200
Principal Apportionment Funds	-	83,900	83,900	151,100	151,100	151,100	151,100	151,100	168,000	168,000	168,000	168,000	1,595,300
(includes CatBG, EIA, K-3 CSR and other minor state funds pending adoption of LCFF)													
California Lottery – Restricted Funds – Prop 20: Instructional Materials									10,600			1,900	12,500
California Lottery – Unrestricted Funds – Non-Prop 20									6,800			15,200	22,000
Child Nutrition	-	-	-	530	530	530	530	530	530	530	530	530	4,770
Mandated Programs Block Grant	-	-	-	-	5,090	-	-	-	5,090	-	-	-	10,180
Special Education SELPA Funding	-	-	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	135,000
Subtotal State Revenues	\$ -	\$ 102,700	\$ 226,300	\$ 190,130	\$ 195,220	\$ 281,530	\$ 190,130	\$ 190,130	\$ 350,120	\$ 209,130	\$ 209,130	\$ 226,230	\$ 2,370,750
Federal Programs													
Title I through V Part A (incl. NCLB)	-	-	17,125	-	-	-	-	-	-	-	51,375	-	68,500
National School Lunch Program	-	-	-	4,330	4,330	4,330	4,330	4,330	4,330	4,330	4,330	4,330	38,970
Federal Impact Aid	-	-	-	-	-	-	-	330	-	-	2,210	980	3,520
SELPA Funding (Federal)	-	-	-	-	-	-	-	12,900	-	15,100	-	-	28,000
Subtotal Federal Revenues	\$ -	\$ -	\$ 17,125	\$ 4,330	\$ 4,330	\$ 4,330	\$ 4,330	\$ 17,560	\$ 4,330	\$ 19,430	\$ 57,915	\$ 5,310	\$ 138,990
Local Programs													
Interest	-	42	42	42	42	42	42	42	42	42	42	42	458
Paid Meal Reimbursements	-	550	550	550	550	550	550	550	550	550	550	-	5,500
Subtotal Local Revenues	\$ -	\$ 592	\$ 592	\$ 592	\$ 592	\$ 592	\$ 592	\$ 592	\$ 592	\$ 592	\$ 592	\$ 42	\$ 5,958
Total Revenues	\$ -	\$ 103,292	\$ 244,017	\$ 195,052	\$ 200,142	\$ 286,452	\$ 195,052	\$ 208,282	\$ 355,042	\$ 229,152	\$ 267,637	\$ 231,582	\$ 2,515,698
Expenses													
Certificated Salaries	\$ 7,333	\$ 99,400	\$ 99,400	\$ 99,400	\$ 99,400	\$ 99,400	\$ 99,400	\$ 99,400	\$ 99,400	\$ 99,400	\$ 99,400	\$ 99,400	\$ 1,100,733
Classified Salaries	9,500	29,200	29,200	29,200	29,200	29,200	29,200	29,200	29,200	29,200	29,200	29,200	330,700
Employee Benefits	16,400	36,400	36,400	36,400	36,400	36,400	36,400	36,400	36,400	36,400	36,400	36,400	416,800
Books & Supplies	59,500	39,600	13,900	13,900	13,900	7,900	7,900	7,900	7,900	11,900	7,900	5,900	198,100
Services & Operational Expenses	66,400	66,400	48,300	48,300	48,300	48,300	48,300	48,300	48,300	48,300	42,300	42,300	603,800
Capital Outlay	26,000	26,000	26,000	26,000	26,000	26,000	26,000	26,000	26,000	26,000	26,000	26,000	312,000
Other Outgo	12,920	12,920	12,920	12,920	12,920	12,920	12,920	12,920	12,920	12,920	12,920	12,920	155,040
Total Expenses	\$ 198,053	\$ 309,920	\$ 266,120	\$ 266,120	\$ 266,120	\$ 260,120	\$ 260,120	\$ 260,120	\$ 260,120	\$ 264,120	\$ 254,120	\$ 252,120	\$ 3,117,173
Other Cash Transactions													
Accounts Receivable	\$ 285,247	\$ (2,480)	\$ 13,600	\$ -	\$ -	\$ 19,640	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 316,007
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal Other Cash Transactions IN	\$ 285,247	\$ (2,480)	\$ 13,600	\$ -	\$ -	\$ 19,640	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 316,007
Accounts Payable	\$ 158,600	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 158,600
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal Other Cash Transactions OUT	\$ 158,600	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 158,600
Net Cash Position	\$ (71,406)	\$ (209,108)	\$ (8,503)	\$ (71,068)	\$ (65,978)	\$ 45,972	\$ (65,068)	\$ (51,838)	\$ 94,922	\$ (34,968)	\$ 13,517	\$ (20,538)	\$ (444,068)
Cumulative Cash Position	\$ 793,095	\$ 583,986	\$ 575,483	\$ 504,415	\$ 438,436	\$ 484,408	\$ 419,340	\$ 367,501	\$ 462,423	\$ 427,455	\$ 440,971	\$ 420,433	\$ 420,433

# Ridgecrest Charter School — 2014–15 Cash Flow to Budget Reconciliation Worksheet

	Total Rec'd	Jul	Aug	Sep	Dec	Adjusted Total	Budgeted Total	Difference
	2014–15	2015	2015	2015	2015	2014–15	2014–15	Budget - Actual
Beginning Balance	\$ 864,501	\$ 420,433	\$ 664,135	\$ 710,755	\$ 725,955	\$ 864,501	\$ 864,501	\$ -
<b>Revenues</b>								
<b>State Programs</b>								
Charter Schools General Purpose Block Grant Comp								
Transfers to Charter Schools In Lieu of Property T	\$ 316,800	\$ 27,200	\$ -	\$ -	\$ -	\$ 344,000	\$ 344,016	\$ 16
Education Protection Account	274,200	91,300	-	-	-	365,500	365,541	41
Principal Apportionment Funds (includes CatBG, EIA, K-3 CSR and other minor state funds pending adoption of LCFF)	1,595,300	271,800	-	-	-	1,867,100	1,867,065	(35)
California Lottery – Restricted Funds – Prop 20: Inst	12,500	-	-	-	-	12,500	12,513	13
California Lottery – Unrestricted Funds – Non-Prop 2	22,000	-	-	15,200	15,200	52,400	52,555	155
Child Nutrition	4,770	530	-	-	-	5,300	5,300	-
Mandated Programs Block Grant	10,180	-	-	-	-	10,180	10,190	10
Special Education SELPA Funding	135,000	13,500	13,900	-	-	162,400	162,408	8
<b>Subtotal State Revenues</b>	<b>\$ 2,370,750</b>	<b>\$ 404,330</b>	<b>\$ 13,900</b>	<b>\$ 15,200</b>	<b>\$ 15,200</b>	<b>\$ 2,819,380</b>	<b>\$ 2,819,587</b>	<b>\$ 207</b>
<b>Federal Programs</b>								
Title I through V Part A (incl. NCLB)	68,500	-	-	-	-	68,500	68,500	-
National School Lunch Program	38,970	4,330	-	-	-	43,300	43,300	-
Federal Impact Aid	3,520	-	3,620	-	6,040	13,180	13,180	-
SELPA Funding (Federal)	28,000	-	29,100	-	-	57,100	57,137	37
<b>Subtotal Federal Revenues</b>	<b>\$ 138,990</b>	<b>\$ 4,330</b>	<b>\$ 32,720</b>	<b>\$ -</b>	<b>\$ 6,040</b>	<b>\$ 182,080</b>	<b>\$ 182,117</b>	<b>\$ 37</b>
<b>Local Programs</b>								
Interest	458	42	-	-	-	500	500	-
Paid Meal Reimbursements	5,500	-	-	-	-	5,500	5,500	-
<b>Subtotal Local Revenues</b>	<b>\$ 5,958</b>	<b>\$ 42</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 6,000</b>	<b>\$ 6,000</b>	<b>\$ -</b>
<b>Total Revenues</b>	<b>\$ 2,515,698</b>	<b>\$ 408,702</b>	<b>\$ 46,620</b>	<b>\$ 15,200</b>	<b>\$ 21,240</b>	<b>\$ 3,007,460</b>	<b>\$ 3,007,704</b>	<b>\$ 244</b>
<b>Expenses</b>								
Certificated Salaries	\$ 1,100,733	\$ 99,400	\$ -	\$ -	\$ -	\$ 1,200,133	\$ 1,192,201	\$ (7,932)
Classified Salaries	330,700	29,200	-	-	-	359,900	349,818	(10,082)
Employee Benefits	416,800	36,400	-	-	-	453,200	436,260	(16,940)
Books & Supplies	198,100	-	-	-	-	198,100	198,200	100
Services & Operational Expenses	603,800	-	-	-	-	603,800	603,675	(125)
Capital Outlay	312,000	-	-	-	-	312,000	312,000	-
Other Outgo	155,040	-	-	-	-	155,040	154,989	(51)
<b>Total Expenses</b>	<b>\$ 3,117,173</b>	<b>\$ 165,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,282,173</b>	<b>\$ 2,874,443</b>	<b>\$ (407,730)</b>
<b>Other Cash Transactions</b>								
Accounts Receivable	\$ 316,007	\$ -	\$ -	\$ -	\$ -	\$ 316,007	\$ -	\$ (316,007)
Loan Proceeds	-	-	-	-	-	-	-	-
<b>Subtotal Other Cash Transactions IN</b>	<b>\$ 316,007</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 316,007</b>	<b>\$ -</b>	<b>\$ (316,007)</b>
Accounts Payable	\$ 158,600	\$ -	\$ -	\$ -	\$ -	\$ 158,600	\$ -	\$ (158,600)
Prepaid Expenses	-	-	-	-	-	-	-	-
<b>Subtotal Other Cash Transactions OUT</b>	<b>\$ 158,600</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 158,600</b>	<b>\$ -</b>	<b>\$ (158,600)</b>
<b>Net Cash Position</b>	<b>\$ (444,068)</b>	<b>\$ 243,702</b>	<b>\$ 46,620</b>	<b>\$ 15,200</b>	<b>\$ 21,240</b>	<b>\$ (117,306)</b>	<b>\$ 133,261</b>	<b>\$ 250,567</b>
<b>Cumulative Cash Position</b>	<b>\$ 420,433</b>	<b>\$ 664,135</b>	<b>\$ 710,755</b>	<b>\$ 725,955</b>	<b>\$ 747,195</b>	<b>\$ 747,195</b>	<b>\$ 997,761</b>	<b>\$ 250,567</b>

Ridgecrest Charter School — 2015–16 Cash Flow Worksheet

	Jul (CY Pmt)	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
	2015						2016						2015–16
Beginning Balance	\$ 420,433	\$ 456,491	\$ 281,433	\$ 270,655	\$ 194,386	\$ 123,688	\$ 174,360	\$ 103,891	\$ 46,653	\$ 141,855	\$ 96,086	\$ 100,128	\$ 420,433
Revenues													
State Programs													
Charter Schools General Purpose Block Grant Components													
Transfers to Charter Schools In Lieu of Property Tax	\$ -	\$ 20,600	\$ 41,300	\$ 27,500	\$ 27,500	\$ 27,500	\$ 27,500	\$ 27,500	\$ 56,000	\$ 28,000	\$ 28,000	\$ 28,000	\$ 339,400
Education Protection Account			99,900			99,900			99,900			-	299,700
Principal Apportionment Funds	-	94,500	94,500	170,100	170,100	170,100	170,100	170,100	183,100	183,100	183,100	183,100	1,771,900
(includes CatBG, EIA, K-3 CSR and other minor state funds pending adoption of LCFF)													
California Lottery – Restricted Funds – Prop 20: Instructional Materials									11,400			2,000	13,400
California Lottery – Unrestricted Funds – Non-Prop 20									7,300			16,300	23,600
Child Nutrition	-	-	-	580	580	580	580	580	580	580	580	580	5,220
Mandated Programs Block Grant	-	-	-	-	5,570	-	-	-	5,570	-	-	-	11,140
Special Education SELPA Funding	-	-	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	135,000
Subtotal State Revenues	\$ -	\$ 115,100	\$ 249,200	\$ 211,680	\$ 217,250	\$ 311,580	\$ 211,680	\$ 211,680	\$ 377,350	\$ 225,180	\$ 225,180	\$ 243,480	\$ 2,599,360
Federal Programs													
Title I through V Part A (incl. NCLB)	-	-	17,500	-	-	-	-	-	-	-	52,500	-	70,000
National School Lunch Program	-	-	-	4,730	4,730	4,730	4,730	4,730	4,730	4,730	4,730	4,730	42,570
Federal Impact Aid	-	-	-	-	-	-	-	330	-	-	2,210	980	3,520
SELPA Funding (Federal)	-	-	-	-	-	-	-	12,900	-	15,100	-	-	28,000
Subtotal Federal Revenues	\$ -	\$ -	\$ 17,500	\$ 4,730	\$ 4,730	\$ 4,730	\$ 4,730	\$ 17,960	\$ 4,730	\$ 19,830	\$ 59,440	\$ 5,710	\$ 144,090
Local Programs													
Interest	-	42	42	42	42	42	42	42	42	42	42	42	458
Paid Meal Reimbursements	-	590	590	590	590	590	590	590	590	590	590	-	5,900
Subtotal Local Revenues	\$ -	\$ 632	\$ 632	\$ 632	\$ 632	\$ 632	\$ 632	\$ 632	\$ 632	\$ 632	\$ 632	\$ 42	\$ 6,358
Total Revenues	\$ -	\$ 115,732	\$ 267,332	\$ 217,042	\$ 222,612	\$ 316,942	\$ 217,042	\$ 230,272	\$ 382,712	\$ 245,642	\$ 285,252	\$ 249,232	\$ 2,749,808
Expenses													
Certificated Salaries	\$ 7,333	\$ 108,900	\$ 108,900	\$ 108,900	\$ 108,900	\$ 108,900	\$ 108,900	\$ 108,900	\$ 108,900	\$ 108,900	\$ 108,900	\$ 108,900	\$ 1,205,233
Classified Salaries	9,500	33,400	33,400	33,400	33,400	33,400	33,400	33,400	33,400	33,400	33,400	33,400	376,900
Employee Benefits	16,400	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	456,400
Books & Supplies	58,000	38,700	13,500	13,500	13,500	7,700	7,700	7,700	7,700	11,600	7,700	5,800	193,100
Services & Operational Expenses	69,300	69,300	50,400	50,400	50,400	50,400	50,400	50,400	50,400	50,400	44,100	44,100	630,000
Capital Outlay	33,800	33,800	33,800	33,800	33,800	33,800	33,800	33,800	33,800	33,800	33,800	33,800	405,600
Other Outgo	13,310	13,310	13,310	13,310	13,310	13,310	13,310	13,310	13,310	13,310	13,310	13,310	159,720
Total Expenses	\$ 207,643	\$ 337,410	\$ 293,310	\$ 293,310	\$ 293,310	\$ 287,510	\$ 287,510	\$ 287,510	\$ 287,510	\$ 291,410	\$ 281,210	\$ 279,310	\$ 3,426,953
Other Cash Transactions													
Accounts Receivable	\$ 408,702	\$ 46,620	\$ 15,200	\$ -	\$ -	\$ 21,240	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 491,762
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal Other Cash Transactions IN	\$ 408,702	\$ 46,620	\$ 15,200	\$ -	\$ -	\$ 21,240	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 491,762
Accounts Payable	\$ 165,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 165,000
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal Other Cash Transactions OUT	\$ 165,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 165,000
Net Cash Position	\$ 36,058	\$ (175,058)	\$ (10,778)	\$ (76,268)	\$ (70,698)	\$ 50,672	\$ (70,468)	\$ (57,238)	\$ 95,202	\$ (45,768)	\$ 4,042	\$ (30,078)	\$ (350,383)
Cumulative Cash Position	\$ 456,491	\$ 281,433	\$ 270,655	\$ 194,386	\$ 123,688	\$ 174,360	\$ 103,891	\$ 46,653	\$ 141,855	\$ 96,086	\$ 100,128	\$ 70,050	\$ 70,050

# Ridgecrest Charter School — 2015–16 Cash Flow to Budget Reconciliation Worksheet

	Total Rec'd	Jul	Aug	Sep	Dec	Adjusted Total	Budgeted Total	Difference
	2015–16	2016	2016	2016	2016	2015–16	2015–16	Budget - Actual
Beginning Balance	\$ 420,433	\$ 70,050	\$ 297,101	\$ 343,721	\$ 360,021	\$ 420,433	\$ 420,433	\$ -
<b>Revenues</b>								
<b>State Programs</b>								
Charter Schools General Purpose Block Grant Comp								
Transfers to Charter Schools In Lieu of Property T	\$ 339,400	\$ 28,100	\$ -	\$ -	\$ -	\$ 367,500	\$ 367,522	\$ 22
Education Protection Account	299,700	99,800	-	-	-	399,500	399,506	6
Principal Apportionment Funds (includes CatBG, EIA, K-3 CSR and other minor state funds pending adoption of LCFF)	1,771,900	262,600	-	-	-	2,034,500	2,034,490	(10)
California Lottery – Restricted Funds – Prop 20: Inst	13,400	-	-	-	-	13,400	13,368	(32)
California Lottery – Unrestricted Funds – Non-Prop 2	23,600	-	-	16,300	16,300	56,200	56,146	(54)
Child Nutrition	5,220	580	-	-	-	5,800	5,800	-
Mandated Programs Block Grant	11,140	-	-	-	-	11,140	11,136	(4)
Special Education SELPA Funding	135,000	13,500	13,900	-	-	162,400	162,408	8
<b>Subtotal State Revenues</b>	<b>\$ 2,599,360</b>	<b>\$ 404,580</b>	<b>\$ 13,900</b>	<b>\$ 16,300</b>	<b>\$ 16,300</b>	<b>\$ 3,050,440</b>	<b>\$ 3,050,375</b>	<b>\$ (65)</b>
<b>Federal Programs</b>								
Title I through V Part A (incl. NCLB)	70,000	-	-	-	-	70,000	70,000	-
National School Lunch Program	42,570	4,730	-	-	-	47,300	47,300	-
Federal Impact Aid	3,520	-	3,620	-	6,040	13,180	13,180	-
SELPA Funding (Federal)	28,000	-	29,100	-	-	57,100	57,137	37
<b>Subtotal Federal Revenues</b>	<b>\$ 144,090</b>	<b>\$ 4,730</b>	<b>\$ 32,720</b>	<b>\$ -</b>	<b>\$ 6,040</b>	<b>\$ 187,580</b>	<b>\$ 187,617</b>	<b>\$ 37</b>
<b>Local Programs</b>								
Interest	458	42	-	-	-	500	500	-
Paid Meal Reimbursements	5,900	-	-	-	-	5,900	5,900	-
<b>Subtotal Local Revenues</b>	<b>\$ 6,358</b>	<b>\$ 42</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 6,400</b>	<b>\$ 6,400</b>	<b>\$ -</b>
<b>Total Revenues</b>	<b>\$ 2,749,808</b>	<b>\$ 409,352</b>	<b>\$ 46,620</b>	<b>\$ 16,300</b>	<b>\$ 22,340</b>	<b>\$ 3,244,420</b>	<b>\$ 3,244,392</b>	<b>\$ (28)</b>
<b>Expenses</b>								
Certificated Salaries	\$ 1,205,233	\$ 108,900	\$ -	\$ -	\$ -	\$ 1,314,133	\$ 1,306,745	\$ (7,389)
Classified Salaries	376,900	33,400	-	-	-	410,300	400,436	(9,864)
Employee Benefits	456,400	40,000	-	-	-	496,400	479,670	(16,730)
Books & Supplies	193,100	-	-	-	-	193,100	193,307	207
Services & Operational Expenses	630,000	-	-	-	-	630,000	629,875	(125)
Capital Outlay	405,600	-	-	-	-	405,600	406,006	406
Other Outgo	159,720	-	-	-	-	159,720	159,698	(22)
<b>Total Expenses</b>	<b>\$ 3,426,953</b>	<b>\$ 182,300</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,609,253</b>	<b>\$ 2,874,443</b>	<b>\$ (734,810)</b>
<b>Other Cash Transactions</b>								
Accounts Receivable	\$ 491,762	\$ -	\$ -	\$ -	\$ -	\$ 491,762	\$ -	\$ (491,762)
Loan Proceeds	-	-	-	-	-	-	-	-
<b>Subtotal Other Cash Transactions IN</b>	<b>\$ 491,762</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 491,762</b>	<b>\$ -</b>	<b>\$ (491,762)</b>
Accounts Payable	\$ 165,000	\$ -	\$ -	\$ -	\$ -	\$ 165,000	\$ -	\$ (165,000)
Prepaid Expenses	-	-	-	-	-	-	-	-
<b>Subtotal Other Cash Transactions OUT</b>	<b>\$ 165,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 165,000</b>	<b>\$ -</b>	<b>\$ (165,000)</b>
<b>Net Cash Position</b>	<b>\$ (350,383)</b>	<b>\$ 227,052</b>	<b>\$ 46,620</b>	<b>\$ 16,300</b>	<b>\$ 22,340</b>	<b>\$ (38,072)</b>	<b>\$ 369,949</b>	<b>\$ 408,021</b>
<b>Cumulative Cash Position</b>	<b>\$ 70,050</b>	<b>\$ 297,101</b>	<b>\$ 343,721</b>	<b>\$ 360,021</b>	<b>\$ 382,361</b>	<b>\$ 382,361</b>	<b>\$ 790,382</b>	<b>\$ 408,021</b>