

Executive Summary School Accountability Report Card 2010–11

Ridgecrest Charter School

Address:	325 South Downs St., Ridgecrest, CA, 93555-4531	Phone:	(760) 375-1010
Principal:	Tina Ellingsworth, Principal	Grade Span:	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 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 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 279 students. 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	279
Black or African American	7.5%
American Indian or Alaska Native	1.1%
Asian	2.2%
Filipino	3.9%
Hispanic or Latino	19.7%
Native Hawaiian or Pacific Islander	0.4%
White	61.3%
Two or More Races	3.9%
Socioeconomically Disadvantaged	47.0%
English Learners	1.8%
Students with Disabilities	8.2%

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	63%
Mathematics	68%
Science	49%
History-Social Science	33%

*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
2011 Growth API Score (from 2011 Growth API Report)	825
Statewide Rank (from 2010 Base API Report)	5
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 12 of 13
2011-12 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. Our system is supported by 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 report 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%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	LEA Provided
District	LEA Provided

School Completion

Indicator	Result
Graduation Rate	Not Applicable

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	Not Applicable
Graduates Who Completed All Courses Required for University of California or California State University Admission	Not Applicable

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

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 2011–12)

School		District	
School Name	Ridgecrest Charter	District Name	SBE - Ridgecrest Charter
Street	325 South Downs St.	Phone Number	(760) 375-1010
City, State, Zip	Ridgecrest, CA, 93555-4531	Web Site	www.ridgecrestcharterschool.org

Phone Number	(760) 375-1010	Superintendent	Tina Ellingsworth
Principal	Tina Ellingsworth, Principal	E-mail Address	tellingsworth@rcharter.org
E-mail Address	tellingsworth@rcharter.org	CDS Code	15756301530500

School Description and Mission Statement (School Year 2010–11)

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 2010–11)

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 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	45	Grade 8	19
Grade 1	38	Ungraded Elementary	0
Grade 2	39	Grade 9	0
Grade 3	32	Grade 10	0
Grade 4	26	Grade 11	0
Grade 5	28	Grade 12	0
Grade 6	23	Ungraded Secondary	0
Grade 7	29	Total Enrollment	279

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	7.5%
American Indian or Alaska Native	1.1%
Asian	2.2%
Filipino	3.9%
Hispanic or Latino	19.7%

Native Hawaiian or Pacific Islander	0.4%
White	61.3%
Two or More Races	3.9%
Socioeconomically Disadvantaged	47.0%
English Learners	1.8%
Students with Disabilities	8.2%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	12	2			21	2			21.0	2		
1	16	2			19	2			18.5	2		
2	12	2			14	2			19.5	2		
3	12	2			15	2			15.5	2		
4	19	1			27		1		27.0		1	
5	11	1			25		1		28.0		1	
6	13	1			27		1		23.0		1	

* Number of classes in 13 indicates how many classes fall into each size category (a range of total students per classroom).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23		3		24		3		23		3	
Mathematics	23		3		24		3		23		3	
Science	23		3		24		3		23		3	
Social Science	23		3		24		3		23		3	

* 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 2010–11)

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 8:15 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*	District 2008–09	District 2009–10	District 2010–11
Suspensions	6	3	4
Expulsions	0	1	0

* 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 2011–12)

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, a new multipurpose room that will include a kitchen, new basketball courts and a playground for the 1st-8th grade students.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		✓			
Interior: Interior Surfaces		✓			

Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		✓			
Electrical: Electrical		✓			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		✓			Renovate outdoor student restrooms
Safety: Fire Safety, Hazardous Materials		✓			
Structural: Structural Damage, Roofs		✓			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		✓			Add additional playground, portables, MP room
Overall Rating		✓			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	District 2008-09	District 2009-10	District 2010-11
With Full Credential	13	14	14
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
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 2010-11)

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	100.00%	0.00%
Low-Poverty Schools in District	100.00%	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 2010–11)

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

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 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

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	N/A	N/A	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 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6216.84	\$1167.03	\$5049.81	\$43769.29
District			\$5049.81	\$43769.29
Percent Difference – School Site and District			0	0
State			(from CDE) 5455	(from CDE) 66511
Percent Difference – School Site and State			-8.0%	-52.0%

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 2010–11)

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 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$31,448.04	\$41,284
Mid-Range Teacher Salary	\$40,987.98	\$65,173
Highest Teacher Salary	\$55,188.00	\$83,460
Average Principal Salary (Elementary)	\$77,000.00	\$102,834
Average Principal Salary (Middle)	n/a	\$108,953
Average Principal Salary (High)	n/a	\$118,384
Superintendent Salary	n/a	\$179,397
Percent of Budget for Teacher Salaries	39.4%	40%
Percent of Budget for Administrative Salaries	6.3%	6%

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		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	58%	53%	63%	58%	53%	63%	49%	52%	54%
Mathematics	52%	49%	68%	52%	49%	68%	46%	48%	50%
Science	37%	68%	49%	37%	68%	49%	50%	54%	57%
History-Social Science	14%	42%	33%	14%	42%	33%	41%	44%	48%

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	63%	68%	49%	33%
All Students at the School	63%	68%	49%	33%
Male	65%	70%	52%	0%
Female	60%	65%	45%	0%

Black or African American	50%	50%	0%	0%
American Indian or Alaska Native				
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	51%	63%	0%	0%
Native Hawaiian or Pacific Islander				
White	66%	69%	52%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	58%	63%	56%	0%
English Learners	0%	0%	0%	0%
Students with Disabilities	37%	61%	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 Physical Fitness Test Results (School Year 2010–11)

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/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.10%	26.90%	30.80%
7	17.90%	17.90%	50.00%

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	2008	2009	2010
Statewide	3	7	5
Similar Schools	1	10	2

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	105	-39	32
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	108	-29	36
Two or More Races	N/D		
Socioeconomically Disadvantaged			-18
English Learners			
Students with Disabilities			

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

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	172	825			4,683,676	778
Black or African American	17	742			317,856	696
American Indian or Alaska Native	0				33,774	733
Asian	5				398,869	898
Filipino	6				123,245	859
Hispanic or Latino	29	817			2,406,749	729
Native Hawaiian or Pacific Islander	0				26,953	764
White	109	837			1,258,831	845
Two or More Races	6				76,766	836
Socioeconomically Disadvantaged	94	808			2,731,843	726
English Learners	4				1,521,844	707
Students with Disabilities	20	637			521,815	595

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 2010–11)

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	No
Met Percent Proficient - Mathematics	Yes
Met API Criteria	Yes

Federal Intervention Program (School Year 2011–12)

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	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%

XI. School Completion and Postsecondary Preparation

Not Applicable

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.

2009-2010 Staff development days will be held on August 11-17, 2009 and June 3, 2010.

Teacher's Professional Development Days: 24

Teachers work year is 186 days.

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.