

# Ridgecrest Charter School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- 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 more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Ridgecrest Charter School
<b>Street</b>	325 South Downs Street
<b>City, State, Zip</b>	Ridgecrest, CA 93555
<b>Phone Number</b>	(760) 375-1010
<b>Principal</b>	Steve Martinez, Ed.D
<b>E-mail Address</b>	steve.martinez@rcharter.org
<b>Web Site</b>	<a href="http://www.ridgecrestcharterschool.org/">http://www.ridgecrestcharterschool.org/</a>
<b>CDS Code</b>	15756301530500

<b>District Contact Information</b>	
<b>District Name</b>	Ridgecrest Charter School District
<b>Phone Number</b>	(760) 375-1010
<b>Superintendent</b>	Steve Martinez, Ed.D
<b>E-mail Address</b>	steve.martinez@rcharter.org
<b>Web Site</b>	<a href="http://www.ridgecrestcharterschool.org/">http://www.ridgecrestcharterschool.org/</a>

### School Description and Mission Statement (School Year 2017-18)

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 21st 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.

### Student Enrollment by Grade Level (School Year 2016-17)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	70
Grade 1	60
Grade 2	64
Grade 3	63
Grade 4	61
Grade 5	52
Grade 6	53
Grade 7	29
Grade 8	23
<b>Total Enrollment</b>	<b>475</b>

### Student Enrollment by Group (School Year 2016-17)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	1.5
American Indian or Alaska Native	0.6
Asian	2.1
Filipino	1.1
Hispanic or Latino	30.7
Native Hawaiian or Pacific Islander	0
White	57.9
Two or More Races	6.1
Socioeconomically Disadvantaged	53.7
English Learners	7.4
Students with Disabilities	9.1
Foster Youth	1.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	22	15	17	17
Without Full Credential	0	5	6	6
Teaching Outside Subject Area of Competence (with full credential)	0	2	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: January 2018

RCS supplements its current History-Social Science program with Common Core Bridging materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2015-16	Yes	0
Mathematics	2014-15	Yes	0
Science	2015-16	Yes	0
History-Social Science	2007-08	Yes	0
Foreign Language	N/A		
Health	2012-13	Yes	0
Visual and Performing Arts	2014-15	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A		

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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 tests 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 conducts fire drills as required under Education Code Section 32001. Maintenance and custodial staff and playground supervisors regularly inspect playground equipment and school grounds and report their findings to maintenance and custodial staff to fix problems.

During Summer of 2017, the cafeteria kitchen expansion was completed. During the the summer of 2013, three portable classrooms were added, a new basketball court and wall ball court was added during the summer of 2014, and In August of 2015 a new playground (obstacle course) was installed for the 1st-8th grade students. Six portable classrooms were removed and added during the summer of 2016. During the summer of 2018, a new parking lot and access road for student drop off and pick up will be completed. During the 2018-2019 an 2019-2020 school years, a multipurpose/gym which will include indoor basketball and volleyball courts, a stage, storage areas and boys and girls restrooms will be built; 10 portable classrooms will be remodeled or added; and 3 large shade structures will be built to provide shade for students when they are eating lunch, playing on the playground, and waiting to be picked up at the end of the day.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

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

**Overall Facility Rating (Most Recent Year)**

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	40	29	40	29	48	48
Mathematics (grades 3-8 and 11)	33	28	33	28	36	37

Note: Percentages are not calculated 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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	285	283	99.3	28.62
Male	118	118	100	22.03
Female	167	165	98.8	33.33
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	95	94	98.95	25.53
White	161	160	99.38	32.5
Two or More Races	16	16	100	12.5
Socioeconomically Disadvantaged	162	160	98.77	21.88
English Learners	25	25	100	8
Students with Disabilities	31	31	100	9.68

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	285	283	99.3	28.27
Male	118	118	100	27.97
Female	167	165	98.8	28.48
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	95	94	98.95	21.28
White	161	160	99.38	35
Two or More Races	16	16	100	12.5
Socioeconomically Disadvantaged	162	160	98.77	21.25
English Learners	25	25	100	8
Students with Disabilities	31	31	100	6.45

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	--	70	58	70	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.8	32.1	23.2
7	7.7	19.2	50

Note: Percentages are not calculated 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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

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, and on committees. The annual LCAP revision, 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.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.3	4.1	4.0	4.3	4.1	4.0	3.8	3.7	3.6
Expulsions	0.0	0.0	0.2	0.0	0.0	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

RCS provides a safe environment for learning through a closed campus policy. Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival. Supervision begins at 7:30 am, school begins at 7:55 and the gates are locked by 8:05 am, and unlocked after 2:55 pm for dismissal. During the day the only access to the campus is through the front door. All visitors are required to sign in and wear a badge while on campus. During recess and lunch, playground supervisors monitor student activities on the playground while members of the administration circulate though the campus greeting students and monitoring student behavior. When students are dismissed at the end of the day, administrators, teachers, and support staff oversee the student pick-up area to ensure students depart in a safe manner.

The school safety plan is updated annually by March 1 and includes the following components:

Assessment of Current Status of School Crime

Programs and Strategies that Provide School Safety

Safety Procedures during the Regular School Day  
 Hiring Practices that Provide Safety to Students  
 Emergency Preparedness  
 Disaster Plans  
 Student Discipline  
 Uniform Complaint Procedures

For more information please visit: [ridgecrestcharterschool.org](http://ridgecrestcharterschool.org)

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

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	N/A	
Percent of Schools Currently in Program Improvement	N/A	

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		3		21	1	2		23		3	
1	20	3			18	3			20	2	1	
2	21	1	2		21	1	2		21	1	2	
3	18	3			21	1	2		21	1	2	
4	25		2		23		2		31		2	
5	20	1	1		24		2		25		2	
6	23	4	4		25	3	1	4	32		8	2

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

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	513
Counselor (Social/Behavioral or Career Development)	.6	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	7	N/A
Other	2	N/A

Note: Cells with N/A values 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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,630	\$754	\$4,876	\$42,855.61
District	N/A	N/A	\$4,876	
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A	-8.8	7.3

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2016-17)**

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. School counseling and school psychological services are available 3 days per week; in-school reading intervention and intervention is offered during the school day; after school tutoring is offered 2 days each week.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

## Professional Development (Most Recent Three Years)

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2017-2018 Professional Development days are: August 7-11 and 25; September 8, 22; October 20; November 3; December 1, 15; January 12; February 9, 23; March 9; April 6, 20; May 4, 18; and June 1. Professional Development sessions are held the week before students return to school in August and on Flex Fridays from 1-4 p.m.

The focuses for 2017-2018 are: classroom management; PLCs, writing, school safety, and Thinking Maps

2016-2017 Professional Development days are: August 1-5, 12, & 26; September 9; October 21; December 2; January 13 & 27; February 10 & 24; March 10; April 7 & 21; May 5 & 19. Professional Development sessions are on Flex Fridays from 1- 4 p.m.

Focuses for 2016-2017 are LCAP stakeholder engagement, Thinking Maps, Differentiated Instruction, and NWEA Assessments.

2015-2016 Staff development days will be August 3-7, 2015 and May 26,2016. Teacher's Professional Development Days: 22 Teachers work year is 187 days.

Goals for Staff Development

1. Improve student achievement.
2. Prepare teachers to successfully meet the challenges of the Common Core State Standards and assessments.
4. 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
- \* EL Support
- \* LCAP Monitoring
- \* WASC Preparation

2014-15 Staff development days will be August 4-8, 2014 and May 29,2015. Teacher's Professional Development Days: 24 Teachers work year is 187 days.