

**RIDGECREST CHARTER SCHOOL
GOVERNING BOARD
Concurrent to Special Workshop
Wednesday January 29th, 2014
Time: 4:30 pm
325 South Downs Street, Ridgecrest, CA 93555**

I. AGENDA

A. CALL TO ORDER

B. ROLL CALL

	Present	Absent
Elsa Hennings, <i>President</i>	_____	_____
Jim Suver, <i>Vice-President</i>	_____	_____
Jennifer Anderson, <i>Treasurer</i>	_____	_____
Suzie Ama, <i>Secretary</i>	_____	_____
Robert Jordan, <i>Member</i>	_____	_____

C. APPROVAL OF CONCURRENT AGENDA

Motion: _____ Second: _____ Vote: _____
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II. ITEMS SCHEDULED FOR ACTION/DISCUSSION/INFORMATION

1. Prop: 39 In Lieu Settlement

Motion: _____ Second: _____ Vote: _____
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2. Title I: RTI Reading Specialist Job Description

Motion: _____ Second: _____ Vote: _____
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III. ADJOURNMENT

The meeting was adjourned at _____.

In compliance with the Americans with Disabilities Act (ADA) and upon request, the School may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modifications of the agenda in order to participate in Board meetings are invited to contact the Director's office. Per Brown Act 54954.3(a) at any special meeting the public has the right to address any item described in the agenda before or during consideration of that item.

Subject:	XX Action
	___ Consent Agenda
Prop 39 in Lieu Settlement	___ First Read
	___ Information
	___ Presentation
	___ Public Hearing
	___ Roll Call Vote Required

Background:

Proposition 39 was written to ensure that all public school students share equally in district facilities. The bargain made when Prop. 39 was passed by California voters in 2000 was to reduce the threshold for the state or a local school district to pass a facilities bond from two-thirds to fifty-five percent, a considerably easier standard to meet. In exchange, charter school students were to be given equal access to district facilities, if charters are able to meet certain eligibility requirements.

The law serves to ensure "that public school facilities should be shared fairly among all public school pupils, including those in charter schools." Prop. 39 requires school districts to make "reasonably equivalent" facilities available to charter schools upon request.

The principle behind Prop. 39 is one of equity and fairness for all public school students, irrespective of whether they attend public district schools or public charter schools in their communities. Charter school students are public school students. Prop. 39 represents the tangible, pragmatic embodiment of that principle in the most publicly visible sign of a successful school

In the interest of both parties, RCS and SSUSD have negotiated for a settlement with the District for Prop 39. The offer from SSUSD is for \$80,500. The length of the settlement would be 5 years.

Action:

The Director recommends the approval of in Lieu Settlement with a term length of 5 years.

Subject:	XX Action
	__ Consent Agenda
Title I RTI Reading Specialist Job Description	__ First Read
	__ Information
	__ Presentation
	__ Public Hearing
	__ Roll Call Vote Required

Background:

RCS has students who need specific intervention in the area of Reading. These needs require a certificated individual who has the educational background to address the student's needs and create an effective plan to bring the student's reading level up. This is a Title I function and there are funds available to support this need. The hiring process would start right away if approved. This position will be a full time position and will continue in the budget in future years.

Action:

Director recommends approval of the RTI Reading Specialist Job Description and authorization to hire.

Ridgecrest Charter School
Job Description
Title I Reading Specialist

Work Year: 187 days for full-year
Reports to: Director
Board Approval: Pending

BASIC FUNCTION:

Serves as the Title I Reading Specialist which includes; responsibility for planning, coordinating and implementing the primary and intermediate reading and language arts program at the school level.

Incumbent may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this position, but are intended to accurately reflect the principle job elements.

1. Professional Development responsibilities:

- a. Participating in staff development sessions conducted by RCS.
- b. Providing staff development for teachers, volunteers, parents, paraprofessionals, administrators, and other appropriate personnel as needed.
- c. Provides consultant/collaborative services to classroom teachers, model “best” instructional practices, and team teach as appropriate to support individuals or groups of students in learning or transferring effective strategies.
- d. Strives to maintain and improve professional competence through professional development activities.
- e. Coordinates with director in planning and implementing professional development activities to address school improvement.
- f. Helps locate, order, and promote materials to improve reading instruction.
- g. Participates in discussions or activities focused on using research to improve reading/language arts teaching.
- h. Attends meetings and serve on staff committees as required.
- i. Assists with the administration of state reading tests.
- j. Confers with the director on the needs of the reading program.
- k. Acts as a resource teacher in reading to regular classroom teachers by assisting them in organizing their reading program, selecting materials, suggesting teaching techniques and relating their instructional program to the special needs of students.
- l. Gives demonstration lessons in the teaching of reading as requested or required.
- m. Assists in the establishment and development of school reading curriculum.
- n. Provides reading resources for teachers, aides and parents.
- o. Other duties as assigned.

2. Instructional Responsibilities:

- a. Screens students to establish proper reading level placement.
- b. Assisting teachers with instructional interventions.
- c. Provides diagnostic, prescriptive and evaluative services for identified students.
- c. Submitting appropriate data and reports.
- d. Assisting with the staffing of services for specific students (e.g., EL, RTi, SST, 504).
- e. Tracking, assessing and providing Tier 2 and Tier 3 RTi support.
- f. Provides direct instruction to students identified as eligible (SST, RTi, 504, IEP, EL) for reading services in individual, small group, and/or full classroom settings.
- g. Uses identified needs to guide the learning process toward student achievement of school’s reading/language arts content standards.

- h. Establishes clear objectives for all lessons, units and projects using formal and informal assessment data obtained from students.
- i. Provides individual and small group instruction for identified students.
- j. Uses a variety of instructional techniques and literacy materials consistent with reading/language arts content standards and the needs and capabilities of the individuals or student groups involved.
- k. Assess the accomplishments of students on a regular basis and provide progress reports as required.
- l. Creates a classroom environment and research-based program of study that is conducive to learning and appropriate to the maturity and interests of the students.

3. Classroom responsibilities:

- a. Provides written evidence of preparation upon request of immediate supervisor.
- b. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- c. Maintains accurate, complete, and correct records as required by law, district policy, administrative guidelines, or specific program requirements.
- d. Assists the administration in implementing all policies and rules governing student life and conduct, and, for the classroom, develop reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.
- e. Make provision for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms.
- f. Conducts or participates in needed parent conferences and telephone conferences.

REQUIRED QUALIFICATIONS:

Appropriate California Teaching Credential with EL Authorization, CLAD or equivalent.
Five years successful teaching experience at various grade levels preferred.
Demonstrate leadership, facilitation, coordination skills and abilities

DESIRED QUALIFICATIONS:

1. Master's degree in reading.
2. Experience with integrated curriculum.
3. Experience in providing staff development for adults.
4. Experience in a like position.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license; provide personal automobile.

ABILITY TO:

Provide support of school policies, procedures and existing laws.
Organize and work harmoniously with the school, its students and parents, as well as organizations, groups and individuals within the community.
Understand how various multicultural backgrounds and economic conditions affect child welfare, academic performance, and student attendance.
Operate a computer and related software.
Establish and maintain cooperative and effective working relationships with others.
Analyze situations accurately and adopt an effective course of action.
Work effectively with people in difficult situations.
Meet school standards of professional conduct.

WORKING CONDITIONS:

Hear and speak to make presentations and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read and prepare documents and reports, and view a computer monitor; sit or stand for extended periods of time; lift objects weighing 40lbs or less.

Sample Hazards:Contact with dissatisfied or abusive individuals

