

Ridgecrest Elementary Academy for Language, Music, and Science

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Ridgecrest Elementary Academy for Language, Music, and Science
Street	325 South Downs Street
City, State, Zip	Ridgecrest, CA 93555
Phone Number	(760) 375-1010
Principal	Suresh Bajnath
Email Address	Suresh.Bajnath@rcrealms.org
Website	www.rcrealms.org
County-District-School (CDS) Code	15101571530500

Entity	Contact Information
District Name	Ridgecrest Elementary Academy for Language, Music, and Science (REALMS)
Phone Number	(760) 375-1010
Superintendent	Miriam Hogg
Email Address	Miriam.Hogg@rcrealms.org
Website	http://www.rcrealms.org/

School Description and Mission Statement (School Year 2019-20)

Ridgecrest Elementary Academy for Language, Music, and Science (REALMS), a Transitional Kindergarten through 6th Grade California Public Charter School, is located along US Route 395 in the Indian Wells Valley in northeastern Kern County, California.

The city of Ridgecrest is the population center of the Indian Wells Valley with an estimated population of 28,000 residents according to the California Employment Development Department. The U.S. Navy, its contractors, and the hospital are Ridgecrest's two largest employers.

REALMS opened its doors on July 1, 2019 replacing Ridgecrest Charter School (RCS) a TK-8th grade Public Charter School which began educating children in September 2001 until June 30, 2019.

Enrollment data for RCS submitted to CALPADS and reported on the Ed-Data website show RCS's enrollment had steadily increased since 2008. RCS enrollment grew from 262 students during the 2008-09 school year to 475 students during the 2016-17 school year. Enrollment reported to CALPADS in October 2018 was 477 students for the 2018-19 school year. REALMS' opening enrollment for 2019-2020 was 315.

REALMS strives to maintain a 24:1 student-teacher ratio in kindergarten through third grade, 30:1 ratio in grades four and five and 32:1 in grade six.

REALMS is a small school with approximately 45 students per grade level in grades TK-3, and 44 students per grade level in grades 4 and 5, and 20 students in grade 6.

Our small classes are designed to provide additional opportunities for student academic and social-emotional development. Students are more likely to succeed in a small school, where teachers and administration connect with each family and students' needs are met. In smaller classes, teachers can adapt their instructional practices and provide more individual attention to each students' academic and social-emotional needs.

As a school of choice, the REALMS vision is to create a growth- minded school by providing programs otherwise unavailable in our community where all students are empowered to reach their full academic and social-emotional potential. The REALMS mission is to pursue programs and innovative resources to create a unique and successful learning environment for all students.

REALMS is committed to providing a successful, safe, and rigorous educational experience aligned to the State Standards, while promoting the joy, dedication to, and importance of learning for all of our students. REALMS welcomes California students legally attending a California public school in grades TK– 6. Our educational program is committed to academic, social, civic, and character development.

REALMS's educational program is based on the instructional needs of our target student profile. REALMS 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 with diversity backgrounds.

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

REALMS's core beliefs, focus areas and tactics are:

Core Beliefs: SPACE

Safety: All children can learn in a safe and supportive environment

Partnership: Education is a partnership amongst students, educators, parents, and the community

Accountability: Life is about choices, personal responsibility and personal accountability

Communication: is the foundation for relationships, progress and success

Equality: Every person should be treated with dignity and respect

Four Focus Areas and Tactics

1. Foundational Education

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

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

We will set high expectations for our students, teachers, and support staff to support the growth of each of our students.

We will provide a well-rounded education focused on Science, Technology, Engineering, Arts, and Math (“STEAM”)

We will provide personalized learning through Individual Learning Plans for each of our students

We will provide extended learning opportunities and academic support through programs including GATE, technology, events, tutoring, reading intervention, English Learner (“EL”) support, and clubs.

We will teach and develop Executive Functioning skills with our upper elementary and middle school students

2. Development of 21st Century Skills

Every student will have opportunities to develop skills necessary to compete in a global society.

We will develop soft skills- critical thinking, communication, collaboration, and creativity- with our students through the general curriculum, STEAM education including elementary music, financial literacy, and Design Thinking principles

We will invest in technology for students’ and teachers’ use

3. Safe and Supportive Learning Environments

Every student will be supported in a nurturing and safe environment.

We will invest in the physical security and functional safety in and around our campus

We will maintain our existing facilities and will substantially invest in facility improvements and additions

We will develop our students’ social skills through Positive Behavior Interventions and Supports (“PBIS”), Character Counts, Second Step, and counseling

We will teach and practice personal responsibility habits with our students.

We will provide small learning environments to support personalized learning.

4. Family and Community Partnerships

Partnerships are integral to the success of every student and the success of the school community.

We will partner with our families and school community to support our extracurricular and enrichment activities

We will use multiple avenues such as our website, messaging system, on-line gradebook, newsletters, and social media to regularly communicate with our parents and community

We will strengthen our school, family, and community partnerships through events such as Back to School Night, Open House, math night, movie night, STEAM night, and other family events.

We will provide opportunities for families and community members to participate in school decisions such as the LCAP, safety and security planning, facilities plan, and English Learner plan.

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

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

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

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	58
Grade 1	61
Grade 2	69
Grade 3	62
Grade 4	53
Grade 5	59
Grade 6	37
Grade 7	45
Grade 8	33
Total Enrollment	477

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.6
Asian	2.9
Filipino	0.8
Hispanic or Latino	27.9
Native Hawaiian or Pacific Islander	0.2
White	55.3
Two or More Races	7.8
Socioeconomically Disadvantaged	48.2
English Learners	5.5
Students with Disabilities	11.3
Homeless	2.9

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	17	16	6	6
Without Full Credential	6	9	10	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	2	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	2

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 2019-20)

Year and month in which data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders 2014 Edition adopted in 2015-16	Yes	0
Mathematics	Envision Common Core 2013 Edition adopted in 2014-15	Yes	0
Science	National Geographic Exploring Science CA Edition adopted in 2019-20	Yes	0
History-Social Science	My World Interactive adopted in 2018-19	Yes	0
Visual and Performing Arts	Quaver Music adopted in 2018-19	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

REALMS 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. REALMS 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. REALMS 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 was completed and two portable classrooms were installed.

By June 30, 2020 LED lighting will be installed in the Main Building and solar panels added on-site.

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

Year and month of the most recent FIT report: 01/24/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good Fair	Administration building roof needs to be replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	29	32	29	29	50	48
Mathematics (grades 3-8 and 11)	25	27	25	28	38	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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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. The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

One goal of REALMS is empowering parents as educational partners. Parents know their voice and participation at REALMS influences the development of the whole school and its components. Parents have opportunities to participate in a variety of meaningful ways at the school site and their presence on campus and assisting teachers in the classroom is most important. REALMS encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, REALMS shares local control with the School Site Council ("SSC"), consisting of parents and REALMS representatives. The SSC participates in developing school policies and efforts to engage the support of the community. The SSC may make recommendations about issues related to REALMS and participate in reviewing parental and community concerns. The SSC consist of representatives of the following parties: Principal, teachers, parents, and community members. The Chief Executive Officer is responsible for communicating all SSC policy recommendations to the Board of Trustees.

REALMS has a Parent Volunteer Committee (“PVC”) serving in an advisory capacity to the Board and is open to all parents and staff. The PVC supports the educational program through family events and fundraising for school enrichment activities such as Camp K.E.E.P. and field trips. The PVC has opportunities to review and provide input on curriculum, facilities, safety, grants, technology, and community relations. REALMS encourages active parent participation through attendance at conferences, Student Study Team meetings, school meetings such as LCAP and family night, and volunteering. Parents are encouraged to volunteer at REALMS. While REALMS encourages parental involvement, parent and guardian involvement is not a requirement for acceptance to, or continued enrollment at REALMS. Volunteer opportunities include assisting in the classroom, assisting with a school event, or attending a school meeting. Parents are encouraged to become active in developing their child’s Individual Learning Plan or Personal Learning Plan, and REALM’s curriculum and other programs through the LCAP proves. Resources are available for parent education meetings and parent organizing efforts for school improvement and community leadership. REALMS communicates with parents through a weekly newsletter; website; e-mail; messaging system via e-mail, text, and phone; and Facebook.

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

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

Additional Opportunities for Parent Involvement

- Parents, students and teachers meet at least three times a year to plan and assess the students’ learning progress and determine goals
- School and staff evaluations – parents complete an annual survey evaluating school and staff strengths and areas of need
- Access to student academic and behavior progress through Aeries, REALMS’s student information system
- Volunteer Opportunities – various opportunities will arise for parents to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on parent committees
- Fundraising – parents and community members may work with REALMS to raise additional resources to support students and the school program
- Advocacy – parents and community members communicate the REALMS design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources
- REALMS Board of Trustees meetings – parents and community members are welcome to the Board meeting. In compliance with the Brown Act, REALMS posts the agenda for Regular Board of Trustees meetings at least 72 hours prior to the meeting, giving parents and community members notice of the meeting.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions									
Expulsions									

School Safety Plan (School Year 2019-20)

REALMS 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 8:00 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. 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: www.rcrealms.org or contact the School Principal at (760) 375-1010.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		3		24		3		19	2	1	
1	20	2	1		22		3		20	2	1	
2	21	1	2		22		3		23		3	
3	21	1	2		19	3			21	1	2	
4	31		2		32		1	1	27		2	
5	25		2		31		2		30		2	
6	32		8	2	25		13		16	12	3	
Other**												

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7992	1745	6247	54984
District	N/A	N/A	6247	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-13.1	7.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

REALMS a TK-6th grade public charter school is in its first year of operation effective July 1, 2019. Therefore data related to 2018-19 is unavailable. However, below is data from the Ridgecrest Charter School which was previously housed in REALMS's current school facility:

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

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

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

Ridgecrest Charter School is a growth focused school. We have high expectations for all students and are committed to working with students who are not meeting outcomes to help them achieve at expected levels. Formative, summative, and benchmark assessments are used to identify struggling students. Students who perform below the acceptable level may receive a mix of intervention services, including: in-class individual tutoring by classroom teachers; in-class small-group tutoring by classroom teachers; before-or after-school tutoring by non-classroom educators in a one-on-one or in small groups; participation in a specialized support class taught by a literacy specialist or other educator.

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

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

Ridgecrest Charter uses the Response to Intervention (“Rtl”) framework to support all students below grade level. Rtl 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 Rtl framework strives to offer a comprehensive approach to assessing, supporting and monitoring the progress of all students. Rtl’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.

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		

Category	District Amount	State Average For Districts In Same Category
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 <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			20

2019-2020 Professional Development days are: August 5-9, 23; September 6,20; October 18; November 1; December 13; January 10; February 7, 21; March 6, 20; April 3, 17; May 1, 15.

Professional Development sessions are held the week before students return to school in August and on Flex Fridays from 1-3:30 p.m.

The focuses for 2019-2020 are: instructional coaching; administrative coaching; Response to Intervention (RTI); Professional Learning Communities (PLC); data analysis; standards based lesson planning; formative assessments; English Learner Strategies; Thinking Maps; curriculum training; Common Core State Standards in ELA and Math; Next Generation Science Standards; School Safety Plan; SMART Goals; mandated trainings; creating pacing guides based upon the standards; Positive Based Intervention Supports (PBIS); classroom management; ELD Standards; small group instruction; progress monitoring; instructional walkthroughs; cycles of continuous improvement, and interim assessment blocks.