

# Rocky Point Charter

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/fq/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](#) 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.



### Deborah Stierli, Director/Principal

Principal, Rocky Point Charter

#### About Our School

Welcome to the Rocky Point Charter School School Accountability Report Card! Rocky Point is a public school that offers exciting educational opportunities for students in transitional kindergarten through eighth grade. We are excited to provide this innovative and highly successful program to Shasta County families. Our curriculum revolves around experiential based, learning expeditions. Learning expeditions are long-term studies of a single topic in which teachers connect rigorous academic learning, aligned with standards, to adventure, service and character development. We are proud of RPCS and its outstanding staff, students and parents. Attending a charter school is a choice and we value our partnership with each and every one of our families at RPCS.

#### Contact

Rocky Point Charter  
3500 Tamarack Dr.  
Redding, CA 96003-1747

Phone: 530-225-0456  
E-mail: [dstierli@rockypointcharter.com](mailto:dstierli@rockypointcharter.com)

# About This School

## Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Gateway Unified
<b>Phone Number</b>	(530) 245-7900
<b>Superintendent</b>	James Harrell
<b>E-mail Address</b>	<a href="mailto:jharrell@gwusd.org">jharrell@gwusd.org</a>
<b>Web Site</b>	<a href="http://www.gateway-schools.org">www.gateway-schools.org</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Rocky Point Charter
<b>Street</b>	3500 Tamarack Dr.
<b>City, State, Zip</b>	Redding, Ca, 96003-1747
<b>Phone Number</b>	530-225-0456
<b>Principal</b>	Deborah Stierli, Director/Principal
<b>E-mail Address</b>	<a href="mailto:dstierli@rockypointcharter.com">dstierli@rockypointcharter.com</a>
<b>Web Site</b>	<a href="http://www.rockypointcharter.com">www.rockypointcharter.com</a>
<b>County-District-School (CDS) Code</b>	45752670113407

*Last updated: 1/31/2017*

## School Description and Mission Statement (School Year 2016-17)

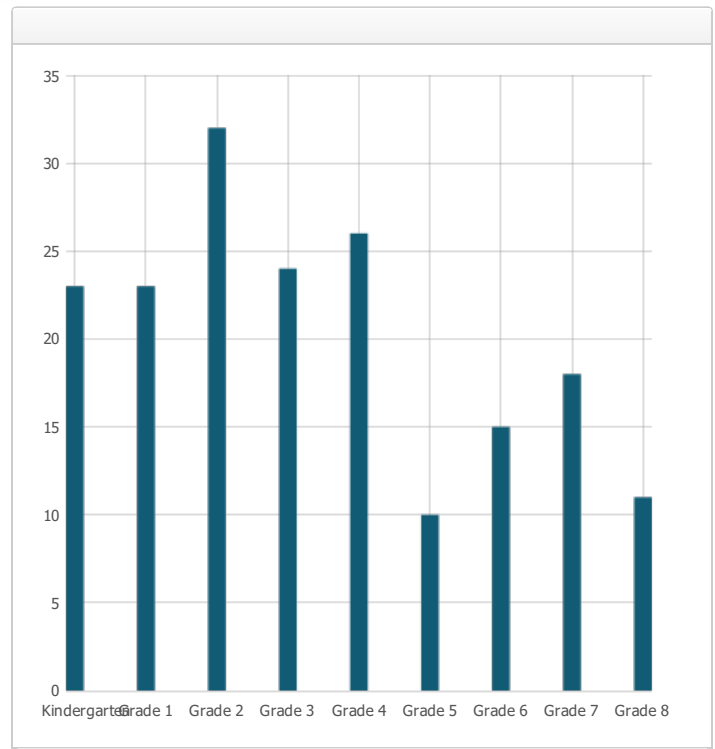
The mission of Rocky Point Charter School (RPCS) is to equip K-8 students with the ability to read, write, speak and calculate with clarity and precision and the ability to participate passionately and ethically in the life of the community. RPCS will encourage students to become self-motivated lifelong learners by educating the whole child and providing a standards-based, hands-on educational experience emphasizing high expectations, learning by doing, character growth, teamwork and literacy.

To be fully educated and prepared for the 21st century, we believe every child must maintain a natural curiosity about the world, relentlessly pursue their goals, construct and communicate knowledge, display personal and social responsibility, work collaboratively with others and reflect consistently on their growth as a learner. Student learning will be further enriched through the incorporation of technology, adventure, service and character development.

*Last updated: 1/31/2017*

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	23
Grade 1	23
Grade 2	32
Grade 3	24
Grade 4	26
Grade 5	10
Grade 6	15
Grade 7	18
Grade 8	11
<b>Total Enrollment</b>	<b>182</b>



Last updated: 1/31/2017

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	2.2 %
Asian	0.5 %
Filipino	0.0 %
Hispanic or Latino	8.8 %
Native Hawaiian or Pacific Islander	0.0 %
White	72.5 %
Two or More Races	15.4 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	56.6 %
English Learners	0.5 %
Students with Disabilities	6.6 %
Foster Youth	1.1 %

Last updated: 1/31/2017

## A. Conditions of Learning

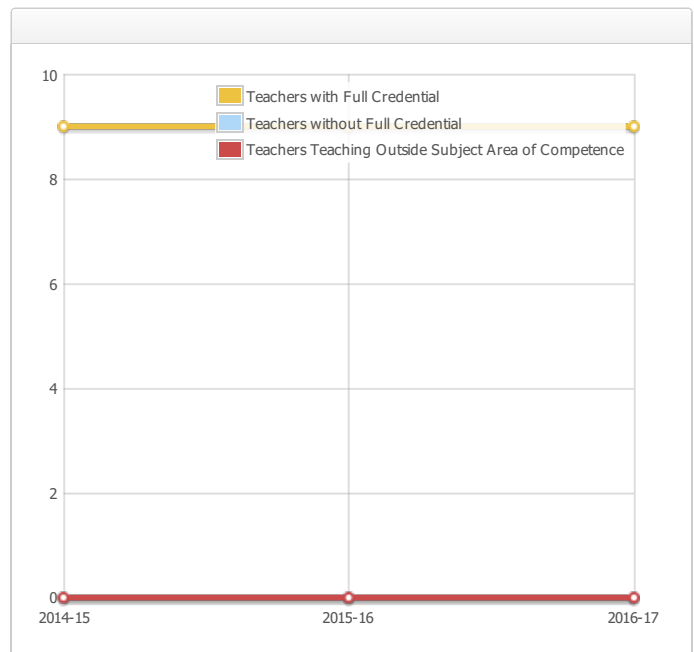
### State Priority: Basic

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

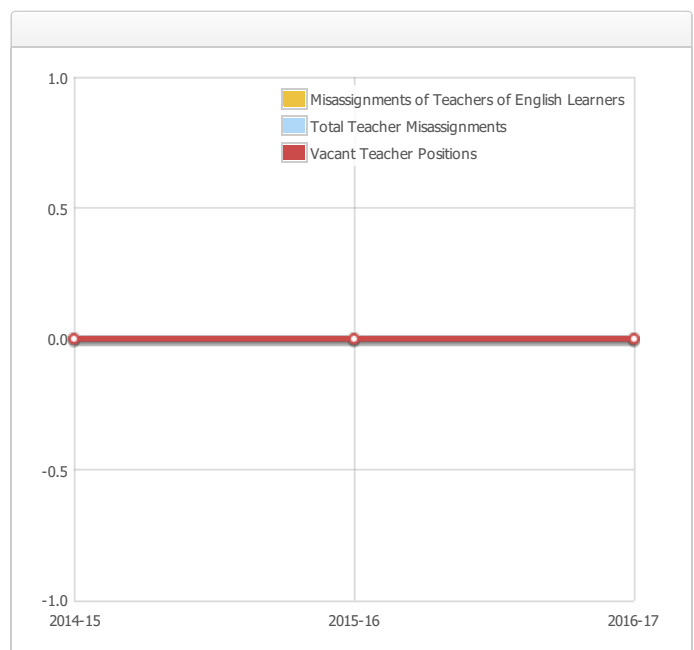
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	9	9	9	9
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Last updated: 1/31/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

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	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District		

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 39 percent or less in the free and reduced price meals program.

*Last updated: 1/31/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin-Journeys	Yes	0.0 %
Mathematics	Houghton Mifflin-Math In Focus	Yes	0.0 %
Science	Teacher created.		0.0 %
History-Social Science	Teacher created.		0.0 %
Foreign Language	Teacher created.		0.0 %
Health	Teacher created.		0.0 %
Visual and Performing Arts	Teacher created.		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/31/2017*

## School Facility Conditions and Planned Improvements

RPCS is provided its facility through Proposition 39 and a lease agreement with Gateway Unified School District. Major repairs and field maintenance are the responsibility Gateway Unified Schools. Routine maintenance is provided by RPCS

*Last updated: 1/31/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

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	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Good
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*Last updated: 2/1/2017*

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	30.0%	36.0%	32.0%	32.0%	44.0%	49.0%
Mathematics (grades 3-8 and 11)	18.0%	26.0%	22.0%	23.0%	33.0%	37.0%

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.

*Last updated: 1/31/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	22	100.0%	50.0%
Male	11	11	100.0%	36.4%
Female	11	11	100.0%	63.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100.0%	64.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.0%	36.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

*Last updated: 1/31/2017*



**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	25	24	96.0%	25.0%
Male	13	13	100.0%	23.1%
Female	12	11	91.7%	27.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	17	94.4%	17.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	11	91.7%	18.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 1/31/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	12	12	100.0%	50.0%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100.0%	54.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 1/31/2017*

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	14	13	92.9%	46.2%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

*Last updated: 1/31/2017*

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	21	20	95.2%	25.0%
Male	--	--	--	--
Female	13	12	92.3%	41.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	17	94.4%	29.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	12	100.0%	8.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

*Last updated: 1/31/2017*

**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	11	10	90.9%	20.0%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 1/31/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	22	100.0%	50.0%
Male	11	11	100.0%	36.4%
Female	11	11	100.0%	63.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100.0%	64.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.0%	36.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 1/31/2017*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	25	24	96.0%	16.7%
Male	13	13	100.0%	23.1%
Female	12	11	91.7%	9.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	17	94.4%	11.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	11	91.7%	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 1/31/2017*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	12	12	100.0%	25.0%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100.0%	27.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 1/31/2017*



**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	14	13	92.9%	23.1%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

*Last updated: 1/31/2017*

**Mathematics - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	21	20	95.2%	20.0%
Male	--	--	--	--
Female	13	12	92.3%	25.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	17	94.4%	23.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	12	100.0%	8.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

*Last updated: 1/31/2017*

**Mathematics - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	11	10	90.9%	10.0%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

*Last updated: 1/31/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	38.0%	42.0%	36.0%	45.0%	45.0%	46.0%	60.0%	56.0%	54.0%

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.

*Last updated: 1/31/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	23	22	95.7%	36.4%
Male	--	--	--	--
Female	14	13	92.9%	30.8%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	18	17	94.4%	47.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	16	15	93.8%	40.0%
English Learners	0	0	0.0%	0.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

*Last updated: 1/31/2017*

# 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 area of physical education

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.7%	33.3%	41.7%
7	19.0%	57.1%	19.0%

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.

*Last updated: 1/11/2017*

## 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 2016-17)

Parent/guardian participation is essential to the success of Rocky Point Charter School. Children are more likely to achieve success in school if their parents/guardians are involved in their education. To ensure they are involved parents/guardians will be asked to serve on committees, raise funds, share expertise in specific areas of need, help with outreach, serve on the Governing Board, and/or assist in classes, etc. Parents/guardians will be expected to attend parent meetings and conferences – which deepens their knowledge of the school's curriculum and philosophy, to support the work of the school in the home and are encouraged to volunteer 20 hours per household per year.

### State Priority: Pupil Engagement

*Last updated: 1/30/2017*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

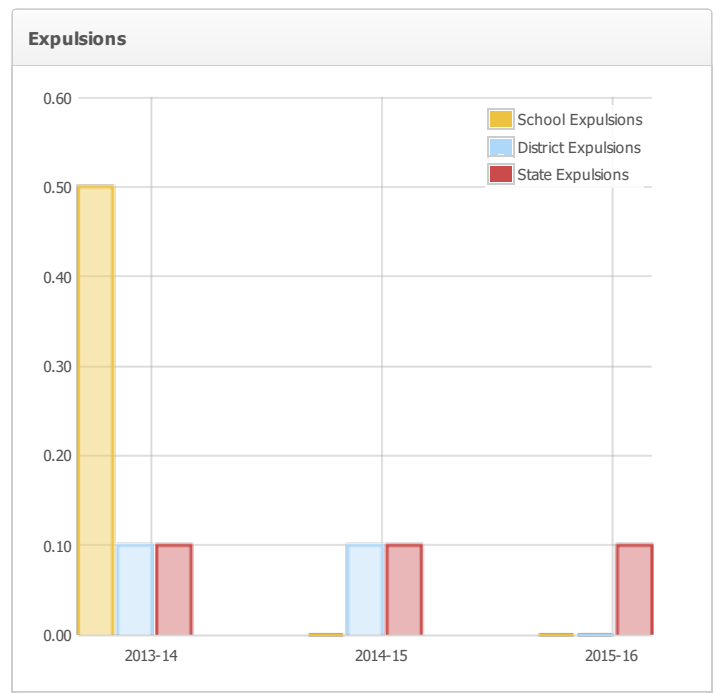
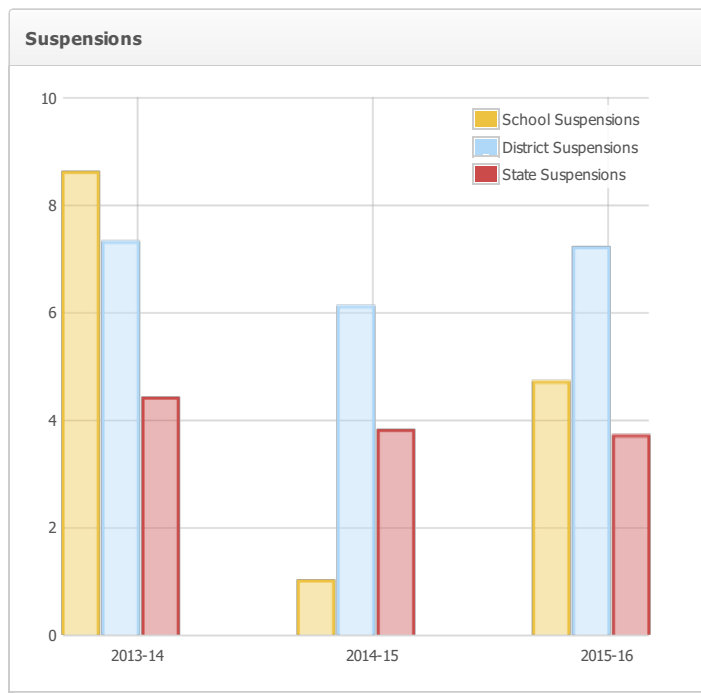
# State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	8.6	1.0	4.7	7.3	6.1	7.2	4.4	3.8	3.7
Expulsions	0.5	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1



Last updated: 1/11/2017

## School Safety Plan (School Year 2016-17)

RPCS shall comply with all of the requirements of Education Code section 45122.1 to ensure the safety of employees and students. RPCS will comply with all applicable laws, including the Family Education Rights and Privacy Act, as well as laws concerning immunization and child abuse reporting for both employees and students. All employees of RPCS will furnish criminal record summaries in accordance with Education Code section 45122.1.

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. – Education Code Section 47605(b)(5)(F)

In order to provide safety for all students and staff, RPCS on 1/20/2015, last adopted and implemented health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts. As such policies are subject to regular updating and amending based on many factors, including, but not limited to, judicial rulings, changes to the Education Code or other laws, and requirements of our insurance carrier, these policies may often be updated.

The following is a summary of the health and safety policies that are reviewed annually in August with all faculty:

#### Procedures for Background Checks

Employees and contractors of RPCS will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees must submit two sets of fingerprints to the California Department of Justice and receive a clear criminal record summary. Prior to commencing employment, RPCS Director will monitor compliance with this policy. The Board of Directors President will monitor the fingerprinting and background clearance of the Director. Volunteers (including mentors) who will volunteer outside of the direct supervision of an employee will be fingerprinted and receive background clearance prior to volunteering without the direct supervision of an employee.

#### Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws.

#### TB Testing

RPCS will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

#### Immunizations

RPCS will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

#### CPR/First Aid Training

All employees should be CPR/First Aid trained before the end of their first year of employment.

#### Medication in School

RPCS will adhere to Education Code Section 49423 regarding administration of medication in school.

#### Vision/Hearing/Scoliosis

RPCS will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

#### Oral Health Examinations

RPCS will require its students to comply with all oral health examinations pursuant to Education Code Section 49452.8.



## Emergency Preparedness

RPCS will adhere to an Emergency Preparedness Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This plan will include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a public school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for RPCS. If the School is not situated on a public school site, it will develop its own Emergency Preparedness Plan specific to the site.

## Blood Borne Pathogens

RPCS will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. RPCS has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). This plan includes the annual training of staff. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will follow the latest medical protocol for disinfecting procedures.

## Diabetes

Beginning in the 2010-11 school year, RPCS provided an information sheet regarding type 2 diabetes to the parent or guardian of any incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

## Drug Free/Alcohol Free/Smoke Free Environment

RPCS will maintain a drug, alcohol and tobacco free workplace.

## Integrated Complaint and Investigation Procedure

RPCS will utilize uniform complaint procedures to centralize all complaints and concerns coming into the school. Under the direction of the Board, the Director will be responsible for investigation, remediation, and follow-up on matters submitted through this procedure.

## Comprehensive Sexual Harassment Policies and Procedures

RPCS is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. RPCS has policies and procedures in place to prevent and immediately remediate any concerns about sexual discrimination or harassment at RPCS (including employee to employee, employee to student, student to

employee, and student to student misconduct). Misconduct of this nature is very serious and will be addressed in accordance with RPCS's sexual harassment policy.

#### School Facility Safety

RPCS will comply with all applicable federal environmental laws. RPCS will comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. RPCS agrees to test, or if in a district owned or leased facility, to verify, that sprinkler systems, fire extinguishers, and fire alarms are tested annually at its facilities to ensure that they are maintained in an operable condition at all times. RPCS will conduct fire drills monthly. As is current practice with all schools, if RPCS's students are at some future point housed at facilities belonging to the District, RPCS will operate under the provisions of the School Safety Plan of the facility where it is housed. If RPCS is not operating under the School Safety Plan of the facility where it is housed, it will implement its own school safety and disaster preparedness plan that will be based on the provisions of Education Code Section 32286(a).

*Last updated: 1/11/2017*

## 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 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Note: Cells with NA values do not require data.

Last updated: 1/30/2017

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

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	1	0	0	24.0	0	1	0	24.0	0	1	0
1	20.0	1	0	0	24.0	0	1	0	24.0	0	1	0
2	20.0	1	0	0	24.0	0	1	0	24.0	0	1	0
3	20.0	1	0	0	24.0	0	1	0	24.0	0	1	0
4	20.0	1	0	0	24.0	0	1	0	24.0	0	1	0
5	20.0	1	0	0	24.0	0	1	0	24.0	0	1	0
6	20.0	1	0	0	24.0	0	1	0	24.0	0	1	0
Other	20.0	1	0	0	24.0	0	1	0	24.0	0	1	0

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

Last updated: 1/30/2017

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.4	N/A
Other	0.7	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.

*Last updated: 1/30/2017*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	\$59860.0
District	N/A	N/A	\$0.0	\$59860.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$67348.0
Percent Difference – School Site and State	--	--	--	--

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

*Last updated: 1/30/2017*

**Types of Services Funded (Fiscal Year 2015-16)**

RPCS staff focuses on researched based practices as the central means for improving instruction, student achievement, and school culture. During the annual improvement planning process, RPCS staff examines achievement data, student work, and teaching practices to reflect on and analyze progress. The process of reflection and analysis leads to a focused and manageable set of school improvement goals and action steps. RPCS's assessment methods are based on:

1. Staff uses feedback from Professional Learning Communities (PLC) and annual data reviews along with other sources of data to assess instruction and target improvements.
2. Staff and administration work together to organize achievement data and other evidence so that they can be analyzed collaboratively.
3. Structured time is set aside and used for school improvement planning.
4. The school's leadership team solicits input on the school improvement plan from staff, families, and other stakeholders.
5. The annual school improvement plan is conducted as one process.
6. School leader's partner with research based, organized, strategic professional development designed to meet the school improvement goals.
7. School improvement goals are regularly monitored and modified. Data collection is ongoing.

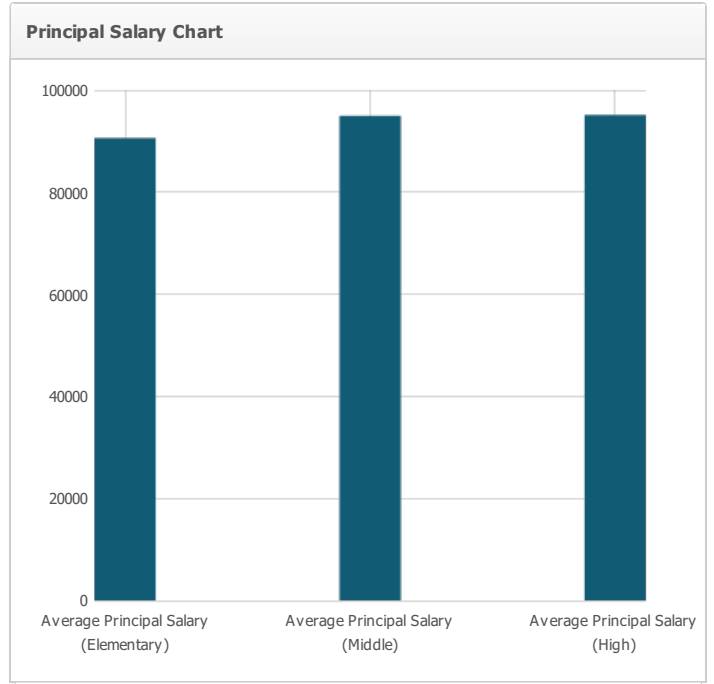
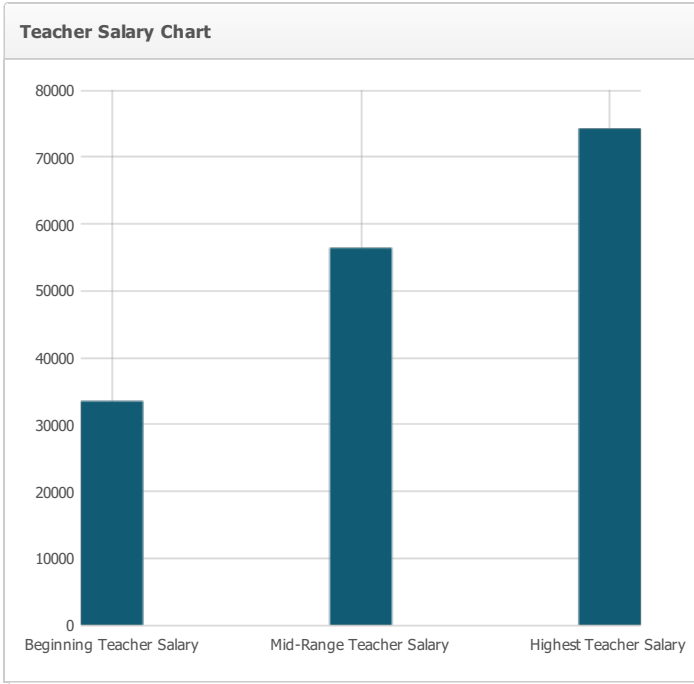
*Last updated: 2/1/2017*

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,486	\$42,063
Mid-Range Teacher Salary	\$56,402	\$64,823
Highest Teacher Salary	\$74,270	\$84,821
Average Principal Salary (Elementary)	\$90,606	\$101,849
Average Principal Salary (Middle)	\$94,963	\$107,678
Average Principal Salary (High)	\$95,119	\$115,589

Superintendent Salary	\$141,821	\$169,152
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	4.0%	6.0%

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



*Last updated: 1/30/2017*

## Professional Development

### · Research-Based School Design

Rocky Point Charter School seeks out quality, researched based, educational models for teacher staff development in order to maintain a rigorous academic program for K-8 students. Our education model is aligned with California State Standards and Core Content State Standards.

The educational program of RPCS is informed by research and several philosophies regarding teaching and learning that include but are not limited to such ideas as:

§ LEARNING EXPEDITIONS: A comprehensive, in depth study based on California State Standards

§ ACTIVE PEDAGOGY: Teaching across disciplines with a focus on an experiential model of learning through movement, exercise and doing.

§ CULTURE AND CHARACTER: Building and sustaining a strong school culture that fosters character growth, high expectations, and equity.

§ LEADERSHIP AND SCHOOL IMPROVEMENT: Effective leaders support high achievement and continuous improvement.

§ STRUCTURES: School leaders organize time, faculties, and students to support learning expeditions, active pedagogy, and an exceptional school culture.

RPCS believes that students excel academically and thrive as individuals in a challenging educational program that accentuates their strengths and helps them become self-motivated, empathetic and reflective learners who value diversity and are willing to take risks. RPCS will embrace the notion that academic growth best occurs when students are held to clearly articulated high expectations the "whole child is supported and the teachers are actively engages in a reflective and collaborative environment of ongoing professional development focused on student achievement.

· Clear expectations for student achievement and focus on results. Every student must be held to clearly articulated expectations of achievement if they are to succeed. The RPCS curriculum is built upon clear learning goals and benchmarks for student performance that are aligned to the state content and performance standards. Student achievement is measured by performance assessments that align to the academic curriculum. RPCS utilizes several methods addressing student academic curriculum. RPCS also utilizes several methods for addressing students who are not meeting the stated outcomes. Some of the methods may include intensives, an extended day program in which tutoring in small group may occur, meeting with parents to examine learning goals, and working with community experts to ensure that a child is receiving necessary supports and services that will allow him or her to reach the outcomes.

### · Family and Community Collaboration

RPCS strives to support the "whole child" by collaborating with family and community members to meet the cognitive, social, emotional, and physical needs of each child. The school will foster a collaborative relationship between the school and family. The child is seen in the context of his or her family and the family must have ample opportunity to be involved in their child education. In the Annie E. Casey Foundation study, it is noted that one characteristic of effective schools is the investment of families at the school.[1] In addition, U.S. Department of Education research has found that "what the family does to support the education of their child is more important to student success than family income or education." [2] Family participation at RPCS may include attending meetings and student exhibitions, working with teachers and administrators to form a Partnership Plan detailing how the family will be involved at the school, attending school functions, the opportunity to participate in the schools governance, and volunteering time and resources to the school in multiple forms.

### · Professional Development

Schools are only as strong as their teaching faculty. RPCS Teachers are actively engaged in a reflective and collaborative environment of on-going professional development focused on student achievement. We have established a culture of a professional learning community. Teachers at our school are learners themselves, willing to implement and master new practices and model learning for students. From the beginning, the faculty established and maintained structures such as mentoring, teaming, study groups, peer collaboration and peer review, and structured observations that build trust and allow teachers to support and advise one another and help all teachers focus on their practice and its relationship to student learning and achievement.

Teachers work together in teams to implement and reflect upon the teaching techniques they have learned as they plan units. RPCS implements professional development where teachers work together to refine curriculum, create assessments, and define focus areas for the school based upon the past year's student achievement data. RPCS teachers regularly collaborate in preparing lessons, communicating with families and taking part in professional development opportunities.

[1] The Annie E. Casey Foundation. "Success in School: Education Ideas that Count." 1997 Kids County Overview. March 1997.

[2] Ballen, J. and Moles, O. for the United States Department of Education. "Strong Families, Strong Schools: Building Community Partnerships for Learning." <http://eric-web.tc.columbia.edu> March 2001.

*Last updated: 2/1/2017*