Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocky Point Charter School	Shawna Norris Director, Principal	snorris@rockypointcharter.com 530-225-0456

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Rocky Point Charter District Profile: Rocky Point Charter School is a transitional kindergarten through eighth grade independent charter school that offers classroom base instruction. Rocky Point Charter School will be in it's 18th year of operation during the 2024-2025 school year. Rocky Point Charter School is located within the Gateway School Unified School District. Rocky Point Charter School serves students living in Redding, Palo Cedro, Anderson, Cottonwood and other areas throughout Shasta County.

Mission Statement: Today We Learn, Tomorrow We Lead.

Our Vision:The mission of Rocky Point Charter School (RPCS) is to equip TK-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, and teamwork. 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.

RPCS focuses on the model of experiential learning which is an educational approach that emphasizes learning through direct experience and reflection. It involves active engagement with the material being learned, rather than just passive absorption of information.

Experiential learning can take many forms, including field studies, hands-on projects, role-playing, simulations, internships, and community service.

The goal of experiential learning is to provide learners with an opportunity to apply knowledge and skills in real-world contexts, which can deepen their understanding and enhance their ability to transfer learning to new situations. Additionally, experiential learning can help learners develop critical thinking, problem-solving, communication, and collaboration skills.

RPCS strives to support the "whole child" by collaborating with staff, family and community members to meet the cognitive, social, emotional, and physical needs of each child. The school has a rich history of fostering 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's education. Family participation at RPCS includes 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. RPCS is open to all students who go through the application and lottery process.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflecting over 2022-2023 & 2023-2024 using the CA School Dashboard https://www.caschooldashboard.org/reports/45752670113407/2023 we are very proud of the progress we've made in academics, chronic absenteeism and suspension rate. See below for details:
-Academics improvements in Math we made a 13 point increase
 Student groups: Socioeconomically disadvantaged group indicator Yellow, White group indicator Yellow
-Academics improvements in ELA we made a 14.4 point increase.
 Student groups: Socioeconomically disadvantaged group indicator Yellow, White group indicator Yellow
-Chronic Absenteeism improvement made is a decline of 8.1%.
 Student groups: Socioeconomically disadvantaged group indicator Yellow, White group indicator Green
-Suspension Rate improvement made is a decline of 5.3%.
 Student groups: Socioeconomically disadvantaged group indicator Blue, White group indicator Blue
-Socioeconomic level when comparing the two years is up one percent from 72.3% to 74.2%.
-Enrollment for both years are consistent with 159 students.

Enrollment School Demographics
Student Group Total Percentage
English Learners 2 1.3%
Homeless 1 0.6%
Socioeconomically Disadvantaged. 118 74.2%
Students with Disabilities 13 8.2%

Race/Ethnicity Total Percentage
American Indian 7 4.4%
Asian 2 1.3%
Hispanic 30 18.9%
Two or More Races 19 11.9%
White 99 62.3%

Local Data: Rocky Point Charter implements iReady, CBM and STAR for local benchmark assessments. Benchmarks are performed in the beginning of year (boy), middle of year (moy), and end of year (eoy). Data is collected and analyzed for student needs. We compare benchmark boy, moy and eoy data to improve instruction, create small group intervention and WIN TIme.

Over the past few years we have been refining our intervention methods with hiring an intervention teacher and two paraprofessionals to support the program. In December, 2023 we decided to make a new change to our intervention program. This change reduces students from being pulled out from grade level instruction. New to our school schedule is WIN TIme: "WIN" (which stands for "What I Need") is a time when teachers personalize instruction to further meet the unique needs of each learner in every classroom. It is a period of reinforcement, support, and/or enrichment. WIN time is built into our daily schedule. WIN Time cycles last for an average of six weeks. At the end of each cycle, teachers give the students a short assessment to help drive students into WIN Time groups for the next cycle. We are proud of this new addition to our daily schedule and we hope it makes increased improvement with our 2024 CAASPP test results.

A focus on literacy, interventions, and high expectations for all students has contributed to our overall success. Other areas contributing to our success include
Staff use formative assessments to identify students needing interventions and achievement.
Mastery teaching
Data driven staff
Chronic absenteeism coordinator
Data teams that focus on areas such as attendance, behavior, academics, and course outcomes
Teachers meeting weekly to collaborate on lesson planning and discuss students that need targeted support
Serving students individually according to their needs
Professional Learning Community time, targeted interventions, data teams, and assessments
Student-led conferences and goal setting

CAASPP Proficiency:
 23-24 ELA/Math

Grade 3 45% 45%
Grade 4 17% 25%
Grade 5 30% 50%
Grade 6 22% 26%
Grade 7 38% 45%
Grade 8 33% 36%

Science Proficiency:
 23-24
Grade 5 43%
Grade 8 21%

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

NA

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	We received feedback through staff surveys, School Site Council, and brainstorm sessions. We reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Annual presentation of the CA School Dashboard results and the CAASPP results. Monthly meetings were held with the staff to identify and refine areas of need to support students both academically and behaviorally and keep the overall school systems running efficiently and effectively. Feedback is solicited to make continuous improvements in our plan. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.
Principal/Administrator	Received feedback through staff surveys, School Site Council, and brainstorm sessions. Additionally, we reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Annual presentation of the CA School Dashboard results and the CAASPP results to staff and community. 2024-25 Local Control and Accountability Plan for Rocky Point Charter School District.

Educational Partner(s)	Process for Engagement
	We eliminated multiple goals and streamlined the LCAP to include one broad goal. We eliminated ineffective actions and consolidated effective actions. We included all required metrics and moved our survey results to the local indicator report. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners. We moved all student, staff and parent survey data results to the Local Indicator Report that accompanies the LCAP. This has significantly streamlined our plan. The administrator kept stakeholders updated and a summary of academic actions taking place on the campus to the Governing Board and staff.
Other school personnel	We received feedback through staff surveys, School Site Council, and brainstorm sessions. Additionally, we reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Annual presentation of the CA School Dashboard results and the CAASPP results. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.
Parents	We received feedback through parent/community surveys, School Site Council, and brainstorm sessions. We reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. 2024-25 Local Control and Accountability Plan for Rocky Point Charter School and District. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.

Educational Partner(s)	Process for Engagement
Students	Using student surveys, School Site Council, and brainstorm sessions during Student Leadership we were provided feedback to refine and add actions to the plan.
Governing Board/Public	The Governing Board reviewed data from surveys, local and state data, feedback from educational partners, and the draft LCAP, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Year-round: Monthly presentation to the Board on LCAP actions/services that have been implemented for the past month and will be implemented in the coming months. . Annual presentation of the CA School Dashboard results and the CAASPP results. Annual presentation to the Governing Board at the regular meeting on Dashboard Local Indicators and survey results. Sending periodic surveys and questionnaires has been a simple yet effective way to gather input and feedback from our community, staff and students. The surveys have focused on everything from curriculum, extra-curricular activities to staff and/or administrative decisions. Surveys on professional development effectiveness have also been administered. Acknowledged and celebrated the successes and achievement of students, teachers, and the community throughout the year. Recognizing these accomplishments has reinforced the idea that community members, staff and students are essential partners in the educational process. Annual presentation to the Governing Board, at a regularly scheduled meeting, and to the classified/certificated staff on the LCAP development process. A public hearing was held on June 20, 2024 to review the plan, the local indicator report and the Budget Overview for Parents. The Governing Board approved the final plan on June 20, 2024.

Educational Partner(s)	Process for Engagement
SELPA	Met monthly with the Special Ed Director after his monthly meetings with the Shasta County SELPA administrator to determine specific actions for students with disabilities that are included in the LCAP. This included: reviewing job descriptions, programs offered and programs needed, staff openings, policy, procedures, staff concerns and student IEPs to identify areas of challenge, root causes, and specific needs. We submitted our plan to the SELPA for review and feedback.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was influenced by the following feedback: After much discussion, the district decided to have one comprehensive goal to address the 8 state priorities. Using our school's mission with supporting actions and metrics, we believe it will streamline the plan and be easier to implement. Our educational partners reviewed our past actions and eliminated actions that were not helping us improve student outcomes.

We are using this newly adopted State Board of Education LCAP template as an opportunity to completely revise the actions and goals in our plan.

We will streamline our plan and have one broad goal. Our mission statement will become our one goal. We will eliminate any unnecessary metrics or metrics that are reported in the local indicator report. The latest iteration of the LCAP template is at least the sixth in the past nine years. The state board designed the LCAP both as a strategic plan for district improvement and as an accountability tool to verify that districts are directing the $13 billion in supplemental and concentration funding to students for whom it was intended. With every LCAP template change, the LCAP has become cumbersome, complex, unbearably long, and not user friendly. We have decided to make the plan more engaging for our educational partners by streamlining it into one goal.

Before the State Board of Education voted on the new 3-year LCAP template, they heard repeated warnings from dozens of superintendents and school district administrators throughout California that piling on more extensive documentation would make districts' three-year LCAP unbearably long and unreadable. In smaller school districts, where time and resources are already significantly limited, the current requirements of the LCAP add an undue burden. Every addition of a new table or box or check box or prompt to the LCAP makes it less and less useful as the tool to promote equity-focused, locally informed strategic resource allocation. We agreed to make the LCAP document useful for informing and engaging educational partners by streamlining the actions and reducing the goals to reduce the length and complexity. Student achievement in California has not rebounded after the precipitous declines of the COVID-19 pandemic, with English language arts (ELA) and math scores remaining well below pre pandemic levels. Student attendance has declined dramatically. and trauma and time away from school have led to mental health challenges, delays in social development, and behavioral issues among students and a decline in academic achievement.

Teachers- requested the need for continuing on with the success of our benchmark assessments and progress monitoring, more intervention support materials, continued counseling, new textbook curriculum adoptions when available. They expressed the need to update out dated curriculum, differentiated professional development, attract & retain highly qualified teachers (addressed in the local indicator report). They expressed their appreciation for our WIN Time intervention methods and the intervention team.

Other school personnel- Professional development in de-escalation strategies, PBIS, and restorative practices.

Parents/Community-Resources to support discipline, school engagement and academic supports (Some of these actions can be found in our Expanded Learning Opportunity Plan instead of the LCAP)

Governing Board/Public-After feedback from the staff, the Governing Board, and Administrator met to discuss and prioritize actions in the LCAP.

* SELPA-the plan was submitted to the SELPA but no changes were requested.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	"Today We Learn, Tomorrow We Lead" encapsulates the essence of our school's mission. We are committed to nurturing a dynamic learning environment where every student is empowered to explore, discover, and grow. Our focus is not just on imparting knowledge but also on fostering critical thinking, creativity, and leadership skills that will enable our students to become visionary leaders of tomorrow. We believe that by instilling a passion for learning today, we are shaping the leaders who will drive positive change and make a meaningful impact on the world tomorrow.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

After much discussion, the district decided to have one comprehensive goal to address the 8 state priorities. Using our school's mission with supporting actions and metrics, we believe it will streamline the plan and be easier to implement. We believe our mission addresses all the state priorities within the one broad goal. Our educational partners reviewed our past actions and eliminated actions that were not helping us improve student outcomes. We are using this newly adopted State Board of Education LCAP template as an opportunity to completely revise the actions and goals in our plan.

We will streamline our plan and have one broad goal. Our mission statement will become our one goal. We will eliminate any unnecessary metrics or metrics that are reported in the local indicator report. The latest iteration of the LCAP template is at least the sixth in the past nine years. The state board designed the LCAP both as a strategic plan for district improvement and as an accountability tool to verify that districts are directing the $13 billion in supplemental and concentration funding to students for whom it was intended. With every LCAP template change, the LCAP has become cumbersome, complex, unbearably long, and not user friendly. We have decided to make the plan more engaging for our educational partners by streamlining it into one goal.

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unbearably long and unreadable. In smaller school districts, where time and resources are already significantly limited, the current requirements of the LCAP add an undue burden. Every addition of a new table or box or check box or prompt to the LCAP makes it less and less useful as the tool to promote equity-focused, locally informed strategic resource allocation. We agreed to make the LCAP document useful for informing and engaging educational partners by streamlining the actions and reducing the goals to reduce the length and complexity. Student achievement in California has not rebounded after the precipitous declines of the pandemic, with English language arts (ELA) and math scores remaining well below pre pandemic levels. Student attendance has declined dramatically, and trauma and time away from school have led to mental health challenges, delays in social development, and behavioral issues among students and a decline in academic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student performance CAASPP English Language Arts	2022-2023 34.31 % students met or exceeded standard for English Language Arts The CA School Dashboard: Yellow progress indicator 36.5 points below standard. Increased 14.4 points.			45% students met or exceeded standard for English language arts The CA School Dashboard: Blue progress indicator.	
1.2	Student performance CAASPP Mathematics	2022-2023 26.47% students met or exceeded standard for Math The CA School Dashboard: Yellow progress indicator 60.1 points below standard. Increased 13 points.			40% students met or exceeded standard for Math The CA School Dashboard: Green progress indicator.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Student performance CAASPP Science	2022-2023 24.24% students met or exceeded standard for science			35% students met or exceeded standard for science	
1.4	Student performance ELPAC Proficiency	2022-2023 No Performance Color Less than 11 students - data not displayed for privacy			Blue progress indicator Less than 11 students - data not displayed for privacy	
1.5	Student performance ELPAC Reclassification Rate	2022-2023 No performance color Less than 11 students data not displayed for privacy			Blue performance color 100% reclassification rate	
1.6	Student Attendance Rate	2022-2023 95% attendance rate as of			98% attendance rate as of March 2027	
1.7	Student Chronic Absenteeism Rate	2022-2023 The CA School Dashboard performance level progress indicator Yellow performance level 10.8% for 2022-2023 Declined 8.1% 2022-2023 Yellow performance student group Low income students are 11.1% chronically absent. The rate Declined 10.1%			The CA School Dashboard performance level progress indicator Blue performance level Less than 3% Low income students are less than 3% chronically absent	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-2023 Green performance student group White students are 9.7% chronically absent. The rate Declined 9.2%				
1.8	Middle School Drop Out Rate	2022-2023 0% middle school drop out			Maintain 0% middle school students drop out	
1.9	Student Suspension Rates	2022-2023 The CA School Dashboard: Blue performance indicator 0% suspended at least one day Decreased 5.3%			The CA School Dashboard: Maintain Blue performance indicator. The CA School Dashboard performance level progress indicator Less than 1% of all students suspended at least one day. Less than 1% white students	
1.10	Student Expulsion Rates	2022-2023 0% expulsion rate			Maintain 0% expulsion rate	
1.11	State Priorities 1, 2, 3, 7, and 8 are reported in the Local Indicator Report that accompanies the LCAP. See attached.					

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers	Appropriately assigned credentialed teacher salaries and benefits. Retain teachers to maintain a maximum of 1:24 ratio in grades TK-8.	$759,403.00	No
1.2	Field Studies and Project Based Learning	Broad Course of Study: Student engagement within a Broad Course of Study will be enhanced through supplemental activities that integrate the core curriculum areas, help students make personal connections with their learning and possible career/college choices, 21st century learning skills, STEAM, and small group activities. Physical Education-Equipment budget WIN Time Enrichment Groups Activities: supplies and books STEAM related activities: supplies and books Art services and supplies Field Studies and transportation fees	$7,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Interventions	Title IV Funds: Daily intervention with a research-based curriculum. PE teacher to support small groups in classrooms (Grades 1-8) for classroom teacher small group time for reteaching math, reading and writing. Students receive academic intervention known as WIN Time. "WIN" stands for "What I Need" is a time when teachers personalize instruction to further meet the unique needs of each learner in every classroom. It is a period of reinforcement, support, and/or enrichment. WIN time is built into our daily schedule. Available during the school day (30 minutes in K-5; 45 minutes 6-8) with research based curriculum and instructional aide supports reading and math. Identify Tier 2 and 3 students to provide additional support. Differentiated instruction using technology (iXL, Reflex, iReady, Prodigy, Epic) Staffing of two Paraprofessional II Intervention classrooms (17/18)	$160,919.00	Yes
1.4	Paraprofessionals	Paraprofessionals/Instructional aides for English language arts and math intervention Support staff will provide assistance in students reaching curriculum standards in English language arts and mathematics. ????.4 FTE intervention specialist- salary and benefits Requested the need to continue with benchmark assessments and progress monitoring, More intervention support materials, and continued counseling. Focused intervention staff time to collaborate. Staff will use formative assessments to monitor the progress of students. Staff will collaborate around formative assessments and enhance strategies for addressing Tier 2/3 interventions during Monday minimum days. Five Paraprofessional I for assistance in Tk-3 classroom.	$93,792.00	Yes
1.5	Professional Development	Title II funds used. Capturing Kids Hearts Teach Like A Pirate Restorative practices	$29,500.00	No

Action #	Title	Description	Total Funds	Contributing
		SEL Trauma Informed Teaching Engagement strategies Get Your Teach On Spalding Spring Math		
1.6	Technology	Students in grades K-8 are assigned a Chromebook for school and are offered a Chromebook for home use. 2:1. All teachers are provided a Chromebook and a desktop computer in their classroom. Internet Technology IT services are contracted through Gateway Unified School District	$32,000.00	Yes
1.7	Instructional Materials, Curriculum, Books and supplies	*Houghton Mifflin Journey's and Go Math curriculum K-8. * Spring Math materials and Spalding materials for k-8 staff, as needed to support intervention lessons. * Support materials for teacher WIN Time groups * Consistent access to on-line curriculum: iReady, Reflex, iXL, StemScopes, Mystery Science, HM ELA and Math * Supplemental instructional materials for ELA and mathematics as needed.	$110,627.00	No
1.10	Counseling Services	Maintain counselor Alternatives to suspension to maintain our suspension rate.	$92,107.00	Yes
1.11	Special Education/Students with Disabilities	Special Education Director, SpEd Resource Teacher, General and special educators work together to implement programs and services that enable students with disabilities to access the state academic content standards. Special Education students are provided with Tier 1, 2 , and 3 supports	$211,698.00	No

Action #	Title	Description	Total Funds	Contributing
		both academically and socially. Staff meet regularly to adjust goals and discuss each individual student's needs. Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards. Progress monitoring Alternatives to suspension including a structured day and restorative chats/projects. Students with disabilities that have committed a suspendible offense will be redirected through the school counselor, provided access to a calming area and a structured day. They will also receive one on one support from staff members. De-escalation strategies are practiced. SpEd Director Resource Teacher Paraprofessional II Speech Services OT Services		
1.12	Physical Education	Physical Education instructional aide F/ T to allow teachers to have smaller class sizes to provide small group instruction using on level, below level or beyond level curriculum providing intervention, maintenance or enrichment as required for individual students.	$81,632.00	Yes
1.13	Student Progress Monitoring, Data Systems	Collect student data with the use of iReady, CBM, BPST, Renaissance Star benchmark assessments. Fall, Winter and Spring Benchmarks	$2,275.00	Yes
1.14	Facilities/ Campus Safety Improvements	Support, maintain, and enhance the school environment through well maintained facilities and physical resources that promote pride within the school community and support effective teaching and learning. Major facility projects will be completed during the summer by Rocky Point Charter and/or Gateway Unified School District. Routine small maintenance projects will occur daily/weekly.	$133,511.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Attendance Campaign	Attendance Campaign (was action 2.2, 2.3, 2.4, 2.6) Implement an attendance campaign using Attendance Works & Attendance Matters resources. Connect students with an accountability partner (another student) Provide incentives for attendance which leads to academic growth. Set goals with students to attend school. Refer families to the attendance review committee. Outreach to families that are chronically absent. Train staff in the SARB process to be proactive in student attendance and to understand the process. We will target chronically absent students and connect with them on a weekly basis. Meet with the School Attendance Clerk and the Principal weekly to review data to target students. Provide home visits for chronically absent students. Implement a buddy mentoring program. Attend School Attendance Review Teams (Tier 2) Attend School Attendance Review Board (Tier 3) Connect families with local resources and community partners to reduce barriers for attending school.	$6,000.00	No
1.16	English Learner	Credential teachers with English language certification. We strive to provide our English Learners with the support needed for purposeful English development. We support and encourage English learners to use language to interact meaningfully in school and beyond. We provide tiered intervention for students not progressing in the English Language Development standards and modify instruction based on student needs. Language development will occur in and through subject matter learning and is integrated across the curriculum, including integrated English Language Development and designated English Language Development using the English Language Arts/English Learner Standards. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. English Learner students will be monitored for annual progress. Supplemental instructional materials to support English development. We see parents as critical partners in their child's education and provide parents with strategies to support their child.	$143,117.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English learners will be reclassified based on our district protocol. Stipend is provided for our ELPAC Coordinator.		
1.17	Foster Youth Services/Homeless Youth Services	We provide the following support for Foster and Homeless Youth: Coordinate with the case worker and attendance clerk. Ensure that transportation is not a barrier. Assign a mentor (youth or adult) to provide guidance, encouragement, and assistance. Help them to find a quiet and supportive place to work and study. Intervene early when they are missing a lot of school. Provide them with community resources such as: Clothing closets Food banks Health clinics Laundry services Hygiene kits Annually train our classified and certificated staff to have an understanding of homelessness and Foster Youth rights and specific needs. Refer students to before/after-school intervention activities, etc. Coordinate with the Homeless and Foster Youth liaison. Reach out to homeless families on a continuous basis. Make sure that the student is enrolled in a free and reduced meal program. Assign students a "buddy" to help them learn their way around school. Give the student necessary school supplies, to take home. Keep some nutritional snacks for those students who might need additional nutrition. We see parents as critical partners in their child's education and provide parent outreach with our families on an ongoing basis.	$6,971.00	Yes
1.18	Parent Engagement	Parent outreach includes weekly outreach by principal through One Call Now, Smore Weekly Newsletters, phone calls, text and emails. Staff communication through One Call Now, Class Dojo, School Connect, phone calls, emails, text, and class weekly newsletters. Provide parents and families with ways to support learning at home. Facilitate family engagement events. All parents are encouraged to make decisions for Rocky Point Charter through serving on Site Council and providing feedback through Board meetings and surveys. Parents of unduplicated students and individuals with exceptional needs are contacted by the teachers, support staff, counselors, and administration to encourage their participation in their children's education. Recruit more Parent Club members. Provide food and childcare for parents at school events to increase family engagement.	$7,491.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Meet Your Teacher Event, Back to School Night, Fall Festival, Christmas Performances, Family Bingo Night, Mother's Day Tea, EXPO/Open House Event, & ongoing Class Field Studies. Event costs Parent DOJ fees		
1.19	Character, Social Development	1.19 Character Counts/Capturing Kids Hearts Character Counts messaging via student planners and monthly character trait focus with student of the month celebrations. Use of Capturing Kids Hearts to support monthly character traits. Character traits focus on weekly communication and are represented around campus. Student planners Character incentives Academic incentives	$9,850.00	No
1.20				

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$565,755.00	$59,430.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
30.639%	0.000%	$0.00	30.639%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions
For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Highly Qualified Teachers **Need:** Increase student achievement in all subject areas. **Scope:**	Appropriately assigned credentialed teacher	.CAASPP math and ELA data along with local data, surveys and observations.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Interventions **Need:** Increase student achievement in literacy and mathematics. **Scope:** LEA-wide	We are a single school district and believe in providing a multi-tiered system of support for all students. We review data to target intervention support using a multi-tiered system of support for all our students based on individual needs.	CAASPP math and ELA data along with local data.
1.4	**Action:** Paraprofessionals **Need:** Increase student achievement in literacy and mathematics. **Scope:** LEA-wide	We are a single school district and believe in providing a multi-tiered system of support for all students. We review data to target intervention support using a multi-tiered system of support for all our students based on individual needs.	CAASPP math and ELA data along with local data.

1.6	**Action:**
	Technology
	
	Need:
	Students need a chrome book and wifi at home to have access to the internet to complete projects and homework.
	
	Scope:
	  LEA-wide
	  Schoolwide
		2:1 Chromebooks provided	Local metrics, grades and attendance rates.

1.10	**Action:** Counseling Services	Provide counseling to EL, Foster Youth and Low Income students	Suspension rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

	Need:
	Social emotional needs for listed student groups.
	
	Scope:
	  LEA-wide
	  Schoolwide		

1.12	**Action:**
	Physical Education
	
	Need:
	Support student groups academically with small group instruction.
	
	Scope:
	  LEA-wide
	  Schoolwide
		Small group lessons for ELA, math and science.	Benchmark assessments and CAASPP ELA, Math & Science

1.13	**Action:**
	Student Progress Monitoring, Data Systems
	
	Need:
	Track student progress
	
	Scope:
	  LEA-wide
	  Schoolwide
		Track student progress for tier 2 & 3 intervention needs.	Ongoing data from benchmark assessments

1.14	**Action:** Facilities/ Campus Safety Improvements	A positive school climate is critically related to school success.	Suspension and attendance rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

	Need:
	School pride, safe school environment to promote pride within the school community and support effective teaching and learning.
	
	Scope:
	  LEA-wide
	  Schoolwide		

1.16	**Action:**
	English Learner
	
	Need:
	Support English Learners in literacy and math.
	
	Scope:
	  LEA-wide
	  Schoolwide
		We review data to target intervention support using a multi-tiered system of support for all our students based on individual needs.	ELPAC proficiency rate
			ELPAC reclassification rate

1.17	**Action:** Foster Youth Services/Homeless Youth Services **Need:** Support foster youth and low income learners in literacy and math. **Scope:** LEA-wide	We review data to target intervention support using a multi-tiered system of support for all our students based on individual needs.	CAASPP English Language Arts and Math and local assessments.
1.18	**Action:** Parent Engagement	Encourage parents to voice their opinion by attending LCAP committees, PTO meetings and School Site	Local Indicator Report on Parent Survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

	Need:
	Engage parents of our unduplicated student group through offer an incentive to complete surveys and necessary forms.
	
	Scope:
	  LEA-wide
	  Schoolwide
		Council. Encourage families to attend family engagement events through making individual connections during these said meetings.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.16	**Action:** English Learner **Need:** Support English Learners in literacy and math. **Scope:** Limited to Unduplicated Student Group(s)	We review data to target intervention support using a multi-tiered system of support for all our students based on individual needs.	ELPAC proficiency rate ELPAC reclassification rate
1.17	**Action:** Foster Youth Services/Homeless Youth Services **Need:** Support foster youth and low income learners in literacy and math.	We review data to target intervention support using a multi-tiered system of support for all our students based on individual needs.	CAASPP English Language Arts and Math and local assessments.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Rocky Point Charter- Concentration add-on funds helped to maintain our full-time counselor in order to support our low income, English learners and foster youth students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	30:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	17:1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,846,534.00	565,755.00	30.639%	0.000%	30.639%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,446,807.00	$389,586.00		$51,500.00	$1,887,893.00	$1,482,722.00	$405,171.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highly Qualified Teachers	All	No			All Schools Specific Schools: Rocky Point Charter School TK-8		$759,403.00	$0.00	$694,911.00	$64,492.00			$759,403.00	
1	1.2	Field Studies and Project Based Learning	All	No			All Schools Specific Schools: Rocky Point Charter School TK-8		$0.00	$7,000.00	$7,000.00				$7,000.00	
1	1.3	Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$141,689.00	$19,230.00	$158,969.00			$1,950.00	$160,919.00	
1	1.4	Paraprofessionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$93,792.00	$0.00	$93,792.00				$93,792.00	
1	1.5	Professional Development	All	No			All Schools		$0.00	$29,500.00	$23,704.00			$5,796.00	$29,500.00	
1	1.6	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$32,000.00	$14,600.00	$17,400.00			$32,000.00	
1	1.7	Instructional Materials, Curriculum, Books and supplies	All	No			All Schools		$0.00	$110,627.00		$110,627.00			$110,627.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$92,107.00	$0.00	$44,211.00	$47,896.00			$92,107.00	
1	1.11	Special Education/Students with Disabilities	Students with Disabilities	No			All Schools		$50,000.00	$161,698.00	$27,048.00	$143,171.00		$41,479.00	$211,698.00	
1	1.12	Physical Education	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$80,632.00	$1,000.00	$81,632.00				$81,632.00	
1	1.13	Student Progress Monitoring, Data Systems	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$2,275.00				$2,275.00	$2,275.00	
1	1.14	Facilities/ Campus Safety Improvements	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$115,511.00	$18,000.00	$133,511.00				$133,511.00	
1	1.15	Attendance Campaign	All	No			All Schools		$0.00	$6,000.00		$6,000.00			$6,000.00	
1	1.16	English Learner	English Learners	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners			$143,117.00	$0.00	$143,117.00				$143,117.00	
1	1.17	Foster Youth Services/Homeless Youth Services	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$6,471.00	$500.00	$6,971.00				$6,971.00	
1	1.18	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$7,491.00	$7,491.00				$7,491.00	
1	1.19	Character, Social Development	All	No			All Schools		$0.00	$9,850.00	$9,850.00				$9,850.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,846,534.00	565,755.00	30.639%	0.000%	30.639%	$684,294.00	0.000%	37.058 %	**Total:**	$684,294.00
								LEA-wide Total:	$684,294.00
								Limited Total:	$150,088.00
								Schoolwide Total:	$424,562.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$158,969.00	
1	1.4	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$93,792.00	
1	1.6	Technology	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$14,600.00	
1	1.10	Counseling Services	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$44,211.00	
1	1.12	Physical Education	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$81,632.00	
1	1.13	Student Progress Monitoring, Data Systems	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	1.14	Facilities/ Campus Safety Improvements	Yes	LEA-wide Schoolwide	English Learners Foster Youth	All Schools	$133,511.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.16	English Learner	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners		$143,117.00	
1	1.17	Foster Youth Services/Homeless Youth Services	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$6,971.00	
1	1.18	Parent Engagement	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$7,491.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,531,420.00	$1,524,355.66

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	RPCS will hire and retain a high quality staff.	No	$768,171.00	810252.66
1	1.2	Field Studies/ Project Based Learning	No	$6,000.00	7487.50
1	1.3	Academic Intervention	Yes	$115,090.00	140003.23
1	1.4	Paraprofessionals	Yes	$165,095.00	93362.70
1	1.5	Professional Development	Yes	$34,526.00	$18,105.62
1	1.6	Maintain Chromebooks. 2:1 Ratio	No	$28,000.00	50923.75
1	1.7	State adopted ELA, Math, Next Generation Science Curriculum	No	$21,777.00	$31,954.30
1	1.8	After school tutoring	Yes	$0.00	$0.00
1	1.9	Intervention Teacher	Yes	$48,246.00	54490.63
1	1.10	School Counselor	Yes	$68,725.00	37763.76
1	1.11	Special Education	No	$168,636.00	104468.6

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Physical Education	Yes	$50,104.00	45787.59
1	1.13	Progress Monitoring	Yes	$30,000.00	$16,397.89
1	1.14	Campus Safety Improvements	Yes	$12,800.00	104904.26
2	2.1	Student suspension rate	No	$0.00	$0.00
2	2.2	Student Attendance	No	$5,500.00	1241.61
2	2.3	Chronic Absenteeism support/ SART Teams	No	$0.00	$0.00
2	2.4	Attendance Matters	No	$1,000.00	$314.15
2	2.5	Parent Engagement (Title I)	Yes	$500.00	585.86
2	2.6	Attendance leads to academic growth	Yes	$7,250.00	$6,311.55

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$509,893	$465,340.00	$517,713.09	($52,373.09)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Academic Intervention	Yes	$115,090.00	140003.23		
1	1.4	Paraprofessionals	Yes	$165,095.00	93362.70		
1	1.5	Professional Development	Yes	$10,665.00	18105.62		
1	1.8	After school tutoring	Yes	$0.00		0%	
1	1.9	Intervention Teacher	Yes	$5,111.00	54490.63	0%	
1	1.10	School Counselor	Yes	$68,725.00	37763.76		
1	1.12	Physical Education	Yes	$50,104.00	45787.59		
1	1.13	Progress Monitoring	Yes	$30,000.00	16397.89		
1	1.14	Campus Safety Improvements	Yes	$12,800.00	104904.26		
2	2.5	Parent Engagement (Title I)	Yes	$500.00	585.86		
2	2.6	Attendance leads to academic growth	Yes	$7,250.00	6311.55		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,694,791	$509,893	0	30.086%	$517,713.09	0.000%	30.547%	$0.00	0.000%