

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Shawna Norris, Director

- Principal, Rocky Point Charter



About Our School

Welcome to the Rocky Point Charter 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 and 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.

Principal's Comment

Shawna Norris, Director

Contact

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

Phone: 530-225-0456

Email: snorris@rockypointcharter.com

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)

District Name	Gateway Unified
Phone Number	(530) 245-7900
Superintendent	James Harrell
Email Address	jharrell@gwusd.org
Website	www.gateway-schools.org

School Contact Information (School Year 2020–2021)

School Name	Rocky Point Charter
Street	3500 Tamarack Dr.

City, State, Zip	Redding, Ca, 96003-1747
Phone Number	530-225-0456
Principal	Shawna Norris, Director
Email Address	snorris@rockypointcharter.com
Website	www.rockypointcharter.com
County-District-School (CDS) Code	45752670113407

Last updated: 1/19/2021

School Description and Mission Statement (School Year 2020–2021)

Today We Learn, Tomorrow We Lead... Our Charter's unique learning model is focused on championing confident leaders that have the skills to be successful and thrive in today's world. Every child has individual strengths and the potential to be great at something. It is our job to teach them how to recognize these talents and use them to advance their academic career. We not only teach the importance of an academic foundation but also focus on character building, community outreach, and exposure to new and exciting ideas.

We have created a culture at Rocky Point Charter that motivates students to WANT to take responsibility for their own learning through discovery learning, student centered discussions, and collaborative projects. The main goal is for the students to realize all that they are capable of and to recognize opportunities to show off their skills.

Our Mission

- to equip students to read, write, speak, calculate and think with clarity and precision
- to equip students to participate passionately and ethically in the life of the community
- to provide a rigorous hands-on educational experience emphasizing high expectations, learning by doing, character growth, teamwork, and literacy

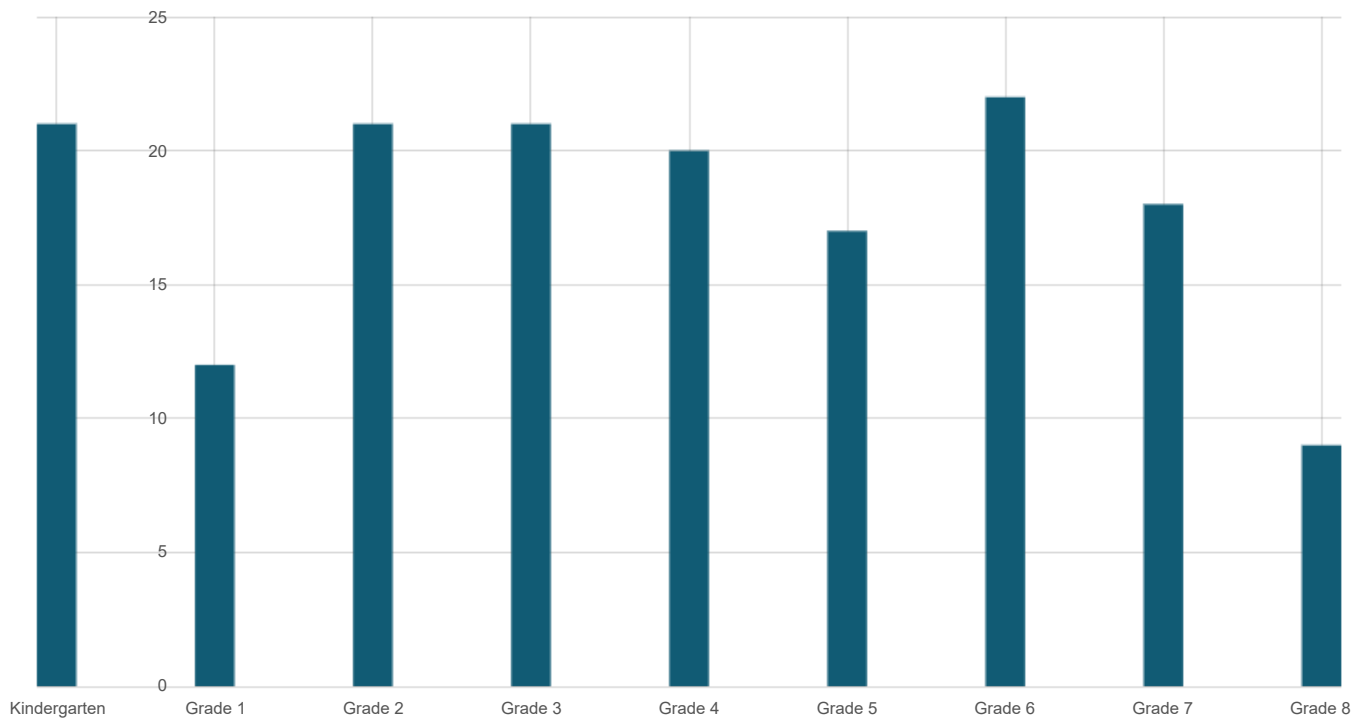
Our Approach

The curriculum revolves around Learning Field Studies. Learning Field Studies are long-term studies of a single topic in which teachers connect rigorous academic learning, aligned with standards, to adventure, service and character development.

Last updated: 1/19/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
Number of Students	21	12	21	21	20	17	22	18	9	161



Last updated: 1/19/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	V
Percent of Total Enrollment	1.20 %	3.70 %	%	%	14.30 %	%	6
<div style="background-color: #cccccc; height: 10px; width: 100%; position: relative;"> ◀ ▶ </div>							
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless		
Percent of Total Enrollment	56.50 %	0.60 %	13.00 %	2.50 %	3.70 %		

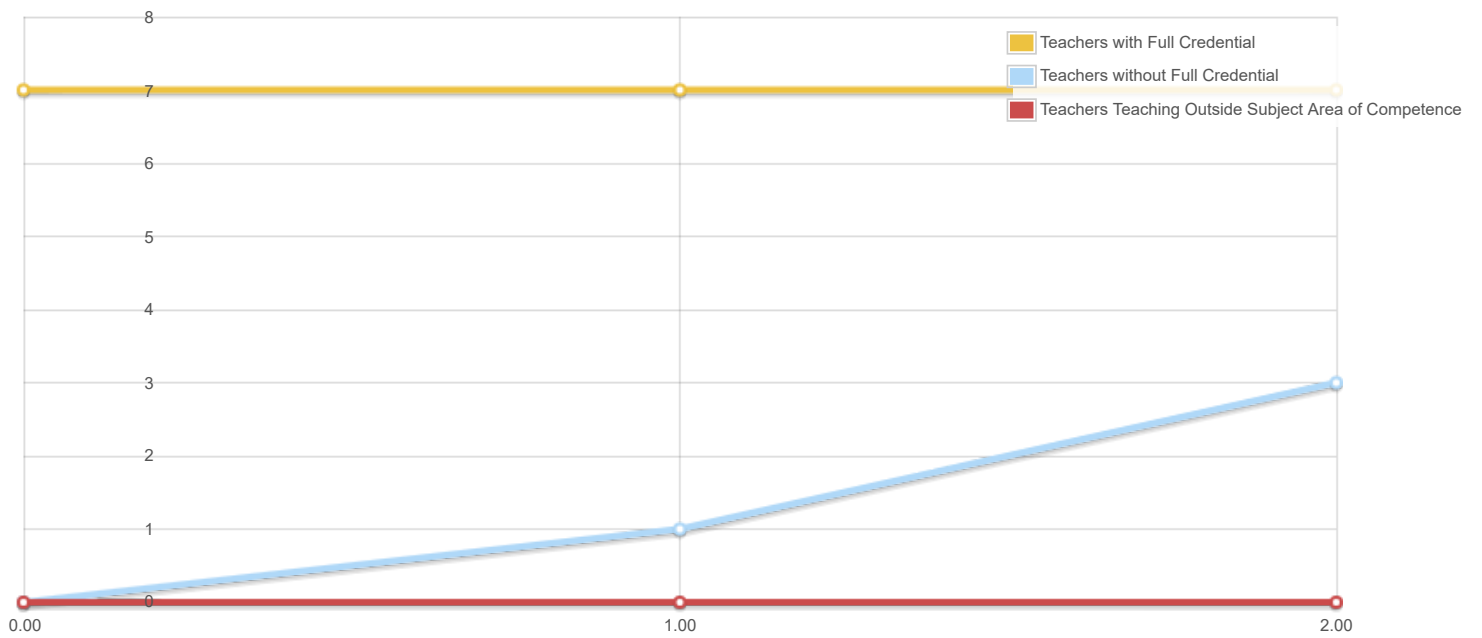
State Priority: Basic

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

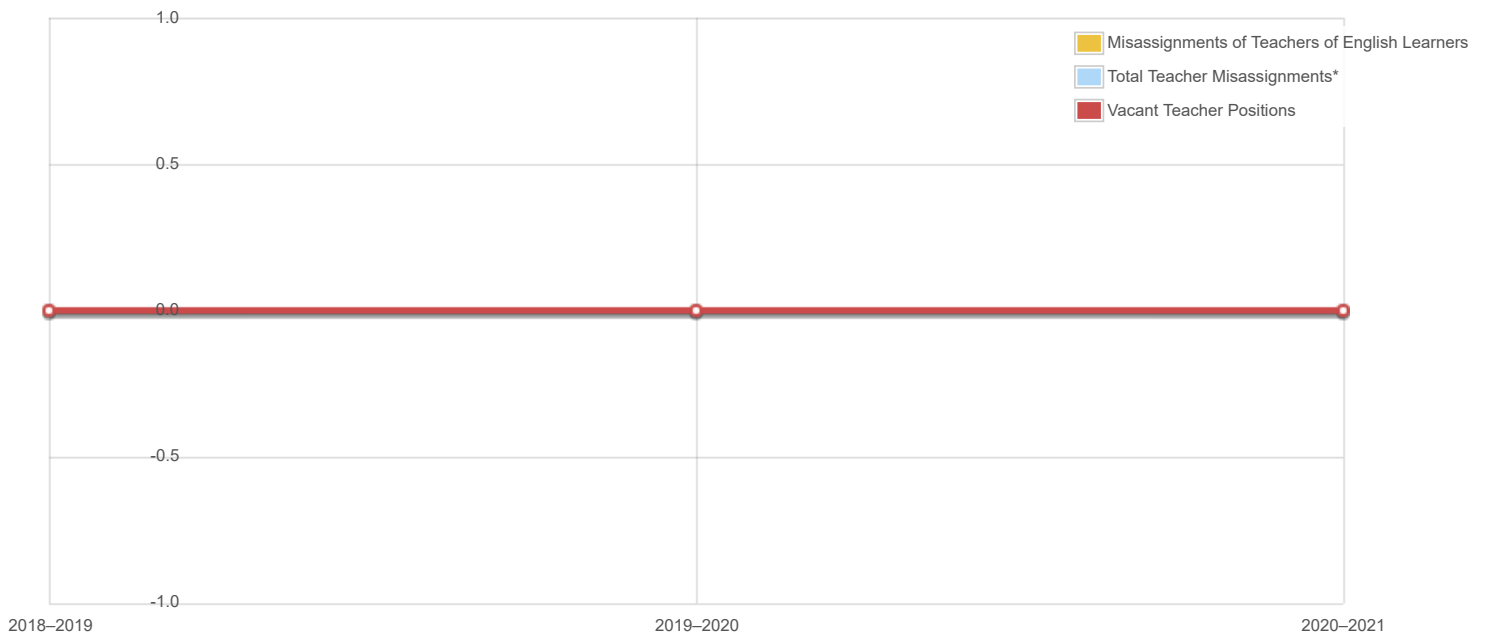
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	7	7	7	
Without Full Credential	0	1	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/20/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
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: 1/19/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin, Journeys	Yes	0.00 %
Mathematics	Houghton-Mifflin, Math in Focus	Yes	0.00 %
Science	Teacher Created		0.00 %
History-Social Science	Teacher Created		0.00 %
Foreign Language	Teacher Created		0.00 %
Health	Teacher Created		0.00 %
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: 1/19/2021

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 of Gateway Unified School District. Routine maintenance is provided by RPCS.

Last updated: 1/19/2021

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: January 2021

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	

System Inspected**Rating****Repair Needed and Action Taken or Planned**

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

Good

Overall Facility Rate

Year and month of the most recent FIT report: January 2021

Overall Rating

Good

*Last updated: 1/19/2021***State Priority: Pupil Achievement**

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

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

CAASPP Test Results in ELA and Mathematics for All Students**Grades Three through Eight and Grade Eleven****Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	37.0%	N/A	34.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	28.0%	N/A	30.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/19/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/19/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/19/2021

CAASPP Test Results in Science for All Students

Grades Five, Eight and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	26	N/A	19	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/19/2021

CAASPP Tests Results in Science by Student Group

Grades Five, Eight and High School (School Year 2019–2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/19/2021

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/19/2021

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020–2021)

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 an are encouraged to volunteer 20 hours per household per year.

Last updated: 1/19/2021

State Priority: Pupil Engagement

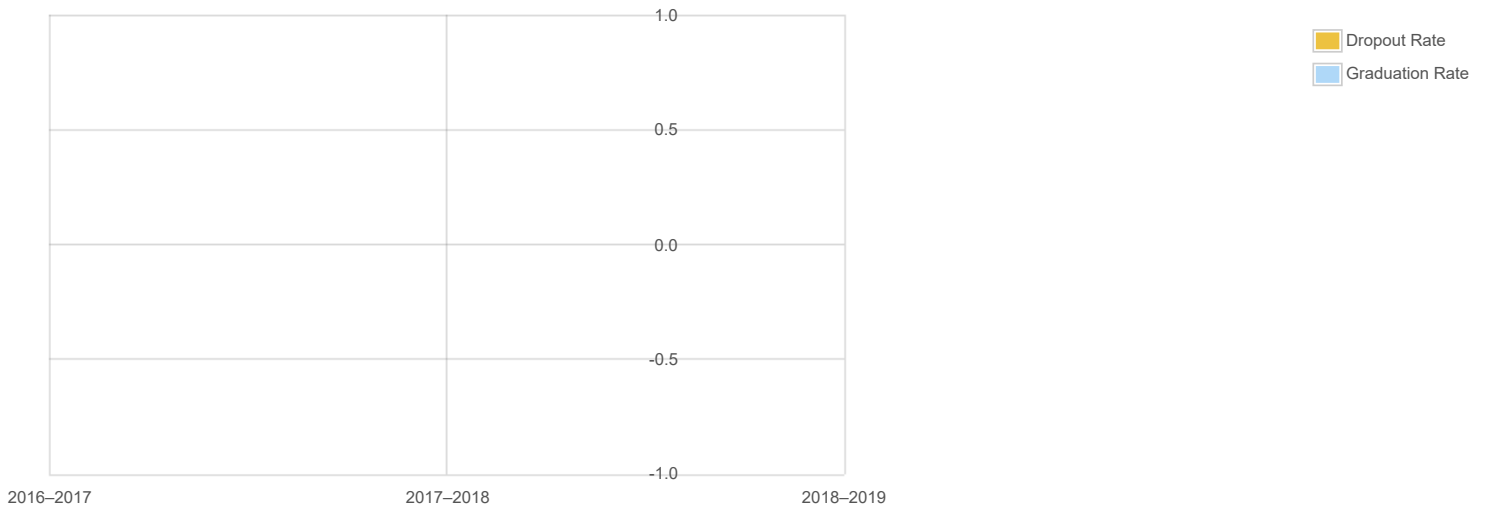
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	--	--	--	13.30%	12.70%	10.10%	9.10%	9.60%	9.00%
Graduation Rate	--	--	--	82.60%	80.40%	87.50%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/19/2021

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

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	3.10%	0.00%
School 2018–2019	0.50%	0.00%
District 2017–2018	8.60%	0.30%
District 2018–2019	8.60%	0.10%
District 2018–2019	3.50%	0.10%
District 2018–2019	3.50%	0.10%

**State
2017–2018**

Suspensions and Expulsions for School Year 2019–2020 Only

State (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	--	--
District 2019–2020	--	--
District 2019–2020	--	--

**State
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/19/2021

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 01/20/2015, 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 and 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

Grade Level

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

Average Class Size

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

Number of Classes *

1-20

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	24.00	24.00	24.00	24.00	24.00	24.00	24.00	24.00
Number of Classes * 1-20	1	1	1	1	1	1	1	1
Number of Classes * 21-32								
Number of Classes * 33+								

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	24.00	24.00	24.00	24.00	24.00	24.00	24.00	24.00
Number of Classes * 1-20	1	1	1	1	1	1	1	1
Number of Classes * 21-32								
Number of Classes * 33+								

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

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

Last updated: 1/19/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	0.0

*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: 1/19/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.20
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	0.40

Number of FTE* Assigned to School

Other	0.30
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*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: 1/19/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10073.00	\$2046.00	\$8027.00	\$53159.00
District	N/A	N/A	--	\$66373.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	\$75706.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/20/2021

Types of Services Funded (Fiscal Year 2019–2020)

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.

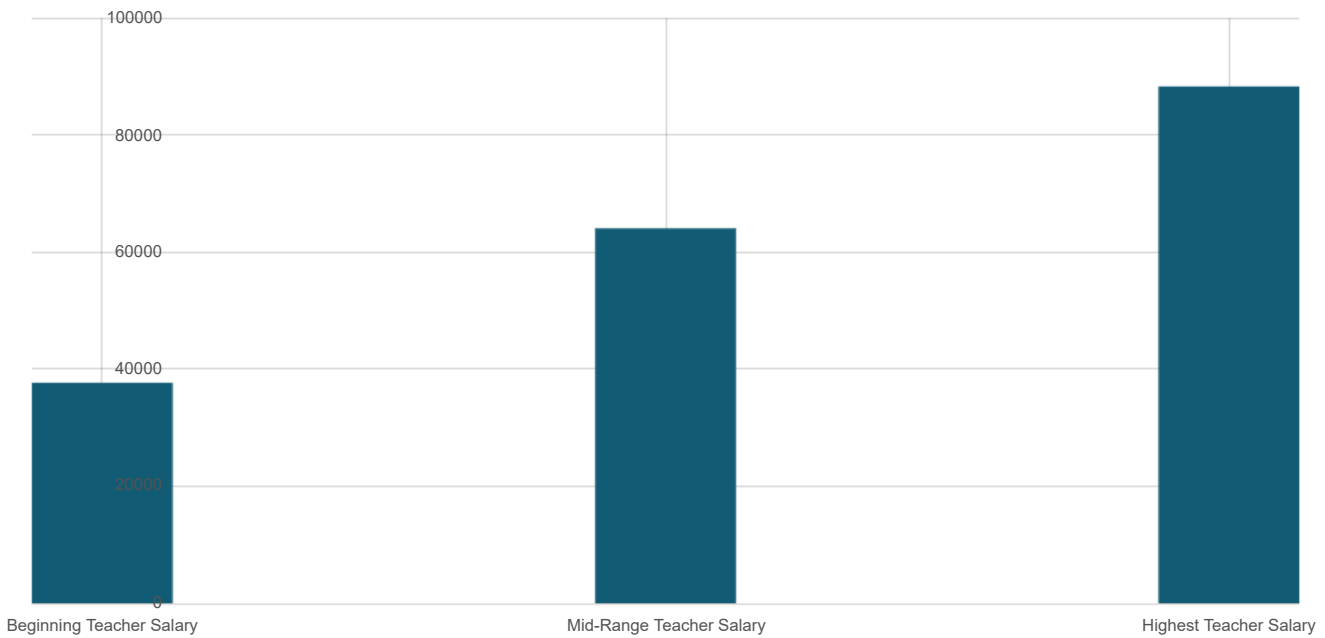
Last updated: 1/20/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

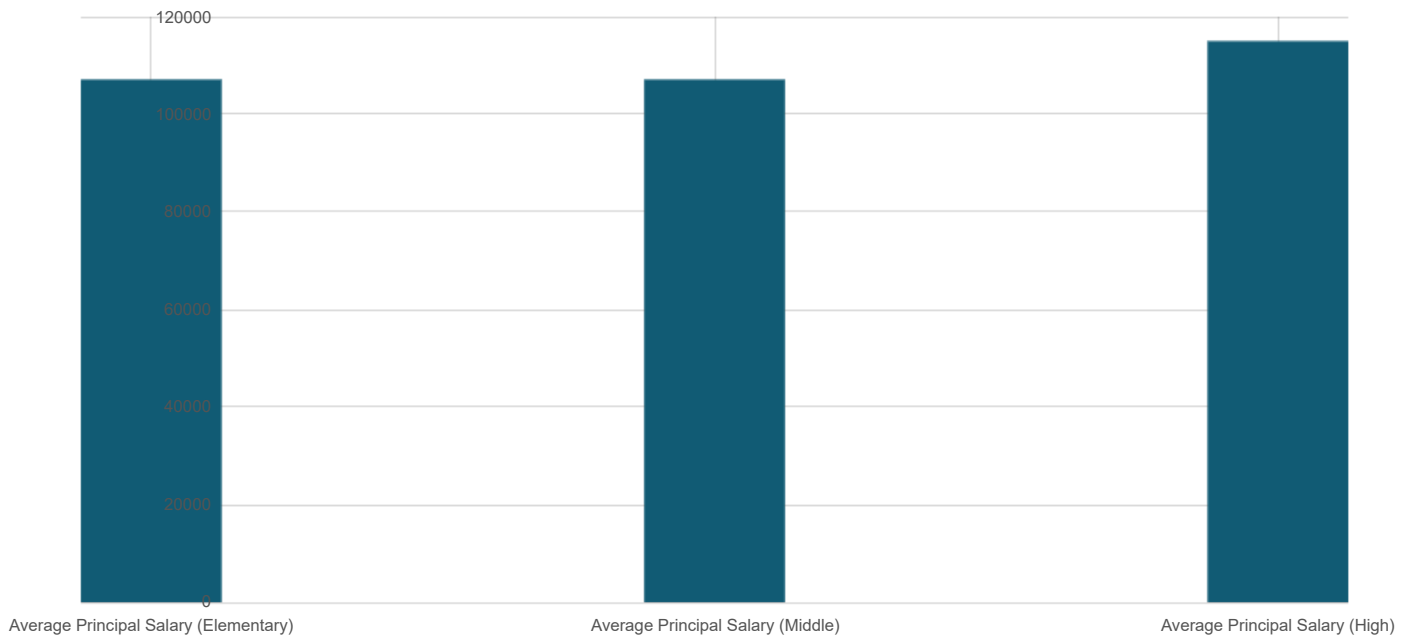
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,659	\$47,145
Mid-Range Teacher Salary	\$64,035	\$74,952
Highest Teacher Salary	\$88,262	\$96,092
Average Principal Salary (Elementary)	\$107,146	\$116,716
Average Principal Salary (Middle)	\$107,146	\$120,813
Average Principal Salary (High)	\$115,024	\$131,905
Superintendent Salary	\$154,868	\$192,565
Percent of Budget for Teacher Salaries	28.00%	31.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/19/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
 1430 N Street
 Sacramento, CA 95814