Roberts Ferry Charter School Academy

101 Roberts Ferry Rd. • Waterford, CA 95386-9512 • (209) 874-2331 • Grades K-8
Mr. Bob Loretelli, Principal
bloretelli@robertsferry.k12.ca.us
www.robertsferry.k12.ca.us

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Roberts Ferry Union Elementary School District

101 Roberts Ferry Rd
Waterford
209-874-2331
www.robertsferry.k12.ca.us

District Governing Board

Mrs Jaime Burroughs

Mr Brent Stout

Mr Paul Ichord

Mrs Marlene Erickson

Mrs Pat Rodgers

District Administration

Mr. Bob Loretelli
Superintendent

School Description

Roberts Ferry Charter School has distinguished itself for its nurturing and supportive environment and academic achievement.This small, rural school has a tradition of pride in serving the "total" student and their families.

Our charter school was established in the district in an attempt to expand your student's educational options.Challenges in the coming year include maintaining and improving upon this tradition of student learning in a supportive environment. A new facilities plan has been completed last year and is at the State Department for funding. The district sees a need for a gymnasium/cafeteria as the district has grown by 30% since 2016.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	14
Grade 7	23
Grade 8	11
Total Enrollment	48

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	43.8
White	45.8
Two or More Races	8.3
Socioeconomically Disadvantaged	68.8
English Learners	16.7
Students with Disabilities	10.4

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 for Roberts Ferry Charter School Academy	17-18	18-19	19-20
With Full Credential	3	3	3
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Roberts Ferry Union Elementary School District	17-18	18-19	19-20
With Full Credential	♦	♦	9
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Roberts Ferry Charter School Academy

Indicator	17-18	18-19	19-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials
Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Study Sync 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Eureka 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Studies Weekly 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Studies Weekly 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district makes a great effort to ensure our school is clean, safe and functional. To assist in the effort, the district uses a facility survey instrument developed by the State of California Office of Public School construction, in keeping with the Williams Legislation of 2004. This instrument provides specific information on the condition of the school and the efforts made to ensure our students are provided with a clean, safe, and functional learning environment.

On a quarterly basis, the district submits a Williams Settlement Uniform Complaint Report to the County Office of Education. To this date, no facilities complaint has ever been filed with the district. Roberts Ferry School has three classrooms, a multipurpose room, and administrative office. The school opened in 1919 in a schoolhouse that was replaced with a new building in 1976. An additional building was constructed in 1986. Two portable classrooms were constructed in 1996. District maintenance staff ensures the repairs necessary to keep the school in good =condition and working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority. The principal works with the custodian to develop cleaning schedules to ensure a clean and safe school. The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Modernization was completed in 2011.

Architectural planning for construction of a new building has taken place. Construction was completed in 2013. The buildings consist of an auxiliary classrooms, and storage area.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January 2020

System Inspected	Repair Status	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 Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	50	0.0	45	0.00	50	50
Math	30	0.0	29	0.00	38	39

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	15.8	36.8	10.5

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

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	45	0	0.00	0.00
Male	16	0	0.00	0.00
Female	29	0	0.00	0.00
Hispanic or Latino	19	0	0.00	0.00
White	21	0	0.00	0.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	0	0.00	0.00
English Learners	13	0	0.00	0.00
Students with Disabilities	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	45	0	0.00	0.00
Male	16	0	0.00	0.00
Female	29	0	0.00	0.00
Hispanic or Latino	19	0	0.00	0.00
White	21	0	0.00	0.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	0	0.00	0.00
English Learners	13	0	0.00	0.00
Students with Disabilities	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
•   Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Roberts Ferry School benefits from the many supportive parents that participate in school wide events. The school has a strong base of parent volunteers that assist in their children's classrooms. Parents are also welcome to join the Parent/Teacher Club/School Site Council and LCAP committee. For information about getting involved at Roberts Ferry School, please contact Bob Loretelli, District Superintendent/Principal, or Alexis Manley Administrative Assistant at (209) 874-2331.

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.

School Safety Plan
Roberts Ferry Charter School is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan is reviewed on a regular basis by the School Safety Committee and will be updated by the School Site Council each year. All revisions are communicated to the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held monthly during the school year. Students are supervised before and after school by certificated staff and by classified staff during lunch and break periods. There is a designated area for student drop off and pick up. Visitors are to check in at the school office. We also implemented a technology system called Raptor which gives us background information on visitors.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	10.6	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.6	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.2

* 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	5

We have staff development days every first Wednesday of the month. The development days are driven by data as this year again we concentrated on math. We use speakers, workshops and peer coaching to develop our goals. Teacher-principal on-going meetings throughout the year to help with support and implementation.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,168	$45,252
Mid-Range Teacher Salary	$62,333	$65,210
Highest Teacher Salary	$87,120	$84,472
Average Principal Salary (ES)	$0	$107,614
Average Principal Salary (MS)	$0	$112,242
Average Principal Salary (HS)	$0	$
Superintendent Salary	$105,000	$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	31%
Administrative Salaries	7%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$12,003.01	$2,429.26	$9,573.75	$73,151
District	N/A	N/A	$9,573.75	$69,083.00
State	N/A	N/A	$7,506.64	$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	0.8
School Site/ State	29.3	14.6

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

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

Types of Services Funded

Federal Title I funds pay for our remedial language arts and math programs for students whose skills are below grade level. We also use the Title 1 funds for a part-time teacher aide. We use Title II funds for staff development. We used Title III funding to hire a bilingual classroom assistant and buy supplemental materials for our English Learners.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.