

REDDING SCHOOL OF THE ARTS CHARTER

**REDDING SCHOOL OF THE ARTS, INC.
CALIFORNIA NONPROFIT BENEFIT ENTITY**

**Submitted
Columbia School District
March 24, 2020**

For further information, please contact:

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Charter of the Redding School of the Arts

REDDING SCHOOL OF THE ARTS
A CALIFORNIA PUBLIC CHARTER SCHOOL

Whereas the governing board of the Columbia Elementary School District received a valid charter renewal on March 24, 2020, and submitted pursuant to Education Code section 47605, and

Resolved that the governing board of the Columbia Elementary School District hereby approves the renewal of the Redding School of the Arts charter and grants the renewal of this charter by a vote of 4 to 0 on May 21, 2020.

Be it further resolved that this charter constitutes a binding contract upon the Columbia Elementary School District and Redding School of the Arts.

Witnessed:

DocuSigned by:

Devon Hastings

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Representative, Board of Trustees

Columbia Elementary School District

Signature copy from packet sent to the state on _____

AFFIRMATIONS/ASSURANCES

In accordance with Education Code Section 47605(d), RSA and its governing board affirms the following:

- In addition to any other requirement imposed under the Charter Schools Act, RSA shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220, including, but not necessarily limited to the following: disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or association with a person or group with one or more of the above actual or perceived characteristics.
- Except as provided below, admission to RSA shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state.
- RSA shall admit all pupils who wish to attend the school.
- If the number of pupils who wish to attend RSA exceeds the school's capacity, attendance, except for existing pupils of RSA, shall be determined by a public random drawing.
- Preference shall be extended to pupils currently attending RSA and pupils who reside in the District except as provided for in Education Code Section 47614.5.
- In the event of a drawing, CESD shall make reasonable efforts to accommodate the growth of RSA and in no event shall take any action to impede RSA from expanding enrollment to meet pupil demand.
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, RSA shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.


Margaret Johnson Rude, Director

4/14/2020
Date

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CHARTER OF REDDING SCHOOL OF THE ARTS

A CALIFORNIA PUBLIC CHARTER SCHOOL

Redding School of the Arts has successfully served students in the Shasta County region for 21 years. Our school is founded on the belief that for many students, the traditional school and/or classroom is not necessarily the best setting for their education. Teachers at Redding School of the Arts, realize that there is a need to continuously reflect, and improve upon our instruction in order to stay relevant to ever-changing student needs.

A 21st century education requires that we provide active, curious and social students with options in their educational program - options that include visual and performing arts as well as integrated studies and interactive technology in which the activity level of students must be viewed as an asset, a resource that can be constructively utilized to supplement and enhance the learning process. The aim of the Charter School is to establish a different learning environment that cultivates active, real-life learning, high standards of behavior and strong supports.

Redding School of the Arts was initially approved by the Shasta Union High School District in 1999 and later approved by the Gateway Unified School District in 2007. Upon locating the permanent residence on Shasta View Drive, the charter school requested that Columbia School District become the Authorizer. Redding School of the Arts provides students and parents with expanded choices in the types of educational opportunities that are available within the public school system. The overall goal of the school's charter is to offer a variety of innovative educational programs that will accommodate its diverse student population. Our programs provide students the opportunity to develop unique interests, uncover hidden talents, experience satisfaction in accomplishments, gain a sense of responsibility, and pursue education as a way of life through educational programs.

Legislative Intent for Charter Schools

This petition will outline how Redding School of the Arts (RSA) will help accomplish the goals of the California legislature for charter schools:

(a) Improve pupil learning.

RSA's curriculum and instructional methods are well-aligned with the needs of the target population. They are responsive to students' needs, with emphasis on instructional differentiation and personalization, relevance and student engagement, and strength-based learning. These are key characteristics that will improve pupil learning at the school.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

While any student can enroll in RSA to take advantage of its distinctive learning opportunities, the school targets a student population that has a strong interest in the arts.

(c) Encourage the use of different and innovative teaching methods.

RSA focuses on identifying, developing, and applying the students' academic, artistic, and social-emotional talents to forge them into strengths. RSA uses each student's strengths to differentiate instruction, apply multi-modal pedagogy, monitor growth, and adjust instructional emphasis and support as needed. RSA's instructional program incorporates meaningful and relevant interdisciplinary, thematic learning experiences with an emphasis on critical thinking and real-life application. RSA will provide distinctive opportunities for participation in visual and performing arts, Mandarin language development, as well as the use of STEAM (Science, Technology, Engineering, Arts and Mathematics).

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

RSA offers an unusual professional opportunity for teachers who may be looking for a new approach. Further, RSA emphasizes participatory school governance in which teachers are actively involved in decision-making at the school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

As described above, RSA will provide parents and students with a choice that is currently not available.

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

This goal is achieved through charter school legislation and reflected in the description of academic accountability of this petition.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

This goal is also embedded in the structure of charter schools, by allowing alternatives like RSA to exist alongside non-charter public schools.

RSA recognizes the tremendous untapped potential in many of the youth in our community. They are often unmotivated to succeed in school because of negative peer influences, frustrations with the learning process, and/or limited visions for their futures. In establishing a charter school, RSA seeks to leverage its strong and positive relationships with the youth and its understanding of what motivates them to achieve. Often, youth struggling academically in traditional settings have a different experience at RSA's interdisciplinary, thematic approach to STEAM (Science, Technology, Engineering, Arts and Mathematics) centered learning. While RSA is effective in realizing the goals set for its current educational and Visual and Performing Arts (VAPA) programs, the organization will have increased impact by offering area students the opportunity for even more comprehensive involvement in a charter school setting which will keep many youth involved in the Redding community with an optimistic vision for their future.

The Charter Schools Act (or Act) (Education Code Sections 47600 et seq.) requires each charter school to have a “charter” that outlines at least the sixteen (16) mandatory items of the Act. The following provisions of this charter coincide with the requirements of Section 47605 of the Act.

Introduction

RSA is a public charter school that serves kindergarten through 8th grade. In future years it may expand its grade levels one grade at a time.

It offers an innovative academic and arts education program in Redding, Ca. RSA is known for its excellence in academics, its Mandarin immersion program and its VAPA programs

RSA is implementing an arts-enriched, interdisciplinary, inquiry based learning environment aligned with state standards using a variety of curriculum that nurtures the intellectual, social, and creative growth of students, builds an inclusive community and supports the academic achievement of its students.

The Role of the Arts

The arts can be an effective vehicle for developing skills and habits that will benefit students throughout their academic, professional, and personal lives within and beyond the school setting. The arts are subjects worthy of their own courses as well as elements to be incorporated within core content to (1) deepen student understanding of core content, (2) engage student interest in core content, (3) demonstrate cross-disciplinary connections, and (4) expand students’ arts experiences.

Multiple research studies attest to the positive impact of the arts on learning. Arts education has been shown to improve students’ abilities to approach subjects more analytically and creatively, eliciting higher levels of engagement in classroom learning and therefore increased academic achievement (Winner and Hetland, 2002; Catterall, Chapleau, and Iwanga, 2002; Burton, Horowitz, and Abeles, 2002). James Catterall analyzed the Department of Education’s NELS database of 25,000 students, and found that students engaged in high level of arts participation, specifically those from low- income backgrounds, outperformed students not highly engaged in arts in multiple academic areas. In a three-year, four-school study by Catterall (1995) and the UCLA Graduate School of Education, students participating in school arts programs were found to score higher on nationally-normed tests in both vocabulary and comprehension than their non-participating classmates. Similarly, Heath (2002), in a longitudinal study of after-school programs including those focused on the arts, found that students involved in these programs performed better in school and in their personal lives than students not involved in the arts program. Studies from Minnesota (Ingram & Reidel, 2003; DeMoss and Morris, 2006) demonstrated particular benefits from arts integration for economically disadvantaged students and English learners in the form of reading achievement gains – not surprising given the similarities between effective language instruction techniques and visual arts and theatre skills’ (p19).

These and other research studies indicate that a meaningful and challenging approach to arts education leads to community-building among diverse populations and develops self-motivated and competent, life-long learners among both high achieving and traditionally at-risk, low-performing, and English Learner students.

A strong vehicle for uniting the linguistically, culturally, and academically diverse student body of RSA, the arts were chosen as a cornerstone of the education program. By engaging in arts experiences,

students learn both the need for discipline before freedom of expression and the benefit of perseverance. They learn to focus on individual goals and collaborate with others on shared goals. They learn to see, hear, and express patterns and variations, contributing to their ability to analyze, synthesize, and reason. They learn to communicate across cultural and linguistic boundaries in verbal and non-verbal ways, thus deepening their understanding of the diversity within their school and global communities. In addition, they learn to tap into their imagination, thus developing a curiosity about the world around them.

Mandarin Immersion

RSA offers a Mandarin Immersion program to produce bilingual, bi literate students and to equip children with the essential tools for an interconnected, global society. RSA's Mandarin Immersion Program is a comprehensive, partial immersion program with 50% of the curriculum taught in English and 50% taught in Mandarin in grades kinder-fifth. Mandarin is also offered in middle school as a foreign language class period. All instruction follows the California curriculum frameworks and meets or exceeds California and local content standards. The curriculum is maximized to increase proficiency in both English and Mandarin across all grade levels. Mandarin is the world's number 1 language which means it is a vehicle for global trade, business and culture. Since Mandarin is a tonal language it is important that the teachers are native speakers and that the children begin speaking Mandarin in kindergarten when all the tones of the language can be heard and distinguished. Language is the window through which we come to know other peoples and cultures, mastery of a second and in some cases 3rd language allows students to capture the nuances that are essential to true understanding. A multicultural and multilingual academic program at RSA will prepare students to be global leaders and collaborators. There are many benefits of early bilingual education including:

- Studies show that the human brain is more open to linguistic development in the early years, and children who learn a language before adolescence are more likely to develop native-like pronunciation. (*Strozer, 1994*)
- There is a window of opportunity in which a child learns a first language normally and can more easily learn additional spoken languages. After this period, the brain slowly becomes less receptive. (*Center for Applied Linguistics*)
- Bilingual learning enhances elementary students' intellectual development and basic skills and performance, and improves a child's understanding of his/her native language. (*Center for Applied Linguistics*)
- Studying a second language has positive effects on memory, listening, and critical thinking skills. (*Hakuta, 1986*)

It is our responsibility to educate students to have knowledge of other world regions, cultures, and global issues, to have skills in communicating in more than one language, and to have respect and consideration for other cultures and peoples.

Conclusion

With a strong backbone of support from multiple entities, Redding School of the Arts has and will continue to demonstrate operational, fiscal, and programmatic capacity to operate and maintain a successful school. These entities include the North state symphony, The McConnell Foundation, The Foundation of Promoting Arts Education, and CSDC (Charter Schools Development Center) to name a few. Interest and support for the school is strong in the community as evidenced by community organizations, educational organizations and our tremendous waiting list. In this petition we will

demonstrate that RSA will offer a rigorous standards-based educational program that employs research based teaching practices. Our budget is presented realistically and demonstrates a fiscal understanding of charter school accounting and law. Our operations and procedures are sound and based on related rules, regulations and authorizing structures. RSA will continue to add value to the lives of students, families and the greater Redding area.

The Role of Teachers

Teachers will support to create and implement a curriculum that intertwines the arts with the California content standards to engage student interest, to deepen understanding of content, and to make connections between the arts and other disciplines, rather than viewing the arts in isolation. To help students to learn best, teachers will adapt curriculum and lessons to match their students' needs, interests, and strengths. Teachers will continue to learn and grow themselves in order to both improve their craft and provide students with visible models of learners. To do this, teachers need more than skills; they need time, energy and a genuine love of learning. RSA will recruit extensively in order to find highly skilled teachers. Then, RSA aims to support their teachers through extensive professional development and in-classroom support.

RSA will provide time for teacher collaboration during the regular school week. During this time, grade level teachers will work together to tailor their instruction and curriculum to best meet the needs of their specific students. RSA believes that good teaching requires time during which teachers can reflect and thoughtfully strategize and collaborate. This time will be allotted to the following activities:

- Collaborative curriculum planning and articulation;
- Review of student work
- Discussion and analysis of specific students and their learning needs;
- Staff development on components of the RSA program

Creating this time will support teachers in addressing the needs of individual students and will foster a professional atmosphere in which teachers are comfortable discussing their successes and their struggles. As a result, we anticipate that teachers will continually improve their skills and student needs will be met.

The Role of Families

Students are more successful when family and community publicly and consistently support the students' activities and learning. Parents and guardians significantly impact student learning, both directly and indirectly. They provide models of learners for their children and can interact with their children in ways that facilitate learning. Given the potentially positive influence families have on student learning, RSA views parents and guardians as partners and values their involvement in all facets of school life, from volunteering in the classroom to sharing ideas with school leaders.

Family involvement will be encouraged at RSA. This involvement will respect family schedules and interests and can take the form of:

- Volunteering in the classroom;
- Conducting phone calls to parents in support of school programs;
- Participating in evening or weekend community events in support of school programs.

FOUNDING GROUP

The Founding Team

The school's founding team brings broad and deep expertise to the development of RSA and has a strong track record for excellence in school design and operations. The team members include the following:

Jean Hatch, Co-Founder: A veteran and innovative charter school leader, Mrs. Hatch taught for 23 years prior to starting RSA with her colleague, Margaret Johnson. She has expertise in all aspects of charter school management, including curriculum, instruction, and assessment; finance, facilities, and business management; and organizational management, governance, and administration. She spent most of the 23 years teaching in Special Day classes, RSP classes, Court Schools, as well as Home and Hospital and middle school. She has worked extensively in student assessment, the provision of appropriate academic instruction for all students, development of learning goals and objectives, and modifying behaviors. She did her undergraduate work at the University of California, Davis and her graduate studies at San Francisco State University. She has earned a Bachelor of Science in Child Development Elementary, Learning Disabilities, and Resource Specialist Teacher credentials at San Francisco State University.

Mrs. Hatch also created the North State Charter Joint Powers of Authority (JPA). This JPA seeks to serve the special education needs of charter schools in California. Mrs. Hatch participated in the National Association of Special Education Directors, creating a document, *Project Intersect*. Mrs. Hatch retired as Special Education Director for the JPA, but continues to serve schools in California in a consultant capacity. She has spoken extensively and regularly reviews special education documents, providing workshops on compliance issues and general special education law in the charter realm.

Margaret Johnson, Director: Also an experienced charter school leader, Ms. Johnson has been working in education for over 20 years, including co-founding RSA with Jean Hatch. Ms. Johnson has expertise in all aspects of charter school management, including curriculum, instruction, and assessment; finance, facilities, and business management; and organizational management, governance, and administration. She spent time in the classroom educating children from grades kindergarten through 12th grade. While working for her previous district, she designed and implemented an independent study program, developing budgets, setting and selecting curriculum, interviewing and evaluating teachers, as well as developing educationally appropriate materials for special needs students.

Before entering the field of education, Mrs. Johnson earned an Associate Degree in Accounting. She worked as a full accrual accountant, completing all employer information, payroll, accounts payable

and receivable, and worked directly with auditors. Mrs. Johnson earned her undergraduate degree in Elementary Education at Oregon State University and a Masters in Elementary Education: English as a Second Language from California State University of Chico. She earned a Cleared Language Development Specialist Certification. In 2006, she completed her administrative credential.

Support for Founding Team

RSA will work with the following group of professionals:

The founding group associated with RSA consists of the following members, who collectively bring expertise in all areas necessary to operate a successful charter school: whole-child, comprehensive curriculum; developmentally effective pedagogy; diagnostic, formative, and summative assessments; non-profit expertise; marketing and business coordination; and facilities management. In addition to the founders' extensive "in-house" skills and talents, curriculum and professional development consultants will be hired for additional support in curriculum, instruction, and assessment.

Charter Schools Development Center (CSDC): CSDC has over 22 years of experience in assisting charter schools with successful charter school development and implementation in California, nationally, and internationally. Founded by former State Senator and former State Secretary of Education Gary Hart (author of California's charter law) and co-directed by national charter school expert Eric Premack, CSDC is renowned for its charter school technical expertise and assistance. CSDC will be assisting RSA with its charter school planning and specific implementation issues on an as-needed basis.

Procopio: Procopio is a full-service business and litigation law firm committed to thoughtful problem solving and improving systems for charter school. Through the power of anticipating needs, embracing diverse perspectives and fostering community relationships, they assist the school in navigating a dynamic legal landscape.

Educational Partners:

RSA partners with the following entities within northern California:

Foundation for Promoting Arts Education: The Foundation for Promoting Arts Education's mission is to provide additional educational materials, specialists, enriched performances, as well as assist the school with facilities and fundraising.

The McConnell Foundation: The McConnell Foundation has provided a unique facility for RSA to lease on an ongoing basis. The McConnell Foundation provides landscaping services at no charge to the school.

Shasta County Office of Education: Shasta County Office of Education provides staff training and pertinent state information related to charter schools.

North State Charter School JPA: JPA provides direct special education services to RSA students.

Simpson University: Simpson and RSA partner with student teachers and part time Simpson student jobs (some paid others in exchange for observation hours) that allow interaction with RSA students.

Turtle Bay Museum: Turtle Bay provides science curriculum, staff training and wonderful hands on museum tours.

El Dorado County Office of Education Charter SELPA (EDCOE Charter SELPA): The EDCOE Charter SELPA provides training to special education staff as well as ensuring compliance with all special education issues. Special Education monies are tracked through the EDCOE Charter SELPA.

Shasta Community College: Local community college that supports the community and works alongside high schools to ensure all students desiring to achieve post high school education are able to succeed.

College Options: College Options provides free programs and services to help students of all ages and their families make informed decisions about post-high school educational opportunities.

Columbia Elementary School District: Currently our authorizer and our Business Director.

With a strong backbone of support from multiple entities, RSA has and will continue to demonstrate operational, fiscal and programmatic capacity to operate and maintain a very successful school. Interest and support for the school is strong among the community as evidenced by our relationships, with parents, community organizations and educational organizations.

Awards:

Redding School of the Arts is just completing its 21st year. It is recognized as one of the top charter schools north of Sacramento. RSA continually has large waiting lists of children waiting for admittance. RSA has received much academic recognition during its 20 years of educating students:

- 2002, RSA won one of California's Creative School of Excellence award given by California School Recognition Program which honors exemplary arts education program.
- 2012 RSA received WASC six year cleared accreditation
- 2010 RSA identified as a Confucius School. This award is given by the College Board and Hanban in recognition of an outstanding elementary Mandarin program. RSA was one of five schools in the United States to receive this award.
- 2012 RSA facility received LEED Certified Green School

In addition, RSA's students have won awards in the National Duck Stamp and Peace Poster competitions each year and have had their works of art displayed at City Hall. Our String Ensemble has taken multiple Gold and Command Performances at the state competition CMEA Sections - California Music Educators Association for every year they have participated, and since 2014 our Competition Choir has taken top awards at the state level. Students from RSA have had their art work published in the Glencoe textbooks in 2004. In 2006, students from RSA had their work displayed in the Youth Art Exhibits in the Sacramento Office of Education. Students graduating from RSA have gone on to honors classes at the local high schools and then on to Princeton University, New York School of Acting, Brown, UCLA, The American Musical and Dramatic Academy in New York City, and many other distinguished colleges and universities. In March of 2019 an 8th grade student was offered a full ride scholarship of \$65,000.00 to attend the prestigious Idyllwild Arts Academy for High School. Our String Ensemble has taken multiple Gold and Command Performances at the state competition CMEA Sections - California Music Educators Association for every year they have participated, and since 2014 our Competition Choir has taken top awards at the state level.

ELEMENT I: EDUCATIONAL PROGRAM

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code § 47605 (b) (5) (A) (i)

“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Ed. Code § 47605(b) (5) (A) (ii)

Pursuant to Education Code Section 47606.5, RSA will produce a Local Control and Accountability Plan (LCAP), which shall update the goals and annual actions identified below, using the LCAP template adopted by the State Board of Education. The school shall submit the LCAP to the District and the Shasta County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

Redding School of the Arts Mission

The mission of the Redding School of the Arts (RSA) is to provide those students who have an interest in visual or performing arts with skills for the 21st century - the ability to read, write, speak and calculate with clarity and precision, and participate in the life of the community. RSA seeks to accomplish its goal of high academic and behavioral standards through a student-centered, interdisciplinary, thematic approach, multicultural/multilingual environment with emphasis on the arts. This charter school will enable students to become literate, self-motivated and life-long learners who appreciate, enjoy, and respect the visual and performing arts.

We believe that a student-centered educational program that emphasizes the arts will improve our targeted students’ learning by allowing them to develop both strong academic skills as well as creativity reflecting higher order thinking skills. RSA’s philosophy is based on the belief that when the school, parents and community work together to empower a child using a holistic approach, the child will be equipped to achieve his/her educational goals and become a contributing member to society. In addition, we believe that RSA will increase learning opportunities for our targeted students. Students living in rural areas often have fewer opportunities to participate in the arts outside of school. Accordingly, we feel it is an important priority for them to have access to a strong arts program as part of the school day.

The following educational goals support the mission and vision of Redding School of the Arts and address the needs of all students including socioeconomically disadvantaged pupils, English learners, pupils with disabilities and gifted learners. RSA bases its goals on the objective of enabling students to become self-motivated, competent lifelong learners.

Goal One- Academic Excellence: Students at RSA will demonstrate academic excellence and measurable progress in all core content areas through a holistic approach to learning.

Goal Two- Global Competence: Students at RSA will develop positive attitudes toward other languages and cultures and demonstrate their ability to appreciate the traditions and values of various cultures in our society and around the world.

Goal Three- Positive School Culture: RSA will develop a positive, collaborative, and involved school community to support the educational program.

Annual Goals and Actions to Achieve State Priorities: Pursuant to Education Code Section 47605(b)(5)(A)(ii), following are tables describing RSA's annual goals to be achieved in the state priorities school wide and for all numerically significant subgroups newer language is 'student groups', as described in Education Code Section 52060(d), and specific annual actions to achieve those goals. Where priorities are not applicable because the subgroup is not numerically significant (English Learners) or based on how they apply for the grade levels served or the nature of the program operated, annual goals and annual outcomes are not given below (See subsequent page).

Guiding Principles: Childhood is a time to experience, explore, question, wonder, imagine and to sense life in its various shapes and sizes. All youth need to develop interests, uncover hidden talents, experience satisfaction through accomplishments and diligently pursue aptitudes, abilities and interests. To ensure their success in these areas, the following four guiding principles will serve as the philosophy of Redding School of the Arts:

- Students will be responsible, productive citizens of society.
- All participants in the school (adults and children) will show mutual respect.
- All involved with the school will have an awareness of and an appreciation for individuals, cultures and ethnicity, as well as an understanding of differences and similarities in all people.
- Adult-child relationships and opportunities will cross in mutually meaningful ways. All adults involved with Redding School of the Arts believe that all students can develop morally, ethically, intellectually, culturally, socially and emotionally to their fullest potential.

At RSA, we believe to be an “educated person” in the 21st century requires:

- The knowledge of and ability to demonstrate basic skills in reading, writing, speaking and computation;
- A repertoire of problem-solving approaches, including exploring alternatives to solving the same problem;
- An understanding of technology and their many uses (for example, classroom and individual computers, tablets, iPads and digital cameras) and its applications in and outside of the classroom;
- A global perspective, which includes an understanding of the surrounding world and his/her role in it through cultural competence;
- A common core of knowledge, which includes cultural literacy, scientific literacy, knowledge of humanities, and an appreciation and understanding of the values that constitute the basis of our society;
- The ability to internalize concepts and apply them;

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- The ability to think logically and make informed judgments;
- The ability to appreciate, enjoy and respect the visual and performing arts.
- The ability to communicate globally.
- The ability to work cooperatively, pose unique questions and share ideas.
- The ability to consider multiple points of view and take into account multicultural perspectives.

RSA believes that learning best occurs through:

- Using innovative teaching strategies such as hands-on learning interdisciplinary, thematic, project-based learning;
- Multi-age, skill based class groupings;
- Collaborations with universities, businesses, community artists, musicians, dancers and other partners;
- Student-centered environment with parent participation;
- Elective program in all areas of the visual and performing arts; and
- Ongoing authentic assessments as well as standardized tests.
- Creating safe places for children and youth where they can develop constructive relationships with their peers;
- Placing a premium on giving youth chances to succeed as a way to build their sense of worth and achievement;
- Emphasizing excellence and expose children to quality staff and programming;
- Building on what youth value and understand and encourage voluntary participation;
- Establishing clear expectations, giving students timely feedback and reward progress;
- Maintaining sustained, regular programs upon which children can count;
- Providing youth with opportunities to be valued community members;
- Teaching youth how to navigate other networks;
- Advocating for youth with other community institutions.
- Instruction that is differentiated according to student needs and styles.
- A curriculum infused with technology.

Ia. Students to be served

Redding School of the Arts will serve kindergarten through eighth grade students who have an interest in visual or performing arts. RSA reserves the right to expand grade levels during the next few years; a charter revision will be submitted at that time that will include curriculum benchmarks. Although we will be open to everyone in the state, we anticipate drawing students largely from Shasta County. RSA currently serves 605 students in grades Kindergarten through eighth, which includes an Independent Study program (see section Ib below). This year's CBEDS report indicated that our current student population is 79.50% White, 4% American Indian or Alaska Native, 3% Hispanic or Latino, 4.5% Asian, and 1% African American (8% declined to respond). These demographics are largely reflective of Shasta County's overall demographic makeup. We anticipate maintaining similar student demographics on our campus. Many of our targeted students are rural students with little prior experience in the arts.

Ib. Curriculum and Instructional Design

In order to implement our educational philosophy, we believe that art is a necessary focus to help children develop both academic skills and creativity. There is a comprehensive body of evidence that

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shows a correlation between participation in arts education and increased academic achievement. (For an extensive list of articles and books, see http://www.newhorizons.org/strategies/arts/front_arts.htm.) In addition, a recent US Department of Education study and recent federal legislation has emphasized the importance of including the arts as an essential part of a school's curriculum (September 1994, past President Clinton's Committee on the Arts and Humanities).

RSA's instructional strategies include:

- An academically rigorous curriculum that is integrated among core-subject curriculum.
- Explicit instruction which includes modeling, guided practice and checking for understanding.
- Curriculum and instruction that is responsive to individual differences in abilities, development and learning styles.
- Collaborative learning through participation in interacts, literacy circles, problem solving groups etc.
- Flexible supports: Many supports will be provided within the classroom and school. For example: study skills, tutoring before and after school, second language learning, MTSS services, social skills groups and many others.
- Diagnostic assessment: Teachers will use online assessments, along with other assessment strategies, to evaluate how students are learning as well as what they are learning. These assessments will be used to make decisions about instruction, curriculum and individual student support.
- Inference/Inquiry: In this process students are presented with a problem or question and formulate and test theories to work toward a solution.

We propose to give our students a hands-on educational program in which they can develop unique interests, uncover hidden talents, experience satisfaction in accomplishments, gain a sense of responsibility, and pursue education as a way of life through direct involvement with people in the performing arts community. The educational program for Redding School of the Arts is primarily site-based; however, the charter school offers a limited independent study program TK-8 to serve those families who desire to enhance this learning strategy, combined with enriched visual and performing arts opportunities. The core elements of the RSA's program are described below:

Content: The curriculum of Redding School of the Arts shall consist of the foundational concepts, content goals and skills instruction as reflected in the California Common Core Standards in English/language arts, math, and technology, as well as the California Standards in science, history/social science, and visual and performing arts. In addition, our instructional program will have a focus on the visual and performing arts and also include health/physical education and technology. The context in which these skills shall be developed will be cultivated through real-life experiences. Students will be approached and challenged as active learners. The curriculum will encourage discovery and will address all skill levels. Students will be working together and building upon each other's strengths. RSA believes that student achievement in each of the core academic areas is enhanced by engaging students actively in the curriculum, integration of academic content, and other key features of the instructional design.

Redding School of the Arts will provide a thematic approach to learning. This methodology fits with the new Common Core Model which encourages cross curricular work. At RSA, all students in K-8 study in 3 rotating themes. For example: On a year when the school is studying American History all students read stories and poetry about incidents and characters that occurred/lived in the time period,

they study American History, they learn to square dance, they learn a repertoire of our nation's songs, they learn about the geography of our nation and they learn about our inventions, ecosystems etc. in science. This means all teachers also teach 3 rotating themes (see attachments)

Students 1st through 8 will be divided for language arts and math by skill level. This allows students to be taught on their instructional level. It also allows for extra help to be delivered to students who are struggling. It makes possible a smaller range of skill levels for each teacher to work with as well. These language arts and math classes are divided based on test scores, teacher recommendation and previous examples of work. These somewhat homogeneous classes are divided in grades K-5 even further for music instruction where ½ the class goes with half of another class to daily music. This gives the teacher a chance to differentiate further when she has only half the class (see schedules—attached). Then the music sections swap and the teacher has the other half of her class when that group goes to music.

Every Monday afternoon is a minimum day which allows for in service on curriculum and other topics (behavior, character ed, special education etc.) It also allows for collaboration in grade levels and other designated teams (across grade levels, department, etc.) This in-service time helps to ensure consistency among the teachers. Staff is frequently sent to workshops out of town to bring back new ideas. On alternating Monday morning, RSA conducts an all school assembly unifying the staff and students and building school spirit. Each assembly provides an opportunity to sing together, see performances and to introduce or work on the month's character trait.

Subsection of IB: Independent Study Independent Study:

It is the philosophy of the Redding School of the Arts (RSA) to offer alternative learning opportunities to students who have an interest in academics and visual and performing arts and can thrive in a home-based environment. RSA believes that Home Study/Independent Study is an effective tool of instruction to meet this philosophy. Although RSA will function primarily as a "classroom based" school, the school will also serve a population of students who may be enrolled in the long term Independent Study. The Independent Study will be operated in compliance with all state regulations for California Independent Study Statutes and Regulations, but not limited including state independent study attendance accounting.

.As the California Department of Education states, Independent Study/ Home Study is a voluntary instructional strategy that responds to an individual's needs and styles of learning. This course of study will be available to T K - eighth grade and will respond to the student's specific educational needs, interest, aptitudes, and abilities within the confines of the school policies and procedures.

Instructional methods incorporated into the personalized education plan may include the following:

- Individualized direct instruction with parent and/or assigned RSA Teacher.
- Independent coursework.
- Experiential learning and field studies.
- Computer-based instruction.
- Online inquiry.

The majority of daily instruction will occur in the home with parent support and supervision. RSA Teachers will communicate frequently with families to support their educational needs. This will be accomplished through face-to-face meetings, phone calls, emails and text. At a minimum, once every twenty school days a formal learning period meeting will occur with the family to complete the required attendance and progress reports. The learning period meetings will include the following:

- Review and evaluate work completed.
- Evaluate progress toward academic and personal goals.
- Collect work samples from all subject areas to create a student portfolio showing work progress throughout the year.
- Document state standard accomplishments.
- Discuss expectations.
- Give assignments for the next learning period.
- Adjust curricula based on student progress and need.
- Review and adjust student learning plan and pacing if needed.

Parents and students will have consistent access to their Assigned Credentialed Teacher for support and/or assistance. It may be advantageous and/or necessary for the Assigned Credentialed Teacher to meet with the family several times within the twenty day reporting period if a student needs academic support or the parents needs assistance with instruction or the use of curriculum.

English/Language Arts Elements:

- Nonfiction reading and expository writing will feature prominently in the language arts curriculum.
- Students will be challenged to think critically about texts and to answer higher order questions.
- All students will be expected to take positions and support them in writing.
- Students with significant deficiencies in reading will be offered supplemental reading programs (such as Lexia, Read Naturally, High Noon, Language Tune-Up Kit), which will address their specific learning needs.
- All students will receive integrated language arts instruction on a daily basis.
- Primary grades students will receive phonetics method instruction.
- Varied instructional methodologies will be provided for students with language arts difficulties in general education classes.
- Audio/video materials and computer programs for word processing will be used in individualized and group language arts activities, as appropriate. Computer software will be explored for utilizing educational technology.
- All students will learn strategies to improve reading comprehension skills.
- Language arts instruction may include diagnostic/perspective work in class, small groups and individual instruction as needed.
- Students' writing will be published as frequently as possible in the classroom, school and community.

Science Elements:

- A variety of concepts will be taught in the areas of earth, life, and physical science.
- Concepts will build from year to year.
- Classroom teachers will offer an articulated, interdisciplinary science program.

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- A hands-on and self-discovering approach to science will be provided whenever possible.
- Science learning activities will involve research, experiments, reading, reporting, discussion, field trips and appropriate technology equipment.
- Scientific methods will be employed regularly.

Mathematics Elements:

- All students will use math manipulatives where appropriate.
- Instruction will be delivered at the student's skill level. For example, strategies such as instructional differentiation through re-grouping and re-teaching, extra practice, and challenge problems.
- All students will receive instruction in the stages of problem solving, including problem exploration, formulation, strategy development, solution activity and interpretation of results.
- Computer software will be selected by staff and purchased to enhance mathematics instruction in all grade levels.
- Students will receive State Standards based math instruction in K-5 and CPM (College Prep Mathematics) in grades 6-12
- Students with significant deficiencies will be provided an alternative math program.
- Students will learn strategies for performance tasks and skills for modeling, problem-solving, and reasoning that help discover the language of mathematics and apply it to authentic contexts.

History/Social Science Elements:

- The visual and performing arts will be used to enhance the social science curriculum whenever possible.
- Cultural understanding and knowledge will be expanded through interdisciplinary integration with other curricular areas.
- Literature, biographies, documents and technology will be used as part of the students' instructional process.
- Appropriate core literature will be used at each skill level.
- Cooperative learning, role-playing, dramatizations, skits, music, art, re-enactment and simulation practices will be utilized.
- Maps, graphs, globes, charts, and atlases will be utilized.
- Students will have the opportunity to develop social, citizenship and leadership skills in class and Student Council meetings.

Mandarin Immersion Elements (applies to students in Immersion program only):

- Increase Mandarin Language to promote thinking and reasoning skills in a second language.
- Listen and understand repeated phrases and new vocabulary.
- Systemically increase words or phrases.
- Develop reading and writing skills for Chinese characters and pinyin.
- Participate in activities that build Chinese Cultural awareness.
- Participate in teacher directed science and math lessons to build on academic Mandarin vocabulary and skills.

Visual and Performing Arts Elements:

- Elements of VAPA standards will be implemented throughout the grade levels.
- Instruction will develop awareness and appreciation in students by engaging them in a variety of activities to enhance artistic literacy.
- Historical instruction in each of the arts will be explored to include how society has affected artists and how the arts have affected society, both past and present.
- Diversity will be valued in the visual and performing arts and embracing an unlimited range of responses to any artistic issue, problem, or work.
- Regular and systematic instruction in visual and performing arts will occur.
- Community members and guest artists will share their expertise with students.
- Information about community cultural events will be dispersed regularly.
- Opportunities for community visual art displays will be utilized.
- Community performances will be encouraged as an education service.

Technology Elements:

- Internet connectivity will be available in each classroom.
- On-site Internet-connected computer lab with 30 stations and is available to use in multi-media applications.
- Two mobile class set of Chromebooks
- Assigned laptops for individual middle school students.
- Implementation of computer skills beginning in kindergarten with proficiency and sophistication increasing with subsequent grades.
- Classrooms equipped with interactive white boards and state of the art technology.

Learning Environment:

RSA believes that a safe school environment with clear expectations and communication is critical to ensuring an effective curriculum. Accordingly, we will institute the following practices in our school culture to support learning:

- Student Parent Handbooks will be distributed annually to parents, students, and staff for review and discussion.
- Positive reinforcement and activities to encourage responsible learning will be regular components of the curriculum.
- Implementation of Character Counts, i.e. Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship.
- Students and parents will be encouraged to utilize the student planner.
- Students will be involved in community service projects to promote citizenship.
- Regular school-to-parent communication will occur by reporting every student's progress throughout the year.
- Emphasis will be placed on recognizing outstanding performance in academics, visual and performing arts, citizenship, behavior and other activities through student assemblies, performances, special assemblies, and awards.

Instruction through Home Study:

1. Allows a student to study at his or her own pace within the limits of compulsory attendance requirements.
2. Creates a bridge between the school and the community
3. Challenges each student to excel in his or her area of special interest, abilities and learning styles

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4. Allows a child to be educated at home
5. Encourages the student's resourcefulness
6. Facilitates the student's active participation in his or her own education through the support of a credentialed teacher
7. Offers both on-site elective courses to the student, such as, ballet, swing, jazz and tap, drama, visual art, in addition to an annual financial stipend to help offset costs of off-site visual and performing arts instruction and physical education.

Materials for instruction are aligned with the California State Frameworks and are provided through the school.. In addition, Independent Study students are offered the opportunity to participate extensively in various site-based and other school activities, including, but not limited to, elective classes, writing labs, math labs, science labs, visual and performing arts productions, field trips, and theme days.

High School Learning Component

The curriculum of the RSA Early College High School shall consist of the basic concepts, content goals, and skills instruction reflected in the California State Standards in language arts, science, math, social science, world language, visual and performing arts, technology and physical education. The context in which these skills shall be developed will be cultivated through an array of curricula and instructional delivery methods, depending on the chosen track of vocation or college program in which the student is enrolled. Students will be approached and challenged as active learners; the curriculum will encourage discovery and will address a variety of skill levels.

RSA Early College High School students will be encouraged to take advantage of community college courses offered at the college and/or online as part of their personalized learning plan. These courses may be used to fulfill core courses, Language Other than English requirements, visual and performing arts requirements, and elective course credits in areas of interest. Courses taken at a community college will earn high school credit while building a college transcript aimed at post-secondary education goals. RSA Early College High School will be dedicated to supporting and encouraging college and career readiness for all high school students. RSA Early College High School will require students to complete a College and Career Readiness Course using "Focus on College and Career" curriculum for 5 credits. This course will guide students in the completion of a comprehensive college or vocational plan and portfolio to help chart their path to a career.

Academic skills and concepts proposed by the California State Standards will be linked directly and specifically to the experiences students will undergo in their educational endeavors.

Transferability of Courses

RSA Early College High School (RSA ECHS) will seek accreditation by WASC during its first year of operation. Courses will be submitted for approval and will meet the UC/CSU college entrance requirements. Parents will be informed of the transferability of courses to other high schools and the eligibility of courses to meet college entrance requirements through the school's course catalog provided to students and parents annually. Thus, in accordance with Education Code Section 47605(b)(5)(A)(iii) courses will be transferable to other California public high schools.

RSA Early College High School will achieve accreditation by the Western Association of Schools and Colleges (WASC) before the completion of the second year. In order to earn a RSA early college high school diploma, students will be required to complete 230 high school credits in designated areas. Students will have the opportunity to choose a plan of study according to their educational and post high school goals. RSA's graduation requirements and high school course of study will be aligned with college admission requirements and will be consistent with Western Association of Schools and Colleges (WASC) Guidelines.

“a-g” admissions criteria: A prescribed course of study and credit requirement for receiving a high school diploma has been established. Parents and students will be notified of the transferability of courses to other public high schools and of the ability of courses to meet high school entrance requirements through annual distribution of the parent/student handbooks and communications via the RSA ECHS counseling department.

There will be two general paths of high school study as outlined below:

1. College Preparation Path of Study (A-G approved coursework)

Students who plan on attending a 4-year college or university directly after high school must complete a rigorous college prep course of study that includes approved courses at the SCC for their 11th and 12th grades. Completion of these rigorous courses with a C or better develops a level of proficiency that makes the student eligible to enter the California State University system or the University of California system upon graduating high school.

2. General Education Path of Study

General Education courses provide students with a basic level of academic rigor for core courses. These courses meet the California Content Standards for all subjects and meet high school graduation requirements as well as entry into SCC vocational programs. Students following this educational path generally enter a community college, trade or vocational school, or transition into the workforce after graduating high school.

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| Redding School of the Arts Early College High School | | | | | |
|---|--|------------------|--|------------------|--|
| General Requirements | | | College Prep Requirements (A-G) | | |
| Subject | Course | Credit Checklist | Course | Credit Checklist | |
| English | 4 Years – 40 Credits | | 4 Years – 40 Credits | | |
| | English I (10) | | English I (10) | | |
| | English II (10) | | English II (10) | | |
| | English III (10) | | English III (10) | | |
| | English IV (10) | | English IV (10) | | |
| Mathematics <i>In order to earn a high school diploma, all high school students must pass an Algebra I course or higher.</i> | 3 Years – 30 Credits | | 3 Years – 30 Credits | | |
| | Basic Math (10) | | Algebra I (10) | | |
| | Pre-Algebra (10) | | Geometry (10) | | |
| | Algebra I (10) | | Algebra II (10) | | |
| | Algebra IA/IB (20) | | Trig/Pre-calculus (10) | | |
| | Geometry (10) | | Calculus (10) | | |
| | Algebra II (10) | | Integrated Math I (10) | | |
| | Integrated Math I (10) | | Integrated Math II (10) | | |
| | Integrated Math II (10) | | Integrated Math III (10) | | |
| | Integrated Math III (10) | | | | |
| History/ Social Science | 3 Years-30 Credits | | 3 Years-30 Credits | | |
| | World History (10) | | World History (10) | | |
| | US History (10) | | US History (10) | | |
| | US Government (5) | | US Government (5) | | |
| | Economics (5) | | Economics (5) | | |
| Science | 2 years – 20 Credits | | 2 years-20 Credits | | |
| | Earth or Physical Science (10) | | Biology w/ Lab (10) | | |
| | Life Science or Biology (10) | | Chemistry w/ Lab (10) | | |
| Humanities | 2 years – 20 Credits | | 3 years - 30 Credits | | |
| | Visual & Performing Arts and/or Lang Other than English (20) | | Lang Other than English (20) (two years of same language) | | |
| | | | Visual & Performing Arts (10) | | |
| Physical Education | 2 years - 20 Credits | | 2 years – 20 credits | | |
| | P.E. (20) | | P.E. (20) | | |
| Health | Health (2.5) | | Health (2.5) | | |
| College/Career Readiness | College/Career (5) | | College/Career (5) | | |
| Technology/Life & Voc. Skills | 1 year – 10 Credits | | 1 year – 10 Credits | | |
| | | | | | |
| | | | | | |
| Electives | 52.5 Credits | | 42.5 or Fewer Credits | | |
| | | | College Prep approved electives (10) | | |
| | | | | | |
| A TOTAL of 230 credits are required for graduation. Students enrolled in 9-11 grade must be enrolled in at least 30 credits per semester. Seniors must carry at least 20 credits per semester. | | | | | |

Assessment

At RSA, assessment is a critical tool for observing individual student progress, and for evaluating the success of the program as a whole. Multiple assessments are used because no single assessment provides sufficient information on student's learning. RSA students are assessed through:

- 1.) All standardized and standards-based tests required for public schools that are mandated in California Education Code (including but not limited to Smarter Balanced CAASPP, ELPAC and physical fitness tests)
- 2.) Other nationally recognized norm referenced tests or developmentally based tests (examples: NWEA, LEXIA, CBM and others.)
- 3.) Day-to-day assessments related to specific content or skills
- 4.) Qualitative observations of the learning process (teacher's notes, charts, behavior log, child's reflections etc.)
- 5.) Examination of final projects (final draft of writing assignments,, an interdisciplinary final project, final reports on computerized programs, etc.)

Ic. Plan for Students Who Are Academically Low Achieving

Services for academically low-achieving students will begin with an assessment of student abilities and needs. We will identify students who are performing below grade level through the results of various assessments such as NWEA as well as from classroom assessments and assignments. Depending on identified needs, students will receive one or more of the following interventions: in class individual/small group tutoring by instructional aide, after school tutoring, study skills during elective time, participation in Academic Intervention Plans (AIPs)- taught by specialist or instructional aides, and remedial computer programs -- Progress is monitored in all of these interventions, by use of CBMs, DAR, NWEA, and other multiple measures.

RSA uses the Multi-Tiered System of Supports (MTSS) framework to support all students (see pyramid in appendices) MTSS is a process by which schools are proactive in assessing students' academic, behavioral and socio- emotional development needs and providing students with timely, targeted interventions such as classroom differentiation, specific interventions and additional services including AIP/special education services. The MTSS team: a general education teacher, education specialist, and administrator meet on a regular basis to monitor the progress of students and identify needed interventions and whether or not those are working.

Within this system, the expectation is that all students' needs should be provided for within the regular education program setting. It is only when the general education program alone is inadequate to meet a student's needs that a student should be pulled out of the classroom for specialized instruction or referred for special education services. The model's emphasis is in not allowing students to fail to make adequate progress in the basic academic skill areas. Implicit within our intervention program is that general education models are key components and conditions. These include:

- Research-supported, comprehensive, systematic basic academic skills instructional programs provided to all students in general education classrooms;
- Sufficient amounts of instructional and practice time;
- Programs providing continuity and transitions between instructional units and skill levels;
- Staff thoroughly trained in the implementation of these educational programs;
- Students taught at their instructional level - not necessarily at the level of their age or grade;

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- Students moving flexibly through the various instructional levels (depending on their rate of progress) so that they are always appropriately challenged;
- Student progress measured and analyzed regularly, and educational decisions based on valid data;
- Students performing below normal grade level range will be referred to the Academic Skills Intervention Program; Targeted, explicit instruction will be provided by intervention teachers and resource personnel.
- Classroom-based instructional activities accommodate different learning styles to draw out students' various strengths and needs;
- Class sizes reduced, often to 10-15 students per class, by offering music classes opposite Mandarin and English/LA classes;
- One to One Peer tutoring (high school)
- Team teaching/co-teaching will be implemented in 9th and 10th grade.
- After school tutoring for high school students.
- Regular progress monitoring
- Instructional paraprofessionals staff many classes with lower skilled students to provide more attention to those most in need;
- Technology programs where students can move at their instructional level .Licenses are available for various language arts and math tutorial software for use at school and at home.
- Two intersession periods(winter and summer) available for junior and senior high school students in need of credit recovery via homeschool independent study program.

Id. Plan for Students Who Are Academically High Achieving

To ensure that they are engaged and challenged to achieve their fullest potential, high achieving students will be served through such means as:

- Class groupings by skill level, to allow for assignments and activities beyond grade level target instruction;
- Assignments and projects that allow students to work to their accelerated ability;
- Staff who are attentive to the needs of high-achieving students to provide an emphasis on individualization and differentiation.
- Enrichment activities that augment their regular educational program.

RSA's administration will determine the most appropriate curricular components for participating pupils.

High Achieving Students are identified as having demonstrated or having potential abilities that give evidence of high performance capabilities as defined in the school's charter in accordance with regulations established by the SBE. Identification categories may include one or more of the following (EC 52202):

- Intellectual, creative, specific academic, or leadership ability
- High achievement as measured by North Western Educational Assessment (NWEA)
- Performing and visual arts talent
- Any other criterion that meets the standards set forth by the SBE

Redding School of the Arts has developed a method for the identification of high achieving students. The method of identification is included in RSA's policies and procedures and conforms to these general principles:

- a. The standards ensure the identification of students who possess a capacity for excellence far beyond that of their chronological peers.
- b. Methods are designed to seek out and identify those students whose extraordinary capacities require special services and programs.
- c. Provisions are made for examining student's range of capacities
- d. Methods and techniques of identification generate information as to a student's capacities and needs.
- e. There is equal opportunity to be identified in the categories served.
- f. Methods are designed to seek out and identify gifted and talented students in spite of their diverse linguistic, economic, and cultural backgrounds. (CCR, Title 5, Section 3820)
- g. Students consistently exceed standards on state assessments in one or more academic areas.

For all students, including those with high creative capabilities and talents in the performing and visual arts, RSA's governing board shall concentrate part of the curriculum in providing students with an academic component and, where appropriate, instruction in basic skills. (EC 52206)

Ie. Plan for English Language Learners

Historically, RSA has served a very low proportion of EL students, in line with the area's demographics. RSA's EL students have successfully accessed the curriculum and developed English proficiency through our core program, including with the same types of personalized support that are provided for any student at RSA. In particular, RSA also has a strong literacy program, including a range of support and interventions to address students' varied literacy needs. RSA also targets development of academic vocabulary and frontloading according to students' needs.

RSA's core educational program is also suited to EL students' needs because of its strong emphasis on instructional differentiation according to students' individual needs in literacy, including a breadth of strategies and resources that are used according to each student's needs.

In addition, RSA's core curricular approaches are well-aligned with the needs of EL students. Many strategies that constitute Specially Designed Academic Instruction in English (SDAIE) are ones that RSA uses as part of effective instruction for many types of learners. These include the use of "realia" (real objects and materials), manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, story maps), visuals (study-prints, textbook illustrations, other projected materials, reproductions of paintings and documents), graphic organizers (metrics, Venn diagrams and webs), planned opportunities for interaction between all individuals in the classrooms (creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience). This same approach is used to address the EL students who are participating in the Mandarin immersion program in grades kinder and first.

Openings in the Mandarin immersion program after November of first grade through 5th grade are determined by testing in for Mandarin proficiency. When possible and wWhen appropriate an aide fluent in the student's home language will be used to support the academic program.

In addition to global strategies, English learners' program placement will be based on ELPAC results and may also be based on other assessment results and consultation with teachers and parents. (See above chart)Program placement may include participation in any of the school's program options, including the Mandarin the immersion program, Independent Study or the English program, which may be modified for the student to constitute a "sheltered English immersion" or "structured English immersion, program." as defined in law and administrative regulation. Nearly all of the classroom instruction in the school's structured English Immersion program is in English, but with the curriculum and presentation designed for students who are learning the language (Education Code 305-306) and to assist students achieving English language proficiency at the fastest possible rate. All of these options will ensure that students receive Integrated Targeted English Language Development (ELD) instruction aligned to the English language arts and ELD standards. according to the student's individual needs. Integrated ELD This instruction may occurs through the school's core program as taught by highly qualified instructors and, should students have more intensive needs, through Direct ELD instruction taught by designated EL instructors

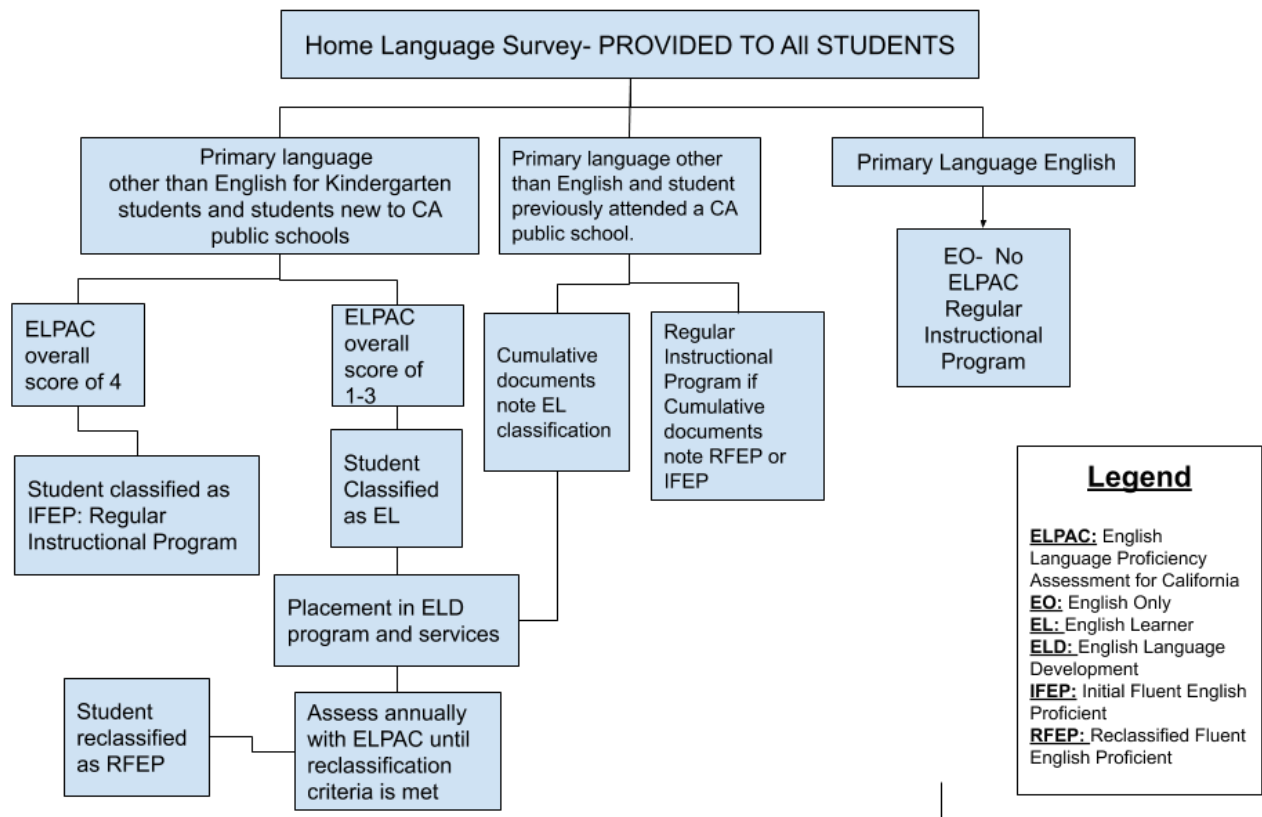
Our goal is to ensure a quality EL instructional program that enables RSA's EL students to attain English proficiency, achievement in all academic subject areas, and to have full access to the range of educational opportunities that RSA envisions for all of its students.

When an English learner has acquired a reasonable level of English proficiency as measured by the state-designated assessments approved by the California Department of Education, any Charter School assessments, and/or other criteria adopted by the Board. (Education Code 305-306; 5 CCR 11301). Reclassification procedures utilize multiple criteria for determining whether to classify a pupil as proficient in English including, but not limited to all of the following:

- Assessment of English language proficiency using the ELPAC assessment;
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's mastery and progress on the California or Common Core Standards.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's academic growth against an empirically established range of performance and basic skills (i.e. performance on formal assessments) based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in curriculum designed for pupils of the same age whose native language is English.

RSA will monitor the progress of reclassified EL students for at least two years following reclassification to ensure that students are maintaining progress. Progress monitoring will be based on the same assessments on which reclassification were based, including classroom-level assessments. RSA will work with teachers to ensure that adjustments are made based on ongoing review of student

progress data. This monitoring will occur in tandem with progress monitoring of all students who are not performing at grade level or who are at risk.



If. Plan for Special Education

Pursuant to Education Code Section 47641 and related laws, the Redding School of the Arts Charter School functions as a Local Education Agency (LEA) for Special Education purposes. Redding School of the Arts is a recognized national leader in the provision of special education within a charter school setting. Redding School of the Arts receives its special education services and resources in collaboration with other charter schools in the north state..

As a public school, RSA has an obligation to serve students with exceptional needs. RSA will adhere to all laws and or consent decrees as applicable, affecting individuals with exceptional needs including all provisions of the Individuals with disabilities Education ACT (IDEA), its amendment as, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Office of Civil Rights mandates and AB602. All students will be given equal access in admissions regardless of disabilities and RSA will not discriminate against any student nor deny admissions to any student based on his/her disabilities or lack of availability of special education services, all students with disabilities will be accorded the same Free Appropriate Public Education as at any other public school. Redding School of the Arts works continually to better establish open communication between Redding School of the Arts, and the districts of residence to ensure that students with exceptional needs are identified and that their needs are evaluated and served in compliance with any and all applicable laws. RSA will attend

steering committee meetings put on by the SELPA to keep abreast of current changes in special education.

LEA Member of the EDCOE Charter SELPA

As a member of the EDCOE Charter SELPA, RSA will assume full responsibility for the provision of special education and related services to eligible students. As such, State and Federal funding shall be allocated directly to the Charter School per the allocation plan of the EDCOE Charter SELPA. The Charter School shall assume responsibility for the general education contribution which may be necessary for the provision of special education services to identified students and shall meet the annual Maintenance of Effort Requirements.

LEA Assurances

As required of LEA members within the EDCOE Charter SELPA, the school provides the following assurances

- 1.) Free Appropriate Public Education (FAPE) RSA will assure that a Free Appropriate Public Education shall be provided to all enrolled students, including children with disabilities who have been suspended from school.
- 2.) Child Find- RSA will assure that all students with disabilities are identified.
- 3.) Full Educational Opportunity- RSA will assure that all students with disabilities have access to the full range of programs available to non-disabled students
- 4.) Least Restrictive Environment (LRE)- RSA will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids, supports and services in the general education setting.
- 5.) Individualized Education Program (IEP)- RSA will assure that an Individualized Education Plan is developed, reviewed and revised for each child who is eligible.
- 6.) Assessments- RSA will assure that initial assessments will be completed by qualified personnel in all areas of suspected disability. An IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment will be conducted at least once every 3 years and more often if conditions warrant or if requested by the students' parents or teacher.
- 7.) Confidentiality and Procedural Safeguards- RSA will assure that the confidentiality of identifiable data will be protected at collection, storage, disclosure and destruction. In addition, students and their parents will be provided with safeguards through the identification, evaluation and placement process.
- 8.) Personnel Standards- RSA will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide services to identified special education students.

Child Find

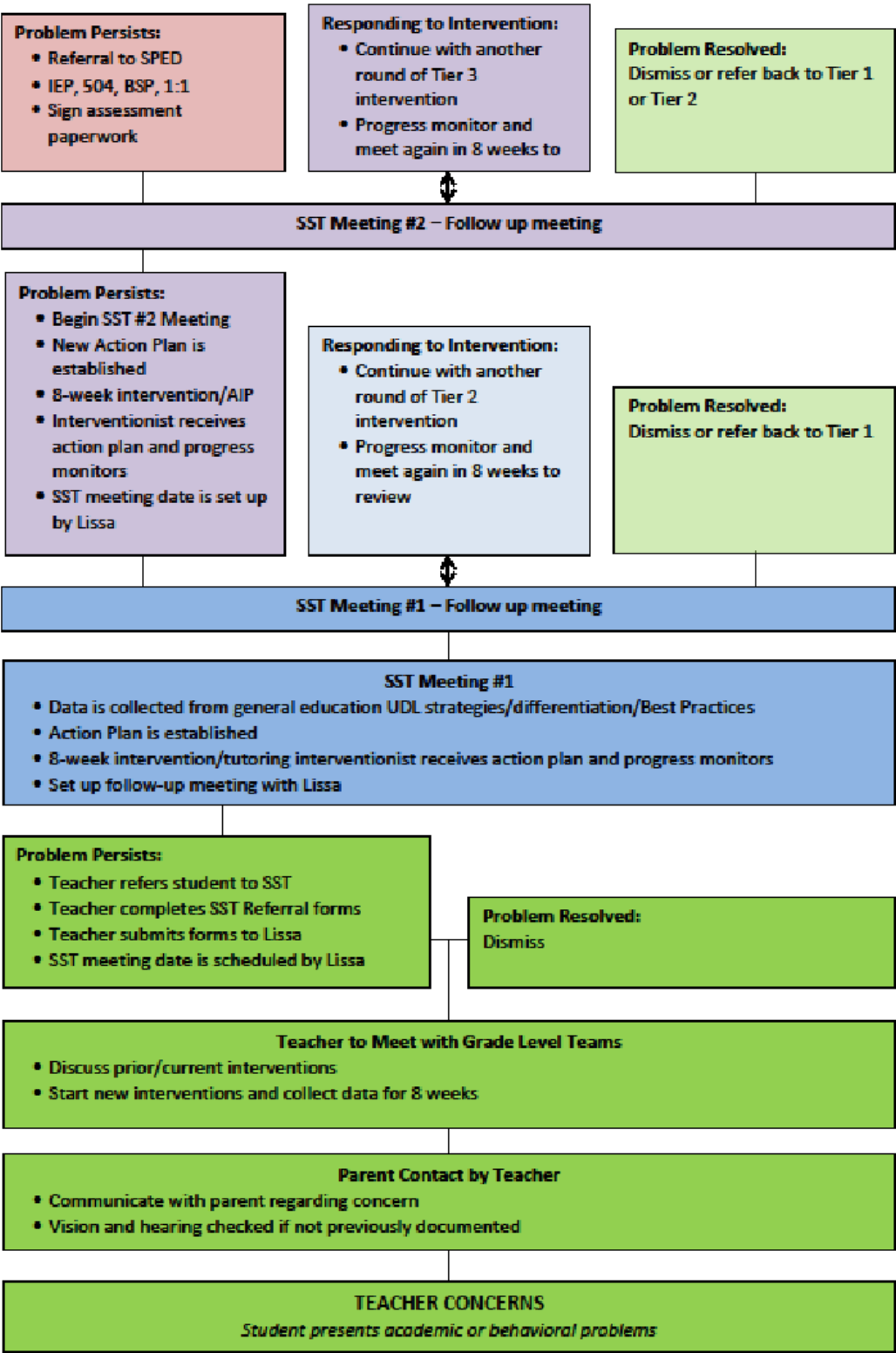
RSA has a comprehensive "child find" system to identify students who have or may have had exceptional needs. RSA reviews all children's names who are accepted through the school's lottery through SEIS to see if any of the students have ever been identified as a child with special needs. If students with special needs are drawn in the lottery, an Interim (30 Day) IEP process is followed. All students' cumulative/confidential folders are reviewed when the student is accepted into RSA. All

students are given assessments either before school starts or shortly after school begins in the fall that helps identify children who may need extra help or services.

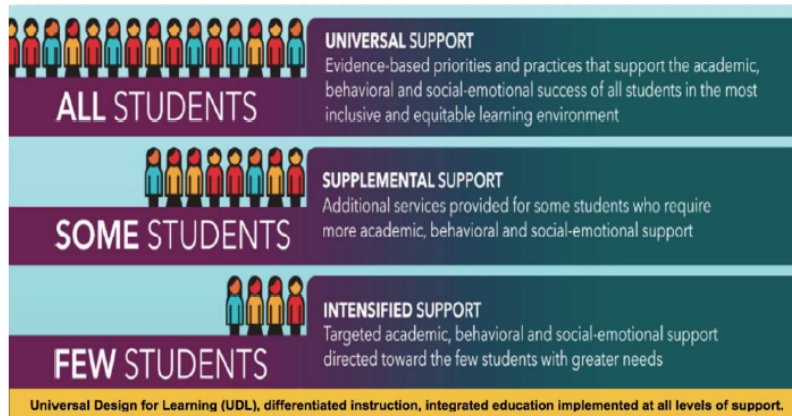
RSA provides information to families and the surrounding community via the school website, brochures and informational forums hosted by EDCOE's parent outreach and RSA. During orientations, parents are informed of the services provided by RSA including special education instruction and services. Students with pre-existing or active IEPs from other schools are referred immediately to the special education department for arrangement of appropriate placement and service delivery.

Identification, Assessment and Monitoring

Redding School of the Arts uses a broad range of practices to identify special needs. These include, but are not limited to obtaining and reviewing cumulative files, an annual "Kindergarten Round-Up" day where we engage in various academic and other screenings such as vision, speech, and health and social/emotional screenings, and cooperating in implementing the SELPA's "seek and serve" policies and procedures. RSA also implements a full Student Study Team (SST) process to prevent unnecessary identification of special needs and to help ensure that students' needs are met in general education settings. RSA utilizes the SST process for students who are not demonstrating success in academic classes, who are habitually late to school, who have emotional needs, behaviors of concern, etc. The team usually consists of the student's teacher(s), a school administrator, the student's parent/guardian and other specialists if needed. RSA has a developed RTI/MTSS rubric that is attached to this document showing how the students' progress through the different levels of services. Through the Eldorado SELPA, RSA receives professional and expert assessment services and maintains sophisticated capacity to develop and implement Individualized Education Plans (IEPs). Students with IEPs are monitored for progress toward goals and objectives 3 times per year. Progress reports are then sent to parents with the student's trimester report cards. In addition, print outs from the computer programs Lexia, MobyMax, and I Ready are also used to monitor progress. Parents can access their child's scores and progress daily if they desire to do so. School wide assessments such as CBM and NWEA also help to document a student's progress on a regular basis. Special education and related services providers keep track on a daily basis what each IEP student is working on and how successful they are. If students are not making expected progress an IEP meeting is held to determine what program or services might help the student be more successful. Every 3 years an IEP student will go through a 3 year evaluation to determine if the child is still eligible for services. At that time an assessment plan is signed and the school psychologist and other service providers formally and informally assess the child.



CA MTSS Continuum of Support



| Universal Support ALL Students | Supplemental Support Some Students | Intensified Support Few Students |
|--|--|--|
| Teams School Level Grade/Department Levels Teaching Teams Data Universal Screeners Outcome Measures Fidelity Data Evidence-based Practice Curriculum Instruction Continuous Improvement Process School and Grade Levels Strengths-based | Expanded Grade & Teaching Teams Specialists Parents & Students Data Decision Rules Daily Monitoring Frequent Progress Monitoring Intervention Fidelity Data Interventions Based on Identified Needs Frequency, Duration, & Timeline Matched to Need Intended to be Flexible Continuous Improvement Process Group Individual Levels Strengths-based | Expanded Grade & Teaching Teams Specialists Parents & Students Data Decision Rules Daily Monitoring Frequent Progress Monitoring Intervention Fidelity Data Interventions Based on Identified Need Frequency, Duration, & Timeline Matched to Need Intended to be Flexible Continuous Improvement Process Individual Level Strengths-based |

Adapted from SWIFT Education Center

Instruction:

Delivery of Special Education Services occurs at the Redding School of the Arts school site or at other sites maintained by the school, district, county office of education or other appropriate providers. These arrangements are developed on a case by case basis and are reviewed and modified on a regular basis in coordination with applicable laws and individualized education plans (IEP).

Special Education students, which may include EL students with an IEP, will be mainstreamed to the greatest extent possible, using pull-outs only for services that cannot be provided through general education settings. The educational program is designed to support students with diverse needs through components such as instructional strategies that accommodate varied learning styles, a relevant, engaging curriculum, grouping by skill level, infusion of the arts, tutoring resources during, before and after school and occasionally additional skill development classes. All instructional staff will be informed as to the contents of the Individualized Education Plans and their implications for instructional modifications. Students' general education teachers will be involved with the development of IEPs to the greatest extent possible, including goal setting and identification of appropriate instructional strategies and instructional modifications. All services will be annotated and dated, providing a record of services rendered. RSA provides a continuum of special education services to students including OT, PT, Speech and Language, APE, RSP, EL and other programs. If for some reason, RSA does not have a program to meet the needs of a specific student; RSA has access

to other programs in the county including SDC programs and NPS programs. RSA belongs to the El Dorado County Charter SELPA and thru them has access to program specialists, professional development, and a variety of other kinds of services. EDCOE is also helpful in finding providers for us should we not have one available for a specific service.

RSA anticipates entering into contracts for special education services by soliciting proposals from potential providers, comparing estimated fees from each provider, contacting current clients of top providers for their feedback, and discussing findings with respect to the criteria for selection. These criteria will include current client satisfaction, quality of services, and favorable cost comparison.

RSA implements and reviews programs and services, including related services, required by IEPs of its students to support the movement of students into the least restrictive environments and increase the interactions of all of these students with their non-disabled peers. RSA's instruction for students with disabilities follow as closely as possible the related curricular activities provided for all students at RSA. RSA's special education personnel are credentialed and licensed consistent with California laws and regulations. Student discipline and procedures for suspension and expulsions comply with federal and state laws and regulations and include positive behavioral interventions. RSA conducts regular staff development to enable general education teachers to support students with disabilities in their classrooms.

RSA serves special education students who participate in the Mandarin Immersion program. Students with special needs are admitted through the school's lottery like every other student. In some cases the special education students do better in Mandarin than in English. If staff finds that additional help is needed, the children go through the same referral process, the same progress monitoring and the same IEP process as any other student at RSA. If the IEP team decides the Mandarin program is not the correct placement for a special education student they are transferred to the English Only Program.

Due Process

In the event of a due process claim to enforce the provisions of applicable special education law, RSA is committed to working in cooperation with the El Dorado County Charter SELPA to the maximum extent permitted to respond to and defend the school and the EL Dorado Charter SELPA. Every effort, including mediation, will be explored in order to quickly and inexpensively come to a mutual settlement that is in the best interest of the child.

Section 504 of the Rehabilitation Act

RSA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of his/her disability be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

The 504 team will be assembled by the Director and shall include the parent, guardian, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and accommodations. The 504 team will review the students existing record: including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under IDEA but found ineligible for special education or related services under IDEA, those evaluations may be used to help determine eligibility under Section 504. The final determination of whether the student will or will not be identified as a person with a disability is made by the 504

team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education. All 504 team participants, parents, guardians, teachers and other participants in the student’s educational plan, including substitutes and tutors, must have a copy of each student’s 504 plan. The site administrator will ensure that teachers include 504 plans with lesson plans for substitutes. A copy of the 504 plan will be maintained in the student’s file. A student’s 504 plan will be reviewed at least once per year to determine the appropriateness of the plan, need for modifications and evaluation of continued eligibility.

Annual Goals and Actions to Achieve the State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), the following table outlines RSA’s annual goals for each of the state priorities, including school wide and pupil group academic goals as described in Education Code Section 52060(d), and specific annual actions to achieve those goals. Applicable Student Groups for the goals and measurable outcomes detailed in the petition: All students (school wide), including Hispanic or Latino, English Learners, students with exceptional needs, and socioeconomically disadvantaged students.

Pursuant to Education Code Section 47606.5, RSA will produce a Local Control and Accountability Plan (LCAP), which shall update the goals and annual actions identified below, using the LCAP template adopted by the State Board of Education. The school shall submit the LCAP to the District and the Shasta County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. A copy of the RSA LCAP is located in Epicenter.

The Charter will address the eight priorities as listed:

| Goals and Actions to Achieve the State Priorities |
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| <p><u>State Priority #1— Basic Services</u></p> <p><i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i></p> |
| Teachers |

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| Goal | Teachers will be fully credentialed and qualified. |
| Actions to Achieve Goal | <ul style="list-style-type: none"> · Administration will ensure that all teachers hold a valid California Teaching Credential in compliance with Education Code § 47605(l) with appropriate English learner authorization as defined by the California Commission on Teacher Credentialing. · Conduct teacher recruitment via established channels. · Provide compensation and working conditions that are competitive with other public schools. · Verify teacher credentials annually. |
| Instructional Materials | |
| Goal | All pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition. |
| Actions to Achieve Goal | <ul style="list-style-type: none"> · Purchase and make available a wide array of standards-aligned instructional materials. · Utilize appropriate systems for procurement, inventory and distribution of educational materials · Provide access to online resources. · Update and distribute curriculum catalogs for all grade levels annually. |
| Facilities | |
| Goal | Facilities designated for student learning will be well maintained, clean and safe. |

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| Actions to Achieve Goal | <ul style="list-style-type: none"> · Secure facilities for school administration and student learning. · Ensure appropriate alarm systems are installed and functioning properly. · Conduct monthly walkthroughs using comprehensive checklist to inspect maintenance, cleaning, and security/safety systems. · Conduct training and scheduled emergency drills as outlined in school safety plan. · Contract for cleaning and maintenance services. |
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State Priority #2— Implementation of Common Core Standards

Implementation of Common Core State Standards, including how ELL students will be enabled to gain academic content knowledge and English language proficiency.

CCSS Implementation

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| Goal | All governance, educational, operational and fiscal decisions will prioritize the implementation of CCSS. |
| Actions to Achieve Goal | <ul style="list-style-type: none"> · Provide intensive professional development and trainings to assist with the successful implementation of CCSS and methodologies to assess student mastery of state standards. · Provide board training and exposure to CCSS. |

ELL Students & Academic Content Knowledge

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| Goal | ELL students will achieve academic gains in alignment with growth targets. |
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| Actions to Achieve Goal | <ul style="list-style-type: none"> · Assess identified ELL students annually. · Ensure ELL teachers have CLAD certification. · Conduct weekly teacher/home meetings with ELL students to ensure progress in language acquisition. · Prioritize professional development in ELL instruction. · Provide supplementary support to ELL students through use of Reading, Writing, and Mathematics Specialists. |
| ELL students & English Language Proficiency | |
| Goal | ELL students will gain English language proficiency. |
| Actions to Achieve Goal | <ul style="list-style-type: none"> · ELL students will have access to ELD curriculum. · Teachers of ELL students will participate in professional development activities to bridge the 2012 ELD standards and the existing ELD curriculum. |
| <u>State Priority #3— Parental Involvement</u> <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i> | |
| Achieving/Maintaining Parental Involvement | |
| Goal | Parents will serve in governance, advisory, and volunteer positions. |
| Actions to Achieve Goal | <ul style="list-style-type: none"> · Recruit and elect parents to the School Board, Advisory Council, and SELPA Community Advisory Council. · Keep parents informed about meetings and opportunities to participate via Parent Square. · Provide child care to facilitate parent's ability to participate in governance and volunteer positions. |
| Promoting Parent Participation | |

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| GOAL | Promote and ensure daily parental participation. |
| Actions to Achieve Goal | <ul style="list-style-type: none"> · Post parent volunteer/participation opportunities. · Recruit parents via letters, flyers, and Parent Square for the Advisory Council. · Teachers will communicate opportunities to participate to all parents during learning period meetings. · Administration will host quarterly parent meetings to maximize communication with families. · Invite parents to attend board meetings, parent advisory council meetings, and other meetings to promote involvement. · Administer satisfaction surveys to parents, students, and teachers annually. |

State Priority #4— Student Achievement

Pupil achievement, as measured by all of the following, as applicable:

1. *CA Assessment of Student Performance and Progress statewide assessment.*
2. *The Academic Performance Index (API) (School Dashboard is used in this petition).*
3. *Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education.*
4. *Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC)*
5. *ELL reclassification rate.*
6. *Percentage of pupils who have passed an AP exam with a score of 3 or higher*
7. *Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness.*

CAASPP: ELA/Literacy and Mathematics

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| Goal | RSA (school wide and by subgroup) demonstrates progress as measured by the School Dashboard Indicators. |
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| Actions to Achieve Goal | <ul style="list-style-type: none"> · Develop individualized, personalized learning plans for each student. · Provide coaching to families to support appropriate home learning environments that include access to technology to ensure accurate measurement of achievement on state standard tests. · Evaluate and ensure CCSS aligned instructional material use for all students. · Evaluate assessment data for annual goal planning and LCAP development. |
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| <u>UC/CSU Course Grade Requirements (or CTE)</u> | |
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| Goal | All students seeking post high school college admission will meet the UC/CSU academic requirements for admission. |
| Actions to Achieve Goal | <ul style="list-style-type: none"> · Maintain and update the school's A-G course list annually. · Support individualized learning plans aimed at meeting post high school goals for all high school students with instruction and appropriate curriculum. · High School Coordinators will meet with high school students a minimum of two times per year to create and maintain student graduation plans. |
| <u>ELL Proficiency Rates</u> | |
| Goal | ELL students will make steady and consistent progress toward English language proficiency. |
| Actions to Achieve Goal | <ul style="list-style-type: none"> · Provide ELL students with one to one instructional support from assigned RSA Teacher. · Provide ELL students with support from reading and writing specialists as needed. · Use SDAIE and ELD instructional strategies. |
| <u>ELL Reclassification Rates</u> | |

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| Goal | ELL students will be reclassified as Fluent English Proficient within 4 years of enrollment at the school. |
| Actions to Achieve Goal | <ul style="list-style-type: none"> · Provide one to one instructional support to ELL students. · Use SDAIE and ELD instructional strategies. |

State Priority #5— Student Engagement

Pupil engagement, as measured by all of the following, as applicable:

- A.** *School attendance rates*
- B.** *Chronic absenteeism rates*
- C.** *Middle school dropout rates (EC §52052.1(a)(3))*
- D.** *High school dropout rates*
- E.** *High school graduation rates*

Student Attendance Rates

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| Goal | Students will be actively engaged in learning activities. |
| Actions to Achieve Goal | <ul style="list-style-type: none"> · RSA will keep accurate and appropriate attendance records. |

Student Chronic Absenteeism Rates

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| Goal | All students will complete assignments and courses within the time frames specified in their individual learning plans. |
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| Actions to Achieve Goal | <ul style="list-style-type: none"> · Administration will oversee and monitor student Absenteeism regularly and work with families to support student success. |
| <u>Middle School Dropout Rate</u> | |
| Goal | Middle school students will promote to the 9 th grade at the school or enroll in another middle or high school. |
| Actions to Achieve Goal | <ul style="list-style-type: none"> · RSA will provide intervention strategies such as tutoring, small group classes, and supplementary curriculum to support student success. · Teachers and administration will monitor all middle school students to support completion of courses at each grade level. · RSA will facilitate transfer of all students to other accredited schools. |
| <u>High School Dropout Rates</u> | |
| Goal | High school students will complete high school either at RSA or at another high school. |
| Actions to Achieve Goal | <ul style="list-style-type: none"> · RSA will provide intervention strategies such as tutoring, small group classes, and supplementary curriculum to support student success. · Teachers and administration will monitor all high school students to support completion of courses at each grade level. · RSA will facilitate transfer of all students to other accredited schools. |
| <u>High School Graduation Rates</u> | |
| Goal | RSA students will graduate from high school. |

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| Actions to Achieve Goal | <ul style="list-style-type: none"> · RSA will provide interventions such as tutoring and small group classes to support student success. · Staff will monitor all high school students to support completion of courses at each grade level. · RSA will track the transfer of exiting students to ensure that they are re-enrolled in another accredited high school. |
| <p><u>State Priority #6— School Climate</u></p> <p><i>School climate, as measured by all of the following, as applicable:</i></p> <p>A. Pupil suspension rates</p> <p>B. Pupil expulsion rates</p> <p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p> | |
| Pupil Suspension Rates | |
| Goal | Students will be engaged in learning and demonstrate respect for others at all school functions. |
| Actions to Achieve Goal | RSA will maintain clear suspension policies that support goals toward graduation. |
| <u>Pupil Expulsion Rates</u> | |
| Goal | Students will be engaged in learning and demonstrate respect for others at all school functions. |
| Actions to Achieve Goal | RSA will maintain clear expulsion policies that support the early college model. |
| Other School Safety and School Connectedness Measures (Surveys) | |

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| Goal | RSA will ensure the safety of students and maintain a school safety plan. |
| Actions to Achieve Goal | <ul style="list-style-type: none"> · RSA will screen all vendor providers to ensure student safety. · RSA will provide training to students, parents, and teachers in the effective and safe use of the Internet. |
| Goal | Students will be engaged in school activities, events and programs. |
| Actions to Achieve Goal | <ul style="list-style-type: none"> · Implement Parent Square (parent notification program) to ensure effective communication schoolwide. · Conduct field trips (performances, plays, musicals, and events such as back to school barbecue, monthly middle and high school social activities, educational events, and college campus tours). · Evaluate parent and student satisfaction with the school through online surveys. |

State Priority #7— Course Access

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

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| Goal | Students’ course selection will reflect a variety of entry points and full access to a comprehensive education program leading to proficiency on statewide assessments, and to grade promotion and high school graduation. |
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| Actions to Achieve Goal | <ul style="list-style-type: none"> · Review and update course offerings annually. · Develop Individualized learning plans. · Conduct monthly review of student achievement and related data. · Provide professional development to maximize individual learning and provide access to multiple instructional/learning delivery systems. |
| <u>State Priority #8— Pupil Outcomes- Academic Excellence Domain</u> <i>From the subject areas described above in #7, as applicable.</i> | |
| <u>English</u> | |
| Goal | Students will demonstrate proficiency in and complete ELA course graduation requirements. |
| Actions to Achieve Goal | <ul style="list-style-type: none"> · Provide reading intervention programs to assist at-risk students and students performing below grade level proficiency. · Provide RSA Teacher, Reading and Writing Specialists, and tutors to support instruction and student learning. |
| <u>Mathematics</u> | |
| Goal | Students will demonstrate proficiency in and complete math course graduation requirements. |
| Actions to Achieve Goal | <ul style="list-style-type: none"> · Provide math intervention program to assist students performing below grade level proficiency. · Provide Math Specialist, and tutoring to support instruction and student learning. · Create and distribute math curriculum information and guidelines for teacher and parent use. |

| <u>Social Sciences</u> | |
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| Goal | Students will demonstrate proficiency in and complete social science course graduation requirements. |
| Actions to Achieve Goal | <ul style="list-style-type: none"> · Provide curriculum and learning opportunities for completion of courses in American history, world history, government, geography and economics using the CA History-Social Science Content Standards or other approved state standards. · Instructional strategies include: non-fiction and historical fiction texts; research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects. |
| <u>Science</u> | |
| Goal | Students will demonstrate proficiency in and complete science and health course graduation requirements. |
| Actions to Achieve Goal | <ul style="list-style-type: none"> · Provide curriculum and learning opportunities for science courses using the CA Next Generation Science Standards or other approved state standards. · Instructional strategies include: non-fiction texts, mini research projects and presentations, computer-based information (articles, videos), field trip experiences, debates, and hands-on science kits and projects or courses offered at the community college. |
| <u>Visual and Performing Arts</u> | |
| Goal | Students will demonstrate proficiency in and complete VAPA course graduation requirements. |
| Actions to Achieve Goal | <ul style="list-style-type: none"> · Provide for elective VAPA classes on site or through the community college.. |
| <u>Physical Education</u> | |

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| Goal | Students will learn lifelong health and fitness habits. |
| Actions to Achieve Goal | <ul style="list-style-type: none"> · Provide extracurricular vendor opportunities to support physical fitness. · Student learning period reports will document participation in physical fitness activities. · Administer state physical education assessment. |
| <u>Health</u> | |
| Goal | SEE SCIENCE CURRICULUM |
| Actions to Achieve Goal | |
| <u>LANGUAGES OTHER THAN ENGLISH</u> | |
| Goal | Students on the college preparation path will demonstrate proficiency in and complete college prep (A-G) Language Other Than English graduation requirements for UC/USC admissions. |
| Actions to Achieve Goal | <ul style="list-style-type: none"> · Review the individual learning plans of all high school level students to promote enrollment in Language Other than English courses and ensure two years of enrollment in the same language for college bound students. · Provide multiple Languages Other than English course options to elementary and middle school students. |
| CAREER TECHNICAL EDUCATION | |
| Goal | Students will demonstrate and complete a career pathway course of study. |

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| Actions to Achieve Goal | <ul style="list-style-type: none">· High School Coordinator will work with students to choose an appropriate CTE Pathway as part of their high school plan.· The assigned RSAECHS Teacher will support and give oversight to students completing CTE Pathways.· RSA will provide opportunities for course completion through onsite classes, online publishers and concurrent enrollment in community colleges. |
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ELEMENT II & III: MEASURABLE STUDENT OUTCOMES and METHOD of MEASURING OF STUDENT PROGRESS

“Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. API Goals will be developed. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Ed.

Code § 47605(b)(5)(B). Historically, Redding School of the Arts has had one “numerically significant” student group, Socioeconomically Disadvantaged Students.

“The method by which pupil progress in meeting those pupil outcomes is to be measured to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Ed. Code § 47605(b)(5)(C)

Element II: Measurable Student Outcomes

For purposes of this part, measurable student outcomes means “the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge and attitudes specified as goals in the school’s educational program”. Students will gain academic proficiency in the core content areas indicated below. They will also develop skills in enrichment areas including the arts and technology. Mastery for special needs students will be defined in their IEP goals and objectives. English Learners (EL) will make substantial progress toward English fluency and their goals established by the team.

Student achievement will be assessed using multiple measures. As is required by the state charter law, RSA conducts state pupil assessments required pursuant to Section 60602.5, including the Smarter Balanced Test CAASPP and other mandated state assessments.

Academic mastery for non-special education students will be measured for incoming students with tests upon entering the school to establish a baseline. RSA will collect and analyze data on student achievement on a regular basis. In addition to state testing, RSA uses many assessments which inform the teacher about success toward goals such as Curriculum Based Measurement CBMs, NWEA's Measures of Academic Progress (MAP) assessments and Lexia online reports. These assessments are used to monitor progress and inform instruction, including identifying strengths and weaknesses of a student, a classroom, a grade level and the school in general.

MATHEMATICS

1. Students will master basic math facts and receive drill and practice in this area.
2. Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts.
3. Students will be able to use mathematical language and represent with accuracy numerical equations, graphs, diagrams and formulas.

PERFORMANCE OBJECTIVES

Seventy-five percent of students will make a minimum of one-year growth in mathematics based jointly on math classroom-based assessments, NWEA's Measures of Academic Progress (MAP) assessments, and MobyMax. Students will independently apply math knowledge in problem solving and computation in context.

ASSESSMENT TOOLS

- State mandated tests as prescribed by law
- Teacher evaluation and observation
- NWEA MAP testing
- MobyMax
- Envision Math Assessments/CPM math assessments
- Other adopted textbooks and technology program assessments

LANGUAGE ARTS

1. Students will demonstrate strong reading, writing, listening, speaking and presentation skills in multiple forms of expression, including written, oral, multimedia, musical and artistic.
2. Students will be able to comprehend multiple forms of expression including literature, music and art from different time periods and cultures.
3. Students will be able to use a variety of media, technological and informational resources to gather information and to bring meaning to their lives both now and in the future.

PERFORMANCE OBJECTIVES

Seventy-five percent of students will make a minimum of one-year growth in Language Arts based jointly on class assignments and tests listed below. Given daily language arts instruction, students will show annual growth in vocabulary development, reading comprehension skills, spelling, writing, speaking and listening.

ASSESSMENT TOOLS

- State mandated tests as prescribed by law
- Writing samples/rubrics

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- Teacher evaluation and observation
- NWEA testing
- CBMs
- Other adopted textbooks and technology program assessments

HISTORY/SOCIAL STUDIES

1. Students will explore, understand and apply civic, historical and geographical knowledge in order to serve as citizens in today's world of diverse cultures.
2. Students will explore historical periods utilizing visual and performing arts to reinforce and enrich the students' knowledge.

PERFORMANCE OBJECTIVES

Seventy-five percent of students demonstrate grade level understanding.

ASSESSMENT TOOLS

- State mandated tests as prescribed by law
- Teacher evaluation/assessments
- Oral presentation/demonstration skills
- Other adopted textbooks and technology program assessments

SCIENCE

1. Students will be exposed to all the various branches of science, including physics, chemistry, biology, ecology, astronomy and the earth sciences.
2. Students will learn to gather data, generalize, infer, and evaluate facts and information.
3. Students will learn to use data gathering tools such as microscopes, magnifying glasses and computers for investigation.

PERFORMANCE OBJECTIVE

Seventy-five percent of students demonstrate grade level understanding.

ASSESSMENT TOOLS

- State mandated test as prescribed by law
- Teacher evaluation/assessments
- Oral presentation/demonstration skills

MANDARIN IMMERSION/ FOREIGN LANGUAGE

1. Students will be bilingual, bicultural, and bi-literate.
2. Students will be able to meet or exceed state and local content standards in all subject areas.
3. Students will be at or above grade-level in English language skills.
4. Students will develop high Mandarin fluency & literacy.
5. Students will develop an increased cultural awareness.
6. Students will be sensitive to and appreciative of our diverse society.

PERFORMANCE OBJECTIVES

Seventy-five percent of the students will make a minimum of one-year's growth in Mandarin language skills based jointly on assignments and other professionally accepted tests.

ASSESSMENT TOOLS

- Teacher developed evaluation and assessments
- Oral presentations/ demonstration skills
- SOPA (Student Oral Proficiency Assessment) or ELLOPA (Early Language Listening and Oral Proficiency Assessment)
- Youth Chinese Test (YCT)

VISUAL AND PERFORMING ARTS

1. Students will gain an understanding of the historical contributions and cultural dimensions of dance, music, theater, and visual art.
2. Students will develop techniques for aesthetic valuing through analyzing, making informed judgments, and pursuing meaning in the arts.
3. Students will utilize creative expression by producing works in the arts, either by creating them or by performing original or existing works.

PERFORMANCE OBJECTIVE

Seventy-five percent of the students will make a minimum of one year growth in visual and performing arts as deemed age appropriate by visual and performing arts teachers.

ASSESSMENT TOOLS

- Curriculum embedded projects, critiques, observations, presentations, and reflections
- Teacher observation/assessment
- Elective report cards

TECHNOLOGY

1. Students will use technology to access, evaluate, and use information from a variety of sources and materials using technology.
2. Students will use basic desktop software applications including but not limited to word processors, spreadsheets, multimedia presentations, web browsers, and publishing.

PERFORMANCE OBJECTIVE

Seventy-five percent of the students will be able to successfully utilize the computer and related software as designated by teachers.

ASSESSMENT TOOLS

- School-developed technology competency skills assessments, based on state frameworks, in grades K-8.
- Embedded teacher evaluation of assignments through use of technology.
- Student tracking of grades and assignments accessed routinely.

Element III: Use and Reporting of Data

DATA MANAGEMENT, ANALYSIS, AND CONTINUOUS IMPROVEMENT

RSA will collect, analyze, and report on student achievement, dis-aggregating data by content strand, student group, grade-level, and classroom-level analyses. The staff will analyze standardized test data and school-driven assessments to refine instruction on an annual cycle as well as with quarterly reviews of data and on an ongoing basis, with teachers meeting regularly in grade-level teams and individual teachers using formative assessment data to inform instruction. Plans stemming from data analysis will also address professional development. Staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations and for continuous improvement of the educational program. In this way student achievement data will be used to foster continuous improvement to achieve the highest quality educational program possible.

REPORTING STUDENT ACHIEVEMENT DATA

RSA student performance data will be reported to school staff, parents and guardians through progress reports. Also, at parent-teacher conferences, parents/guardians will review the progress of their child, discussing student progress in academic and non-academic areas. At these meetings, teachers, parents, and students will plan strategies for home and school to support student success. Academic interventions may be implemented as described in Section II above.

Student achievement data, from school-generated assessments as well as standardized tests, will be reported annually to stakeholder groups, so that parents, staff, the Board of Directors and the charter authorizer are apprised of the school's progress.

ELEMENT IV: GOVERNANCE STRUCTURE

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605 (b)(5)(D)

The Redding School of the Arts Charter School will be a school under the umbrella organization Redding School of the Arts, Inc. the California Public Benefit Corporation pursuant to California law. The school will be governed by the Redding School of the Arts, Inc. Governing Board, which consists of two parent representatives from the school elected by the Parent Teacher Council, one original founder who is not directly employed by Redding School of the Arts, and three to five community representatives. All representatives will serve a two-year alternating term of office that coincides with the fiscal year. Representatives may serve more than one term. Selection criteria for choosing board members will include completion of an application, commitment to the school and readiness to accept responsibilities. Redding School of the Arts charter provides for one representative from the staff to serve as the non-voting liaison on the school's Governing Board. The Governing Board will ensure that the Brown Act is followed to maintain transparency and compliance with state regulations.

This structure will support student success by incorporating representatives from key stakeholders in an important decision-making arena. The school will orient all new board members and will provide ongoing training needed to enhance the effectiveness of its members to make sound decisions. Several of the school's existing board members have attended workshops and conferences to develop and hone

their charter school and governance knowledge and skill set. This board will ensure the long-term stability of the school through participation of stakeholders, thereby fostering decisions more likely to meet the needs of stakeholder groups. Inclusion of members bringing needed expertise to the table will also strengthen the school as a viable enterprise. The board will also ensure the success and long-term viability of the school by establishing key goals, regularly monitoring the school's progress toward achieving the goals, and responding as appropriate.

Roles and Responsibilities of the Governing Board

Vision and Strategic Plan:

- ❖ The Board drafts, modifies and approves the School Mission and in each subsequent year, reevaluates the School Mission;
- ❖ The Board reviews, provides input and approves the one- and five-year Strategic Plans submitted by the School's Directors;
- ❖ The Board adopts policies to successfully implement the School Mission and Strategic Plans.
- ❖ The Board oversees the School's Directors to ensure that the School Mission and Strategic Plans are reflected in the day to day operations of the school, including ensuring that the curriculum aligns with the School Mission.

Academic Performance Monitoring:

- ❖ The Board, or a committee thereof, annually reviews student performance based on state- and federally-mandated assessments and sets goals for student achievement;
- ❖ The Board, or a committee thereof, periodically reviews student performance based on school level assessments and sets goals for student achievement on school level assessments;
- ❖ The Board reviews and adopts academic policies to achieve the student achievement goals;
- ❖ The Board approves all academic performance reports to all federal, state and local agencies as required by law;
- ❖ The Board or a committee thereof, researches or develops student data collection systems and periodically reviews them to ensure their effectiveness.

Staffing and Personnel:

- ❖ The Board reviews and approves personnel policies and any amendments thereto;
- ❖ The Board hires and terminates, upon nomination and recommendation of the Executive Director, all personnel. When the Board does not agree with a personnel recommendation by the Executive Director, the decision of the Board is final after further consideration appropriate to the circumstances;
- ❖ The Board hires, evaluates, and terminates the employment of the School's Directors;
- ❖ The Board establishes performance goals for the School's Directors and communicates the goals to the School's Directors;
- ❖ The Board annually reviews the Directors' performance;
- ❖ The Board annually reviews the Directors' employment contract, and reevaluates it yearly;
- ❖ The Board establishes and annually reviews the School's Directors succession and recruitment plans;
- ❖ The Board approves the salaries and compensation policies for all School personnel in compliance with any applicable state laws and collective bargaining procedures (if applicable);

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- ❖ The Board hears and decides employee grievances as outlined in the personal handbook (only applicable if employees are given grievance rights under a contract or collective bargaining agreement).

Parent, Student and Community Relations

- ❖ The Board, or a committee thereof, hears and decides student expulsion recommendations;
- ❖ The Board, or a committee thereof, hears and decides student suspension appeals;
- ❖ The Board reviews and approves student and parent policies and any proposed amendments thereto;
- ❖ As needed, the Board communicates with the media and community at large consistent with the School's Mission and Vision.
- ❖ Appoint parents to various committees that develop plans or gather information, i.e. Safety, LCAP or WASC , review of spring survey responses from parents, community members and students.

Finance and Budget

- ❖ The Board reviews and approves the fiscal management and internal controls policies and any proposed amendments thereto;
- ❖ The Board reviews and approves the school's annual academic calendar and class schedule;
- ❖ The Board, or a committee thereof, solicits and selects the school's independent financial auditor, oversees the auditor's work, and receives the auditor's report(s);
- ❖ The Board, or a committee thereof, reviews and adopts and amends the annual budget as well as interim and annual financial statements;
- ❖ The Board, or a committee thereof, reviews and approves the audit report;
- ❖ The Board monitors the responses to the audit report and implementation thereof.

Facilities

- ❖ The Board enters into financing and building contracts;
- ❖ The Board approves construction and remodeling of facilities;
- ❖ The Board, or a committee thereof, researches school sites as needed, and funding and facilities options;
- ❖ The Board or a committee thereof, makes recommendations on facilities needs and policies.

Board Internal Business

- ❖ The Board drafts, reviews and approves board policies and amendments thereto;
- ❖ The Board recruits prospective Board members;
- ❖ The Board orients new Board members;
- ❖ The Board, as needed, provides training to its members;
- ❖ The Board develops and yearly implements a Board self-evaluation. From time to time, the Board re-evaluates its self-evaluation process.

Charter Performance and Renewal

- ❖ The Board annually reviews the school performance reports;
- ❖ The Board, as needed, reviews charter school renewal proposals and reports.

School Administrators' Responsibilities

The Redding School of the Arts Board of Director(s) will work closely with the school's administration which includes Executive Director, Director of High School, and Dean of Students..

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The role of the Directors as dictated by school population for Redding School of the Arts includes (but is not limited to) the following:

- Administer and manage the school's day-to-day operations pursuant to the mission and policies adopted by the board;
- Recommend the hiring and dismissal of personnel;
- Oversee the school's budget and financial systems and recommend budget adoptions and amendments to the board;
- Coordinate partnerships and activities with community performing arts agencies;
- Report to the Governing Board;
- Prepare a yearly report to the Governing Board and any interim reports as requested by the Governing Board;
- Recommend and implement a yearly LCAP, Title I, II, and IV for Redding School of the Arts with input from the Redding School of the Arts Governing Board and other stakeholders;
- Draft and recommend policies to the board for adoption;
- Monitor student performance and facilitate curriculum plans;
- Appoint other positions within Redding School of the Arts as deemed necessary by the staff and Governing Board and within the means of the budget;
- Supervise and evaluate all staff members of Redding School of the Arts; and
- Carry out other responsibilities as appointed by the Governing Board.

The board and administration will develop annual governance and administrative calendars to more clearly delineate how the above-listed responsibilities translate into day-to-day activities. There will be active and effective representation of interested parties, including, but not limited to parents (guardians). Parental input in decision making occurs in many areas including: 2 seats on the governing board, Parent Teacher Council, Parent Surveys, Representation on Curricular Adoption Committees, Theater Booster Club, Foundation For Promoting Arts Education, and a variety of other venues. See Livebinder for a detailed list of Policies and Procedures.

ELEMENT V: THE QUALIFICATIONS TO BE MET BY INDIVIDUALS EMPLOYED BY THE SCHOOL.

"The qualifications to be met by individuals employed by the school." - Education Code 47605(b)(5)(E).

Qualifications of School Employees

Redding School of the Arts will ensure that all legal qualification requirements will be met for teachers and staff of the school. Each certificated employee at the charter school will meet the state and federal licensing requirements for the position that he/she holds. No state licensing requirements exist for most non-certificated positions. For all positions, certificated and non-certificated (community professionals for non-academic courses), the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the RSA board and/or the Director. The number, type, mix and salary levels of each employee are outlined in the financial plan, attached. There will be no discrimination against any applicant or employee on the basis of race, ethnicity, age, gender, gender identity, gender expression, national origin, sexual orientation, marital status, disability or medical

condition, either actual or perceived, or for association with any person or group with one or more of the above actual or perceived characteristics.

The qualifications of all employees shall be sufficient to ensure the health, and safety of the school's faculty, staff, and pupils. (For detailed list of key staff's qualifications and duties see Livebinder)

Identified categories of employees RSA anticipates employing includes:

Administrative:

Executive Director:

Develops and maintains an educational program designed to meet the needs of the school community and carry out the policies of the Board so that the school's mission is met; Responsible for complete oversight of educational personnel and education operations of the charter; Directs and oversees the potential stipend positions, Serves as the representative of the school to all state and local organizations and meetings when needed or requested. Evaluation of employees as presented in the organizational chart; Reports directly to the board. Oversees and works with the Facilities Supervisor.

Business Director or Service Provider acting in the capacity of the Business Director: Oversees accounting, finance, budget process, accounts payable and receivable, risk management, general business contracts, legal and audit process. The Business Director maintains all personnel records and ensures compliance with all applicable personnel health, safety and credentialing laws. The Business Director is responsible for overseeing compensation and benefits as well as personnel policies and procedures. Evaluates employees as presented in the organizational chart; Reports directly to the board; Works closely with back office service provider.

Dean of Students (student affairs): Oversees Student Council, field trips, special events, scheduling of student supervision aides and student discipline/intervention, including low level SSTs. Interface with parents to provide a successful educational program for students. Coordinate school-wide benchmark testing, train staff in the use of assessment systems, and coordinate student data reporting. Evaluates employees as presented in the organizational chart, assists in the maintenance of Governing Board Policies and School Reports (SARC, Safe School Plan, LCAP); Reports to the Executive Director.

Facilities Supervisor: Ensures proper functioning and maintenance of the air conditioning systems, heating systems, building ventilation, energy conservation (recovery and renewable), automated control systems (electric, pneumatic, and direct digital), building energy analysis and ensuring compliance with LEED (Leadership in Energy and Environmental Design criteria; Responsible for network management, systems implementation, and maintenance at the school site; Responsible for review, scheduling and overseeing maintenance and custodial employees; Reports to the Business Director.

Special Education Director – Ensures that all students at RSA receive appropriate special education services as stipulated in their IEP; Serves as SELPA commission representative for EDCOE Charter SELPA meetings, and department staff meetings; Evaluates special education certificated and classified staff; Chairs difficult IEPs; Conducts mediation, due process and ad hoc committee

meetings; develop and direct expenditures; Conducts staff and school trainings when needed for student services.

Instructional:

Teachers: RSA will adhere to all applicable requirements outlined by No Child Left Behind (NCLB) with respect to instructional staff. Teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(l). Primary teachers of core, college preparatory subjects (i.e. English language arts, math, science, history/social science, and special education) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to what a teacher in a non-charter public school would be required to hold. As specified in NCLB, as applicable to charter schools, RSA will have flexibility regarding the qualifications needed for teachers in non-core subject areas, and may not require such teachers to meet the highly qualified credentialing requirements. Elective teachers are often community professionals actively working in the areas they teach and directly work under a fully credentialed teacher to provide instruction. In order to ensure implementation of the school's mission and educational philosophy, preference will be given to teachers who have experience designing and implementing standards-based curriculum aligned to state standards.

Desired teacher qualifications include:

- Appropriate credentialing for the position as required by law applicable to charter schools.
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading.
- Knowledge of assessment strategies and the desire to use data to drive their teaching and ensure continuous improvement of student learning.
- Ability to effectively use a broad range of instructional strategies, including providing a curriculum, challenging goals and effective feedback, differentiated instruction, and back mapping, among others.
- Strong classroom management skills.
- Belief in our mission that all students will learn and successfully master the content and skills necessary for high school and advanced post-secondary education.
- Willingness to work as a vital part of the RSA team to ensure continuous improvement for students, staff and RSA community as a whole.
- Willingness and ability to work with students and parents/guardians on an ongoing basis to ensure student success.
- Love of students, enthusiasm for teaching, the belief that each student can and will succeed.
- Desire and ability to engage in continuing education and other means to professional growth.
- Positive references from most recent employment and/or college or graduate school.
- CTel/ CLAD certification

Instructional Support:

Paraprofessionals: Assists students individually or in small groups in academic areas of concern. Paraprofessional will be No Child Left Behind Compliant, and work under the direction and guidance of credentialed staff.

Elective Professionals: Provide instruction in various visual and performing art classes that support the mission of the school.

Information Technology Specialist (IT): Oversees the implementation of technology and information systems to support the educational and clerical positions at the school. The Director of IT develops resources and programs for technology in instruction. The Director of IT is also responsible for interfacing with outsourced IT services and maintaining the Erate documents; Reports to the Facilities Supervisor.

Non-Instructional Support:

These classified employees will assist the school with various tasks such as record keeping, student attendance, mandated reporting, enrollment, dismissal, office work, etc.

The school will seek administrative staff and operational staff who have demonstrated experience or expertise in the issues and work tasks required of them. RSA will provide staff members with professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements pertinent to their job functions. All non-certificated staff will possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and adopted personnel policies.

Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code Section 44237. RSA will adhere to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. The Director of Business Services and/or administrative designees will be responsible for monitoring and maintaining documentation of criminal investigation clearances as required by California law. Those employees that require a criminal background check and do not have a current background check will be required to undergo such a check through such services as a LiveScan fingerprint process.

ELEMENT VI: PROCEDURES TO ENSURE HEALTH AND SAFETY OF PUPILS AND STAFF

The procedures that the school will follow to ensure the health and safety of students and staff; these procedures shall include the requirement that each school employee furnish the school with a criminal record summary as described by Education Code 44237. The procedures shall also address safe housing and employee clearance for tuberculosis." Education Code Section 47605(b)(5)(F).

RSA has established a clear set of health and safety policies which are available at the school site for review. Regarding the use of facilities, The charter shall comply as stated in Education Code Section 47610 or 47610.5.

The following policies and procedures will be implemented to ensure the health and safety of students and staff:

Background Checks

As required by Education Codes 44237 and 45125.1, all employees and contractors of Redding School of the Arts Charter School working during school activities will submit to a criminal background check and furnish a criminal record summary. As a condition of employment, each new employee and contractor not possessing a valid California teaching credential, must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director will monitor compliance with this policy and process a criminal record review for all persons assigned to work at the school. The requirements for the RSA criminal records review shall meet or exceed those of Columbia Elementary School District (CESD).

Volunteers, contractors, or consultants who are not under the direct supervision of an RSA employee, or who have regular contact with children shall be required to be fingerprinted and receive background clearance prior to any unsupervised student interactions.

Blood-Borne Pathogens

RSA shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Closed Campus

No visitors shall enter or remain on school grounds during school hours without having registered at the School office for the purpose of verifying purpose and intent.

Comprehensive Discrimination and Harassment Policies and Procedures

RSA is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, gender, gender identity, gender expression, sexual orientation, or disability. RSA will develop a comprehensive policy to prevent and immediately re-mediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to scholar, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with RSA policy.

Drug Free/Smoke Free Environment

The School shall maintain a drug, alcohol, and smoke free environment.

Safe School Plan: Readiness and Emergency Management System

RSA shall adhere to all laws pertaining to the maintenance of an Emergency Preparedness Plan containing procedures for safety and drafted specifically to the needs of the school site. This Safe

School Plan shall include functional annexes such as on and off site evacuation procedures as well as Safety committee team identified site specific annexes such as school responses to wildfire, earthquake, intruders on campus and floods. The handbook shall be evaluated and updated annually and presented to the RSA governing Board for approval. Once approved, a copy will be provided to our authorizer through Epicenter. The plan shall be kept on file for reference and applicable staff training purposes.

FERPA

The School, its employees and officers, will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Food Services/Custodial Services Safety

RSA will ensure that its auxiliary services such as food service and custodial services are implemented safely. RSA will ensure that the food handler(s) are certified in food safety and the certification is renewed every five (5) years by passing an approved and accredited food safety certification examination. RSA will also review each outside vendor's business and vehicle (when applicable) licenses to confirm they are current. The Executive Director will ensure that any cleaning supplies, landscaping products, or other toxic or hazardous materials that are stored on site are secured in a locked facility.

Insurance

No coverage shall be provided to RSA by the District under any of the District's self-insured programs or commercial insurance policies. RSA shall secure and maintain, at a minimum, general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance with insurance companies acceptable to the District (A.M. Best A-VII or better) in order to protect RSA from claims which may arise from its operations. Coverage amounts will be based on recommendations provided by the District and the RSA's insurer. The CESD Board of Education shall be named as an additional insured on all policies of RSA. RSA will provide evidence of the above insurance coverage to the District. It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

Immunizations/Health Screenings

The School will require all students enrolling to submit documentation of a health exam and a dental exam as dictated by their age and grade level and required by law. The school intends to contract nursing services to provide oversight of immunization requirements and annual health screenings including, but not limited to hearing, vision and scoliosis as required by law for charter schools (Education Code Section 49450, et seq.). Moreover, RSA will require all enrolling students and staff to provide documentation of immunization in accord with requirements of the Health and Safety Code Sections 120325-120375 and Title 17, California Code of Regulations Sections 6000-6075. This includes immunizations for polio, diphtheria, tetanus, pertussis, measles mumps, rubella, and hepatitis B as described in the Department of Health Services Document IMM-231. This policy will honor exemptions based on personal beliefs or physician election. Immunization requirements will be applied to the same extent as would be required if students attended a non-charter public school.

Infectious Disease

Schools have a legal responsibility to help manage infectious diseases in their facilities and have an important role to play in supporting prevention and control of disease transmission.

The school has outlines strategies and actions that RSA will take in response to the transmission of an infectious disease or control transmission of an infectious disease when a case/s is identified. Detailed Infectious Disease plan is included in the RSA Emergency Readiness and Management System.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. RSA shall adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the school.

Suicide Prevention Policy

RSA shall maintain a Suicide Prevention Policy on student suicide prevention in accordance with Education Code Section 215.

Drug, Alcohol, and Tobacco Free Environment

RSA will function as a drug, alcohol and tobacco free environment.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

RSA will be committed to providing a school that is free from discrimination and sexual harassment as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. RSA will maintain a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at RSA (including employee to employee, student to student, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the school's discrimination and harassment policies.

McKinney-Vento Act

RSA will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youth.

Medication in School

RSA will adhere to Education Code Section 49423 and CCR Title 5, Article 4.1, regarding administration of medication in school. The school will designate qualified staff and/or identify a contracted service provider to come to the school to administer medication and perform any needed nursing services. Medication will be stored in a locked cabinet in an area of the school office that is not accessible to the general public.

Role of Staff as Mandated Child Abuse Reporters

Redding School of the Arts will follow mandated child abuse reporting provisions pursuant to all applicable requirements of the California Abuse Reporting Law in the California Penal Code §§ 11165-11174.5. All staff members will know and be trained on the procedures and responsibilities of being a mandated reporter. RSA staff will follow the same policies and provisions used by CESD. Reporting procedures will also be described in the Personal Handbook.

Tuberculosis Screenings

The School will require that all employees as well as adults assigned to classrooms submit to a tuberculosis risk assessment and, if those risk factors are present, be tested for tuberculosis, as required by law (Education Code section 49406).

Diabetes

RSA will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet will include, but not necessarily be limited to, all of the following:

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

Fire Drills

Fire drills will be conducted regularly at the school. Office personnel will maintain a record of fire drills held and list significant information regarding the drill. When the alarm rings, teachers will lead students in their room out of the building in compliance with the evacuation route/map that is posted in each room. Once outside of the building teachers will take roll to ensure that all students are accounted for. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

Emergency Drills (i.e. earthquake)

Emergency drills will be conducted once every month. Monthly Fire/Evacuation drills, and annual Earthquake/Lockdown/ALICE drills will be conducted. Students are made familiar with routes to take for evacuation due to fire/ chemical spills, etc and the “duck and cover” routine. In case of a real earthquake, everyone must engage in the duck and cover routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes too dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or other safety zone. Teachers will take roll and report any missing students to the administration. Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or national disaster, teachers are designated “Civil Defense Workers” and are not allowed to leave the school until they receive official clearance from administrative staff. All sprinkler systems, fire extinguishers and fire alarms shall be tested annually by the school.

A lockdown drill will be conducted annually and procedures listed below in compliance with SB 541. A school lockdown is necessary when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During lockdown, students are to remain in the classroom or designated locations. If it is possible and safe to do so, staff should evacuate occupants to a safe location.

Facility Safety

RSA shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. RSA

agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. RSA shall conduct fire drills as required under Education Code Section 32001.

ELEMENT VII: RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Education Code Section 47605(b)(5)(G).

Every student of Redding School of the Arts attends on a voluntary basis. Ethnic and socioeconomic balance will be monitored. Recognizing the limitations on admissions to charter schools imposed by EC Section 47605(d), RSA will conduct targeted student outreach to seek to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district. RSA will monitor enrollment levels of students from families traditionally less informed about enrollment options and conduct targeted outreach to promote proportionate representation of those segments of the community’s population within the student body. Redding School of the Arts student population is expected to continue to reflect the population of the local community. The school will be nonsectarian in all of its practices and will not discriminate based on actual or perceived characteristics of nationality, race, ethnicity, religion, sex, gender, ethnic group identification, age, national origin, ancestry, genetic characteristics, mental or physical disability, marital status, gender, sexual orientation, gender identity, gender expression or association with a person or group with one or more of these actual or perceived characteristics or other category protected by law. (AB9)

For targeted student outreach, RSA will use a combination of strategies like the following:

- Design program informational materials;
- Plan one or more Information Open House Meetings (attendance at which is mandatory for admission);
- Issue press releases and utilize other communication strategies;
- Mail information packets to families on wait/interest lists, including invitations to the Open House
- Host Information Meeting(s) and record attendance;
- Schedule School Tours beginning the second year of the program (attendance at which is mandatory for admission)
- Participate in community meetings
- Advertise in local media, i.e. Parent Magazine, Record Searchlight, Local radio station.

Redding School of the Arts Charter School will be non-sectarian in its programs, admissions policies, employment practices and all other operations. It shall not charge tuition, and shall not discriminate. Furthermore, the School prohibits all unlawful discrimination against any student or employee based on actual or perceived characteristics of nationality, race, ethnicity, religion, sex, gender, ethnic group identification, age, national origin, ancestry, genetic characteristics, mental or physical disability, marital status, sexual orientation, gender identity, gender expression or association with a person or

group with one or more of these actual or perceived characteristics or other category protected by law. (AB9)

ELEMENT VIII: STUDENT ADMISSIONS

Ed. Code § 47605(b)(5)(H)

The goal of the admissions policy of Redding School of the Arts is to attract, enroll and retain the broadest spectrum of students and families representative of the rich diversity existing in the County. The residence of the student or parent/guardian must be within Shasta County or its contiguous counties. Redding School of the Arts identifies the following admission requirements and parameters for all students, including school-based students and home school students and including both Regular and Special Education students.

Furthermore, the School does not discriminate against any student based on actual or perceived characteristics of nationality, race, ethnicity, immigration status, religion, sex, gender, ethnic group identification, age, national origin, ancestry, genetic characteristics, mental or physical disability, marital status, sexual orientation, gender identity, gender expression or association with a person or group with one or more of these actual or perceived characteristics or other category protected by law. (AB9)

California Education Code (EC) Section 47605(d)(4) states the following:

A charter school shall not discourage a pupil from enrolling or seeking to enroll in a charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics:

- Academically low-achieving
- Economically disadvantaged (determined by eligibility for any free or reduced price meal program)
- English learner
- Ethnicity
- Foster youth
- Homeless
- Nationality
- Neglected or delinquent
- Race
- Sexual orientation
- Pupils with disabilities

A charter school shall not request a pupil's records or require the parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.

A charter school shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason (except for suspension or expulsion).

This notice shall be posted on a charter school's Internet website and a charter school will provide copies of this notice (a) when a parent, guardian, or pupil inquiries about enrollment; (b) before conducting an enrollment lottery, and (c) before disenrollment of a pupil.

A parent, guardian, or pupil (18 years or older) may file a Charter School Complaint Form to the authorizing entity if they suspect the charter school is in violation of Education Code Section 47605(d)(4).

Interested families must submit an application for admittance for each student by the third Monday in April and must have each application validated. Applications are validated by attending an orientation meeting held at the end of April during which the program, parent requirements, admission policies and lottery procedures will be explained.

Admission and Requirements for Admission

The School is open to any student in the State of California who meets the admissions requirements described herein. In the event that the number of pupils who wish to attend the School exceeds the school's capacity, attendance (except for existing pupils of the charter school grades kindergarten through eighth) shall be determined by a public random drawing, the process for which is described below.

- A. **Admission Eligibility and Requirements:** In order to be eligible for enrollment in the School classroom program, students must meet the following eligibility requirements:
- All students must have been fully immunized and present the appropriate health examination record in accordance with the California Health and Safety Code.
 - All students must meet minimum age requirements as applicable under California law and with grade level placement in accordance with RSA board policy.
 - All kindergarten students must be age 5 on or before September 1 of the school year in which he/she seeks enrollment. If a student turns five years of age after September 1 during the school year, that student may be eligible for admission on a case by case basis in the discretion of the Board of Directors, in accordance with the Board's age-admission policy and in accordance with law.
 - No student may concurrently attend a private school that charges the students family for tuition.
 - All students shall be documented as residents of the State of California.
 - If enrolled in an independent study program, a student shall be documented as a resident of the county in which the charter school reports its apportionment claims or an adjacent county.
 - Students with a SARB contract from a prior school in California must first fulfill the mandates of the School Attendance Review Board contract.
 - No student will be admitted if he/she has been previously expelled from another educational institution.

Sixth through eighth grade students applying for admission must meet the admission criteria including an active interest in an area of visual or performing arts.

In order to ensure that all students will be placed appropriately and benefit fully from the education program, the following pre-admission procedures will be enforced. Failure to comply with any of these procedures may result in denial of admission. An admitted student may be removed from the School if failure to comply with these procedures is discovered after admission has been granted. All eligible students must meet the following requirements:

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- Completed applications for admission must be submitted to the School no later than the deadline published for that school year (3rd Monday in April).
- By signing the Admission's Application, parent agrees to provide the school with all requested documents after being admitted, prior to their child's first day of school at Redding School of the Arts.
- Parents/guardians/caregivers shall attend a pre-admission orientation meeting or its equivalent.

After being admitted the parent/guardian/caregivers will comply with the following requirements and provide the appropriate documentation for enrollment prior to their child starting their first day of school:

- Signed Authorization for the School to request and receive student records from all schools the student has previously attended or is currently attending;
- Proof of full immunization or exception from the requirement;
- Proof of health examinations required by the Health and Safety Code;
- Proof of age with the application for admission; through documents such as the following: birth records, statements by the local registrar or a county recorder certifying the date of birth, or baptism certificate duly attested
- Proof of residency; through documents such as the following: parent or guardian's drivers' license, ID card or DMV printout, a copy of a lease, utility bill or similar showing the address of the residence, etc., California tax returns giving California as the home address (within acceptable dates); car registration and/or car insurance; California health insurance or Medi-Cal ID;
- If any information provided to by the parents/guardians could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending the School. If parents or guardians choose not to provide information that could indicate their children's immigration status, citizenship status, or national origin information, the School shall not sue such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school

The School shall follow any required procedures for the transfer of a program between SELPAs. Additionally, each application will be reviewed by staff to ensure it is complete before the student will be considered for admission. Each application will include a description of the School's dispute resolution process. Any student that has been denied admission for failure to meet the School's Admission Requirements and Process may avail him/herself to this process for reconsideration.

Preferences For Grades K-5

In the event that there are more students applying for admission than available space, preferences shall be extended in the following order of priority:

1. Pupils currently attending the School.
2. Children and grandchildren of staff members who are currently employed at least .5FTE or those employees who were hired in 1999 and worked for a minimum of 2 years. (not to exceed 10% of the total student population) and who have an interest in the visual and performing arts.
3. Siblings of students currently enrolled in the School who reside in the residence for at least 49% of the time and who have an interest in the visual and performing arts.

Preferences For Middle School (Grades 6-8)

In the event that there are more students applying for admission than available space, preferences shall be extended in the following order of priority for students who demonstrate and have been pursuing an interest in visual or performing arts:

1. Pupils currently attending the School.
2. Pupils who have a current outside interest verification on file;
3. Children and grandchildren of staff members who are currently employed at least .5FTE or those employees who were hired in 1999 and worked for a minimum of 2 years. (not to exceed 10% of the total student population) and who have an interest in the visual and performing arts;

Preferences For High School (Grades 9-12)

In the event that there are more students applying for admission than available space, preferences shall be extended in the following order of priority for students who demonstrate an interest in an early college education and have been pursuing an interest in visual or performing arts:

1. Pupils currently attending the school.
2. Pupils with a current outside interest verification on file;
3. Children and grandchildren of staff members who are currently employed at least .5FTE or those employees who were hired in 1999 and worked for a minimum of 2 years. (not to exceed 10% of the total student population) and who have an interest in the visual and performing arts;

Enrollment Process and Guidelines

There is an open enrollment period each year, which will be advertised within the school community so that all interested students may have an equal opportunity to apply for admission. The deadline for accepting applications will be clearly stated.

The process for enrollment proceeds as follows, (not necessarily in the exact order provided):

- The School will determine class size/configuration for the school year;
- The School will solicit from current students their intention to return the following year;
- The School will solicit from parents/guardians of current students their intention to apply for admission for siblings of current students;

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- The School will solicit from founders, staff members, and board members their intention to apply for admission for their children;
- The School will establish and hold an open enrollment period so that all interested students may have an equal opportunity to apply for admission;
- The School will schedule School Tours which includes Program Informational Presentations and strongly encourage prospective families to attend.
- The School will determine the number of returning students at each level;
- The School will determine the number of openings for new students at each level;
- The School will hold a random public lottery, if necessary; and
- The School will notify the families of the applicants who are accepted and rejected.

Non-accepted families will be placed on the waitlist in the order in which the students are drawn from the random public drawing. Children who complete the application process after the published deadline will be added to the next lottery pool if a wait list already exists.

A wait list is maintained from year to year. Once on the waitlist, a student would remain in that position until he/she is offered a spot in the school or expresses no further interest. During enrollment, volunteers and paid employees return calls and answer questions from prospective families. If families from the waitlist are offered a position, they must accept that position within two business days or if they decline or fail to respond within two business days of the school will move on to the next student on the waitlist, however, the family may retain their place on the waitlist if they desire. If they decline a current position twice or fail to respond the application will be removed from the waitlist.

Admission Eligibility and Requirements Independent Study Program:

In order to be eligible for enrollment in the School Independent Study program, students must meet the following eligibility requirements:

- All students must have been fully immunized and present the appropriate health examination record in accordance with the California Health and Safety Code to participate in electives, enrichment or onsite lab classes. Students who do not meet immunization requirements will receive services in as similar and appropriate manner as possible in accordance with the California Health and Safety Code.
- All students must meet minimum age requirements as applicable under California law and with grade level placement in accordance with RSA board policy.
- No student may concurrently attend a private school that charges the students family for tuition.
- All students shall be documented as residents of the State of California and as a resident of the county or adjacent county in which the charter school reports..
- Students with a SARB contract from a prior school in California must first fulfill the mandates of the School Attendance Review Board contract prior to enrollment.
- No student will be admitted if he/she has been previously expelled from another educational institution.

To enroll and participate in RSA's independent study program, parents and students must agree to support the following program requirements:

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- Parents and Students recognize that the Independent Study Program is an optional alternative on a voluntary basis to students who wish to keep up their academic progress. No student may be required to participate in this experience. The parent/guardian agrees to provide the necessary amount of instructional time appropriate for the completion of this agreement.
- Redding School of the Arts will provide the teacher services, instructional materials, and other necessary items and resources as specified for each assignment.
- Student work must be seen by the teacher on the designated appointment day.
- The parent/guardian, student and designated teacher will generally meet every two weeks at a time agreed upon by both parties at the school/ or other agreed upon location. The meetings will be conducted in a conference format.
- According to Redding School of the Arts Policy for Independent Study, no more than four weeks or 20 school days may elapse between when an assignment is made by the teacher and the date it is due, unless an exception is made in accordance with this policy. Assigned work will be evaluated by the teacher. One day of apportionment will be granted for each day of classroom work completed. The student's work will be evaluated in the same manner that it would be if he/she were completing the work in the classroom.
- The parent/guardian understands that, if adequate work records are not maintained and/or if the student has five days of unexcused absences, the appropriateness of home study as an instructional environment will be reviewed.

Lottery Procedures

In the event that the number of students that have applied for admission in any grade level exceeds available capacity, Redding School of the Arts will implement a public random lottery to admit students. The lottery will be conducted pursuant to the preferences and principles listed below. The lottery procedures outlined below only govern student admission to Redding School of the Arts or an admissions waiting list. It does not determine classroom placement and the school retains sole authority to make classroom assignments.

As indicated above, students from prior years' lotteries will be admitted or retain their position on the waiting list. Lottery results will determine the order of admission in each grade, with new lottery results being added below names on the existing waiting list. Parents and students formally apply for a place in the lottery by submitting a completed validated application. Applications are validated by attending an Validation/Orientation meeting (typically held on the last week of April with two attendance dates provided, during which the academic program, parent requirements, admission policy and lottery procedures are explained in further detail. RSA personnel will screen applications and qualifying applications will be included in the lottery. The first draw will be from applications received no later than January 22 and the second draw from applications received no later than the 3rd Monday in April. The lottery will be drawn from youngest to oldest, beginning with kindergarten. The order of admittance within each grade will be done by drawing numbers that have been assigned to names. The available spaces will be filled from the ordered lists created from the draws. The lottery will typically be scheduled for the first Tuesday in May.

Students admitted will receive a letter mid-May verifying their placement. Students placed on the waiting list will receive a verification letter stating their place on the waiting list. It is not necessary for applicants or parents/guardians to be present at the lottery. In the event of a vacancy, the school will admit students pursuant to the order specified on the waiting list and the school may require immediate enrollment in the school so as to avoid vacancies during the course of the school year.

ELEMENT IX: FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605 (b)(5)(I)

Redding School of the Arts will be a direct funded school.

RSA will select contracted service providers by identifying its anticipated needs in the service area. The board will typically compare estimated fees from each provider, contact current clients of top providers for their feedback, follow up by asking additional questions needed to clarify and compare the proposals, and discuss findings with respect to the Board’s criteria for selection. The criteria will typically include cost, reputation in the California charter schools sector, current client satisfaction, charter schools expertise, quality indicators, speed and professionalism in responding to the RFP and follow-up questions.

The Contracted Business Director will be responsible for contracting with and overseeing an independent auditor through a request for proposal format. The Business Director is responsible for contracting and overseeing the work of the auditor. The auditor will have, at a minimum, experience in education finance for an annual financial audit and will be approved by the State Controller on its published list as an educational audit provider. This auditor will have experience with audits of educational entities and education finance, preferably with charter schools. The audit will be produced according to generally accepted accounting principles and will verify the accuracy of the Charter School's financial statements, average daily attendance, enrollment accounting practices, state compliance, and review the Charter School's internal controls. The scope of the audit will include all elements mandated by the Audit Guide regulations promulgated by the Education Audit Appeals Panel as applicable to charter schools and any other elements as required by applicable law. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The audit will be available to the public, to the district, to the Shasta County Office of Education (SCDE), and the CDE.

The Contracted Business Director will work with the back office provider to provide the information needed for the independent audit. To ensure sound fiscal practices throughout the school year, RSA will contract with a back-office provider to manage the school’s financial operations and utilize a sound internal control policy. Contracted services may include, but are not limited to, budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, and monitoring adherence to the charter process and laws. The Business Director will refer to the “Standards and Procedures for Audits of K-12 Local Educational Agencies” (Audit Guide) to ensure compliance with all requirements.

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RSA will transmit a copy of the annual, independent financial audit for the preceding fiscal year to CESD - as well as to the County Superintendent of Schools, the State Controller and the State Department of Education - by December 15 of each year.

Should the audit note any exceptions or deficiencies, Redding School of the Arts will follow a procedure whereby:

- The Business Director, along with the Governing Board of Directors, will review any audit exceptions or deficiencies and the Business Director will report to the Governing Board recommendations on how to resolve them.
- The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same.
- Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in the dispute resolution process as outlined in this charter.

In addition, pursuant to Education Code 47604.33, RSA will submit to CESD and the county superintendent of schools annually:

1. On or before July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. On or before December 15, 1st interim financial report reflecting changes through October 31.
4. On or before March 15, a 2nd interim financial report reflecting changes through January 31
5. On or before September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

Redding School of the Arts will respond promptly to all reasonable inquiries by the District, including inquiries regarding its financial records. For reasonable cause, the District may engage audits of school finances at any time.

The RSA Board and staff will adopt and implement a comprehensive set of fiscal management policies and related administrative procedures that comprise the school’s system of internal controls, to be implemented by the Executive Director addressing, at a minimum: key fiscal management and control functions such as recording of revenues, deposit of revenues into bank or treasury accounts, authorization of expenditures, accounting, and check/warrant approval across different individuals and other similar internal controls policies to prevent embezzlement and other inappropriate or illegal handling of school finances. Such policies will be developed, periodically reviewed and revised to suit the school’s evolving needs.

Any funds due to the school that flow through the CESD shall be forwarded to the school as soon as practical. Redding School of the Arts and Columbia Elementary School District will negotiate in good faith on an annual basis to develop a memorandum of understanding that establishes the specific financial and service relationship.

The CESD shall provide and/or perform the supervisorial oversight tasks and duties specified and/or necessitated by this charter for a fee. In no event will this fee exceed one percent (three percent if located in rent-free facilities) of the cash revenues of the school provided to the school pursuant to the terms of the Charter Schools Act. These supervisorial oversight services shall include (but are not limited to) the following:

- The initial review, negotiations, hearing, and approval of this charter contract;
- Good faith efforts to develop any needed additional agreements to clarify or implement this charter;
- Regular review, analysis, and dialogue regarding the annual performance report of the school;
- Monitoring of compliance with the terms of this charter and related agreements;
- Good faith efforts to implement the dispute resolution and related processes described in Section 14 of this charter; and
- Timely and good faith review of requests to renew or amend this charter as permitted under law.

Insurance

Unless mutually agreed otherwise, Columbia Elementary School District shall not be required to provide coverage to RSA under any of the district's self-insured programs or commercial insurance policies. The charter school shall secure and maintain, as a minimum, insurance as set forth below to protect RSA from claims which may arise from its operations. The following insurance policies are required:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect RSA from claims under Workers' Compensation Acts, which may arise from its operations.
2. General Liability, Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$1,000,000 for each occurrence.
3. Fidelity Bond coverage shall be maintained by RSA to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence.

RSA shall keep on file certificates signed by an authorized representative of the insurance carrier.

Optional Insurance

Should RSA deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the charter school.

Indemnification

With respect to its operations under this charter, RSA shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend the District, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to

any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of RSA or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of the District, its officers, directors and employees. The District shall be named as an additional insured under all insurance carried on behalf of RSA as outlined above.

With respect to its operations under this charter, the District shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend RSA, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of the District or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of the RSA, its officers, directors and employees.

Facilities

This charter authorizes the operation of Redding School of the Arts, which shall operate within the geographic boundaries of the Columbia Elementary School District. Redding School of the Arts will lease and occupy the 70,000 square foot educational facility at 955 Inspiration Place, Redding, California through a long-term lease of the facility negotiated with the McConnell Foundation on an annual basis. The charter school anticipates being responsible for routine maintenance of the facilities, including janitorial and minor maintenance costs. McConnell Foundation is assuming responsibility for the grounds.

Transportation

Redding School for the Arts does not propose to carry any transportation contracts, but reserves the right to do so should the Board of Directors deem it necessary. All legal requirements for public school student transportation will be followed for any student transportation used for ongoing school activities and any events that are part of the school's regular educational program.

ELEMENT X: STUDENT SUSPENSION AND EXPULSION

Redding School of the Arts may seek avenues within its means to prevent student suspensions or expulsions; however, the consequences stated in the current year's family handbook will be applied. Reasons for which students can be suspended or expelled are outlined in the family handbook and will take into consideration Education Code section 48900 *et seq* and/or all current applicable laws. Each family will be given a handbook, and it is the responsibility of the student and parent to review and understand the policies presented within it. The Executive Director or Dean of students will be available to provide additional clarification of the student handbook upon request by the parent and/or student. It is the expectation of the school that students, parents and staff adhere to the standards outlined in the family handbook, specifically the school's code of conduct and discipline policy. Students may forfeit their agreement if they continuously and/or willfully violate the school's philosophy and the stated policies in the handbook and that agreement.

Students who present an immediate threat to the health and safety of others may be suspended by RSA, and/or be expelled by the RSA Governing Board upon recommendation by the Executive Director in accordance with the policies and procedures proscribed by the Board of Directors and incorporated herein by reference in the Livebinder. Suspension procedures will be followed in accordance with current board policy which includes adherence to AB 982; “RSA teachers will provide homework assignments, upon request, to parents/guardians of students who have been suspended for two or more school days.”

ELEMENT XI: COMPENSATION AND BENEFITS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System or federal social security.” Ed. Code Ed. Code § 47605(b)(5)(K).

Compensation and Benefits

RSA will seek to be competitive with the general salary levels being offered by surrounding districts. The Director, with approval from the RSA board will have the authority to determine the salary and benefit levels, working conditions and work year characteristics (e.g., length of year and day, vacation policies, etc.) for all employees that will allow RSA to attract and retain the caliber of employees necessary for RSA’s success. RSA also plans to offer comprehensive benefits to full-time employees and part-time qualifying employees, including employer contributions toward health and dental benefits as outlined:

Benefits

All certificated staff members will participate in the State Teachers Retirement System (STRS) or if previously under PERS may choose to continue with this option. In the event that charter schools are not allowed to participate in STRS or PERS, the Charter School will offer a retirement plan through a 403(b) or other equivalent plan.

Eligible classified staff will participate in PERS and the federal social security program (SSI).

The Governing Board has approved additional retirement plans for all employees that include, but are not limited to, the establishment of a section 403(b) or 457 plans and will coordinate such participation, as appropriate, with the Social Security system or other reciprocal system.

RSA will make all employer contributions as required by federal social security, Medicare, workers’ compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

Compensation

The teachers and staff members at RSA will value the opportunities for growth, collaboration, and respect as professionals. Teachers will be provided with preparation time and staff members will receive great satisfaction from working in a positive and caring environment where they are free to create innovative classrooms.

In addition to the rewards of working at RSA, certificated and classified staff with the exception of elective instructors, will initially be placed on an adopted salary schedule as outlined in personnel handbook and will receive health benefit packages in accordance with the school’s adopted policies. The cost and coverage will be determined based on employment status.

Further, RSA will bear full responsibility for monitoring and reporting membership information. The District will bear no responsibility for any reporting errors or omissions. The Business Director will be responsible for collecting employee forms and providing necessary information to the back-office financial services agency performing these tasks.

ELEMENT XII: ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605(b)(5)(L)

Attendance at Redding School of the Arts is entirely voluntary on the part of the students who enroll. Students who opt not to attend Redding School of the Arts may attend school in their district of residence or can pursue an inter-district transfer in accordance with existing district enrollment and transfer policies.

Parents or guardians of each student enrolled in the charter school will be informed upon enrollment and within the student/parent handbook that the student has no right to admission in a particular school or program of any local education agency as a consequence of enrollment in RSA, except to the extent that such a right is extended by the local education agency.

Transportation for RSA is the sole responsibility of the families who choose to attend RSA. RSA will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student’s IEP.

ELEMENT XIII: EMPLOYEE RETURN RIGHTS

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605(b)(5)(M)

Return Rights of Employees: No school district employee shall be required to work at RSA , with the exception of District employees provided to the charter school as part of the administrative services paid for by the charter school under a separately negotiated agreement for services or memorandum of understanding. Employees of the District who choose to leave the employment of the District to work at RSA will have no automatic rights of return to the District after employment by RSA unless specifically granted by the District through a leave of absence or other agreement.

All employees of RSA will be considered the exclusive employees of RSA and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district may be transferred to RSA if and as permitted by RSA’s policies.

Employment by RSA provides no rights of employment at any other entity, including any rights in the case of closure of RSA.

Any seniority, rights of return, schedule increments, adjustments in salary, retirement credit and university credit earned will be accrued to any former California school district employee while employed by Redding School of the Arts pursuant to the policies of the relevant district.

ELEMENT XIV: DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605(b)(5)(N)

The Redding School of the Arts Governing Board will adopt policies and procedures for airing and resolving internal and external disputes.

The Columbia Elementary School District agrees to refer all complaints regarding RSA operations to the school’s chief administrative officer for resolution in accordance with RSA adopted policies. Parents, students, board members, volunteers and staff at RSA will be provided with a copy of the school’s policies and dispute resolution process and will agree to work within it. In the event that RSA adopted policies and processes fail to resolve the dispute, the Columbia Elementary School District Board of Trustees agrees not to intervene in the dispute without the consent of RSA Governing Board unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked.

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school’s policies, (2) minimize the oversight burden on CESD, (3) insure a fair and timely resolution of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments

The staff and Board of Directors of the charter school and the district agree to attempt to resolve all disputes regarding this charter school pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process except where disputes rising to the level of the school’s and the District’s governing board may necessitate discussion within the context of a public meeting.

Disputes between the Charter School and the District

In the event that the charter school and the district have disputes regarding the terms of this charter or any other issue regarding the charter school, both parties agree to follow the process outlined below.

In the event of a dispute between the school and the district, the staff and Board of Directors of the school and district agree to first frame the issue in written format and refer the issue to the district superintendent, or his/her designee, and RSA’s Director. The RSA will make every effort to work professionally with the CESD and will always work to resolve any disputes amicably without resorting to formal procedures. If the matter could result in revocation, the matter will be addressed at the authorizer’s discretion in accordance with EC § 47604.5 and any regulations pertaining thereto. If the District believes the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

Such steps may include: The RSA's Director and the district superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the superintendent of the district and the Executive Director of the charter school and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the superintendent and the Director shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly. The superintendent and Director shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be binding, unless the boards of the charter school and the district jointly agree before arbitration that the decision will be non-binding. The school and district shall each be responsible for their respective costs of engaging in dispute resolution and shall each pay half of the cost of the services of any mediator.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the American Arbitration Association ("AAA") shall select the mediator.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

If either party fails to comply with the above dispute resolution procedures, each party shall have any such recourse available by law. Any party who fails or refuses to submit to mediation shall bear all costs and expenses incurred by the other party in compelling mediation of any controversy, claim, or dispute.

ELEMENT XV: EMPLOYEE REPRESENTATION

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code).” Ed. Code § 47605(b)(5)(O)

To the extent not preempted by federal labor law, the Redding School of the Arts Charter School shall be deemed the exclusive public school employer for the employees of the charter school for the purposes of the Education Employment Relations Act. RSA will comply with the EERA.

RSA recognizes the employees’ rights under the EERA provisions to organize for collective bargaining.

As the exclusive public school employer, RSA will set the terms and conditions for all employees.

ELEMENT XVI: SCHOOL CLOSURE PROCEDURES

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605(b)(5)(P)

If the school ceases operation, and the RSA board determines that there is no successor charter school that can carry out the mission of the school, then the school shall designate an entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer. The Authorized Closer shall commence closure proceedings by notifying in writing within 72 hours of the decision school staff, parents and guardians of scholars, the CESD, SBE, and the County Office of Education, the EDCOE Charter SELPA, the retirement systems in which the school’s employees participate, and the California Department of Education.

The notice shall include the effective date of the closure (“Closure Date”), the party to contact for information related to the closure, the scholars’ districts of residence, and the manner in which parents and guardians may obtain copies of scholar records, including information on completed courses and credits that meet graduation requirements. The school shall provide the Authorized Closer with a list of scholars in each grade level and the classes they have completed, together with information on the scholars’ districts of residence. Notification to the CDE will also include a description of the circumstances of the closure and the location of scholar and personnel records. In addition to the four required items above, notification to parents, guardians, and scholars will also include:

- Information on how to transfer the scholar to an appropriate school and a process for the transfer of all scholar records. The charter school will provide the District with original

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cumulative files pursuant to District policy for all scholars, both active and inactive at the charter school. Parents will be provided with a copy of their child's cumulative records from the charter school.

- A certified packet of the scholar's information that includes closure notice, a copy of their child's cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former scholars of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning scholars and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then.

The charter school will update all scholar records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the RSA Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and scholar transfers.

Scholar records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law.

RSA will allow CESD access, inspection and copying of all school records, including financial and attendance records, upon written request by CESD.

The school shall complete an independent final audit within six months of the school's closure. The audit may also serve as the annual audit. The audit must include at least the following:

- An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies.
- An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation.
- An assessment of the disposition of any restricted funds received by or due to the school.

In addition to a final audit, RSA will also submit any required year-end financial reports to the California Department of Education and CESD, in the form and time frame required. The Authorized Closer must provide for the completion and filing of any annual reports required by Ed. Code section 47604.33. Prior to the distribution of any remaining net assets of the school, the Authorized Closer shall do the following:

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- Determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and
- Dispose of, distribute or otherwise utilize any proceeds of any grants or donations (whether in cash or in-kind [i.e., materials or property]) received by the school or the school corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the school or the school corporation.

For purposes of subparagraph (a) above, “Restricted Government Grant” means any grant or donation (in cash or in-kind [i.e., materials or property]) made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grant that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency. Any return of funds will include submission, if required, of final expenditure reports for entitlement grants and the filing of any required final expenditure reports or final performance reports. Any donated materials or property shall be returned in accordance with any conditions established when the donation of such materials or property was accepted.

The school shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.

The Charter School shall provide CESD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, RSA will do all of the following on behalf of the school's employees, and anything else required by applicable law:

- File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- Make final federal tax payments (employee taxes, etc.)
- File the final withholding tax return (Treasury Form 165).
- File the final return with the IRS (Form 990 and Schedule).

The school is a California nonprofit public benefit corporation (as permitted under Ed. Code section 47604(a) (“school corporation”). If in connection with the closure, the RSA Board determines that it will dissolve the school corporation (“Dissolution”), then (i) the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit corporation Law (“Law”) including, without limitation, Corp. Code sections 6610 et seq. and sections 6710 et seq., and (ii) the

RCA board may select the Authorized Closer to assist with the wind-up and dissolution of the school corporation. Any net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation's assets, or (ii) have been adequately provided for, shall be distributed in accordance with the school corporation's Articles of Incorporation. Recipients of the RSA's net assets shall be restricted to California public schools.

ADDITIONAL IMPACT ON THE CHARTER AUTHORIZER

"The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided and the potential civil liability effects, if any, upon the school and upon the school district. The description of the facilities to be used by the charter school shall specify where the school intends to locate. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including start-up costs, and cash flow and financial projections for the first three years of operation." Ed. Code § 47605(g)

This section is intended to satisfy the requirement of *Education Code section 47605(g)* that the charter school provide the school district with a district impact statement. This section provides information regarding the proposed operation and potential effects of RSA on the CESD. It is intended to assist the CESD in understanding how RSA may affect the CESD but it is not intended to govern the relationship of the school and the District. Further details regarding the relationship between the charter school and the authorizer are typically determined following charter approval following charter approval.

Potential impact related to facilities and administrative services is described above. As a separately incorporated public benefit corporation, Redding School of the Arts anticipates that the Columbia Elementary School District will be immune from the debts and liabilities of the school, provided the district performs its statutory obligations as a chartering agency.

Redding School of the Arts does not anticipate a significant change to the current number of students who reside in the Columbia Elementary School District attending RSA. According to the Student Admission Element VIII, all families currently enrolled may opt to roll over into the new Charter School. Currently, Redding School of the Arts is at capacity enrollment. This means that we will only be adding students if someone moves out of the school. Each year we will add 62 kindergarteners as we have each year for the past 5 years. RSA does not have a classroom based TK or preschool program and at this time does not intend to open either program.

Civil Liability

RSA will be formed as a California public benefit corporation with IRS 501c3 tax exemption status. As such, the school's founders presume that the RSA will not be liable for the debts or obligations of the charter school pursuant to Education Code Section 47604(c).

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The school annually purchases liability and property insurance as outlined above to protect the school's assets, staff, Board of Directors members, and, where appropriate, RSA personnel. Potential Civil Liability Effects Education Code Section 47604 (c) provides that "an authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law." RSA will be operated by a California non-profit public benefit corporation. RSA shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, RSA and the District shall enter into a memorandum of understanding, wherein RSA shall indemnify the District for the actions of RSA under this charter.

The corporate bylaws of RSA shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and RSA's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The RSA Governing Board of Directors will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Administrative Services and School Contracts:

Redding School of the Arts plans to operate efficiently as a nonprofit entity. It is anticipated that the Charter School will provide or procure most of its own administrative (or "back office") services including, but not limited to: meal preparation and delivery, police and security, credential and criminal background review of personnel, human resources, janitorial service, and fiscal and attendance accounting services either through its own staff or through an appropriately qualified third-party contractor.

RSA intends to use administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of an annual memorandum of understanding between RSA and the District and subject to District availability and willingness to provide such services. The MOU will establish more specifically the financial and service relationship between the Charter School and the District. RSA's purchase of goods and services from the District shall not negate the operational independence of the Charter School from the District. Breach of the MOU shall not necessarily constitute breach of this charter.

Redding School of the Arts will follow all applicable Conflict of Interest laws and will develop internal control policies with its back-office provider. Redding School of the Arts has entered into a contractual relationship with Delta Managed Solutions (DMS), a third party charter school administrative services provider. Redding School of the Arts will follow all applicable Conflict of Interest laws and will develop internal control policies with DMS. RSA plans to acquire the following services from DMS:

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1. Finance and accounting, including budgeting, government financial reporting, audit support, and other financial compliance;
2. Insurance procurement and administration;
3. Business consulting;
4. Payroll processing and reporting;
5. Human Resources and benefits administration;
6. Board meeting support;
7. Compliance and accountability.

Reporting

RSA will also complete the following reports in a timely manner and provide to the District as required by law:

- ☐ CBEDS (California Basic Educational Data System).
- ☐ ADA (Average daily Attendance) Reports J18/19.
- ☐ SARC (School Accountability Report Card)
- ☐ Reports pertaining to Education Code 47604.33 mentioned specifically in Element Nine:
- ☐ CALPADS (California Longitudinal Pupil Accountability Data System).
- ☐ Office of Civil Rights: Provide the information necessary for the District to submit the required data.
- ☐ English Language Proficiency Assessments for California (ELPAC).

Funding

RSA elects to receive funding directly from the State of California through the County Treasurer and the County Office of Education in accordance with Education Code Section 47651(a)(1). The School through the corporation will act as its own fiscal agent. The District agrees it will not transfer funds from the School's Treasury Account to the District Treasury Account without advanced written permission from the Charter School. While RSA does not expect the District to advance to the Charter School future revenues (i.e., smooth out the School's revenue stream), nothing in this charter shall prevent the District from electing to do so at the Charter School's request. The District shall charge for the actual costs of supervisory oversight of the Charter School in conformity with Education Code Section 47613.

RSA is responsible for recovering from the state all eligible mandated costs applicable to the school. Supplemental and Concentration grant funds received under Local Control Fund Formula must be spent in accordance with regulations adopted by the State Board of Education.

Budget and Financial Projections

The budget, including cash-flow, and financial projections as required by CDE are provided to the district according to the MOU or current law and are located in Epicenter.

Access to Records

The Charter School shall permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel and pupil records, unless the law prohibits disclosure to the District of any such records. The Charter School shall promptly comply with all such reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District pursuant to Education Code Section 47604.3. Records of the charter school and of any

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parent corporation shall be considered public records under the Public Records Act (Government Code Section 6520 et seq.).

Facilities

RSA School is located within the Columbia Elementary School District boundaries.

Charter Term

The term of this charter shall be for a period of five successive years. Upon approval of this charter renewal petition, the charter school shall be deemed immediately granted and the petitioners are authorized for an additional period of five school years through June 2025.

Community Impact

Redding School of the Arts endeavors to provide youth and their families in the Redding area with an additional choice in public education. RSA is designed to offer a diverse group of students an education that will empower them to be globally-minded citizens. RSA is proud to offer an educational program that will help children to appreciate the arts and promote educational careers in addition to the development of the mind, body, and character of children. We are prepared to work in collaboration with CESD to maximize our efforts and positively impact more Redding youth.

ADDITIONAL CLAUSES

Term

The term of this Charter shall be 1st of July 2020 through the 30th of June 2025. This Charter may be renewed for multiple years (two to seven years) thereafter based on state guidelines and upon the mutual agreement of the parties.

Revisions

Material revisions of the provisions contained in this Charter may be made in writing with the mutual consent of the Columbia Elementary School District and the RSA Board of Directors. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605; provided however that the charter school shall not be required to obtain petition signatures prior to requesting renewal and/or making material amendments to the charter petition.

Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the respective boards of RSA and CESD. The district and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Miscellaneous

The Columbia Elementary School District and the charter school shall engage in a mutually agreeable Memorandum of Understanding (MOU), which outlines further details of the relationship between the District and the charter school. The MOU shall include, but not be limited to the following: services to be purchased by the charter school from the District, and the fee schedule for such services, including special education services and funding formulas. Fiscal reporting requirements to the state, either independently or through the District, and District support for the charter school in seeking additional funding. RSA reserves the rights to purchase additional administrative or other goods or services from any third party as needed. The MOU cannot be provided with the charter petition because there is no way for one to exist without CESD's participation. The MOU terms are to be developed and mutually agreed on by RSA and the CESD, however RSA would be happy to provide a sample MOU on request. If MOU terms are not reached, the default position will be for RSA to procure services through a means other than the District.

Communication

All official communication between the charter school and the CESD will be sent via first class mail or other appropriate means to the Charter School Executive Director and the Superintendent of the District

APPENDICES:

ADOPTION OF ALL STATE FRAMEWORKS FOR GRADES TK - 8TH GRADE

ENGLISH LANGUAGE ART

MATHEMATICS

NEXT GENERATION SCIENCE³

SOCIAL SCIENCE

VAPA

MANDARIN STANDARDS BY GRADE LEVEL IN COMPLIANCE WITH FOREIGN LANGUAGE

CALIFORNIA MULTI-TIERED SYSTEM OF SUPPORT FRAMEWORK

POLICIES - LIVEBINDER

LCAP - EPI CENTER

BUDGETS - EPI CENTER