



REDDING SCHOOL of the ARTS
WHERE EDUCATION AND THE ARTS CONNECT

Redding School of the Arts
California Nonprofit Benefit Corporation
Board Meeting Agenda
Posted Friday, December 10, 2021

Date: Tuesday, December 14, 2021
Location: 955 Inspiration Place, Redding
Room 21
Open Session 5:45pm

ZOOM Information

Meeting ID: 898 0011 6299

Passcode: kJB3iD

Zoom Link: <https://us02web.zoom.us/j/89800116299?pwd=WjQxNFNXU1ZPeWxNOFVFN0R6bIA1QT09>

Dial by your location

- +1 669 900 6833 US (San Jose)
- +1 346 248 7799 US (Houston)
- +1 253 215 8782 US (Tacoma)
- +1 312 626 6799 US (Chicago)
- +1 929 205 6099 US (New York)
- +1 301 715 8592 US (Washington DC)

Meeting ID: 898 0011 6299

Passcode: 433368

To join the Zoom meeting, from your computer, follow this link or type this into your browser:

Join Zoom Meeting

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Follow all prompts to run the Zoom software. We recommend you begin this process at least 15 minutes prior to the start of the Board meeting. Once you have successfully joined the meeting, you will be in the waiting room until the meeting begins.

The Rules for Conduct remain intact. If, after reviewing the agenda, you have any questions or comments, you may email your questions/concerns to rsartsboardmembers@gmail.com. Your email will be reviewed by the Governing Board as part of the board correspondence.

If during the meeting you wish to comment, you will need to raise your hand and wait to be recognized. At that time, your microphone will be unmuted and you will be permitted to address the Board.

Meeting called to order by Presiding Officer

Roll Call/Establish Quorum:

Jean Hatch, President	_____	Heather Wright, Vice President	_____
Lisa Stewart, Treasurer	_____	Jonathan Sheldon, Secretary	_____
Andrew McCurdy, Community Member	_____	Daria O'Brian, Community Member	_____

Additional Non-Voting Participants:

Margaret Johnson, Executive Director	_____	Carol Wahl, Principal	_____
Wendy Sanders, Special Ed Director	_____	Sophia Zaniroli, Staff Liaison	_____
Cathleen Serna, Business Service Provider	_____		

Presentations:

- o Lions Club International Peace Poster Contest Winners (10 Min)
- Director Report: (5 Min)
- Principal Report: (5 Min)
- Staff Liaison Report: (5 Min)

Governing Board Report: (10 Min)
Governing Board Correspondence: (5 Min)

Public Forum:

Hearing of persons desiring to address the Board on a subject NOT covered in this agenda. NOTE: 1) Individual speakers will be allowed three (3) minutes to address the Board. The Board President may further limit the speaking time allowed in order to facilitate the progress of the meeting. 2) Complaints presented to the Board must not involve specific reference to employees. Citizens should contact the Director for complaint procedures regarding employees. 3) A charter school cannot take action on a matter that has not been placed on the official agenda. (G.C. 54954.2).

CONSENT AGENDA

Items listed under the Consent Agenda are considered to be routine and are acted on by the Governing Board in one motion. There is no discussion of these items before the Board vote unless a member of the Board, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. It is understood that Administration recommends approval of all Consent Agenda items as listed. Each item on the Consent Agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

- 1.1 Approve 11/9/2021 Minutes
- 1.2 Approve November 2021 Warrants

Call for Requests from the Audience to Speak to Any Item on the Agenda:

REGULAR AGENDA

The regular agenda includes those individual items to be discussed by the Board. Some of those items may also require action or approval by the Board. Members of the public will have the opportunity to address the Board on any item at the time that particular item is discussed by the Board, and prior to any action taken by the Board. Individual speakers will be allowed three (3) minutes to address the Board.

Discussion/Action Agenda

Financial Reporting

- 2.1 Discussion: 2020/21 Financial Audit Extension (5 Min)
- 2.2 Discussion/Action: 2021 Educator Effectiveness Block Grant Plan (5 Min)
- 2.3 Discussion: Finance Committee Meeting Update (10 Min)
- 2.4 Discussion/Action: 2021/22 1st Interim Budget (10 Min)
- 2.5 Discussion: Confucius Classroom School Sponsorship Update (5 Min)

Policy Review & Amendments

- 2.6 Discussion: Policy Review – 1st Reads (5 Min)
 - 2.6.1 Integrated Pest Management Plan

General Reporting

- 2.7 Discussion: LCAP Update – MTSS Intervention/SEL (10 Min)
- 2.8 Discussion: School Site Safety Committee Update (5 Min)
- 2.9 Discussion/Action: 2021/22 In-Person Learning Plan & Guidance Update (10 Min)
- 2.10 Discussion: Early College/High School Educational Program Update (10 Min)
 - 2.10.1 Review High School Application for Admission
 - 2.10.2 Master's in Education Stipends – Effective 7/1/2022
 - 2.10.2.1 General Master's Degree
 - 2.10.2.2 Subject Specific Master's Degree

Personnel Reporting

- 2.11 Discussion: High School Job Descriptions – 1st Reads (10 Min)
 - 2.11.1 Counselor/Registrar
 - 2.11.2 English Language Arts Teacher
 - 2.11.3 Math Teacher
 - 2.11.4 Science Teacher
 - 2.11.5 Social Studies Teacher
- 2.12 Discussion/Action: Personnel Updates (5 Min)
 - Resignations:
 - o Nate Sharits – 1/9/2022 Education Specialist Teacher

Final Meeting Comments:

Meeting Adjournment:

Next Regular Meeting:

Date: Tuesday, January 11, 2021
Time: 5:45 p.m.
Location: Redding School of the Arts/Room 21
955 Inspiration Place
Redding, CA 96003

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

Consent Agenda

SUBJECT: Item 1.1 – November 9, 2021 Minutes

PREPARER: Adel Morfin

RECOMMENDATION: Motion to Approve Minutes.

BACKGROUND:

See Attached Minutes

REFERENCE:



REDDING SCHOOL of ARTS
WHERE EDUCATION AND THE ARTS CONNECT

Redding School of the Arts
California Nonprofit Benefit Corporation
Un-Adopted Board Meeting Minutes

Tuesday, November 9, 2021

Open Session: 5:45 p.m.

Meeting called to order by Presiding Officer Jean Hatch at 5:45 p.m.

Roll Call/Establish Quorum:

Jean Hatch, President	<u> X </u>
Heather Wright, Vice President	<u> X </u>
Lisa Stewart, Treasurer	<u> X </u>
Jonathan Sheldon, Secretary	<u> X </u>
Andrew McCurdy, Community Member	<u> X </u>
Daria O'Brien, Community Member	<u> X (via video conference) </u>

Additional Non-Voting Participants

Margaret Johnson, Executive Director	<u> X </u>
Wendy Sanders, Special Ed Director	<u> X </u>
Carol Wahl, Principal	<u> X </u>
Robyn Stamm, Business Serv Provider	<u> X (via video conference) </u>
Sophia Zaniroli, Staff Liaison	<u> X </u>

Board Recorder: Adel Morfin

Onsite Guests: Lane Carlson

Zoom Online Guests: Lisa Archer, Nicole Iskra, Bridgette Jacobsen, Candice Obilana, Candice Percia, Cassie Plummer, Nate Sharits, Katie Swartz, Lissa Uhleman, and Katie Vernon.

PRESENTATIONS:

➤ **LCAP Update: Student Academic Achievement – CAASPP/NWEA/CAST Results**

Carol Wahl - Presented the NWEA and CAASPP testing results in ELA and Math for 2nd – 8th grade students (K/1st reporting will commence in winter of 2022). The detailed NWEA results compared 2020 fall and 2021 winter scores for each grade level. The results showed RSA students met growth projections in ELA but struggled to do the same in math. Carol reported this could have been the result of new math curriculum in 2020 and COVID. She stated one of RSA's LCAP goals is to monitor learning loss mitigation to decrease the percent of students scoring in 21st percentile or below.

She reviewed the CAASPP State Achievement Test Results, which measure 3rd-8th grade ELA, math, and science. The 2021 test results showed that overall 53% of RSA students met or exceeded standards in ELA, while 38% met or exceeded standards in Math.

The California Science Test (CAST) results showed 46% of 5th graders and 42% of 8th graders met or exceeded standards when compared to the state.

➤ **Early College/High School Educational Program Update:**

Margaret Johnson & Lane Carlson - Presented the RSA Early College Education Plan. The plan provided a schematic visual of the new facility, described the educational pathways through the Early College, and outlined the next steps in the process. Margaret thanked Lane Carlson, Carol Germano, Jean Hatch, and Carol Wahl for their help in developing the academic program.

Additional personnel and budget information will be provided to the board in December.

DIRECTOR REPORT:

- **Margret Johnson:**

Reported that the Veterans Day Celebration is scheduled for tomorrow. Margaret Kennedy's Cooking Elective class are planning to make cookies for guests to take home after the assembly, while classroom students are busy making thank you cards for the vets.

Administration held a special Volunteer Orientation on 11/3, which included an overview of volunteer opportunities and new volunteer requirements. The meeting was well attended by at least 25 parents.
The Dig it Performance is coming up on 11/17, followed by Fall Theme Day on 11/19.

PRINCIPAL REPORT:

- **Carol Wahl:**

Reported the PTC meeting on 10/28 was the best attended meeting since COVID. She stated it was great to see parents. ASB class advisors are busy finalizing the class trips for this year. 8th graders will be traveling to Camp Sea Lab in March and staying overnight on the USS Hornet, 7th graders will be traveling to Sacramento in April to catch a live performance of Wicked, and 6th graders will attend Camp Unite in the spring.

STAFF LIAISON REPORT:

- **Sophia Zaniroli:**

Nothing to report at this time

GOVERNING BOARD REPORT:

- **Daria O'Brien:** Nothing to report at this time
- **Heather Wright:** Nothing to report at this time
- **Jonathan Sheldon:** Nothing to report at this time
- **Andrew McCurdy:** Nothing to report at this time
- **Jean Hatch:** Nothing to report at this time
- **Lisa Stewart:** Nothing to report at this time

GOVERNING BOARD CORRESPONDANCE:

- The board received and reviewed board correspondence from Josselyn Cater & Candice Obilana.

PUBLIC HEARING:

Discussion: Local Plan for Educators Effectiveness Grant

Margaret Johnson reported on the 2021 Educators Effectiveness Block Grant.

RSA received \$117,722 in funding to help support the professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff. The funds may be expended between 2021/22 – 2025/26. Margaret reviewed the planned expenditures and funding amounts allocated to each activity.

The board is scheduled to review and adopt the finalized plan next month.

PUBLIC FORUM:

Hearing of persons desiring to address the Board on a subject NOT covered in this agenda. NOTE: 1) Individual speakers will be allowed three (3) minutes to address the Board. The Board President may further limit the speaking time allowed in order to facilitate the progress of the meeting. 2) Complaints presented to the Board must not involve specific reference to employees. Citizens should contact the Director for complaint procedures regarding employees. 3) A charter school cannot take action on a matter that has not been placed on the official agenda. (G.C. 54954.2).

- No Comments

CONSENT AGENDA:

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It is understood that Administration recommends approval of all Consent Agenda items as listed. Each item on the Consent Agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

- 1.1 Approve 10/12 & 10/19 Board Minutes
- 1.2 Approve October 2021 Warrants
- 1.3 Approve 2021/22 RSTEM/RSA MTSS Special Ed Admin Assistant Services Agreement
- 1.4 Approve Policy Amendments:
 - 1.4.1 Admission & Enrollment Policy – *Student Policy*
 - 1.4.2 Promotion Acceleration or Retention Policy – Curriculum & Instruction Policy
 - 1.4.3 Volunteer Policy, Procedures, and Parent/Guardian Responsibilities – Student Policy

Heather Wright moved to approve items on the consent agenda as listed, seconded by Daria O’Brien. Vote 6 Ayes: 0 Nays.

Call for Requests from the Audience to Speak to Any Item on the Agenda:

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- No Comments

DISCUSSION/ACTION AGENDA:

2.1 Discussion: ADA & Financial Update

Robyn Stamm reported that based on the most recent enrollment information, RSA is down \$505,000 in revenue. This is primarily due to a decrease in unduplicated pupil count of approximately 60 students. Lissa Uhleman reported that many RSA families have not returned their Free & Reduced Lunch forms, as a result of the free lunch program offered this year. Lissa plans to reach out to families again and ask them to complete the form in order to help close the gap in unduplicated pupil count.

Margaret Johnson shared the enrollment projections for 2021/22 – 2022/23. Enrollment is down this year in 2nd/3rd grade mandarin program, as well as in the independent study program and efforts to reach out to families on the waiting list has not been successful.

The board discussed ways to increase ADA, including advertising and adding enrollment where possible. They directed the Finance Committee to review ADA projections as part of the 1st Interim Budget development.

2.2 Discussion/Action: Directions to the Finance Committee for 1st Interim Budget Development

The Finance Committee is seeking directions from the Governing Board on items to review for 1st Interim Budget development. Administration recommends the Governing Board direct the committee to: 1) Review 1st Interim Budget, anticipated revenue, based on changes in anticipated ADA. 2) Expenditures should be reviewed to line up with anticipated revenue, such as materials/supplies, staffing, professional development, ESSER II & III funding, Expanded Learning Opportunities funding, Educator Effectiveness Block funding, Federal and State, etc. (per year to date expenditures and costs associated with LCAP, Title 1, Title 2, Title 4) for remainder of year. 3) Ensure budget maintains a 20% reserve over MYP.

The board agreed with the recommendations suggested by administration and did not provide further instructions. No action was taken.

2.3 Discussion/Action: Approve High School Design-Builder Contract - 2nd Read

As Senior VP of Gifford Construction, Andrew McCurdy presented the board with the final draft of the Design-Builder Contract for board approval. The contract included changes that align with the current needs of the school vs. the original Request for Proposal. The high school and theater project cost is now estimated at \$15,800,000 and increased to approximately 31,000 SF. This includes a high school capacity of 300 with a theater seating capacity of 650.

The initial Design-Builder fees are estimated at 1 million, the final cost is scheduled be presented at a later date as an amendment to the contract.

Margaret Johnson reported the finalized draft was reviewed by Peter Rude, Community Member & Civil Engineer at Jacobs, Scott Wahl, Community Member, Retired County Civil Engineer, and Karl Yoder of KCA.

Note: Andrew McCurdy recused himself and stepped outside for the duration of the discussion.

The board reviewed the information and voiced concerns over the possibility of increased fees in excess of the \$1 million estimate, as well as funding concerns based on current ADA.

Margaret reported RSA has been preparing for the project and has allocated ESSER II & III funding, lottery funds, and pursuing charter expansion grant opportunities to help fund the project.

Daria O'Brien moved to approve the Design-Builder Contract between Gifford Construction & RSA as presented, seconded by Lisa Stewart. Vote 5 Ayes: 0 Nays. Andrew McCurdy was not present for the discussion or vote.

2.4 Discussion: CSDC Online Board Member Training Report

Board members completed CSDC's Online Board Member training and reported out on their assigned training module, with the exception of Jonathan Sheldon, who experienced technical issues, and will complete the training at a later date.

MODULE 1 - Lisa Stewart - On Being a Board Member
MODULE 2 - Andrew McCurdy - Speaking the Language
MODULE 3 - Heather Wright - Laws, Lobbying, and the Legislature
MODULE 4 - Daria O'Brien - Governing Board Roles and Responsibilities
MODULE 5 - Jean Hatch - Human Resources
MODULE 6 - Jonathan Sheldon and board members summarized this module.

2.5 Discussion/Action: 2021/22 Governing Board Goals – 2nd Read

The board reviewed last month's draft of the 2021/22 Governing Board Goals. No additional changes were made to the document.

Daria O'Brien moved to approve the 2021/22 Governing Board Goals as presented, seconded by Heather Wright. Vote 5 Ayes: 0 Nays.

2.6 Discussion/Action: 2021/22 In-Person Learning Plan & Guidance Update

Agenda item 2.6 was tabled until next month.

2.7 Discussion: Board Requested Info on Compliance with Governors COVID-19 Testing Mandate

- 2.7.1 RSA Charter**
- 2.7.2 Cost of Weekly COVID-19 Testing**
- 2.7.3 Random COVID-19 Staff Testing Pool**
- 2.7.4 SB 740 Funding Requirements**

Margaret Johnson presented her findings related to the board's request for additional information on the Governors COVID-19 testing mandate.

She stated there was no cost to employees or the school for COVID testing. However, the estimated cost for Human Resource time to internally track employee's, based on the current testing mandate, is estimated at \$5,520 for the remainder of the year. The option to randomly test a combination of vaccinated and unvaccinated employees is not an option at this time, as it would require at least 10% of students and staff to test in order to reflect the whole school community.

Margaret stated RSA's legal counsel advised that *"If the School fails to follow the State's upcoming vaccine mandate or the CDPH Order, the School's granting agency can revoke the School's charter."*

She reported Columbia had issued a draft resolution with regards to how they plan to handle the vaccination and testing mandate, but as of yet, there was no official outcome.

Margaret also found RSA was not required to file for SB740 unless IS exceeds 20% of total school enrollment (K – 12). This should not be an issue with the anticipated annual increase of high school students over the next 3 years.

2.8 Discussion/Action: Policy Adoption

2.8.1 COVID-19 Vaccination & Testing Policy – 4th Read

The board reviewed Sample 2 of the COVID-19 Vaccination & Testing Policy, which called for required weekly testing of all staff regardless of vaccination status. They discussed the pros and cons of testing all staff vs. unvaccinated staff only. They discussed Margaret Johnson's findings as well as previous staff concerns brought by Sophia Zaniroli.

The board ultimately decided to move forward with weekly testing of all staff beginning 11/15. The board plans to revisit the testing requirements at a future date if the Governors COVID-19 testing mandate changes.

Andrew McCurdy moved to approve the COVID-19 Vaccination & Testing Policy: Sample 2 (All Staff Testing) as presented, seconded by Daria O'Brien. Vote 3 Ayes: 2 Nays. Jean Hatch Abstained.

2.9 Discussion/Action: Policy Amendments
2.9.1 Sick Leave Policy – Retro changes to 7/1/2021

Margaret Johnson presented the amended Sick Leave Policy. The policy includes new language addressing changes to sick leave accrument. Employees will now be granted one day of sick leave, per scheduled calendar work month, up to 12 days (96 hours) per school year. These changes will be retroactive to 7/1/2021.

Heather Wright moved to approve the amended Sick Leave Policy retro to 7/1/2021, seconded by Jonathan Sheldon. Vote 6 Ayes: 0 Nays.

2.10 Discussion/Action: Approve Lane Carlson Executive Director Offer of Employment

The board will review the offer of employment for Lane Carlson for the position of Executive Director.

Lisa Stewart moved to approve Lane Carlson’s Offer of Employment as written, seconded by Daria O’Brien. Vote 6 Ayes: 0 Nays.

ADJOURNMENT:

Meeting adjourned at 7:54 p.m.

NEXT REGULAR MEETING:

Date: Tuesday, December 14, 2021
Time: 5:45 p.m.
Location: Redding School of the Arts/Room 21
955 Inspiration Place
Redding, CA 96003

Governing Board Minutes Respectfully Submitted,

Jonathan Sheldon
RSA Governing Board Secretary

Board Approval Date

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

Consent Agenda

SUBJECT: Agenda Item 1.2 – November 2021 Warrants

PREPARER: Adel Morfin

RECOMMENDATION: Motion to Approve Warrants

BACKGROUND:

REFERENCE:

See Attached Warrant Summary Report (ReqPay12C)

Checks Dated 11/01/2021 through 11/30/2021

Board Meeting Date December 14, 2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9010900629	11/04/2021	Amazon, Inc	62-4310	Classroom Sensory Tools/Supplies	1,365.01	
				LEVOIT Air Purifier & Filter for Nurse Office	79.34	
				Library Books	124.34	
				Student Headphones	85.75	
				Tales of Sasha Books Series 6-11	38.52	
				Walkie Talkies Earpiece with Mic	48.25	
			62-4320	Tops Writing Pads - Orchid	28.51	1,769.72
9010900630	11/04/2021	Batteries Plus Bulbs	62-4540	AA Batteries		57.95
9010900631	11/04/2021	Blick Art Materials LLC	62-4310	Brush Markers for Elective Art		426.08
9010900632	11/04/2021	Bobbie Valdez	62-4310	Creative Cloud Annual Student Subscription		239.88
9010900633	11/04/2021	California Dance Company	62-5880	Oct 2021 Ballet Lessons	59.00	
				Oct 2021 Tumbling Lessons	118.00	177.00
9010900634	11/04/2021	Consolidated Elect Distr, Inc	62-4540	Lutron Ballasts for Building Lighting		1,934.18
9010900635	11/04/2021	DRESSEL, MICHAEL G	62-4310	LED Lights for Lanterns		109.32
9010900636	11/04/2021	Grainger, Inc.	62-4540	Electric Infrared Tubular Heater Element for Cafe		308.88
9010900637	11/04/2021	Hailey Jellison	62-4310	Water Colors and Brush Set	13.65	
			62-5880	10/4-10/28 Swim Lessons	90.00	
				11/1-11/18 Swim Lessons	67.50	171.15
9010900638	11/04/2021	iGym, Inc	62-5880	Oct 2021 Gymnastics Lessons & Ins Fee		65.00
9010900639	11/04/2021	ISKRA, NICOLE A	62-8699	Re-Issue Stale Dated Check 9010877627		15.00
9010900640	11/04/2021	Jaimie Mills	62-4310	Math & Reading Workbooks	186.12	
				Math for Minecrafts	51.95	238.07
9010900641	11/04/2021	Kenji Kato Drum & Piano Studio Kenji Kato	62-5880	Oct 2021 Piano Lessons		120.00
9010900642	11/04/2021	Lizzie Stoxen Voice Teacher Attn: Elizabeth Stoxen	62-5880	Oct 2021 Voice Lessons		120.00
9010900643	11/04/2021	Mendes Supply Company	62-4515	Blue Nitrile Gloves		369.44
9010900644	11/04/2021	Office Depot	62-4320	Toner Cartridge for Front Office		85.01
9010900645	11/04/2021	Prime Foundations Kaitlin Groennings	62-5880	Oct 2021 Horseback Riding Lessons		220.00
9010900646	11/04/2021	Redding Dance Centre, Inc	62-5880	Sep Bal & Oct Ballet Lessons		160.00
9010900647	11/04/2021	Redding Music School	62-5880	Oct 2021 Piano Lessons		100.00
9010900648	11/04/2021	Redding Performing Arts Center Kenneth B. Baumann	62-8699	Re-Issue Stale Dated Check 9010877634		320.00
9010900649	11/04/2021	Sun Oaks Tennis & Fitness The Walsh Group, Inc	62-5880	Oct 2021 Membership Dues		60.00
9010900650	11/04/2021	TEIG, DEAN E	62-4310	Snacks for Classroom		110.91
9010900651	11/04/2021	U.S. Bank	62-4310	Crucial P5 1000GB Memory for Sawyer	107.24	
				FiltersFast - Air Purifier Filter for Front Office	79.63	
				Home Depot - Hardware for Cafe Fan Install	48.72	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Checks Dated 11/01/2021 through 11/30/2021

Board Meeting Date December 14, 2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9010900651	11/04/2021	U.S. Bank	62-4310	Ivy Kids Kits 3 Mo Subscription	122.10	
				KiwkiCo 3 Month Subscription	59.66	
				Office Depot - SpEd Classroom Materials	69.17	
				Student Council - Costco Popcorn Spirit Week	124.13	
			62-4330	Cinnabon - 10/18 Grade Level Mtgs Treats	96.49	
				From the Hearth - 10/18 ILT Mtg	124.57	
				Holiday Mkt - Board Mtg Dinner	58.75	
				Olive Garden - Special Board Mtg Dinner	105.28	
				Raleys - Water for Meetings	6.38	
			62-4510	Crucial P5 1000GB Memory for Blake	107.24	
			62-4515	HomePro - Power Supply for Vacuum	111.54	
			62-5200	Young, Minni & Corp - Indep Study 101 Registration	30.00	
			62-5801	Planning Playtime - Presch Curriculum Downloads	29.97	
				Qlab - Audio Playback Software for Theater	999.00	
				RenewVision - ProPresenter Video Playback Software	399.00	
				RSA Zoom - Standard Bus Annual License	1,986.51	
				RSA Zoom - Standard Pro Monthly	14.99	
				SpEd Zoom - Standard Pro Monthly	54.96	
			62-5930	USPS - Forever Postage Stamps	34.80	
				Unpaid Sales Tax	14.99-	4,755.14
9010900652	11/04/2021	WANG, YIXING	62-5810	Reimb for USCIS Fees for H-1 Visa Petition		2,500.00
9010900653	11/04/2021	Wang, Zhen	62-4310	Paper Cups for Water	9.64	
				Staples & Glue Sticks	22.26	31.90
9010901318	11/10/2021	Amazon, Inc	62-4310	Guitar/Ukulele Picks	51.22	
				Middle Sch Theme Day Supplies	218.65	
				MTSS SPED SUPPLIES	166.35	
			62-4510	MTSS SPED SUPPLIES	17.15	453.37
9010901319	11/10/2021	American Fidelity Assur Co. Flexible Spending Accounts -Ed	62-9556	Oct 2021 FSA Employee Contribution - Zaniroli		120.00
9010901320	11/10/2021	BROWN, ELIZABETH L	62-5200	11/3 Indigenous Children Lit & Art Online Wrkshp	25.00	
				We Are Water Protectors - 11/3 Wrkshp	21.84	46.84
				Webinar Book		
9010901321	11/10/2021	CARCAMO, ELSA G	62-5211	Oct 2021 Sch Nurse Mileage Reimb		57.62

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ESCAPE ONLINE

Checks Dated 11/01/2021 through 11/30/2021

Board Meeting Date December 14, 2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9010901322	11/10/2021	Charter Communications	62-5920	Nov 2021 Telephone/Internet Charges		2,271.47
9010901323	11/10/2021	City of Redding Utilities Acct 0210456-0	62-5517	Oct 2021 Garbage Utility Services		502.77
9010901324	11/10/2021	DALY, CATHERINE	62-5211	Oct 2021 SLP Mileage Reimb		305.76
9010901325	11/10/2021	Department of Justice Account Office/Cashiering Unit	62-5870	Oct 2021 Livescan Fingerprinting Apps		64.00
9010901326	11/10/2021	Eide Bailly LLP	62-5820	6/30/21 Financial Audit		2,600.00
9010901327	11/10/2021	Gopher Sports	62-4310	Rubber Footballs for PE		90.03
9010901328	11/10/2021	HANAGAN, LIQIN D	62-4310	QTR Rounds for Scroll Making		47.54
9010901329	11/10/2021	Ninja Coalition HQ	62-5880	Oct 2021 Ninja Training Lessons		79.00
9010901330	11/10/2021	Office Depot	62-4310	General Art Supplies	295.73	
				Paper & Dry Erase Markers	76.32	
				Watercolor Pad & Black Pens	186.40	558.45
9010901331	11/10/2021	Purchase Power	62-5930	10/1 Postage Refill		500.00
9010901332	11/10/2021	Ray Morgan Company LLC	62-4510	Staples Refill for SpEd Office	71.94	
			62-5620	Qtrly Copier Lease/Usage/Damage Surcharg	4,659.52	4,731.46
9010901333	11/10/2021	San Joaquin County of Education	62-5801	2021/22 EDJOIN Account Renewal		1,200.00
9010901334	11/10/2021	Scholastic Book Fairs-10	62-4200	Scholastic Fall Book Fair 11/1 - 11/5		367.86
9010901335	11/10/2021	The Brass Reed	62-4350	Music Equipment Strings		242.91
9010901336	11/10/2021	Trinity Dance & Fitness Studio Timbre Beck	62-5880	Oct 2021 Dance Lessons		90.00
9010901337	11/10/2021	TSA Consulting Group, Inc.	62-5860	Plan Admin & Compliance Fee		15.00
9010901338	11/10/2021	World Telecom & Surveillance Inc.	62-5630	10/29 Service Call on Camera		125.00
9010902324	11/18/2021	Amazon, Inc	62-4310	K-2 Fall Theme Day Supplies	148.18	
				Laminating Film/Tooth Holders	610.26	
				Student Council - Winter Premium Bingo	17.15	
				Tech Equipment	507.63	
			62-4400	Laptop Charging Cart	643.49	
			62-4510	Laminating Film/Tooth Holders	20.00	1,946.71
9010902325	11/18/2021	American Fidelity Assur Co. Insurance Product Billing	62-9545	Oct 2021 Section 125 Plan Contributions		904.37
9010902326	11/18/2021	B&H Photo-Video Remittance Processing Center	62-4400	Replacement Receiver for Theater	4,524.88	
				Returned Receiver for Theater	4,524.88-	
			62-4540	Audio Cables for New Theater Equipment	406.62	
				Satellite Dimmers for Theater	3,036.81	3,443.43
9010902327	11/18/2021	Batteries Plus Bulbs	62-4510	Batteries for Wireless Mics		83.14
9010902328	11/18/2021	Berliner Seilfabrik Play Equipment Corp.	62-4540	Pentaweb Replacement Parts		99.46
9010902329	11/18/2021	BURKETT, THOMAS	62-4310	Binders & Pens	143.95	
				Grinch Hat	22.51	
				Highlighters	10.68	
				Various Hats	210.09	387.23

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Checks Dated 11/01/2021 through 11/30/2021

Board Meeting Date December 14, 2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9010902330	11/18/2021	California Charter Schools JPA CharterSAFE	62-5400	Dec 2021 CharterSafe Premium/WC/Fire Pkg		16,599.00
9010902331	11/18/2021	California Safety Company, Inc	62-5630	10/7 Elevator Compliance Service Call	160.00	
				Nov 2021 Alarm Monitoring Fees	135.00	295.00
9010902332	11/18/2021	Docs Medical Group, Inc dba: Pulse Urgent Care	62-5800	Pre-Emp Phy & TB - Baker		65.00
9010902333	11/18/2021	DocuSign, Inc. Lockbox	62-5801	2021/22 DocuSign Annual License - 3YR		11,362.00
9010902334	11/18/2021	Gopher Sports	62-4310	Juggling Scarves for PE		49.77
9010902335	11/18/2021	Jennifer/Jason Lansing	62-4310	Art/Paint Supplies		90.99
9010902336	11/18/2021	Mission Linen & Uniform Serv	62-5530	11/4 Laundry Service		124.03
9010902337	11/18/2021	MORFIN, AUDELIA	62-5211	Oct 2021 Mileage	37.24	
				Sep 2021 Mileage	42.84	80.08
9010902338	11/18/2021	Navigate360, LLC	62-5200	Annual AliceTraining Subscription - YR 3		1,281.48
9010902339	11/18/2021	Office Depot	62-4310	Art Clay	75.05	
				Classroom Supplies	21.87	
				Desk Trays & Labels	114.38	
				Fastners & Binder Rings	28.96	
				K-2 Fall Theme Day Supplies	101.36	
			62-4510	MTSS/SPED OFFICE SUPPLIES	256.50	598.12
9010902340	11/18/2021	Otis Elevator Company	62-5630	10/7 Elevator Compliance Service Call		1,350.00
9010902341	11/18/2021	Pace Supply Corp	62-4540	Glass Filler Faucet for Fountain		147.78
9010902342	11/18/2021	Raquel Ross	62-4310	Binder, Sheet Protectors, Pens	12.55	
				Notebook	13.89	
				Ohuhu Markers	45.57	
				PTC Genetic Paper Strips	6.09	
				Soil Mixture	13.93	92.03
9010902343	11/18/2021	Save Mart Supermarket	62-4310	10/13 - 10/20 Cooking Elective Groceries		319.01
9010902344	11/18/2021	Shasta - Trinity Schools Insurance Group - Dental	62-3702	Dec 2021 Dental Premiums	113.33	
			62-9551	Dec 2021 Dental Premiums	6,346.48	6,459.81
9010902345	11/18/2021	Shasta -Trinity Schools Insurance Group - Medical	62-3702	Dec 2021 Medical Premiums	994.00	
			62-9550	Dec 2021 Medical Premiums	49,134.00	50,128.00
9010902346	11/18/2021	Shasta -Trinity Schools Insurance Group - Medical	62-3702	Dec 2021 Vision Premiums	22.50	
			62-9552	Dec 2021 Vision Premiums	1,260.00	1,282.50
9010902347	11/18/2021	Teacher Synergy, LLC	62-5801	2021 Teacher Pay Teachers Sch License		5,100.00
9010902348	11/18/2021	Young, Minney & Corr LLP	62-5810	Oct 2021 Legal Services		839.80
Total Number of Checks					71	132,062.45

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Checks Dated 11/01/2021 through 11/30/2021

Board Meeting Date December 14, 2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
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Fund Summary

<u>Fund</u>	<u>Description</u>	<u>Check Count</u>	<u>Expensed Amount</u>
62	CharterSchoolsEnterprise	71	132,077.44
	Total Number of Checks	71	132,077.44
	Less Unpaid Sales Tax Liability		14.99
	Net (Check Amount)		132,062.45

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

Financial Reporting

SUBJECT: Agenda Item 2.1 – Financial Audit Extension

PREPARER: Margaret Johnson

RECOMMENDATION: Discussion

BACKGROUND:

The Charter school prior year audit reporting window has been extended to January 31, 2022. As per the MOU guidelines, Redding School of the Arts has notified Columbia Elementary School District of its intent to submit a copy of the 2020/21 Financial Audit Report after January 11, 2022.

Superintendent, Clay Ross, has confirmed receipt and acceptance of letter with extension.

*See Attached Notification Letter

REFERENCE:

California Department of Education
RSA Fiscal Policies & Procedures Manual

RSA Governing Board:
Jean Hatch, Founder & President
Heather Wright, Vice President
Lisa Stewart, Treasurer
Jonathan Sheldon, Secretary
Daria O'Brien, Community Member
Andrew McCurdy, Community Member



Margaret Johnson, Executive Director

November 19, 2021

Columbia Elementary School District
Attn: Clay Ross, Superintendent
10142 Old Oregon Trail
Redding, CA 96003

Re: 2020/21 Financial Audit Report

As per the Memorandum of Understanding between Columbia Elementary School District and Redding School of the Arts, Section V: Fiscal Monitoring/Oversight & Additional Fiscal Services., Subsection E: Annual Audit Process, RSA must hereby submit a copy of the final audit report to the District by December 15 of each year.

According to the California Department of Education, Fiscal Year Summary of Basic Filing Due Dates, the Charter school prior year audit reporting window has been extended to January 31, 2022.

The Governing Board of Redding School of the Arts hereby notifies Columbia Elementary School District of its intent to provide a copy of the final audit report following the January 11, 2022 board meeting, but no later than five days prior to the required date.

Sincerely,

Margaret Johnson
Executive Director

Cc: Cathleen Serna, Director of Business Services

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

Financial Reporting

SUBJECT: Agenda Item 2.2 – 2021 Educator Effectiveness Block Grant Plan

PREPARER: Margaret Johnson

RECOMMENDATION: Discussion/Action to Approve Plan

BACKGROUND:

Funds are allocated on the basis of an equal amount per certificated and classified full-time equivalent as reported in the California Longitudinal Pupil Achievement Data System (CALPADS) and the California Basic Educational Data System (CBEDS) for the 2020–21 fiscal year. The calculated funding rate is available at [Educator Effectiveness Categorical Programs](#).

The local plan for the Educator Effectiveness funds (EEF) needs to be heard in a public meeting of the governing body of the charter school (11/9/2021 Meeting), before its adoption in a subsequent public meeting. This must take place on or before December 30, 2021.

Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. An annual data and expenditure report will be due each year on or before September 30. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the California Department of Education (CDE).

*See Attached Educator Effectiveness Block Grant Plan

REFERENCE:
California Department of Education

Educator Effectiveness Block Grant Plan

Educator Effectiveness funds may be used to support the professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff.

Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. An annual data and expenditure report will be due each year on or before September 30. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the California Department of Education.

Funds can be expended for any of the following purposes:

1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.
2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
3. Practices and strategies that reengage pupils and lead to accelerated learning.
4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.
5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a school site's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.
7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.



REDDING SCHOOL of the ARTS

WHERE EDUCATION AND THE ARTS CONNECT

雷丁艺术学校

教育与艺术融合的舞台/殿堂

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Redding School of the Arts	Margaret Johnson Executive Director	mjohnson@rsarts.org 530-247-6933

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
117,722.00	November 9, 2021	December 14, 2021

[EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

- (1) **Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Coaching and mentoring of new staff serving beginning teachers - Teacher Induction	10,678.00	8,400.00	5,400.00	4500		28,978.00
Subtotal	10,678.00	8,400.00	5,400.00	4,500.00	0.00	28,978.00

- (2) **Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Staff development days 5 times during the year			10,000	10,000		20,000.00
Subtotal	0.00	0.00	10,000.00	10,000.00	0.00	20,000.00

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Purchase curriculum and supplies to support trauma-informed practices, and suicide prevention that improves pupil well-being			5,000	5,000		10,000.00
Subtotal	0.00	0.00	5,000.00	5,000.00	0.00	10,000.00

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Staff development days to train educational staff on multitiered systems of support and providing positive behavioral supports.		10,000	10,000	10,000		30,000.00
Subtotal	0.00	10,000.00	10,000.00	10,000.00	0.00	30,000.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
The Intervention Director will provide training for inclusive and UDL annually.		3000	3000	3000		9,000.00
Subtotal	0.00	3,000.00	3,000.00	3,000.00	0.00	9,000.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Provide education and training to enhance the certificated and classified educators in supporting early childhood education.		10,000	9,744			19,744.00
Subtotal	0.00	10,000.00	9,744.00	0.00	0.00	19,744.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	10,678.00	8,400.00	5,400.00	4,500.00	0.00	28,978.00
Subtotal Section (2)	0.00	0.00	10,000.00	10,000.00	0.00	20,000.00
Subtotal Section (3)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (4)	0.00	0.00	5,000.00	5,000.00	0.00	10,000.00
Subtotal Section (5)	0.00	10,000.00	10,000.00	10,000.00	0.00	30,000.00
Subtotal Section (6)	0.00	3,000.00	3,000.00	3,000.00	0.00	9,000.00
Subtotal Section (7)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	10,000.00	9,744.00	0.00	0.00	19,744.00
Totals by year	10,678.00	31,400.00	43,144.00	32,500.00	0.00	117,722.00

Total planned expenditures by the LEA:
117,722.00

Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
 - o Teachers;
 - o Administrators;
 - o Paraprofessional educators;
 - o Classified staff.

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

Financial Reporting

SUBJECT: Agenda Item 2.3 – Finance Committee Meeting Update

PREPARER: Lisa Stewart/Margaret Johnson

RECOMMENDATION: Discussion

BACKGROUND:

The Finance Committee will report out on their 12/2 & 12/9 meetings.

*See Attached Meeting Minutes & Committee Recommendations

REFERENCE:

Finance Committee



REDDING SCHOOL of the **ARTS**
Where Education and the Arts Connect

Memorandum

Date: December 9, 2021
To: RSA, Inc. Governing Board
From: Finance Committee
Margaret Johnson, Director
Re: First Interim Budget

Members of the Finance Committee: Lisa Stewart, RSA Governing Board Treasurer, Laura Dunaj (Certificated Staff Rep) Linda Schexnayder, (Classified Staff Rep) Cathleen Serna and Robyn Stamm, Director Business Margaret Johnson, Exec Director,

Report on First Interim Budget Development:

The finance committee met two times to review the assumptions, budgets and completed the review of four specific items requested by the Governing Board:

- Reviewed assumptions for this year and two additional years
- Reviewed ADA and revenue
- Reviewed MYP and this year's budget comparison
- Discussed deferred revenue that resulted in deficit spending for this year and potentially next year. Further explanation will be provided by CSD business services.

Recommendation:

1. We have reviewed the financial reports and recommend that the board adopt the first interim budget.
2. We have reviewed the Multiple Year Projection (MYP) and recommend adopting the proposed MYP.

Suggestions for future planning:

1. Consider a COLA increase to Certificated Salary Schedules – use daily rates as a comparison amount.
2. Include building maintenance costs in the second interim budget upholstery needs within the classrooms, carpet in admin wing
3. Can RSA equalize payments for classified employees?

In conclusion, we are pleased to recommend a reasonable budget for 2021-2022 that will maintain the board goal of 20% reserve for uncertainty and plan for the high school expansion. Additionally, the Finance Committee, as requested by the Governing board, is assured that the long-term fiscal needs of the school are represented and this First Interim Budget demonstrates the school is fiscally solvent for the next three years.

**Redding School of the Arts
Finance Committee Part 1
December 2 Minutes
Staff Room**

Names of those present:

Margaret Johnson, Director <u>X</u>	Cathleen Serna, Director of Finance
Lisa Stewart, RSA Treasurer <u>X</u>	Laura Dunaj, Cert Rep <u>X</u>
Linda Schexnayder, Classified Rep <u>X</u>	Abby Schanuth, Community <u>X</u>
Robyn Stamm, CES Business <u>X</u>	

Others invited:

Blake Schack, Building Supervisor <u>X</u>	Wendy Sanders, Intervention Director
Adel Morfin, Admin Assistant <u>X</u>	

Purpose of Finance Committee

The Governance Board may designate members of a Finance Committee that will hold a separate Budget Planning meeting in place of a meeting of the entire Board. In the case of a separate Finance Committee meeting, the results of this meeting will be presented to the Board at their next regular or special Board meeting. The purpose of the Finance Committee is to develop budgets, provide finance review of questions for the board and to submit interim reports as requested by the Governing Board.

1. The committee members introduced themselves and their interest or service to the school. Many were serving for the first time. Margaret reviewed the purpose of the Finance Committee and our role in budget development or expense/ revenue review for the board.
2. Review assumptions for this year and 2 projected years based on budget development from May 2021. .
 - a. General Expense Categories were reviewed
 - b. Projected ADA for this year and next 2 years were acknowledged and reviewed. Unfortunately, RSA is down in numbers including unduplicated students. Efforts are underway to increase enrollment and people reporting information for the unduplicated numbers.
 - c. Staffing, professional development, CARES monies, Federal and State, etc. (per year to date expenditures and costs associated with LCAP, Title 1, Title 2, Title 4) were reviewed with various spreadsheets that demonstrate planning for expenses over several years.
 - d. Technology budget was tied to the extra 1 time funds and planned purchases or expenses were included.
3. Review 1st Interim Budget, anticipated revenue and base changes on anticipated ADA. (Robyn provided the revenue report.)

4. Discuss any questions or concerns –
 - a. Laura Dunaj asked about the salary schedule development and COLA for this past year and going forward. Lisa Stewart suggested that Laura bring back some information for future meetings.
 - b. Blake reminded the committee that some larger expenditures needed to be included in next year's budget, particularly the replacement of the carpet squares in the administrative wing.
 - c.

5. Provide recommendation to the Board for approving 1st interim report-tabled until next meeting

Next meeting: Dec. 9 at 3:30

Review final first interim budget and MYP

Prepare recommendation to the RSA Governing Board

Linda has asked if RSA can equalize payments for hourly staff. Margaret to check to see if this is possible.

.

**Redding School of the Arts
Finance Committee
Dec. 9 Meeting Agenda at 3:30
Staff Room**

Names of those present:

Margaret Johnson, Director <u>X</u>	Cathleen Serna, Director of Finance
Lisa Stewart, RSA Treasurer <u>X</u>	AB
Linda Schexnayder, Classified Rep <u>X</u>	Laura Dunaj, Cert Rep <u>X</u>
Robyn Stamm X	Abby Schanuth, Community <u>X</u>

Others invited:

Blake Schack, Building Supervisor- X	Wendy Sanders, Intervention Director- X
Adel Morfin, Admin Assistant- AB	

Purpose of Finance Committee

The Governance Board may designate members of a Finance Committee that will hold a separate Budget Planning meeting in place of a meeting of the entire Board. In the case of a separate Finance Committee meeting, the results of this meeting will be presented to the Board at their next regular or special Board meeting. The purpose of the Finance Committee is to develop budgets, provide finance review of questions for the board and to submit interim reports as requested by the Governing Board.

Part 2 (Dec 9, 2021) – Second Review

Review assumptions for this year and 2 projected years and additional questions/concerns.

- Unrealized revenues from last year are being spent this year which causes a deficit spending. This is under both federal and state monies. It could take a few years to come out of deficit spending. Discussed deferred revenue that resulted in deficit spending this year and possible in future years.
- Are all school districts facing the same issue? How will SCOE deal with deficit spending?
- Cathleen- SCOE recognizes this will be a concern. Address this in the budget narrative. Remind the board of deficit spending each board meeting.
- Assumptions: review on 12/9/21
 1. COLA for this year? No, implement the \$15 min. wage requirement. This affects the minimum wage for salaried employees as well. Board goal to meet the \$15 min. wage. Address lower steps for salaried employees. Staff wanted everyone to receive an equal amount of raise rather than a percentage. Staff did get a raise. COLA includes increases in utilities, etc.
 2. Insurance cap - staff wanted “Bernie Sanders” style of insurance. Everyone to get benefits - the cap was spread amongst the entire staff. New insurance with STSIG- more equal

for all staff. Approximately \$10,000 per person. Lower plans can have RSA contribute to an HSA plan.

3. High school monies in the 5000 category - Services, Other Operating Expenses
4. Replace 3 retiring employees with one (Lane) and Speech (Outsourced to inhouse), need to hire a new art teacher.
5. Staffing high school - hire on RSA salary schedule - with compensation for Master's in subject area and credential in subject area. SY 2022-2023 2 teachers and 1 counselor/registrar. SY 2023-2024 -
6. Replacing carpet in admin wing.

Questions/comments/concerns from 12/9/21:

- Linda asked if classified staff could be paid on an equalization method. Margaret said it depends on the classification of our school as a business. Must pay people for what they have earned in a pay period.
- Abby - Safety at the high school - safety officer? We haven't considered this in the first year. Program is different from a regular comprehensive high school. Students will be taking classes at Shasta College and may not be on campus at the same time, reducing the number of students on campus at one time.
- Prepare recommendation to the RSA Governing Board- Margaret updated letter from Finance Committee to the Board with committee recommendations. (See letter)

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

Financial Reporting

SUBJECT: Agenda Item 2.4 – 2021/22 1st Interim Budget

PREPARER: Robyn Stamm

RECOMMENDATION: Discussion/Action to Approve 1st Interim Budget

BACKGROUND:

The Governing Board will review and approve year-to-date financial activity through October 31, 2021. An approved First Interim Budget report is due to the state by 12/15.

*See Attached 1st Interim Budget & Narrative Report

REFERENCE:

Governing Board Policies/Board Duties & Responsibilities/Finance & Budget



Redding School of the Arts



REDDING SCHOOL of the ARTS

WHERE EDUCATION AND THE ARTS CONNECT

雷丁艺术学校

教育与艺术融合的舞台/殿堂

FIRST INTERIM
BUDGET

Presented to the Governing Board
December 14, 2021

**REDDING SCHOOL OF THE ARTS
2021-2022 FIRST INTERIM BUDGET
RECOMMENDED FOR BOARD APPROVAL
DECEMBER 14, 2021**

BUDGET DEVELOPMENT AND OVERVIEW

The First Interim Budget for 2021/2022 has been prepared based on estimated revenues and expenditures for the current year and two subsequent years. The budget is prepared based on the guidelines received from the State and includes the current personnel and operations of the charter.

Direction to the Finance committee following the November 9th Governance meeting were also used to complete the First Interim Budget for 2021/2022:

1. Review First Interim Budget, anticipated revenue and base changes on anticipated ADA;
2. Expenditures should be reviewed to line up with anticipated revenue, such as materials/supplies, staffing, professional development, CARES monies, Federal and State, etc. for the remainder of the year;
3. Provide recommendation to the Board for approving the First Interim report.

The school continued to operate in a conservative budget mode through the end of the 2020/2021 year which resulted in an increase of ending fund balance of approximately \$1.4 million.

However, there were several changes that occurred during this year that impacted the budget development categories for the 2021/2022 year, which required the expenses to be allocated in different categories going forward. They are listed below:

One Time Federal and State funds for 2020/21 and 2021/22 are:

- Elementary and Secondary School Emergency Relief (ESSER) funds,
- Governor's Emergency Education Relief (GEER) funds,
- In-Person Instruction (IPI) Grant, and
- Expanded Learning Opportunities (ELO) Grant.

Between 2020/21 and 2021/22 fiscal years, these grants add \$1.45 million to the charter school funds. Each grant has a different date for fully expending, with the most recent being the ESSER III being expended before September of 2024.

ENROLLMENT AND ADA ASSUMPTIONS

Enrollment is projected to be 543 for 2021/22, this is down from projected the Adopted Budget of 615. ADA remains the most significant factor for determining charter income. ADA, not enrollment, is the factor which determines the number of funding days students generate. Charter schools receive most of their income based on attendance; a charter loses money every day a student is absent. Since the State only pays the charter on actual attendance, not all the costs of setting up the instructional program are recouped, unless every student attends every day. Even small fluctuations in the charter's ADA can mean tens of thousands of dollars as a gain or loss of income. The ADA projections show a slight increase for 2022/23 through 2023/24.

2020/21:	598	
2021/22:	543	
2022/23:	624	(estimated that students will return and the High School will be enforce with 60 students)
2023/24:	761	(estimated with a slight decrease in K-8 and that the High School will add an additional 120 students)

Charter ADA has been estimated at approximately 96% of enrollment. This includes approximately 67 ADA in Home School for 2021/22.

2020/21:	581.95
2021/22:	521.28
2022/23:	599.04
2023/24:	730.56

STAFFING ASSUMPTIONS

Certificated staffing is now at 27.9 FTE for 2021/22 plus 3.5 admin and 7 special education certificated staff. Given the relatively flat enrollment we are not expecting to increase or decrease Teachers. Classified FTE is approximately 19.47 FTE plus 1 admin for 2021/22. Step and column increases have been estimated for 2021/22 and beyond at approximately 1.3% for certificated and .96% for classified based on projected salary schedule placements. The salary schedules meet the January 1, 2022 minimum wage requirement as implemented July 1, 2021.

CONTRIBUTIONS to RESTRICTED PROGAMS

RSA is projected to contribute \$298,878 of unrestricted funds to restricted programs, the majority of this going to special education.

OTHER ASSUMPTIONS

COLAs are as follows:

2021/22:	5.07%
2022/23:	2.48%
2023/24:	3.11%

Ongoing mandated block grant revenue of \$10,015 has been projected for the current year \$11,060 and \$11,405 for the subsequent years.

Current year includes increase in salaries and or benefits for both certificated and classified.

MULTI-YEAR PROJECTION AND CASH FLOW

The district's multi-year projection shows the following net increase/decreases in Fund Balance:

2021/22:	-268,338
2022/23:	-514,168
2023/24:	+1,564,544

The estimated deficit spending is due to one-time funds received in 2020/21 that are being expended in 2021/22 and 2022/23. Also, a decrease in LCFF revenue in 2021/22 due to declining enrollment.

The cash flow projection for 2021/22 shows sufficient cash for the fiscal year.

CHANGES ASSUMED IN THE MYP BY THE FINANCE COMMITTEE AND ADMINISTRATION

1. Increase in minimum wage.
2. Add 3 Teachers for the high school and a career counselor. Add an additional two high school teachers the second subsequent year.
3. Increased employer costs for STRS and PERS in future years (\$98,879 increase in the second subsequent year).
4. Assumes four staff members to retire over the next MYP cycle and replaced with less experienced staff members.
5. Retirement of the current Executive Director and replacement.
6. Changes in the special education model will impact the local contribution fund and is the best guess at this time.
7. Estimated costs for expanding into High School have been budgeted in all three years.

CURRENT YEAR

REVENUE SUMMARY

REVENUE LIMIT

The First Interim projected LCFF/Revenue Limit Income is \$4,754,262. This is a decrease of \$330,991 from 2020/21.

FEDERAL REVENUE

The Federal Revenue projection at this time is \$226,398, an increase of \$56,258 over the Adopted Budget. This is mostly due to budgeting one-time CARES Act revenue.

STATE REVENUE

State Revenue is projected to be \$871,171, which is \$733 more than the Adopted Budget.

LOCAL REVENUE

Local Revenue is projected to be \$1,276,286, which is \$959,686 more than the Adopted Budget. The increase is due to the restatement of the Payroll Protection Program (PPP) loan of \$841,742 which was forgiven in 2021/22.

EXPENDITURES

CERTIFICATED SALARIES

Certificated salaries are projected to be \$2,782,308 which is a decrease of \$156,916 when compared to the Adopted Budget. This difference is due to vacancies being filled later in the year and the hiring of an Executive Director for only half of the year.

CLASSIFIED SALARIES

Classified salaries are projected to be \$893,801 which is \$24,650 less than the Adopted Budget. This change includes the retirement of one employee, additional part time paraprofessionals, an increased FTE for the library specialist and a minimum wage increase effective July 1, 2021.

EMPLOYEE BENEFITS

Employee benefits are projected to be \$1,684,543, which is an increase of \$432,203 compared to the Adopted Budget. This reflects the actual insurance cost that wasn't recognized at Adopted Budget.

BOOKS AND SUPPLIES

Books and supplies are projected to be \$340,425, which is a decrease of \$203,392 compared to the Adopted Budget. This is primarily due to budgeting the one-time Funds in this category until a plan was adopted and then expenses were redistributed based on adopted plans for ESSER, ELO, etc. The expenses have now been moved to salaries and benefits rather than books and supplies. Lottery restricted funds have been set aside to purchase high school curriculum in 2023-24.

CONTRACTED SERVICES AND OTHER OPERATING EXPENSES

Services and other operating expenses are projected to be \$1,695,374, which is an increase of \$578,397 over the Adopted Budget. This increase is due to budgeting building permits and consultant fees related to the High School expansion.

ENDING BALANCE

The projected 2021/22 Ending Balance includes the following:

Restricted Reserve	\$ 225,185
Reserve for Net Assets	21,366
5% Economic Uncertainties	369,823
Board Assigned	989,307
Unassigned/Unappropriated	<u>29,566</u>
Total Ending Fund Balance, June 30, 2022	<u>\$2,502,710</u>

COMPARISON OF REVENUES AND EXPENDITURES
2021-22 First Interim Budget
December 14, 2021

		2021/22 ADOPTED BUDGET			2021/22 FIRST INTERIM BUDGET					
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted Variance	Restricted Variance	Total Variance
REVENUES										
LCFF Revenue Sources	8010 - 8099	5,254,530	0	5,254,530	4,754,262	0	4,754,262	(500,268)	0	(500,268)
Federal Revenues	8100 - 8299	0	170,140	170,140	0	226,398	226,398	0	56,258	56,258
Other State Revenues	8300 - 8599	103,268	767,170	870,438	98,762	772,409	871,171	(4,506)	5,239	733
Other Local Revenues	8600 - 8799	123,500	193,096	316,596	971,672	304,610	1,276,282	848,172	111,514	959,686
Interfund Transfers In	8910 - 8929	0	0	0	0	0	0	0	0	0
Other Sources	8930 - 8979	0	0	0	0	0	0	0	0	0
Contributions	8980 - 8999	(310,295)	310,295	0	(298,878)	298,878	0	11,417	(11,417)	0
TOTAL REVENUES		5,171,003	1,440,701	6,611,704	5,525,818	1,602,295	7,128,113	354,815	161,594	516,409
EXPENDITURES										
Certificated Salaries	1000 - 1999	2,331,644	607,580	2,939,224	2,185,079	597,229	2,782,308	(146,565)	(10,351)	(156,916)
Classified Salaries	2000 - 2999	706,098	212,353	918,451	649,045	244,756	893,801	(57,053)	32,403	(24,650)
Employee Benefits	3000 - 3999	743,937	508,403	1,252,340	1,065,553	618,990	1,684,543	321,616	110,587	432,203
Books and Supplies	4000 - 4999	247,134	296,683	543,817	209,109	131,316	340,425	(38,025)	(165,367)	(203,392)
Services, Other Operating Expenses	5000 - 5999	968,025	148,952	1,116,977	1,537,771	157,603	1,695,374	569,746	8,651	578,397
Capital Outlay	6000 - 6999	0	0	0	0	0	0	0	0	0
Other Outgo (excluding indirect)	7100 - 7499	0	0	0	0	0	0	0	0	0
Direct Support / Indirect Costs	7300 - 7399	(1,035)	1,035	0	(4,514)	4,514	0	(3,479)	3,479	0
Interfund Transfers Out	7610 - 7629	0	0	0	0	0	0	0	0	0
Other Uses	7630 - 7699	0	0	0	0	0	0	0	0	0
TOTAL EXPENDITURES		4,995,803	1,775,006	6,770,809	5,642,043	1,754,408	7,396,451	646,240	(20,598)	625,642
NET INCREASE/DECREASE IN FUND BALANCE		175,200	(334,305)	(159,105)	(116,225)	(152,113)	(268,338)	(291,425)	182,192	(109,233)
BEGINNING BALANCE		3,320,860	415,456	3,736,316	2,393,750	377,298	2,771,048	(927,110)	(38,158)	(965,268)
Audit/Other Restatement Adjustments		0	0	0	0	0	0	0	0	0
ENDING BALANCE		3,496,060	81,151	3,577,211	2,277,525	225,185	2,502,710	(1,218,535)	144,034	(1,074,501)

Funded LCFF ADA

581.95

521.28

**2021-22 PRELIMINARY BUDGET
MULTI-YEAR PROJECTION
Redding School of the Arts**

		2021--22 Projected			2022-23 Projected			2023-24 Projected		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
REVENUES	Object									
LCFF Revenue Sources	8010 - 8099	4,754,262	0	4,754,262	5,415,480	0	5,415,480	7,318,406	0	7,318,406
Federal Revenues	8100 - 8299	0	226,398	226,398	0	322,391	322,391	0	603,793	603,793
Other State Revenues	8300 - 8599	98,762	772,409	871,171	113,044	657,019	770,063	124,376	665,948	790,324
Other Local Revenues	8600 - 8799	971,672	304,610	1,276,282	129,947	329,010	458,957	131,710	361,911	493,621
Interfund Transfers In	8910 - 8929	0	0	0	0	0	0	0	0	0
Other Sources	8930 - 8979	0	0	0	0	0	0	0	0	0
Contributions	8980 - 8999	(298,878)	298,878	0	0	0	0	0	0	0
TOTAL REVENUES		5,525,818	1,602,295	7,128,113	5,658,471	1,308,420	6,966,891	7,574,491	1,631,652	9,206,144
EXPENDITURES	Object									
Certificated Salaries	1000 - 1999	2,185,079	597,229	2,782,308	2,337,887	470,353	2,808,240	2,421,668	476,643	2,898,311
Classified Salaries	2000 - 2999	649,045	244,756	893,801	658,299	216,618	874,917	667,734	218,068	885,802
Employee Benefits	3000 - 3999	1,065,553	618,990	1,684,543	1,100,790	546,667	1,647,457	1,195,067	565,659	1,760,726
Step and Column		0	0	0	7,306	1,827	9,133	4,929	1,162	6,091
STRS		0	0	0	50,966	10,254	61,220	0	0	0
PERS		0	0	0	21,000	6,910	27,910	6,583	2,166	8,749
Books and Supplies	4000 - 4999	209,109	131,316	340,425	284,109	360,692	644,801	259,109	562,294	821,403
Services, Other Operating Expenses	5000 - 5999	1,537,771	157,603	1,695,374	1,255,428	151,953	1,407,381	1,108,564	151,953	1,260,517
Capital Outlay	6000 - 6599	0	0	0	0	0	0	0	0	0
Other Outgo	7100 - 7499	0	0	0	0	0	0	0	0	0
Direct Support / Indirect Costs	7300 - 7399	(4,514)	4,514	0	(4,514)	4,514	0	(4,514)	4,514	0
Interfund Transfers Out	7610 - 7629	0	0	0	0	0	0	0	0	0
Other Uses	7630 - 7699	0	0	0	0	0	0	0	0	0
TOTAL EXPENDITURES		5,642,043	1,754,408	7,396,451	5,711,271	1,769,788	7,481,059	5,659,140	1,982,459	7,641,600
NET INCREASE/DECREASE IN FUND BALANCE		(116,225)	(152,113)	(268,338)	(52,800)	(461,368)	(514,168)	1,915,351	(350,807)	1,564,544
BEGINNING BALANCE		2,393,750	377,298	2,771,048	2,277,525	225,185	2,502,710	2,224,725	(236,183)	1,988,542
Audit Adjustment		0	0	0	0	0	0	0	0	0
ENDING BALANCE		2,277,525	225,185	2,502,710	2,224,725	(236,183)	1,988,542	4,140,076	(586,990)	3,553,086

Components of Ending Fund Balance

Restricted Reserve		225,185	225,185	(236,183)	(236,183)	(586,990)	(586,990)
Reserve for Net Assets	28,829		28,829	-	28,829	-	28,829
5% Economic Uncertainties	369,823		369,823	-	374,053	-	382,080
2 months Payroll Board Assigned	989,307		989,307	1,038,772.00	1,038,772	1,090,710	1,090,710
High School Building Reserve	300,000		300,000	140,000	140,000	-	-
Reserved for Deferred Maintenance	30,000		30,000	30,000	30,000	30,000	30,000
Reserved for Technology Replacement	30,000		30,000	30,000	30,000	30,000	30,000
*Unassigned/Unappropriated	529,566	-	529,566	583,071	583,071	2,578,457	2,578,457
Total Ending Fund Balance	2,277,525	225,185	2,502,710	2,224,725	(236,183)	1,988,542	3,553,086

Funded LCFF ADA

521.28

599.04

730.56

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	5,254,530.00	5,254,530.00	1,414,054.46	4,754,262.00	(500,268.00)	-9.5%
2) Federal Revenue		8100-8299	170,140.00	170,140.00	265,843.28	226,398.00	56,258.00	33.1%
3) Other State Revenue		8300-8599	870,438.00	870,438.00	123,489.16	871,171.00	733.00	0.1%
4) Other Local Revenue		8600-8799	316,596.00	316,596.00	929,064.85	1,276,282.00	959,686.00	303.1%
5) TOTAL REVENUES			6,611,704.00	6,611,704.00	2,732,451.75	7,128,113.00		
B. EXPENSES								
1) Certificated Salaries		1000-1999	2,939,224.00	2,939,224.00	803,450.63	2,782,308.00	156,916.00	5.3%
2) Classified Salaries		2000-2999	918,451.00	918,451.00	230,058.64	893,801.00	24,650.00	2.7%
3) Employee Benefits		3000-3999	1,252,340.00	1,252,340.00	391,011.50	1,684,543.00	(432,203.00)	-34.5%
4) Books and Supplies		4000-4999	543,817.00	543,817.00	148,943.72	340,425.00	203,392.00	37.4%
5) Services and Other Operating Expenses		5000-5999	1,116,977.00	1,116,977.00	508,993.78	1,695,374.00	(578,397.00)	-51.8%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENSES			6,770,809.00	6,770,809.00	2,082,458.27	7,396,451.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(159,105.00)	(159,105.00)	649,993.48	(268,338.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(159,105.00)	(159,105.00)	649,993.48	(268,338.00)		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	3,736,316.00	3,736,316.00		2,771,048.00	(965,268.00)	-25.8%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,736,316.00	3,736,316.00		2,771,048.00		
d) Other Restatements		9795	0.00	0.00		841,472.00	841,472.00	New
e) Adjusted Beginning Net Position (F1c + F1d)			3,736,316.00	3,736,316.00		3,612,520.00		
2) Ending Net Position, June 30 (E + F1e)			3,577,211.00	3,577,211.00		3,344,182.00		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	81,151.00	81,151.00		215,685.00		
c) Unrestricted Net Position		9790	3,496,060.00	3,496,060.00		3,128,497.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	4,125,209.00	4,125,209.00	1,121,220.00	3,752,135.00	(373,074.00)	-9.0%
Education Protection Account State Aid - Current Year		8012	114,950.00	114,950.00	29,098.00	104,256.00	(10,694.00)	-9.3%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	1,014,371.00	1,014,371.00	263,736.46	897,871.00	(116,500.00)	-11.5%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			5,254,530.00	5,254,530.00	1,414,054.46	4,754,262.00	(500,268.00)	-9.5%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	74,750.00	74,750.00	0.00	79,093.00	4,343.00	5.8%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	64,499.00	64,499.00	14,995.00	64,499.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	11,139.00	11,139.00	1,050.69	11,139.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	19,752.00	19,752.00	2,500.00	10,000.00	(9,752.00)	-49.4%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	247,297.59	61,667.00	61,667.00	New
TOTAL, FEDERAL REVENUE			170,140.00	170,140.00	265,843.28	226,398.00	56,258.00	33.1%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	301,417.00	301,417.00	77,484.00	350,565.00	49,148.00	16.3%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	9,891.00	9,891.00	0.00	10,015.00	124.00	1.3%
Lottery - Unrestricted and Instructional Materials		8560	126,329.00	126,329.00	(3,543.84)	124,137.00	(2,192.00)	-1.7%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	432,801.00	432,801.00	49,549.00	386,454.00	(46,347.00)	-10.7%
TOTAL, OTHER STATE REVENUE			870,438.00	870,438.00	123,489.16	871,171.00	733.00	0.1%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	28,000.00	28,000.00	5,942.08	28,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	188,336.00	188,336.00	5,000.00	299,100.00	110,764.00	58.8%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	100,260.00	100,260.00	918,122.77	949,182.00	848,922.00	846.7%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			316,596.00	316,596.00	929,064.85	1,276,282.00	959,686.00	303.1%
TOTAL, REVENUES			6,611,704.00	6,611,704.00	2,732,451.75	7,128,113.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	2,192,323.00	2,192,323.00	599,765.99	1,993,368.00	198,955.00	9.1%
Certificated Pupil Support Salaries		1200	339,076.00	339,076.00	103,028.64	343,559.00	(4,483.00)	-1.3%
Certificated Supervisors' and Administrators' Salaries		1300	407,825.00	407,825.00	100,656.00	445,381.00	(37,556.00)	-9.2%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			2,939,224.00	2,939,224.00	803,450.63	2,782,308.00	156,916.00	5.3%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	278,690.00	278,690.00	63,571.41	257,956.00	20,734.00	7.4%
Classified Support Salaries		2200	200,092.00	200,092.00	54,779.09	224,612.00	(24,520.00)	-12.3%
Classified Supervisors' and Administrators' Salaries		2300	85,260.00	85,260.00	15,693.34	57,620.00	27,640.00	32.4%
Clerical, Technical and Office Salaries		2400	309,553.00	309,553.00	86,862.30	317,292.00	(7,739.00)	-2.5%
Other Classified Salaries		2900	44,856.00	44,856.00	9,152.50	36,321.00	8,535.00	19.0%
TOTAL, CLASSIFIED SALARIES			918,451.00	918,451.00	230,058.64	893,801.00	24,650.00	2.7%
EMPLOYEE BENEFITS								
STRS		3101-3102	710,587.00	710,587.00	136,646.41	706,064.00	4,523.00	0.6%
PERS		3201-3202	199,058.00	199,058.00	43,406.45	203,649.00	(4,591.00)	-2.3%
OASDI/Medicare/Alternative		3301-3302	106,603.00	106,603.00	27,831.72	104,977.00	1,626.00	1.5%
Health and Welfare Benefits		3401-3402	153,847.00	153,847.00	163,396.12	610,688.00	(456,841.00)	-296.9%
Unemployment Insurance		3501-3502	45,571.00	45,571.00	5,063.08	18,095.00	27,476.00	60.3%
Workers' Compensation		3601-3602	36,674.00	36,674.00	10,549.82	37,258.00	(584.00)	-1.6%
OPEB, Allocated		3701-3702	0.00	0.00	4,117.90	3,812.00	(3,812.00)	New
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,252,340.00	1,252,340.00	391,011.50	1,684,543.00	(432,203.00)	-34.5%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	48,639.00	48,639.00	24,041.68	43,955.00	4,684.00	9.6%
Books and Other Reference Materials		4200	1,500.00	1,500.00	0.00	1,500.00	0.00	0.0%
Materials and Supplies		4300	448,778.00	448,778.00	81,153.46	232,216.00	216,562.00	48.3%
Noncapitalized Equipment		4400	44,900.00	44,900.00	43,748.58	62,754.00	(17,854.00)	-39.8%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			543,817.00	543,817.00	148,943.72	340,425.00	203,392.00	37.4%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	25,782.00	25,782.00	4,105.25	68,891.00	(43,109.00)	-167.2%
Travel and Conferences		5200	80,475.00	80,475.00	10,022.73	64,565.00	15,910.00	19.8%
Dues and Memberships		5300	10,370.00	10,370.00	2,374.95	11,190.00	(820.00)	-7.9%
Insurance		5400-5450	196,701.00	196,701.00	113,704.00	196,700.00	1.00	0.0%
Operations and Housekeeping Services		5500	90,150.00	90,150.00	24,962.50	93,835.00	(3,685.00)	-4.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	248,200.00	248,200.00	199,703.79	236,600.00	11,600.00	4.7%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	370,092.00	370,092.00	121,928.44	924,871.00	(554,779.00)	-149.9%
Communications		5900	95,207.00	95,207.00	32,192.12	98,722.00	(3,515.00)	-3.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			1,116,977.00	1,116,977.00	508,993.78	1,695,374.00	(578,397.00)	-51.8%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	0.00	0.00	0.00	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			6,770,809.00	6,770,809.00	2,082,458.27	7,396,451.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2021/22 Projected Year Totals
6266		106,213.00
6300		109,472.00
Total, Restricted Net Position		<u>215,685.00</u>

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	0.00	0.00	0.00	0.00	0.00	0%
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
4. Total, District Regular ADA (Sum of Lines A1 through A3)	0.00	0.00	0.00	0.00	0.00	0%
5. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0%
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	0.00	0.00	0.00	0.00	0.00	0%
7. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0%
2. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0%
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0%
4. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
5. County Operations Grant ADA	0.00	0.00	0.00	0.00	0.00	0%
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	0.00	0.00	0.00	0.00	0.00	0%
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0%
3. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0%
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0%
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	574.75	574.75	574.75	521.28	(53.47)	-9%
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0%
7. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0%
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	574.75	574.75	574.75	521.28	(53.47)	-9%
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	574.75	574.75	574.75	521.28	(53.47)	-9%

Object	Budget	2021-22									
		July	August	September	October	November	December	January	February		
ACTUALS THROUGH THE MONTH OF (Enter Month Name):											
A. BEGINNING CASH			1,679,427.00	2,163,739.00	2,869,807.00	2,972,401.00	2,962,581.00	3,229,122.00	3,582,518.00	3,312,192.00	
B. RECEIPTS											
LCFF/Revenue Limit Sources											
Principal Apportionment	8010-8019		200,218.00	200,218.00	389,490.00	360,392.00	347,075.00	347,075.00	347,075.00	347,075.00	
Property Taxes	8020-8079		0.00	0.00	0.00	0.00					
Miscellaneous Funds	8080-8099		0.00	60,862.00	121,725.00	81,150.00	89,071.00	89,559.00	89,559.00	89,559.00	
Federal Revenue	8100-8299		216,367.00	32,500.00	5.00	16,971.00	19,881.00	(6,365.00)	(4,419.00)	0.00	
Other State Revenue	8300-8599		41,629.00	20,073.00	29,199.00	32,588.00	27,512.00	22,260.00	44,934.00	22,260.00	
Other Local Revenue	8600-8799		841,480.00	196.00	75,927.00	11,461.00	53,311.00	7,111.00	12,119.00	4,616.00	
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00					
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00					
TOTAL RECEIPTS			1,299,694.00	313,849.00	616,346.00	502,562.00	536,850.00	459,640.00	489,268.00	463,510.00	
C. DISBURSEMENTS											
Certificated Salaries	1000-1999		0.00	264,061.00	268,577.00	270,812.00	277,299.00	259,136.00	258,824.00	262,069.00	
Classified Salaries	2000-2999		3,402.00	41,403.00	95,988.00	89,266.00	86,816.00	81,050.00	64,361.00	76,077.00	
Employee Benefits	3000-3999		2,633.00	115,676.00	137,304.00	135,399.00	129,773.00	142,761.00	135,148.00	141,666.00	
Books and Supplies	4000-4999		0.00	48,066.00	37,127.00	63,751.00	5,010.00	7,505.00	14,407.00	15,681.00	
Services	5000-5999		88,238.00	61,810.00	280,501.00	78,444.00	23,639.00	138,618.00	494,667.00	102,721.00	
Capital Outlay	6000-6599		0.00	0.00	0.00						
Other Outgo	7000-7499		0.00	0.00	0.00						
Interfund Transfers Out	7600-7629		0.00	0.00	0.00						
All Other Financing Uses	7630-7699		0.00	0.00	0.00						
TOTAL DISBURSEMENTS			94,273.00	531,016.00	819,497.00	637,672.00	522,537.00	629,070.00	967,407.00	598,214.00	
D. BALANCE SHEET ITEMS											
<u>Assets and Deferred Outflows</u>											
Cash Not In Treasury	9111-9199	(65,046.00)	233.00	227.00	(234.00)	233.00	(3.00)	(195.00)	111.00	(106.00)	
Accounts Receivable	9200-9299	(2,034,199.00)	398,432.00	908,745.00	241,688.00	84,116.00	6,878.00	419,989.00	136,729.00	(744,652.00)	
Due From Other Funds	9310	0.00	0.00	0.00	0.00						
Stores	9320	0.00	0.00	0.00	0.00						
Prepaid Expenditures	9330	(109,037.00)	109,037.00	0.00	0.00			115,944.00			
Other Current Assets	9340	(13,321.00)	0.00	0.00	0.00						
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00						
SUBTOTAL		(2,221,603.00)	507,702.00	908,972.00	241,454.00	84,349.00	6,875.00	535,738.00	136,840.00	(744,758.00)	
<u>Liabilities and Deferred Inflows</u>											
Accounts Payable	9500-9599	(30,516.00)	129,343.00	(14,263.00)	(64,291.00)	(40,941.00)	(245,353.00)	12,912.00	(70,973.00)	1,497.00	
Due To Other Funds	9610	0.00	0.00	0.00	0.00						
Current Loans	9640	0.00	0.00	0.00	0.00						
Unearned Revenues	9650	(257,996.00)	1,099,468.00	0.00	0.00						
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00						
SUBTOTAL		(288,512.00)	1,228,811.00	(14,263.00)	(64,291.00)	(40,941.00)	(245,353.00)	12,912.00	(70,973.00)	1,497.00	
<u>Nonoperating</u>											
Suspense Clearing	9910										
TOTAL BALANCE SHEET ITEMS		(1,933,091.00)	(721,109.00)	923,235.00	305,745.00	125,290.00	252,228.00	522,826.00	207,813.00	(746,255.00)	
E. NET INCREASE/DECREASE (B - C + D)			484,312.00	706,068.00	102,594.00	(9,820.00)	266,541.00	353,396.00	(270,326.00)	(880,959.00)	
F. ENDING CASH (A + E)			2,163,739.00	2,869,807.00	2,972,401.00	2,962,581.00	3,229,122.00	3,582,518.00	3,312,192.00	2,431,233.00	
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS											

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH									
		2,431,233.00	2,131,536.00	1,938,798.00	1,180,840.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
	8010-8019	347,075.00	347,075.00		29,097.00	594,526.00		3,856,391.00	3,856,391.00
	8020-8079							0.00	0.00
	8080-8099	171,623.00	85,837.00	85,837.00	85,837.00		(152,748.00)	897,871.00	897,871.00
	8100-8299	0.00	(1,609.00)	(205.00)	(46,728.00)			226,398.00	226,398.00
	8300-8599	18,648.00	28,980.00	188,435.00	394,654.00		(1.00)	871,171.00	871,171.00
	8600-8799	8,535.00	14,932.00	4,407.00			242,187.00	1,276,282.00	1,276,282.00
	8910-8929							0.00	0.00
	8930-8979							0.00	0.00
TOTAL RECEIPTS		545,881.00	475,215.00	278,474.00	462,860.00	594,526.00	89,438.00	7,128,113.00	7,128,113.00
C. DISBURSEMENTS									
	1000-1999	262,490.00	263,002.00	329,874.00	66,166.00		(2.00)	2,782,308.00	2,782,308.00
	2000-2999	68,995.00	81,527.00	122,394.00	82,523.00		(1.00)	893,801.00	893,801.00
	3000-3999	140,208.00	141,730.00	156,461.00	305,784.00			1,684,543.00	1,684,543.00
	4000-4999	39,718.00	37,807.00	41,990.00	4,363.00		25,000.00	340,425.00	340,425.00
	5000-5999	70,101.00	171,571.00	116,481.00	10,582.00		58,001.00	1,695,374.00	1,695,374.00
	6000-6599							0.00	0.00
	7000-7499							0.00	0.00
	7600-7629							0.00	0.00
	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		581,512.00	695,637.00	767,200.00	469,418.00	0.00	82,998.00	7,396,451.00	7,396,451.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
	9111-9199	65,250.00	33,960.00	(51.00)			(470,875.00)	(371,450.00)	
	9200-9299	(171,611.00)	(85,805.00)	(85,805.00)			585,996.00	1,694,700.00	
	9310							0.00	
	9320							0.00	
	9330							224,981.00	
	9340							0.00	
	9490						21,366.00	21,366.00	
SUBTOTAL		(106,361.00)	(51,845.00)	(85,856.00)	0.00	0.00	136,487.00	1,569,597.00	
<u>Liabilities and Deferred Inflows</u>									
	9500-9599	157,705.00	(79,529.00)	183,376.00			(83,000.00)	(113,517.00)	
	9610						(507,975.00)	(507,975.00)	
	9640							0.00	
	9650							1,099,468.00	
	9690							0.00	
SUBTOTAL		157,705.00	(79,529.00)	183,376.00	0.00	0.00	(590,975.00)	477,976.00	
<u>Nonoperating</u>									
	9910							0.00	
TOTAL BALANCE SHEET ITEMS		(264,066.00)	27,684.00	(269,232.00)	0.00	0.00	727,462.00	1,091,621.00	
E. NET INCREASE/DECREASE (B - C + D)		(299,697.00)	(192,738.00)	(757,958.00)	(6,558.00)	594,526.00	733,902.00	823,283.00	(268,338.00)
F. ENDING CASH (A + E)		2,131,536.00	1,938,798.00	1,180,840.00	1,174,282.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								2,502,710.00	

Section I - Expenditures	Funds 01, 09, and 62			2021-22 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	7,396,451.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	226,398.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	0.00
3. Debt Service	All	9100	5400-5450, 5800, 7430- 7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	267,659.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				267,659.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				6,902,394.00

Section II - Expenditures Per ADA		2021-22 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form AI, Column C, Line C9)*		574.75
B. Expenditures per ADA (Line I.E divided by Line II.A)		12,009.38
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures extracted from prior year Unaudited Actuals MOE Calculation) (Note: If the prior year MOE was not met, in its final determination, CDE will adjust the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	6,011,730.73	10,330.32
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	6,011,730.73	10,330.32
B. Required effort (Line A.2 times 90%)	5,410,557.66	9,297.29
C. Current year expenditures (Line I.E and Line II.B)	6,902,394.00	12,009.38
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2023-24 may be reduced by the lower of the two percentages)	0.00%	0.00%

*Interim Periods - Annual ADA not available from Form AI. For your convenience, Projected Year Totals Estimated P-2 Report ADA has been preloaded. Manual adjustment may be required to reflect estimated Annual ADA.

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 269,608.00
- 2. Contracted general administrative positions not paid through payroll

 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 5,087,232.00

C. Percentage of Plant Services Costs Attributable to General Administration

- (Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 5.30%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. _____
Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	556,989.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	64,147.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	57,069.71
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	9,805.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	688,010.71
9. Carry-Forward Adjustment (Part IV, Line F)	228,076.22
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	916,086.93

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	3,749,005.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	925,777.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	534,989.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	0.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	215,982.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	12,000.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	5,884.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	1,019,717.29
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	176,195.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	6,639,549.29

C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment

(For information only - not for use when claiming/recovering indirect costs) (Line A8 divided by Line B19)	10.36%
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D. Preliminary Proposed Indirect Cost Rate

(For final approved fixed-with-carry-forward rate for use in 2023-24 see www.cde.ca.gov/fg/ac/lic) (Line A10 divided by Line B19)	13.80%
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Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	<u>688,010.71</u>
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	<u>57,286.40</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>0.00</u>
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (7.79%) times Part III, Line B19); zero if negative	<u>228,076.22</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (7.79%) times Part III, Line B19) or (the highest rate used to recover costs from any program (7.78%) times Part III, Line B19); zero if positive	<u>0.00</u>
D. Preliminary carry-forward adjustment (Line C1 or C2)	<u>228,076.22</u>
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	<u>not applicable</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
LEA request for Option 1, Option 2, or Option 3	<u>1</u>
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	<u>228,076.22</u>

Approved indirect cost rate: 7.79%
 Highest rate used in any program: 7.78%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
62	3212	55,499.00	1,393.00	2.51%
62	6266	10,678.00	831.00	7.78%
62	7422	153,787.00	2,290.00	1.49%

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

Financial Reporting

SUBJECT: Agenda Item 2.5 – Confucius Classroom School Sponsorship Update

PREPARER: Margaret Johnson

RECOMMENDATION: Discussion

BACKGROUND:

Effective this school year, sponsorship through Asia Society Confucius Classroom Network will change to Northern California Confucius Classroom Coordination Office (N4CO). RSA plans to continue membership with Confucius Classroom and will provide the board with a new agreement in the coming months.

REFERENCE:

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

Policy Review & Amendments

SUBJECT: Agenda Item 2.6 – Policy Review - 1st Reads
2.6.1 Integrated Pest Management Plan

PREPARER: Margaret Johnson

RECOMMENDATION: Discussion

BACKGROUND:

RSA will introduce the Integrated Pest Management Plan as 1st Read for discussion. The policy will serve to establish procedures and guidelines for RSA.

*See Attached Integrated Pest Management Plan Draft

REFERENCE:

RSA Policies & Procedures/Governing Board Policies/Policy Adoption

School District Integrated Pest Management Plan

When completed, this template meets the Healthy Schools Act requirement for an integrated pest management (IPM) plan.
An IPM plan is required if a school district uses pesticides¹

Contacts

Redding School of the Arts	955 Inspiration place	
School District Name	Address	
Blake Schack	(530) 247-6933	bschack@rsarts.org
District IPM Coordinator	IPM Coordinator's Phone Number	Email Address

IPM statement

It is the goal of Redding School of the Arts to implement IPM by focusing on long-term prevention or suppression of pests through accurate pest identification, by frequent monitoring for pest presence, by applying appropriate action levels, and by making the habitat less conducive to pests using sanitation and mechanical and physical controls. Pesticides that are effective will be used in a manner that minimizes risks to people, property, and the environment, and only after other options have been shown ineffective.

Our pest management objectives are to: *(Example: Focus on long-term pest prevention)*

To prevent rodents and insects from inhabiting the building.

IPM team

In addition to the IPM Coordinator, other individuals who are involved in purchasing, making IPM decisions, applying pesticides, and complying with the Healthy Schools Act requirements, include:

Name and/or Title	Role in IPM program
Executive Director	Oversite
Black Schack / Facilities Supervisor	Coordinator & Oversee (IPMP)
Gavin deBree / Facilities Maintenance	Maintain and Spray Chemicals

Pest management contracting

- Pest management services are contracted to a licensed pest control business.
Pest Control Business name(s): Marksmen Pest Control
- Prior to entering into a contract, the school district has confirmed that the pest control business understands the training requirement and other requirements of the Healthy Schools Act.

Pest identification, monitoring and inspection

Pest Identification is done by: School Staff and Maintenance / Custodian Staff
(Example: College/University staff, Pest Control Business, etc.)

Monitoring and inspecting for pests and conditions that lead to pest problems are done regularly by Maintenance & School Staff and results are communicated to the IPM Coordinator.
(Example: District staff title, e.g. Maintenance staff)

Specific information about monitoring and inspecting for pests, such as locations, times, or techniques include:
(Example: Sticky monitoring boards are placed in the kitchen and are checked weekly by custodial staff.)

Scheduled inspection of facility grounds. Staff emails letting us know of any issues. Kitchen staff monitoring cooking facility and reporting potential concerns to maintenance staff. Maintenance staff inspecting HVAC overhead space when doing filter changes.

Pests and non-chemical management practices

This school district has identified the following pests and routinely uses the following non-chemical practices to prevent pests from reaching the action level:

Pest	Remove food	Fix leaks	Seal cracks	Install barriers	Physical removal	Traps	Manage irrigation	Other
Insects +	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rodents +	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Bats +	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Wasps +	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Spectracide Pro
Nesting Birds +	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Chemical pest management practices

If non-chemical methods are ineffective, the school district will consider pesticides only after careful monitoring indicates that they are needed according to pre-established action levels and will use pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property and the environment.

This school district expects the following pesticides (pesticide products and active ingredients) to be applied during the year. (This list includes pesticides that will be applied by school district staff or licensed pest control businesses.):

Spectracide Pro- Active Ingredients Tetramethrin 0.10% Permethrin 0.25% Piperonyl Butoxide 0.50%

Healthy Schools Act

- This school district complies with the notification, posting, recordkeeping, and all other requirements of the Healthy Schools Act. (Education Code Sections 17608 - 17613, 48980.3; Food & Agricultural Code Sections 13180 - 13188)

Training

Every year school district employees who make pesticide applications receive the following training prior to pesticide use:

- Pesticide specific safety training (Title 3 California Code of Regulations 6724)
- School IPM training course approved by the Department of Pesticide Regulation (Education Code Section 16714; Food & Agricultural Code Section 13186.5).

Submittal of pesticide use reports

- Reports of all pesticides applied by school district staff during the calendar year, except pesticides exempt¹ from HSA recordkeeping, are submitted to the Department of Pesticide Regulation at least annually, by January 30 of the following year, using the form provided at www.cdpr.ca.gov/schoolipm. (Education Code Section 16711)

Notification

This school district has made this IPM plan publicly available by the following methods (check at least one):

- This IPM plan can be found online at the following web address: www.rsarts.org +
- This IPM plan is sent out to all parents, guardians and staff annually.

Review

- This IPM plan will be reviewed (and revised, if needed) at least annually to ensure that the information provided is still true and correct.

Date of next review: February 4th 2022

I acknowledge that I have reviewed this school district's IPM Plan and it is true and correct.

Signature: _____ Date: _____

¹ These pesticides are exempt from all Healthy Schools Act requirements, except the training requirement: 1) products used in self-contained baits or traps, 2) gels or pastes used as crack and crevice treatments, 3) antimicrobials, and 4) pesticides exempt from US EPA registration. (Education Code Section 17610.5)

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

General Reporting

SUBJECT: Agenda Item 2.7 – LCAP Update – MTSS
Intervention/Social Emotional Learning

PREPARER: Wendy Sanders

RECOMMENDATION: Discussion

BACKGROUND:

Wendy Sanders will provide the board with a presentation on academic & social emotional intervention services provided to students. These services are part of RSA's LCAP goals and funded in part by LCAP funds and special one-time monies.

*See Attached Presentation Slides.

REFERENCE:

RSA Multi Tiered System of Support Board Presentation

12/14/2021

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	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

3 LCAP Goals

Goal 1 - Math: Academic excellence for all students in **math**; Students will demonstrate increased **math** proficiency using mathematical reasoning skills.

Goal 2 - English Language Arts: Academic excellence for all students in **English Language Arts**; Improve student overall reading comprehension & fluency, as well as writing skills across the curriculum.

Goal 3 - Social-Emotional-Behavioral: Increase **student engagement** and overall stakeholder engagement, include **social emotional learning (SEL)** screening and supports, tools and materials for self-regulation.

LCAP Goal 1: Math *Action 1*

Action 1: Intervention and Remediation

Students, identified through multiple measures, will participate in before, during, and after school intervention individual and/or small groups using certificated and paraprofessional staff.

RSA will **expand** the intervention support programs/services, including online intervention programs before, after and during school through use of paraprofessionals and certificated staff.

Tier 1 (All Students) Math Support

- Leveled math classes
- One grade level per teacher
- Research-based curriculum, programs

Tier 2 (Some Students) Math Support

- Paraprofessionals push-in to math classes, most grade levels
- Research-based curriculum, programs - added iReady Math
- Early morning Math Lab
- Middle school study skills elective
- Middle school 'working lunch' with teachers



Tier 3 (Few Students) Math Support

- IEPs - Individual and small group instruction
- 504s - Accommodations to the general education curriculum
- After school support - certificated staff, paraprofessionals

LCAP Goal 2: Language Arts *Actions 4 and 5*

Action 4: Provide intervention and remediation for students.

Students have been identified through multiple measures who will participate in before, during, and after school intervention small groups using certificated and paraprofessional staff members. The school will purchase a school license for Lexia, and supplemental reading materials for monitoring the progress of intervention- Read Naturally, IReady licenses, etc.

Action 5: Improve student overall **reading comprehension and fluency**, as well as **writing skills**, across the curriculum.

Increase instructional time for the third graders.

RSA will **expand** the participation in push in/pull out or extra support services before/after school and **maintain** participation rates for targeted students.

Tier 1 (All Students) Language Arts Support

- Research-based curriculum, programs -
 - added SIPPS
- Centers and Sound Club
 - Speech/Language Pathologist
- Reciprocal Reading
- Reading Across the Curriculum



Tier 2 (Some Students) Language Arts Support

- Research-based curriculum, programs
 - Added SIPPS, iReady Reading
- Paraprofessionals and certificated staff push-in to support reading and writing
- Before school reading
- Reading Club added to Elective Wheel
- Pull-out individual and small group reading
- Middle school study skills electives
- Middle school 'working lunch' with teachers



Tier 3 (Few Students) Language Arts Support

- IEPs - individual and small group instruction
- 504s - accommodations
- Before and after school support



LCAP Goal 3: Engagement *Actions 2 and 3*

Action 2: Emotional Support Tools and
Materials for Self Regulation

Action 3: Increase positive School Culture



Tier 1 (All Students) Social-Emotional-Behavioral Support

- School-wide Character Counts program
- Whole-class SEL check ins and instruction - school counselor, teachers
- School counselor, school psychologist available 'as needed'

Tier 2 (Some Students) Social Emotional Behavioral Support

- Individual and group counseling
- Friendship groups, peer mediation
- New! Sensory/Break Room



Tier 3 (Few Students) Social Emotional Behavioral Support

- Daily/weekly check-in with school counselor, paraprofessional
- Buddy support - pairing older and younger students
- Behavior Intervention Plans
- IEP driven educationally related mental health services (ERMHS)

Mandarin Intervention, Too

LCAP: “RSA offers a Mandarin Immersion program to produce bilingual, biliterate students and to equip children with the essential tools for an interconnected, global society.”

Tier 1: Push-in whole class support

Tier 2: Pull-out small group support

Tier 3: Individualized writing support



Tier 2 and Tier 3 Support Number of Students December 2021

Student Study Team (SST)

- 38 Students

Mandarin

- 40 Students

504 Plans

- 7 Students

IEPs

- 50 Students



MTSS Assessment and Progress Monitoring

Universal Screening (All Students)

CAASPP Interim Assessments, NWEA, Moby Max, Lexia, iReady, Grades, Classroom Screeners, Kindergarten Round Up, YCT Monitoring, Kelvin (SCOE), RSA teacher surveys, education partner (stakeholder) surveys, attendance

Targeted Progress Monitoring (Some Students)

**NWEA, iReady, FAM, FAR, Reading Fluency, BPST
Use of Sensory/Break Room, referrals**

Intensified Assessment

Disability Assessment, IEP goals

RSA's Next LCAP/MTSS Steps

- Continue to monitor the data, to make data-based decisions
- Strengthen community outreach and involvement, including families of students with disabilities

Conclusion - We're on the Right Track

LCAP interventions are being implemented throughout each school day.

“Research shows that

- collective teacher efficacy [staff belief that together, their actions can influence student outcomes],
- student collaboration, and
- **Response to Intervention (RTI) [monitoring progress and adjusting within a MTSS model]**

produce more than two years of learning in just one year.” -edutopia.org

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

General Reporting

SUBJECT: Agenda Item 2.8 – School Site Safety Committee Update

PREPARER: Andrew McCurdy

RECOMMENDATION: Discussion

BACKGROUND:

The board will review and discuss the School Site Safety Committee minutes from 11/5.

REFERENCE:

School Site Safety Committee Minutes

School Site Safety Committee

Redding School of the Arts
Quarterly Meeting Agenda
Friday November 5, 2021 8:00 AM
RSA Room 19



Attendees

Margaret Johnson, Blake Schack, Brock Redding, Carol Wahl, Gavin deBree, Jon Sheldon, Wendy Ruloph, Wendy Sanders, Andrew McCurdy, and Adel Morfin.

Minutes

New Business:

1. Closed Campus Signs - The committee agreed to add 3 more Closed Campus Signs added to both entrances and back parking areas. Blake will get new signs made and Gavin will get them Placed in discussed areas.
2. Rock's in front of the School- Committee agreed to put cones & signage out front on the rocks to prevent kids from jumping from stone to stone and prevent any injury that might occur. Gavin will head this up.
3. Review Lockdown that occurred- Carol Wahl reviewed the lockdown and said staff did an Amazing job despite not having trained for it in the last 2 years due to distance learning and COVID Mandates.
4. Alice Training- Committee agreed to renew **ALICE** Training and Margaret will purchase the program. Carol and Jon will set up a new **ALICE** Training Class as a refresher course for all Staff.
5. REMS (Ready Emergency Management System)-Committee agreed that they would integrate some of the polices to make our emergency plan more efficient and a more Comprehensive Safe school plan for the new school building plan.
6. Playground Injury Report- No Injuries to report.
7. Pest Control Policy- Gavin created a binder that is kept in the Facilities office and used when pesticides are sprayed on campus.
8. Past Safety Concerns- Committee discussed getting more bark for the playground. Blake will connect with McConnel and see if they have a place where they store the bark and inquire if we can get access to it, and/or have McConnel drop off bark in areas where we can distribute it as needed.
9. Healthcare member for Committee – Wendy Sanders suggested having a healthcare member join the Safety Committee. She spoke with Elsa Carcamo, RSA's School Nurse, and extended an invitation to join the Safety Committee.

Next meeting:

The next meeting is scheduled for Friday, February 4th, 2021 at 8:00 AM in the Conference Room.

Submitted by: Gavin deBree, November 5th, 2021

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

General Reporting

SUBJECT: Agenda Item 2.9 – 2021/22 In-Person Learning Plan & Guidance Update

PREPARER: Margaret Johnson

RECOMMENDATION: Discussion/Action to Approve

BACKGROUND:

Administration will provide the board with updated information related to COVID-19 In-Person Learning Plan and how RSA is meeting state and local guidelines, while addressing student educational needs.

Administration will amend the school In-Person Learning Plan to comply with new guidelines and review these changes with the board.

*See Amended In-Person Learning Plan

REFERENCE:

Shasta Ready/ California State Public Health Department



REDDING SCHOOL of the ARTS

WHERE EDUCATION AND THE ARTS CONNECT

雷丁艺术学校

教育与艺术融合的舞台/殿堂

Redding School of the Arts

Draft SCHOOL IN-PESON PLAN 2021-2022
Addressing the Challenges of COVID-19



INTRODUCTION

At Redding School of the Arts, our highest priority is the health and safety of our students and staff. Following that, it is our goal to provide high-quality instruction with the highest degree of face-to-face interaction possible while adhering to state and local public health directives. This guide will serve as a supplement to the Family Handbook for the 2021/22 school year and supersedes any conflicting information in the handbook.

The foundational principle of this guidance is that all students must have access to safe and full in-person instruction and to as much instructional time as possible. In California, the surest path to safe and full in-person instruction at the outset of the school year, as well as minimizing missed school days on an ongoing basis, is a strong emphasis on the following: vaccination for all eligible individuals to get COVID-19 rates down throughout the community; universal masking in schools; which enables no minimum physical distancing, allowing all students access to full in-person learning, and more targeted quarantine practices; keeping students in school; and access to a robust COVID-19 testing program as an available additional safety layer. Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are fully implemented. This is consistent with CDC K-12 School Guidance. <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2021-22-School-Year.aspx>

As a result of these guidelines, RSA has developed best practices for safety and health based on California and Local Public Health's most recent guidance. High standards for cleaning are included for your review. The best ways to protect oneself from infection includes the layered approach of: frequent handwashing, proper ventilation in the building, wearing face coverings, encouraging vaccinations and contact tracing. As a result, these will be practiced on campus for as long as they are required and/ or recommended.

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INSTRUCTION

All Students In-Person Every Day

RSA will be providing in-person instruction daily for all students adhering to the masking requirement subject to change as local control of public masking is modified. All instructional programs will include classroom instruction that aligns with the mission of the school.

Independent Study Program

- RSA's independent Study Program, families meet regularly with a designated teacher to provide the best learning platform for the families tailored to the interests and needs of the students. This program is available for families who decline to have their child wear a mask and families who choose the program for other health and/or educational reasons.

SAFETY MEASURES

Guidance from CDPH ~~July 28, 2021~~ **November 24, 2021**

In an effort to streamline and tailor this decision-making process for the California context, guidance regarding each of the measures that can be used in a layered prevention strategy is provided below.

FACE COVERINGS

Masks are **required for all individuals** in the following indoor settings, regardless of vaccination status:

- On [public transit\[1\]](#) (examples: airplanes, ships, ferries, trains, subways, buses, taxis, and ride-shares) and in transportation hubs (examples: airport, bus terminal, marina, train station, seaport or other port, subway station, or any other area that provides transportation)
- **Indoors** in [K-12 schools\[2\]](#), [childcare\[3\]](#)
- [Emergency shelters\[4\]](#) and [cooling centers\[5\]](#)
- All students must wear face coverings when inside the building.

Board Approval 8/10/21 Revised 12/14/21

- A face covering should be removed for meals, snacks, naptime, or organized outdoor lessons.
- RSA will provide a face covering to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions. RSA will offer alternative educational opportunities for students who are excluded from campus.
- Any adults on campus must wear a mask when inside of the building.
- [Talking to kids about face coverings](#). Resource link.

Exemptions to masks requirements

Per [CDPH Guidance for the Use of Face Coverings](#) exemptions to mask requirements include:

- Persons younger than two years old. Very young children must not wear a mask because of the risk of suffocation.
- Persons with a medical condition, mental health condition, or disability that prevents wearing a mask. This includes persons with a medical condition for whom wearing a mask could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a mask without assistance.
- Persons who are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication.
- Persons for whom wearing a mask would create a risk to the person related to their work, as determined by local, state, or federal regulators or workplace safety guidelines.
- **Masks are optional outdoors for all in K-12 school settings.**
- **In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) a face shield with a drape (per [CDPH guidelines](#)) can be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a face covering outside of the classroom.**

Universal masking indoors in K-12 schools is recommended by the [American Academy of Pediatrics](#) and by the [CDC](#) in their Guidance for COVID-19 Prevention in K-12 schools (updated July 27, 2021).

PHYSICAL DISTANCING

Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are implemented. This is consistent with [CDC K-12 School Guidance](#).

VENTILATION RECOMMENDATIONS

For indoor spaces, ventilation should be optimized, which can be done by following [CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools](#).

ARRIVAL

- Designated entry routes for cohorts of students.
- Students will wear masks when they arrive at their classroom or otherwise designated area.
- Teachers may conduct a visual wellness check as students enter class and will refer any students who report not feeling well, or appear as though they may be ill, to the health office for a temperature check. Teachers may take students' temperatures as they enter the classroom.
- Students should wash hands upon arriving in the classroom.
- Parents are allowed to walk their child to the entry door of their classes on the first floor only. Staff members will be at the door to greet students as they enter without their parents.

DISMISSAL

- School dismissal times will be as posted on the School website unless we are required to change educational delivery models. See dismissal times as listed in the Family Handbook.
- Establish one-way exit routes and keep gates open.
- Teachers will provide 10 - 15 minutes of dismissal duty with their class. Students whose parents did not arrive on time will be taken back to their classroom to contact their parents/guardian.
- Radios will be used to facilitate pick-up.
- If parents park and walk in to pick up students they must maintain appropriate social distance and wear face coverings. No Parents will be allowed to enter the building during this time.

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PICK-UP DURING SCHOOL HOURS

- Parents may call ahead to the office (530-247-6933) identifying themselves and the student they are picking up or come into the office to request their child.
- Office will contact the students,
- Parent will need to sign the student out from the school office or staff member will escort the student to the car for sign-out.

CLASSROOM

- Cohort is a key concept for preventing spread of COVID -19. A cohort is a stable group of students and adults in which supervising adults and students stay together to the extent possible for daily activities and avoid contact with people outside of the group when required by Shasta Public Health.
- A cloth face covering or draped face shield should be removed for meals, snacks, naptime, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- The office will provide a face covering to students who inadvertently fail to bring one to campus to prevent unnecessary exclusions.
- All staff must use face coverings in accordance with CDPH guidelines unless Cal/OSHA standards require respiratory protection.
- Avoid sharing of materials when possible and clean daily any equipment that is shared
- ~~Doors and windows may be kept open unless weather or student health conditions prohibit it, however given the air ventilation/ circulation within the room it is not necessary. RSA has an effective air filtration system that does not require doors or windows to be left open. 21% of the air is replaced hourly within the classrooms.~~
- Use of soap and water is preferred. If hand sanitizer is used, it must be unscented and at least 60% alcohol.
- ~~Plan time and procedures for regular hand washing (sanitizer if applicable). Students and staff should wash their hands frequently throughout the day. (CDPH guidelines 3.20.21)~~
- Middle School Students *may* help with wiping desks (non-toxic cleaner) if transitioning to another room.
- Electives will be used to provide additional academic support time to help mitigate learning loss. Elective schedules can be modified to provide for student interest. However, when possible, efforts will be made to provide for student cohort groups.

SOCIAL EMOTIONAL SUPPORT

All students deserve an equal opportunity to succeed at school in a safe and healthy atmosphere of supportive, caring relationships. Social-emotional needs are met through embedded practices within the school day, instruction in interpersonal skills and self-management, and with support services for students with greater needs.

- All staff will focus on supporting a positive climate and culture that practices Six Pillars of Character; Trauma Informed Practices; Kelso's Choices, etc.
- Teachers will strive to foster a sense of belonging in the classroom.
- Students will have access to ongoing social-emotional lessons.
- School counselors are accessible for students in need of additional support. Counselors may meet with individuals or small groups virtually or in person as needed. Parent consent is required for ongoing support.
- Classrooms will practice predictable and consistent routines.
- All staff will strive to model calm, healthy responses, acknowledge feelings, and act consistently.

INTERVENTION SERVICES

- When pull-out interventions/services involve students from different classrooms, a reasonable distance and/or clear barriers will be used between students.
- When appropriate, outside space will be utilized for individual or small groups instruction.
- Push-in staff should wash hands when entering a classroom.
- Intervention groups may be held virtually.
- When appropriate, technology will be used to minimize the sharing of manipulatives or manipulatives will be assigned to a student for use during the intervention.

VULNERABLE POPULATIONS

(English Language Learners, Students with Disabilities, Foster Youth, Homeless)

ELL students will continue to receive integrated ELD services either in-person or virtually. Family liaison available to assist families with translation. Special education services will be provided in accordance with each student's IEP. Services will support students' progress in their general education class. Other service providers may deliver services in-person or virtually. Technology devices and internet access will be provided to students who need them so that they can

participate equitably in remote learning while at home. Foster youth and homeless students may attend more in-person instruction as needed during at-home learning days.

LIBRARY

- Classroom cohorts may visit the library to check out books during designated time.
- Students are encouraged to place a hold order to check out books.



RECESS

- Students will play in designated areas.
- Students are not required to wear a mask when playing outdoors.
- No personal equipment brought from home may be shared.
- Playground equipment and structures will be disinfected regularly.
- Staff must wear face coverings/shields during indoor recess.
- Establish entry and exit routes to avoid intermingling.
- Use water bottles or water bottle filling stations instead of drinking fountains.
- Plan for and practice transitions with students to and from the recess area.

PHYSICAL EDUCATION/ACTIVITIES

- Students will attend PE outside; masks are not required during organized physical activity outside.
- Activities will be held outdoors as much as possible or in a large, well-ventilated area.
- Activities conducted inside should be those that do not require heavy exertion and can be done with a face covering.
- Clean equipment ~~in-between use.~~ **at regular intervals.**
- Plan activities that minimize contact and maximize spacing as much as possible.
- ~~No personal items/equipment may be shared.~~

FOOD SERVICES

- RSA is participating in the free lunch program for the 2021-22 school year.

Board Approval 8/10/21 Revised 12/14/21

- Use outside cafeteria for mealtime seating.
- Clean frequently touched surfaces. Surfaces that come in contact with food should be washed, rinsed, and sanitized before and after meals.
- Given very low risk of transmission from surfaces and shared objects, there is no need to limit food service approaches to single use items and packaged meals.
- Food service workers and cafeteria support staff will wear face coverings and gloves.

FRONT OFFICE & STAFF ROOMS

- Plexiglas barriers will be in place wherever practical.
- Staff must wear face coverings/shields.
- Masks should be worn by anyone entering the office.
- ~~Tardy students will enter through the lobby and office staff will indicate in Aeries accordingly.~~
- Staff members are encouraged to wipe down their area after use. Reasonable distancing practices are encouraged.

HEALTH ISSUES

- Isolation areas will be provided for students with symptoms until picked up.
- Fever above 100.4 is a criterion for sending a student home.
- Students visiting the office for health reasons should wear masks.
- Students will be referred to the office/health office for a temperature check if the student reports not feeling well or appears to not be feeling well.
- Parents must pick sick students up promptly (15-25 min.).



Board Approval 8/10/21 Revised 12/14/21

STAYING HOME WHEN SICK

Recommendations for staying home when sick and getting tested:

- a. Follow the strategy for Staying Home when Sick and Getting Tested from the [CDC](#).
- b. Getting tested for COVID-19 when symptoms are [consistent with COVID-19](#) will help with rapid contact tracing and prevent possible spread at schools.
- c. Advise staff members and students with symptoms of COVID-19 infection not to return for in-person instruction until they have met CDPH criteria to return to school for those with symptoms:
 - i. At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; and
 - ii. Other symptoms have improved; and
 - iii. They have a negative test for SARS-CoV-2, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma) OR a healthcare provider has confirmed an alternative named diagnosis (e.g., Streptococcal pharyngitis, Coxsackie virus), OR at least 10 days have passed since symptom onset.

HEALTH PROTOCOLS

RSA will continue to collaborate with state and local health departments, to the extent allowable by privacy laws and other applicable laws, to confidentially provide information about people diagnosed with or exposed to COVID-19. This allows identifying which students, teachers, and staff with positive COVID-19 test results should isolate, and which close contacts should quarantine.

Quarantine recommendations for vaccinated close contacts:

A. For those who are vaccinated, follow the CDPH Fully Vaccinated People Guidance regarding quarantine.

B. Quarantine recommendations for unvaccinated students for exposures when both parties were wearing a mask, as required in K-12 indoor settings. These are adapted from the CDC K-12 guidance and CDC definition of a close contact. See the K-12 Schools Guidance 2021-2022 Questions & Answers for additional recommendations to focus on high-value contact tracing to protect students and staff.

Board Approval 8/10/21 Revised 12/14/21

a. When both parties were wearing a mask in any school setting in which students are supervised by school staff (including indoor or outdoor school settings and school buses, including on buses operated by public and private school systems), unvaccinated students who are close contacts (more than 15 minutes over a 24-hour period within 0-6 feet) may undergo a modified quarantine as follows. They may continue to attend school for in-person instruction if they:

- i. Are asymptomatic;
- ii. Continue to appropriately mask, as required;
- iii. Undergo at least twice weekly testing during quarantine; and
- iv. Continue to quarantine for all extracurricular activities at school, including sports, and activities within the community setting.

Quarantine duration recommendations for unvaccinated close contacts in:

- Standard quarantine (i.e., students who were not wearing masks or for whom the infected individual was not wearing a mask during the exposure); OR
- Modified quarantine (i.e., students as described in #8 above).

a. These contacts, if they remain asymptomatic (meaning they have NOT had any symptoms), may discontinue self-quarantine under the following conditions:

- i. Quarantine can end after Day 10 from the date of last exposure without testing; OR
- ii. Quarantine can end after Day 7 if a test specimen (i.e., antigen diagnostic test, PCR/molecular diagnostic test, or pooled PCR/molecular test) is collected on or after Day 5 from the date of last exposure and tests negative.

b. To discontinue quarantine before 14 days following last known exposure, asymptomatic close contacts should:

- i. Continue daily self-monitoring for symptoms through Day 14 from last known exposure; AND
- ii. Follow all recommended non-pharmaceutical interventions (e.g., wearing a mask when around others, hand washing, avoiding crowds) through Day 14 from last known exposure.

c. If any symptoms develop during this 14-day period, the exposed person must immediately isolate, get tested and contact their healthcare provider with any questions regarding their care.

Isolation recommendations

- a. For both vaccinated and unvaccinated persons, follow the CDPH Isolation Guidance for those diagnosed with COVID-19.

Quarantine recommendations for: vaccinated and unvaccinated close contacts who were not wearing masks or for whom the infected individual was not wearing a mask during the indoor exposure; or unvaccinated students as described with more details available at Shasta Ready.

Vaccination verification: To inform implementation of prevention strategies that vary by vaccination status (testing, contact tracing efforts, and quarantine and isolation practices), refer to the [CDPH vaccine verification recommendations](#).

- ~~1. Fully vaccinated close contacts should be referred for COVID-19 testing. If asymptomatic, fully vaccinated close contacts do not need to quarantine at home following an exposure (they can continue to attend school in person and participate in other activities). In addition to correctly wearing masks in school, they should wear a mask in other indoor public settings for 14 days or until they receive a negative test result.~~
- ~~2. Close contacts who are not fully vaccinated should be referred for COVID-19 testing. Regardless of test result, they should quarantine at home for 10 days after last exposure.~~
- ~~3. Isolation recommendations: For both vaccinated and unvaccinated persons, follow the CDPH [Isolation Guidance](#) for those diagnosed with COVID-19.~~

Staff testing protocols and recommended frequency

The guidance also outlines the need for “periodic” testing of all staff prior to returning to in-person instruction. For up-to-date testing information go to: www.shastaready.org. — including an increased level of testing in areas with rising community transmission, as lab testing capacity allows. Biocept will be administered by the trained school nurse. RSA will also offer Rapid antigen testing which is self-administered. Although staff members may opt for other testing sites as listed on Shasta Ready. For up-to-date testing information go to: www.shastaready.org.

- CDPH requires all paid and unpaid employees (includes regular volunteers such as board members, outside agencies) to self – verify for vaccination status and provide proof of vaccination or
- CDPH requires those who have incomplete vaccination status, are unvaccinated or choose not to disclose to be tested for COVID-19 weekly.
- The school may require all employees to test if, disease transmission on campus, and extent of exposure meet the CalOSHA or Shasta County Public Health requirements:
 - Symptomatic students, staff, and teachers who are attending in-person classes should see their healthcare provider for testing options. If the provider does not provide testing, complete the “Get Tested” survey on the Shasta Ready website.
 - Close contacts of cases are recommended for testing, particularly school staff.
 - If there is evidence of possible transmission occurring at a school with in-person instruction, all staff will be tested within 2 weeks. E.g., two or more cases in a classroom or three or more cases within a 14-day period on school campus.

CLEANING

Cleaning that involves water and soap or a detergent significantly decreases germs on surfaces and decreases infectious risks.

Board Approval 8/10/21 Revised 12/14/21

1. Cleaning recommendations

a. In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting specific areas in the school such as bathrooms or eating areas (using disinfectants on the [U.S. Environmental Protection Agency COVID-19](#) list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

b. For more information on cleaning a facility regularly, when to clean more frequently or disinfect, cleaning a facility when someone is sick, safe storage of cleaning and disinfecting products, and considerations for protecting workers who clean facilities, see [Cleaning and Disinfecting Your Facility](#).

c. If a facility has had a sick person with COVID-19 within the last 24 hours, clean AND disinfect the spaces occupied by that person during that time.

AFTER-SCHOOL PROGRAM

The YMCA will be following their protocols that have been approved by the County Health Dept. These items are a general overview of these protocols:

- Students will be identified for grouping to allow for contact tracing.
- Staff and students must wear face coverings when inside the building.

OUTSIDE INTERESTS/CLUBS/SPORTS

The requirements and recommendations in this guidance apply to all extracurricular activities that are operated or supervised by schools, and all activities that occur on a school site, whether or not they occur during school hours, including, but not limited to, sports, band, chorus, and clubs.

Activities may be performed outdoors without masks. Indoor mask use remains a critical layer in protecting against COVID-19 infection and transmission, including during sports, music, and related activities. Accordingly:

School-Based Extracurricular Activities Masks are required for all persons while playing all indoor sports, unless wearing a mask during play has been determined to pose a choking hazard by a well-recognized health authority, such as the American Academy of Pediatrics, or a mask cannot be worn when actively participating in sports or extracurricular activities.[1]

For (1) the playing of musical instruments that cannot be done with a face covering (e.g., wind instruments); or (2) when wearing a mask during play poses a choking hazard, or a mask cannot be worn when actively participating in sports or extracurricular activities, at least one of the following options is required:

- a. Conduct these activities outdoors;
- b. Using instruments indoors that cannot be played with a mask (e.g., wind instruments) may perform if bell coverings are used when playing wind instruments AND a minimum of 3 feet of physical distancing is maintained between participants. Modified masking may be considered in addition to, but not in place of, bell covers. If bell covers are not used, it is strongly recommended that individuals undergo screening testing at least once weekly.
- c. During choir or music classes when singing, participants are encouraged to maintain 6 ft. physical distancing when indoors or conduct these activities outdoors; masking is encouraged while singing.
- d. When actively practicing, conditioning, or competing in indoor sports, masks are required by participants even during heavy exertion, as practicable. If masks are not worn due to heavy exertion, it is strongly recommended that individuals undergo screening testing at least once weekly. An FDA-approved antigen test, PCR test, or pooled PCR test is acceptable for evaluation of an individual's COVID-19 status. Individuals who have had a positive COVID-19 test in the past 90 days are excluded from testing with documentation of positive test result.
- e. Indoor masking should continue between practice drills, on the sidelines, arriving at or departing from the playing facility, in a locker room, while not on the playing field and while riding on shared transportation for school-related activities.
- f. Masks are required indoors at all times when participants are not actively practicing, conditioning, competing, or performing. Masks are also required indoors while on the sidelines, in team meetings, and within locker rooms and weight rooms.

Also, please remember that all adults – including those who are fully vaccinated – in K-12 school settings are required to mask when sharing indoor spaces with students (e.g., volunteers, spectators, staff, officials).

-

~~Guidance from CDPH Sept. 1, 2021~~

~~The requirements and recommendations in this guidance also apply to all extracurricular activities that are operated or supervised by schools, and all activities that occur on a school site, whether or not they occur during school hours, including, but not limited to, sports, band, chorus, and clubs. Masks are required for all persons while playing all indoor sports, unless wearing a mask during play has been determined to pose a choking hazard by a well-recognized health authority, such as the American Academy of Pediatrics.[1]~~

~~Parents and guardians should be fully informed on the risks of minors participating in high-contact and moderate-contact sports so they can make the decision if it's appropriate for their child to compete.~~

Conditioning and practice for all sports are considered low risk if conducted outside and at least six feet of physical distancing can be maintained. The wearing of face coverings, including during conditioning, practice and competition, and the maintenance of physical distancing should be implemented at all times to the extent practicable without compromising player safety.

Sports participants with symptoms of COVID-19 should not attend practices or competition. They should consult their physician for testing and notify their coach, athletic trainer and/or school administrator of their symptoms. Youth recovering from COVID-19 will have different paths to return to sports based on the severity of their illness. See the American Academy of Pediatrics Interim Guidance on Return to Sports for additional guidance for more serious infections. RSA will continue to adhere to the county requirements for sports in the school.

General Requirements for All Sports:

Irrespective of setting (outdoor or indoor) case rate or sport played, the following general guidance requirements must be adhered to at all times:

- Face coverings to be worn by coaches, support staff and **observers** at all times when inside the building, and in compliance with the CDPH Guidance for the Use of Face Coverings.
- When appropriate maintain 6 ft of distance between teachers, coaches, participants, etc.
- No sharing of drink bottles and other personal items and equipment.
- Mixing with other households prior to and post any practice or competition must strictly adhere to current gathering guidance.
- Choir or Music classes singing are encouraged to maintain 6 ft. physical distancing when indoors. Classes are encouraged to conduct these activities outdoors; and perform at least weekly screening testing with either PCR testing (1:1 or pooled PCR) or antigen testing of all individuals, including those who are fully vaccinated.

Outdoor Live Performance <https://files.covid19.ca.gov/pdf/guidance-live-performances--en.pdf>

Effective April 1, 2021

- 2 hours between same-day events
- Advanced ticket reservation only.
- Symptom screen at home, stay home if sick

- Increase distance >6' b/w performers who sing/chant or play wind instruments, consider adding barriers

~~SPECIAL EVENT VOLUNTEERS~~

~~Per the COVID-19 Guidance: Outdoor Seated Live Events 1/1/2021~~

~~Parents/ volunteers who are volunteering on site will have to have proof of COVID negative test within 72-hour window/ weekly testing or completed vaccinations due to being indoors and potentially less than 6ft distancing.~~

~~All other "outside" volunteers such concessions sales, ushers in the amphitheater or outdoor cafe will be required to adhere to handwashing and wearing a mask.~~

~~To be an approved Drivers for Field Trips – volunteers will be required to have proof of a negative COVID-19 test within 72 hours or proof of vaccination due to being indoors and potential of less than 6ft distancing~~

SCHOOL CLOSURE AND SUBSEQUENT REOPENING

Superintendents, in consultation with Shasta County Public Health, will determine if a school needs to close in-person school in response to COVID-19 cases. CDPH guidance on school closure is forthcoming.

- a) Close in-person school and move to independent study: Recommended based on the number of cases, the percentage of the staff and students that are positive for COVID-19 and following consultation with Shasta County Public Health. For example, school closure may be appropriate in any of the following scenarios:
 - i. Multiple cases in multiple classrooms or across different grade levels.
 - ii. At least 10 cases or 5 percent of the total number of school population (staff and students) are cases within a 14-day period, depending on the size and physical layout of the school.
 - iii. Public Health investigation or other local epidemiological data result in the County Health Officer recommending school closure.
- b) Reopening: Public Health and the school will be in communication throughout this process. School and school districts can typically reopen after 14 days and the following:
 - i. Cleaning and disinfection have occurred;
 - ii. Public health investigation is complete;
 - iii. Local public health is consulted and has no concerns with re-opening.

Board Approval 8/10/21 Revised 12/14/21

SCHOOL PROCESS WHEN COVID-19 CASE IS IDENTIFIED

Will be updated as Shasta Public Health completes their contract tracing requirements.

1. If a school becomes aware of a COVID-19 positive case (“confirmed case”), send home immediately.
2. Notifications to the local health department by the COVID-19 School Liaison
3. All personal identifying information of COVID-19 cases or symptoms will be kept confidential.
4. The COVID-19 School Liaison determines the infectious period of the confirmed case with consultation from public health.
5. The COVID-19 School Liaison will identify and document all school-related individuals that were potentially exposed to the confirmed case based on the infectious period.

ADDENDUMS

Recommendation for Fully Vaccinated

[COVID-19 Public Health Recommendations for Fully Vaccinated People](#)

COVID – 19 Public Health Guidance for K-12 School in CA 2021-22 School year Nov. 24, 2021

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2021-22-School-Year.aspx>

Requirement for Universal Masking Indoors at K -12 schools

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Requirement-for-Universal-Masking-Indoors-at-K-12-Schools.aspx>

CORONAVIRUS

SYMPTOMS

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness.



SYMPTOMS MAY APPEAR 2-14 DAYS AFTER EXPOSURE TO THE VIRUS. PEOPLE WITH THESE SYMPTOMS MAY HAVE COVID-19:



STOP THE SPREAD OF GERMS

Help prevent the spread of respiratory diseases like COVID-19.



WASH

Wash your hands with soap and water often, and for at least 20 seconds.



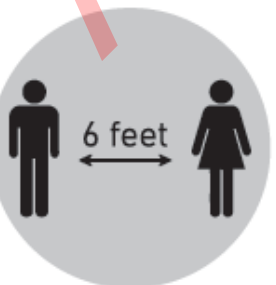
COVER

Cover your cough or sneeze with a tissue, then throw the tissue in the trash and wash your hands.



DO NOT TOUCH

Do not touch your eyes, nose, or mouth.



SOCIAL DISTANCE

Stay at least 6 feet (about 2 arm's length) from other people.

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

General Reporting

SUBJECT: Agenda Item 2.10 – Early College/ High School Educational Program Update

2.10.1 Review High School Application for Admission

2.10.2 Masters in Education Stipends – Effective 7/1/2022

2.10.2.1 General Master’s Degree

2.10.2.2 Subject Specific Master’s Degree

PREPARER: Margaret Johnson

RECOMMENDATION: Discussion

BACKGROUND:

Administration will present the board with a draft of the high school enrollment application for review. They are also proposing to amend the Masters Stipend, effective 7/1/2022. The General Masters Stipend will be amended from \$1000 to \$1,500. The current PHD Stipend will also increase from \$1000 to \$5,000.

A new \$5,000 Subject Specific Master’s Stipend will also be added to the list.

The board will discuss the information presented and make a final determination in January.

*See Attached: High School Enrollment Application

REFERENCE:

Redding School of the Arts EARLY COLLEGE HIGH SCHOOL Application Process Enrollment for the 2022-23 School Year

**Students applying to Early College High School
must reside within the Shasta County boundaries.**

The following are instructions to help you complete the application:

1. Read the instructions.
2. Complete the application in black or blue ink for copying purposes.
3. Mail your completed application to RSA or Fax it to 530-243-4318 Attention Lissa.

*AFTER APPLICATIONS ARE REVIEWED, STUDENTS WILL BE NOTIFIED THAT THEIR
APPLCIATION HAS BEEN RECEIVED*

**RSA Early College High
School**

955 Inspiration Place
Redding, CA 96003
Telephone: (530) 247-6933

Sponsored by Columbia School District

Non-Discrimination Statement

The School prohibits all unlawful discrimination against any student or employee 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)



RSA EARLY COLLEGE HIGH SCHOOL

APPLICATION FOR ADMISSION

TO: Prospective RSA Early College High School Applicants, Parents, and Guardians:

Thank you for considering Early College High School (ECHS). Before completing the application, we request that you give careful consideration to the information below to determine if ECHS is the right educational environment for your student. Please make special note of the expectations you and your student will be agreeing to if he/she is accepted to ECHS.



ECHS is an academic, vocational and college preparatory program intended to enable students to pursue post-secondary education at Shasta Community College or apply to a four-year college or university. We are looking for students who are motivated to take college classes either on the campus or at the Community College. ECHS students must demonstrate the ability to make mature, independent, and responsible choices to succeed in college classes and high school classes. Many students begin taking dual-credit college courses during the sophomore year. Upon graduating from RSA ECHS, students will have achieved or close to completion of CTE degree and/ or the ability to apply to a University of California, California State University, private university, or an institution of higher learning with one year or more of college credit.



Admission/ Lottery Process

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 RSA's K-8 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;

All completed applications must be received by January 24, 2022 to be considered for the first draw or April 25, 2022 for the second draw.

Redding School of the Arts

Early College High School
955 Inspiration Place
Redding, CA 96003

ENROLLMENT APPLICATION

Student Name _____
Last name First name Current School _____

Male ___Female ___ Current Grade _____

Home Address _____
Street City Zip Code

Primary Phone (_____) _____ Email address _____

Date of birth ___/___/___

Parent /Guardian1 Name: _____ Primary phone # _____

E-mail _____ Work phone # _____ Cell phone # _____

Parent/Guardian 2 Name: _____ Primary phone # _____

E-mail _____ Work phone # _____ Cell phone # _____

The student live with? _____

Where did your student attend school last year in 2020-21? _____

What is your student's middle school academic grade point average? _____

The essay is to be ***handwritten by the student in black or blue ink*** using only the space provided on this form. Please complete at least two-thirds of the space provided below.

Respond to all three prompts.

1. What are your academic strengths and talents?
2. Why did you choose to apply to ECHS?
3. Why should ECHS accept you?

A large area of horizontal lines for writing an essay. A large, light gray watermark reading "DRAFT" is oriented diagonally across the page.

The responses to these prompts are to be ***handwritten by the student in black or blue ink*** using only the space provided on this form.

1. Describe yourself as a person in 3-5 complete sentences.

2. Describe yourself as a student in 3-5 complete sentences.

3. What would you like to accomplish in high school? (Respond with 3-5 complete sentences)

STUDENT EXPECTATIONS

If you are accepted to ECHS, you agree to accept and follow the expectations below:

- I will make education a high priority in my life, including positive participation in class and school activities.
- I will be punctual and maintain good attendance in all high school and college classes.
- I will take responsibility for my own learning, behavior, and success.
- I will devote a minimum of two hours each night to homework, studying, and reading.
- I will show respect for everyone in the school community and the rights of others to learn and succeed.
- I will behave in a manner that shows respect for the high school, college, school facilities, and equipment.
- I will maturely handle the freedoms of scheduling in a college setting, and understand that taking college courses is a privilege, not a right.
- I understand that ECHS **does not have** organized athletics.
- I will adhere to the technology agreements of ECHS.
- I understand that I will be required to complete several classroom projects to help me apply classroom concepts to real-world situations.
- I understand that it is my responsibility to be familiar with the Student Handbook and adhere to the policies therein.

I have read, understand, and agree to adhere to the student expectations.

Student's name (please print) _____

Student's signature _____

Date _____

PARENT/GUARDIAN EXPECTATIONS - ENGLISH

If your child is accepted to ECHS, you agree to accept and follow the expectations below:

- ➔ I will ensure that my student has good attendance and arrives to school on time.
- ➔ I will call the ECHS office within 72 hours when my student is absent.
- ➔ I will ensure that my student has transportation to and from school and other functions as needed.
- ➔ I will expect my student to complete homework and assignments to the best of his/her ability.
- ➔ I will stay informed about ECHS activities by checking the school website, and reading information sent home with my student or via email.
- ➔ I will monitor my student's academic progress on Aeries.
- ➔ I will attend any parent meetings or conferences arranged by the ECHS staff.
- ➔ I understand that ECHS does not have organized athletics, band, choir or drama.
- ➔ I understand that my student is responsible for following all rules and regulations for ECHS and NMUSD.
- ➔ I understand that my student may have two or more hours of homework a night.
- ➔ I understand that my student will be required to complete several classroom projects to help him or her apply the concepts to real-world situations.
- ➔ I understand that it is my responsibility to be familiar with the Student Handbook and adhere to the policies therein.

I have read, understand, and agree to adhere to the parent/guardian expectations.

Parent's/Guardian's name (please print) _____

Parent's/Guardian's signature _____

Date _____

DRAFT

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

Personnel Reporting

SUBJECT: Agenda Item 2.11 – High School Job Descriptions – 1st Read

- 2.11.1 Counselor/Registrar
- 2.11.2 English Language Arts Teacher
- 2.11.3 Math Teacher
- 2.11.4 Science Teacher
- 2.11.5 Social Studies Teacher

PREPARER: Margaret Johnson

RECOMMENDATION: Discussion

BACKGROUND:

Administration will present the board with draft job descriptions for high school personnel.

The board will discuss the information presented and make a final determination in January.

*See Attached: Job Descriptions

REFERENCE:

Governing Board Policies/Board Duties & Responsibilities/Staffing & Personnel

Redding School of the Arts Early College High School School Counselor/Registrar

About the Employer

Redding School of the Arts is founded on the belief that for many students, the traditional school and/or classroom is not necessarily the best setting for their education. We provide active, curious and social students with options in their educational program, which include the visual and performing arts. Some students, who have always attended RSA K-8, will have been immersed in Mandarin and may continue their studies at RSA early college high school with the intent of passing the language fluency test. Those who have not been exposed to Mandarin will also be welcomed to the school and will need to choose a foreign language. RSA offers professional opportunities for teachers who may be looking for a new approach and emphasizes participatory school governance in which teachers are actively involved in decision making at the school site. 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. RSA seeks to leverage its strong and positive relationships with teens and its understanding of what motivates them to achieve. Youth enjoy and engage with the career focused curriculum, whether it is for UC/CSU transfer or the completion of a CTE certificate.

Job Summary

Half-Time Counselor/Half-Time Registrar:

Seeking an energetic, passionate counselor. As a new and upcoming school, we are looking for staff who want to be part of something different and exciting, with the opportunity to develop a sustained relationship over multiple years with the students. The counselor will provide support for the school's comprehensive guidance plan, as well as, being the intermediary between the student and Shasta College. The counselor advises students to manage personal conduct, helps students identify postsecondary and career goals, ensures students are properly placed in classes needed for graduation and guides students towards making appropriate choices. The counselor works with the teachers to maintain a positive learning experience and encourage parent involvement in the student's education. In addition, for the first year or two, the counselor would also be the school's registrar. Once the school is full, the counselor position would be full time.

Job description

Under the direct supervision of the Executive Director/Site Principal, the counselor will have the following functions:

1. Assist pupils in choosing courses of study best suited to their goals, aptitudes and interests.
2. Assist students with college/career applications, scholarships, college, financial aid, etc. to ensure completion within designated time frames.
3. Review transcripts to ensure students are placed in their proper educational program
4. Contact school districts if more information on new/entering students is needed
5. Annually review each student's educational progress and career plans, with students individually.
6. Meet with students individually or in small groups to reinforce their educational plan as it relates to career interests, life skills and world of work
7. Help students identify career and postsecondary goals through the 4- or 10- year plans
8. Coordinate and complete all college related school forms, CAL grant GPA verification, etc.
9. Initiate and organize participation and attendance at college fairs and college recruitment visits, as well as, CTE opportunities.
10. Work with students and their college applications and help identify their post-secondary goals
11. Work with students to access classes at Shasta College. Be aware of transfer classes versus CTE classes.
12. Consult and work in areas of curriculum development with administration and teachers.
13. Consult with teachers periodically about scheduling, student educational concerns or learning problems and new curriculum standards
14. Consult with and help support teachers with the 4 or 10 year plan process
15. Hold professional developments if needed
16. Consult with teachers on ways to integrate career interests with education and to help document for each student those activities related to life skills and the world of work.

17. Help each student, through the counseling relationship, better understand him or herself, develop personal decision making competencies and resolve special problems
 18. Organize and develop the guidance program
 19. Implement the school's discipline plan by participating in conflict resolution and behavior modification.
 20. Do research on testing a curriculum and interpret these results to students and teachers
 21. Assist the testing assessment and interpreting results
 22. Have knowledge of and help teachers and students with the tiers of the MTSS program.
 23. Advise school personnel regarding the need for mental health counseling for pupils
 24. Meet with individual students as mandated by Individual Education Plans (IEP) and record meetings/minutes in the system.
 25. Maintain documented files on all activities pertaining to students and records of formalized conferences with teachers and parents
 26. Collect, disseminate and interpret education and occupational information that is current
 27. Provide information to students about schools of higher learning, schools of technical training, internships, apprenticeships and workplace opportunities
 28. Attend mandatory training and regularly attends supervision meetings
 29. Attend other training and in services as needed to maintain a level of expertise in the field
- Any additional duties assigned by the Executive Director/ Principal.
Other duties as assigned.

Job Description as Registrar:

To perform a variety of responsible clerical support duties involved in maintaining the official, permanent records of students presently at the school. Responsible for the timely and accurate maintenance and processing of student permanent record files and for ensuring the confidentiality of the same. Requires attention to detail, organization skills, and the knowledge of specialized areas of school administration policies and procedures.

1. Establishes and maintains student permanent records and files, adding and deleting pertinent information regularly to ensure the accuracy, timeliness, and confidentiality of recorded information.

2. Requests records for incoming students including cumulative folders, transcripts, test results, and health records from previous schools; converts units of incoming transcripts to district system as necessary
3. Collects withdrawal grades; prepares and forwards student transcripts and records as requested
4. Records grades and maintains accurate filing systems and lists to ensure that qualifications and/or eligibility requirements are met for graduation, honor roll, athletic program participation, etc.
5. Verifies courses taken and grades/credit earned to students, parents, staff, judicial agents, social services, and other appropriate parties, certifying documents as correct by affixing the official school seal.
6. Computes grade point averages for individual students and establishes class rankings
7. Orders office and computer system supplies
8. Screens telephone calls, answering inquiries, providing information, or directing to proper person
9. Performs related duties as required
10. Knowledge of and ability to maintain computerized record keeping methods and techniques
11. Knowledge of proper spelling, punctuation, grammar, and English usage
12. Ability to establish and maintain effective work relationships with those contacted in the performance of required duties

Education and Experience

Bachelor's degree as a minimum, a Master's degree is preferred, with a Pupil Personnel Service Credential in School Counseling. Positive references from your most recent employment.

General Qualifications

1. A 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
2. Desire to work as a vital part of the RSA team to ensure continuous improvement for students, staff and RSA community as a whole
3. Willingness and ability to work with students and parents on an ongoing basis to ensure student success
4. Love of students, enthusiasm for teaching the belief that each student can and will succeed

5. Desire and ability to engage in continuing education and other means to professional growth
6. Ability to support and guide adults, as well as, students
7. Strong written and verbal communication skills
8. Organization and time management skills
9. Self directed but comfortable working as part of a team

Comments and other information

- Reviewed for attention to instruction, spelling, grammar and professionalism.
- LETTER OF INTRODUCTION
- Letter(s) of Recommendation - 3 current and from supervisors preferred
- Resume
- Credential copy

Contract:

Salary Range \$52,000 - \$68,443

Stipends for Master's Degree

Draft 1st Read

Redding School of the Arts Early College High School

English Language Arts Teacher

About the Employer

Redding School of the Arts is founded on the belief that for many students, the traditional school and/or classroom is not necessarily the best setting for their education. We provide active, curious and social students with options in their educational program, which include the visual and performing arts. Some students who have always attended RSA K-8 will have been immersed in Mandarin and may continue their studies at RSA early college high school with the intent of passing the language fluency test. Those who have not been exposed to Mandarin will also be welcomed to the school and will need to choose a foreign language. RSA offers professional opportunities for teachers who may be looking for a new approach and emphasizes participatory school governance in which teachers are actively involved in decision making at the school site. 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. RSA seeks to leverage its strong and positive relationships with teens and its understanding of what motivates them to achieve. Youth enjoy and engage with the career focused curriculum, whether it is for UC/CSU transfer or the completion of a CTE certificate.

Job Summary

Seeking an energetic, passionate teacher who engages in diversified learning. As a new and upcoming school, we are looking for teachers who want to be part of something different and exciting, with the opportunity to develop a sustained relationship over multiple years with the students. Full time English teacher to teach CP English 1 and 2, a support English class, as well as, supporting students who will be taking college courses.

Job Description

Under the direct supervision of the Executive Director/Site Principal, the teacher will provide an educational program that meets the instructional needs of each student in the teacher's area of credentialed responsibility consistent with the school goals and school board policy.

1. Provides standards based instruction that is consistent with school expectations and that meets the needs of all students
2. Communicates with students, parents, administrators, and other staff members.
3. Participates in curricular and extra curricular school programs, assessment and development activities, student supervision and control, and staff, parent, department meetings, etc.

4. Participates in IEP meetings and provides instruction to students with special needs in accordance with IEP utilizing support service as appropriate.
5. Applies knowledge of assessment strategies and use data to drive teaching and ensure continuous improvement
6. Utilizes a broad range of instructional strategies, including providing curriculum, challenging goals and effective feedback, differentiated instruction and back mapping, among others
7. Exercises strong classroom management skills

Education and Experience

A Master's degree is preferred, but you can be working towards it; other qualifications will be considered for the first year, such as a Bachelor's with an English credential.

CLAD/CTEL Certified

Positive references from your most recent employment.

General Qualifications

1. A 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
2. Desire to work as a vital part of the RSA team to ensure continuous improvement for students, staff and RSA community as a whole
3. Willingness and ability to work with students and parents on an ongoing basis to ensure student success
4. Love of students, enthusiasm for teaching the belief that each student can and will succeed
5. Desire and ability to engage in continuing education and other means to professional growth

Comments and other information

Reviewed for attention to instruction, spelling, grammar and professionalism.

Letter of Introduction

3 letter(s) of recommendation from supervisors preferred

Resume

Credential copy

Contract:

Salary Range \$52,000 - \$68,443

Stipends for Master's Degree

Redding School of the Arts Early College High School

Math Teacher

About the Employer

Redding School of the Arts (RSA) is founded on the belief that for many students, the traditional school and/or classroom is not necessarily the best setting for their education. We provide active, curious and social students with options in their educational program, which include the visual and performing arts. Some students who have always attended RSA K-8 will have been immersed in Mandarin and may continue their studies at RSA early college high school with the intent of passing the language fluency test. Those who have not been exposed to Mandarin will also be welcomed to the school and will need to choose a foreign language. RSA offers professional opportunities for teachers who may be looking for a new approach and emphasizes participatory school governance in which teachers are actively involved in decision making at the school site. 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. RSA seeks to leverage its strong and positive relationships with teens and its understanding of what motivates them to achieve. Youth enjoy and engage with the career focused curriculum, whether it is for UC/CSU transfer or the completion of a CTE certificate.

Job Summary

Seeking an energetic, passionate teacher who engages in diversified learning. As a new and upcoming school, we are looking for teachers who want to be part of something different and exciting, with the opportunity to develop a sustained relationship over multiple years with the students. A teacher who enjoys investing in teens to guide them through life choices. Full time math teacher to teach Integrated Math 1 and 2, Pre-Algebra, and a support class based on student needs.

Job description

Under the direct supervision of the Executive Director/Site Principal, the teacher will provide an educational program that meets the instructional needs of each student in the teacher's area of credentialed responsibility consistent with the school goals and school board policy.

1. Provides standards based instruction that is consistent with school expectations and that meets the needs of all students
2. Communicates with students, parents, administrators, and other staff members.

3. Participates in curricular and extra curricular school programs, assessment and development activities, student supervision and control, and staff, parent, department meetings, etc.
4. Participates in IEP meetings and provides instruction to students with special needs in accordance with IEP utilizing support service as appropriate.
5. Applies knowledge of assessment strategies and use data to drive teaching and ensure continuous improvement
6. Utilizes a broad range of instructional strategies, including providing curriculum, challenging goals and effective feedback, differentiated instruction and back mapping, among others
7. Exercises strong classroom management skills

Education and Experience

Bachelor's degree and a credential in math. A Master's degree is preferred, but will take into consideration other qualifications.

CLAD/CTEL Certified

Positive references from your most recent employment.

General Qualifications

1. A 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
2. Desire to work as a vital part of the RSA team to ensure continuous improvement for students, staff and RSA community as a whole
3. Willingness and ability to work with students and parents on an ongoing basis to ensure student success
4. Love of students, enthusiasm for teaching the belief that each student can and will succeed
5. Desire and ability to engage in continuing education and other means to professional growth

Comments and other information

Reviewed for attention to instruction, spelling, grammar and professionalism.

Letter of Introduction

3 letter(s) of recommendation from supervisors preferred

Resume

Credential copy

Contract:

Salary Range \$52,000 - \$68,443

Stipends for Master's Degree

Redding School of the Arts Early College High School

Science Teacher

About the Employer

Redding School of the Arts is founded on the belief that for many students, the traditional school and/or classroom is not necessarily the best setting for their education. We provide active, curious and social students with options in their educational program, which include the visual and performing arts. Some students who have always attended RSA K-8 will have been immersed in Mandarin and may continue their studies at RSA early college high school with the intent of passing the language fluency test. Those who have not been exposed to Mandarin will also be welcomed to the school and will need to choose a foreign language. RSA offers professional opportunities for teachers who may be looking for a new approach and emphasizes participatory school governance in which teachers are actively involved in decision making at the school site. 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. RSA seeks to leverage its strong and positive relationships with teens and its understanding of what motivates them to achieve. Youth enjoy and engage with the career focused curriculum, whether it is for UC/CSU transfer or the completion of a CTE certificate.

Job Summary

Seeking an energetic, passionate teacher who engages in diversified learning. As a new and upcoming school, we are looking for teachers who want to be part of something different and exciting with the opportunity to develop a sustained relationship over multiple years with the students. Part-time for the first year, full-time thereafter to teach, Earth Science, Biology, and Chemistry.

Job description

Under the direct supervision of the Executive Director/Site Principal, the teacher will provide an educational program that meets the instructional needs of each student in the teacher's area of credentialed responsibility consistent with the school goals and school board policy.

1. Provides standards based instruction that is consistent with school expectations and that meets the needs of all students
2. Communicates with students, parents, administrators, and other staff members.
3. Participates in curricular and extra curricular school programs, assessment and development activities, student supervision and control, and staff, parent, department meetings, etc.

4. Participates in IEP meetings and provides instruction to students with special needs in accordance with IEP utilizing support service as appropriate.
5. Applies knowledge of assessment strategies and use data to drive teaching and ensure continuous improvement
6. Utilizes a broad range of instructional strategies, including providing curriculum, challenging goals and effective feedback, differentiated instruction and back mapping, among others
7. Exercises strong classroom management skills

Education and Experience

Bachelor's degree and a credential in Life Science, with the understanding you will take the CSET to qualify in physical science in the first year.

A Master's degree is preferred, but will take into consideration other qualifications.

CLAD/CTEL Certified

Positive references from your most recent employment.

General Qualifications

1. A 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
2. Desire to work as a vital part of the RSA team to ensure continuous improvement for students, staff and RSA community as a whole
3. Willingness and ability to work with students and parents on an ongoing basis to ensure student success
4. Love of students, enthusiasm for teaching the belief that each student can and will succeed
5. Desire and ability to engage in continuing education and other means to professional growth

Comments and other information

Reviewed for attention to instruction, spelling, grammar and professionalism.

Letter of Introduction

3 letter(s) of recommendation from supervisors preferred

Resume

Credential copy

Contract:

Salary Range \$52,000 - \$68,443

Stipends for Master's Degree

Redding School of the Arts Early College High School

Social Studies Teacher

About the Employer

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Job Summary

Seeking an energetic, passionate teacher who engages in diversified learning. As a new and upcoming school, we are looking for teachers who want to be part of something different and exciting, with the opportunity to develop a sustained relationship over multiple years with the students. A Teacher looking to build relationships with teens to support them as they learn life skills. Full time social science teacher to teach dual enrolled Career Choices/College Success, CP World History, Dual enrolled History 2 and 3: World Civilizations. Dual enrolled courses are with Shasta college.

Job description

Under the direct supervision of the Executive Director/Site Principal, the teacher will provide an educational program that meets the instructional needs of each student in the teacher's area of credentialed responsibility consistent with the school goals and school board policy.

1. Provides standards based instruction that is consistent with school expectations and that meets the needs of all students
2. Communicates regularly with students, parents, administrators, and other staff members.

3. Participates in curricular and extra curricular school programs, assessment and development activities, student supervision and control, and staff, parent, department meetings, etc.
4. Participates in IEP meetings and provides instruction to students with special needs in accordance with IEP utilizing support service as appropriate.
5. Applies knowledge of assessment strategies and use of data to drive teaching and ensure continuous improvement.
6. Utilizes a broad range of instructional strategies, including providing curriculum, challenging goals and effective feedback, differentiated instruction and back mapping, among others
7. Exercises strong classroom management skills

Education and Experience

Master's degree in social science, but will take into consideration other qualifications.

CLAD/CTEL Certified

Positive references from your most recent employment.

General Qualifications

1. A 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
2. Desire to work as a vital part of the RSA team to ensure continuous improvement for students, staff and RSA community as a whole
3. Willingness and ability to work with students and parents on an ongoing basis to ensure student success
4. Love of students, enthusiasm for teaching the belief that each student can and will succeed
5. Desire and ability to engage in continuing education and other means to professional growth

Comments and other information

Reviewed for attention to instruction, spelling, grammar and professionalism.

Letter of introduction

3 letter(s) of recommendation from supervisors preferred

Resume

Credential copy

Contract:

Salary Range \$52,000 - \$68,443

Stipends for Master's Degree

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

Personnel Reporting

SUBJECT: Agenda Item 2.12 – Personnel Updates

Nate Sharits – 1/9/2022 Education Specialist Teacher

PREPARER: Wendy Sanders

RECOMMENDATION: Discussion/Action to Approve

BACKGROUND:

It is the Governing Boards responsibility to hire and terminate, upon nomination and recommendation of the School Director, all personnel.

REFERENCE:

Governing Board Policies/Board Duties & Responsibilities/Staffing & Personnel