



REDDING SCHOOL of ARTS
WHERE EDUCATION AND THE ARTS CONNECT

Redding School of the Arts
California Nonprofit Benefit Corporation
Board Meeting Agenda
Posted Friday, June 16, 2023

Date: Tuesday, June 20, 2023
Location: 955 Inspiration Place, Redding
Room 21
Open Session 5:45pm

ZOOM Information

Meeting ID: 787 801 6007

Passcode: 156783

Zoom Link <https://us02web.zoom.us/j/7878016007?pwd=bDdMZXYwZWFCcmNIYS92d2lWbGl2UT09>

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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	_____	Jonathan Sheldon, Vice President	_____
Lisa Stewart, Treasurer	_____	Tiffany Blasingame, Secretary	_____
Daria O'Brian, Community Member	_____	Antonio Cota, Community Member	_____

Additional Non-Voting Participants:

Lane Carlson, Executive Director	_____	Wendy Sanders, Special Ed Director	_____
Carol Wahl, Principal	_____	Sophia Zaniroli, Vice Principal	_____
Rebecca Lahey, Staff Liaison	_____	Robyn Stamm, Business Service Provider	_____

Director Report:	(5 Min)
Principal Report:	(5 Min)
Vice Principal Report:	(5 Min)
Staff Liaison Report:	(5 Min)
Governing Board Report:	(5 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 6/6/2023 Governing Board Minutes
- 1.2 Approve Disposal of Outdated Social Studies Textbooks & Library Books
- 1.3 Approve 2023/24 Shasta Family YMCA/RSA Collaborative Afterschool Program MOU
- 1.4 Approve 2023/24 International Ed Assoc Shanghai Confucius Classroom Agreement
- 1.5 Approve 2022/23 Winter Release Consolidated Application Report & Budget
 - 1.5.1 Certification of Assurance
 - 1.5.2 Protective Prayer Certification
 - 1.5.3 Title 1; Part A
 - 1.5.4 Title 2; Part A
 - 1.5.5 Title 4
- 1.6 Approve 2023/24 Teacher Consent Forms (Annual)

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/Action: 2023/24 Annual Budget & MYP – 2nd Read (10 Min)
- 2.2 Discussion/Action: Engage Cerami & Browning Construction, Inc. as High Sch Campus/Classroom Builder (10 Min)
 - 2.2.1 Approve Resolution No. 2022-23-05 for Representation & Authorization of Executive Director in Construction Process of New High School Campus/Classrooms
- 2.3 Discussion: 2023/24 – 2027/28 College and Career Access Pathways (CCAP) Grant - CDE (5 Min)

General Reporting

- 2.4 Discussion/Action 2024-2027 College & Career Access Pathways (CCAP) Agreement with Shasta-Tehama-Trinity Community College (5 Min)
- 2.5 Discussion/Action: 2023/2024 Local Control & Accountability Plan – 2nd Read (10 Min)
- 2.6 Discussion/Action: Set Aug 2023 Board Meeting Date (5 Min)

Policy Review & Amendments

- 2.7 Discussion/Action: Policy Amendments (10 Min)
 - 2.7.1 2023/24 K-8 Family Handbook
 - 2.7.2 2023/24 High School Family Handbook
 - 2.7.3 2023/24 Home School & Virtual Independent Study Family Handbook

Personnel Reporting

2.8 Discussion/Action: 2023/24 Declaration of Need for Fully Qualified Educators (5 Min)

2.9 Discussion/Action: Personnel Updates (5 Min)

Resignations:

- o Caitlyn Spina – 5/31/2023 School Psychologist

New Hires:

- o Shannon Shelburne – 8/9/2023 Cooking Elective Teacher (.5 FTE)
- o Christine McCullough – 8/15/2023 Lunch/Classroom Paraprofessional (.47925 FTE)

2.10 Discussion/Action: 2023/24 RSA Personnel Staffing List (5 Min)

Meeting Adjournment:

Next Regular Meeting:

Date: Thursday, August 10, 2023 (Tentative)
Time: 5:45 p.m.
Location: Redding School of the Arts/Community Room
955 Inspiration Place
Redding, CA 96003

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the Main Office at 530-247-6933 for assistance. Notification at least 48 hours before the meeting will enable the school to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.

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

Consent Agenda

SUBJECT: Item 1.1 – June 6, 2023 Governing Board 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, June 6, 2023

The meeting was accessible via in person & Zoom Video Conference:

Zoom Video Conference Information:

Meeting ID: 787 801 6007

Passcode: 156783

Zoom Link <https://us02web.zoom.us/j/7878016007?pwd=bDdMZXYwZWFCcmNIYS92d2lWbGl2UT09>

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Meeting ID: 787 801 6007

Passcode: 156783

Open Session: 5:45 p.m.

Meeting called to order by Presiding Officer Jean Hatch at 5:49 p.m.

Roll Call/Establish Quorum:

Jean Hatch, President	<u>X</u>
Jonathan Sheldon, Vice President	<u>X (via Zoom)</u>
Lisa Stewart, Treasurer	<u>X</u>
Tiffany Blasingame, Secretary	<u>X</u>
Daria O'Brien, Community Member	<u>X</u>
Antonio Cota, Community Member	<u>X (arrived @ 6:59 p.m.)</u>

Additional Non-Voting Participants

Lane Carlson, Executive Director	<u>X</u>
Wendy Sanders, Special Ed Director	<u>X</u>
Carol Wahl, Principal	<u>X</u>
Sophia Zaniroli, Vice Principal/Teacher	<u>X</u>
Robyn Stamm, Business Serv Provider	<u>X</u>
Rebecca Lahey, Staff Liaison	<u>AB</u>

Board Recorder: Adel Morfin

Onsite Guests: Margaret Johnson & Sharon Hoffman - Spector

Zoom Video Guests: Scott Rolfs, Managing Director of Ziegler and Company.

DIRECTORS REPORT:

- Lane Carlson:

Reported that he's been busy wrapping up his first year as Executive Director. He stated it was rewarding to meet with staff during their year-end checkout process and discuss how the year went and their goals for next year. Admin has been interviewing potential applicants this summer to fill position vacancies next year. Teachers have been busy going through all social studies curriculum, discarding outdated textbooks, and organizing books in preparation for theme day next year. RSA plans to purchase new curriculum next year.

PRINCIPAL REPORT:

- **Carol Wahl:**

Reported it's been a busy end to the school year. RSA Fun in the Sun Day on 5/26 and lucked out with some great weather. 5/30 was the designated Snow Make-Up day. Carol reported approx. 90 students were absent that day, but many 8th graders were excited to return for the last day of school.

Carol stated she and the school registrar have been working on finishing the 2023/24 classroom placements. K-8 program is almost full and the numbers look good. The focus next week will be completing math class placements and staff duty schedules.

VICE PRINCIPAL REPORT:

- **Sophia Zaniroli:**

Reported the 8th Gr Promotion Ceremony went well despite the rainy weather. Fun in the Sun Day was very successful. Students really enjoyed the foam machine rental that was donated by one of RSA's family.

GOVERNING BOARD REPORT:

- **Jean Hatch:** Nothing to report at this time
- **Jonathan Sheldon:** Nothing to report at this time
- **Lisa Stewart:** Nothing to report at this time
- **Tiffany Blasingame:** Nothing to report at this time
- **Daria O'Brien:** Nothing to report at this time
- **Antonio Cota:** N/A

GOVERNING BOARD CORRESPONDENCE:

- No correspondence at this time.

PRESENTATIONS/PUBLIC HEARING:

Local Control Accountability Plans

- **2022/2023 Local Performance Indicators Self-Reflection**
- **2023/2024 Local Control & Accountability Plan – 1st Read**
- **2023/2024 LCAP Summary of Goals & Services**
- **2023/2024 LCFF Budget Overview for Parents**

Lane Carlson presented an overview of the annual LCAP reports for the 2023/24 school year. He reviewed the Plan Summary, Self-Reflection, LCAP goals for next year, and outlined the performance actions and services being implemented to meet the goals.

Following the presentation, members of the public had an opportunity to address the Board on the Local Control Accountability Plans. No public comments were made.

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 5/16/2023 Governing Board Minutes
- 1.2 Approve May 2023 Warrants
- 1.3 Approve John Hart Music Equipment Donation
- 1.4 Approve Teacher on Special Assignment Job Description – 2nd Read
- 1.5 Approve Teacher on Special Assignment Calendar – 2nd Read
- 1.6 Approve 2023/24 Columbia/RSA Food Service Contract

Daria O'Brien moved to approve items on the consent agenda as listed, seconded by Tiffany Blasingame. 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: Finance Committee Meeting Update

Lisa Stewart reported on the 5/31 Finance Committee Meeting. She stated the committee reviewed and recommends the 2023/24 Annual Budget & MYP for adoption.

The committee discussed salary increases for next year, but due to the Governors May Revise, and other economic uncertainties, the committee recommends waiting until fall to continue salary discussions. She reported the committee had prepared a salary increase proposal for all salaries, including a 3% classified increase, and a restructuring of the certificated and SpEd salary schedules. The cost to implement the proposed increase would cost approx. \$200k per year. If approved by the board later this fall, the committee recommends the board consider retroing the increase back to 7/1/23.

Lane Carlson reporting having reviewed the annual budget draft following the Finance Committee meeting and was able to find some additional savings. He stated the Governors May Revise was not optimistic due to delay in state revenue. He reported an 8.2% COLA is estimated for 2023/24, however that could change between now and January.

2.2 Discussion: 2023/24 Annual Budget & MYP – 1st Read

Robyn Stamm reviewed the initial draft of the 2023/24 Annual Budget with the board. She reported RSA had received \$550k in one-time funds, due to declining enrollment, which increased RSA ending fund balance. She provided a comparison overview between the 2022/23 True Up Budget vs. 2023/24 Adopted Budget proposal.

She estimates an increase in LCFE revenue next year due to 8.2% projected COLA and increase in ADA (95% enrollment estimate). Federal revenue is estimated to decrease next year due to spending down of 1x funds. State revenue is also expected to decrease. Robyn Stamm reported the state was proposing to take back 32% of funds issued to RSA from the Learning Recovery Block Grant and it was not planning to issue the remaining half of the Arts/Music/Instructional Block Grant as previously promised.

Robyn reviewed the MYP with the board. She stated the MYP takes into account enrollment and ADA projections for high school growth, staffing, facility needs and operating expenses. She noted that the first high school principal payment was included in MYP beginning in 2024/25.

Jean Hatch inquired on projected high school enrollment for next year. Lane Carlson responded RSA is estimating approx. 70 students.

Tiffany Blasingame asked for clarification on the MYP components of ending fund balance and requested they be included in the budget comparison overview as well.

A final budget draft will be presented for board approval at the next board meeting.

2.3 Discussion/Action: High School Building Committee Update & Finance Recommendation

2.3.1 Ziegler & Company Bond Financing & Engagement Letter

Lane Carlson reported the **High School Building Committee had reviewed financing proposals for the high school.**

The Building Committee is recommending that the RSA Governing Board approve Ziegler & Company Bond Financing &

Engagement Letter. He presented the bond proposal for the board to review and stated additional contingencies were built into the proposal for unforeseen design and construction costs. The overall cost of Phase I, not including the theater, is estimated at 8.5 million.

Lane stated the committee has been in communication with Cerami & Browning Construction Inc on a proposal and hopes to have a draft ready for board review at the next board meeting.

Scott Rolfs, Managing Director of Ziegler and Company, was available to discuss the benefits of bond financing and answer questions from the board. He stated that upon board approval of the engagement letter with Ziegler, the next steps would be to start putting together a financing team, refine construction costs, and finalize a bond financing proposal.

Lisa Stewart moved to approve Ziegler & Company Engagement Letter as written, seconded by Tiffany Blasingame. Vote 6 Ayes: 0 Nays.

2.4 Discussion/Action: Resolution 2022-23-04 to Declare Rural Status for RSA for the Purpose of Exemption from Education Code §46148

Lane Carlson proposed Resolution 2022-23-04 to Declare Rural Status for RSA for the Purpose of Exemption from Education Code §46148. The resolution would allow RSA to offer a “zero period” class start time prior to 8:30 AM and count it as part of the defined “school day.”

Daria O’Brien moved to approve Resolution 2022-23-04 to Declare Rural Status for RSA for the Purpose of Exemption from Education Code §46148 as written, seconded by Lisa Stewart. Vote 6 Ayes: 0 Nays.

2.5 Discussion/Action: 2022/23 Title IX Reporting

Carol Wahl presented the 2022/23 Title IX Reporting data. Federal law requires that schools report athletic participation for the current year by 6/30. The results are broken down by gender and grade and include participation in this year’s co-ed cross country, volleyball, and basketball teams. Carol reported student participation was low this year compared to others, but will be working with the FACT Advisor to increase participation next year.

The data will be posted on RSA’s website.

Tiffany Blasingame moved to approve the 2022/23 Title IX Reporting as written, seconded by Lisa Stewart. Vote 6 Ayes: 0 Nays.

2.6 Discussion: 2022/23 Review Governing Board Goals

The board reviewed the ongoing progress of their 2022/23 Governing Board Goals.

A Policy Review Committee is scheduled to meet on 6/26/2023 at 10:00 AM to review to review/discuss current RSA policies, RSA Charter, and Bylaws. Any policy amendments will be presented to the Governing Board for approval in August.

The board also plans to review and revise RSA’s Mission Statement in August & complete the Governing Board Guidebook.

2.7 Discussion/Action: 2023/24 Governing Board Member Elections

Lane Carlson recommends approval of Jonathan Sheldon, David Skinner, and Sharon Hoffman – Spector as Governing Board members for a two-year term, beginning Aug 2023.

Tiffany Blasingame moved to approve new officers: David Skinner (Parent Rep), Sharon Hoffman - Spector (Community Member) and Jonathan Sheldon (Community Member) as board members for two years. Motion seconded by Daria O’Brien. Vote 6 Ayes: 0 Nays.

2.8 Discussion/Action: Review of RSA’s K-12 Organization

2.8.1 Summary of Admin Positions – Amended

2.8.2 K-12th Organizational Chart – New

The Governing Board reviewed the proposed amendments to the Summary of Admin Positions and K-12 Organizational charts, as discussed on 5/9. These changes reflect the organizational vision of the K-8 Program & High School over the next three years.

The board felt the organization chart was much clearer and easier to read than the one presented last month. Tiffany Blasingame recommended adding Foundation for Promoting Arts Now (FPAE) to the org chart, as it is a committee directly connected to supporting RSA.

Daria O’Brien moved to approve the amended Summary of Admin Positions & K-12th Organizational Chart, with addition of FPAE. Motion seconded by Antonio Cota. Vote 6 Ayes: 0 Nays.

2.9 Discussion/Action: Personnel Updates

New Hires:

- **Jenny Goodman – 2023/24 School Psychologist**
- **Suzannah Gerlach – 2023/24 Middle School Math Teacher**

Jonathan Sheldon moved to approve the Personnel Updates as listed, seconded by Tiffany Blasingame. Vote 6 Ayes: 0 Nays.

Final Meeting Comments:

Jean Hatch proposed rescheduling the next Governing Board meeting from 6/13 to 6/20 at 5:45 p.m.

ADJOURNMENT:

Meeting adjourned at 7:58 p.m.

NEXT REGULAR MEETING:

Date: Tuesday, June 20, 2023
Time: 5:45 p.m.
Location: Redding School of the Arts/Staff Room
955 Inspiration Place
Redding, CA 96003

Governing Board Minutes Respectfully Submitted,

Tiffany Blasingame
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–Approve Disposal of Outdated Social Studies Textbooks & Library Books

PREPARER: Jennifer Holien, RSA Library

RECOMMENDATION: Motion to Approve Disposal of Outdated Textbooks & Library Books

BACKGROUND:

RSA is seeking to dispose of outdated/deleted social studies & library books that are no longer in use. The books will be given away to other schools and any remaining items will be disposed of.

- See Attached: List of Books for Disposal

REFERENCE:
Sale & Disposal of Books, Equipment, and Supplies Policy

Book Title/Supplies	QTY	Estimated Value (ea)
America Will Be	91	\$0.00
A More Perfect Union	57	\$0.00
Medieval and Early Modern Times	70	\$0.00
World Explorers Africa	68	\$0.00
World Studies Africa	64	\$0.00
The Ancient World reader	51	\$0.00
This is my Country	1	\$0.00
From Sea to Shining Sea	61	\$0.00
World Explorer Asia and Pacific	93	\$0.00
World Explorer The Ancient World	123	\$0.00
American's Story The Complete Edition	25	\$0.00
The Message of Ancient Days	92	\$0.00
History Alive! The Ancient World	41	\$0.00
Atlas of the US	38	\$0.00
World Studies Medieval Times to Today (blue)	66	\$0.00
World Studies Medieval Times to Today (orange)	59	\$0.00
Some People I know	59	\$0.00
I know a Place	43	\$0.00
Oh, California	51	\$0.00
Steck Vaughn Level F World Cultures	155	\$0.00
World Explorers Latin America	61	\$0.00

**2022/23 Library Books for Disposal
6-20-2023 Governing Board Meeting**

Book Title	Quantity	Author	Est Value
A Coloring Book of Ancient Greece	1		\$ -
A DVD: History of Native American	1	Schlessinger Media.	\$ -
A girl named Disaster	15	Farmer, Nancy, 1941-	\$ -
A Glory of Unicorns	4	Covile, Bruce.	\$ -
A grain of rice	11	Pittman, Helena Clare.	\$ -
A Guide for Using The Sign of the Beaver in the Classroom	1		\$ -
A History of the Renaissance	1	Schlessinger Media.	\$ -
A mission for the people : the story of La Purisima	3	Fraser, Mary Ann.	\$ -
A one-room school	4	Kalman, Bobbie.	\$ -
A river dream	2	Say, Allen.	\$ -
A river ran wild : an environmental history	1	Cherry, Lynne.	\$ -
A street through time	1	Millard, Anne.	\$ -
Across five Aprils	25	Hunt, Irene.	\$ -
Acting and theatre	1	Evans, Cheryl.	\$ -
Addie across the prairie	6	Lawlor, Laurie.	\$ -
Adventures of Frog and Toad-level 2.9	2	Lobel, Arnold.	\$ -
Aesop's fables	35	McGovern, Ann.	\$ -
Africa	20	Ayo, Yvonne.	\$ -
All about alligators	6	Arnosky, Jim.	\$ -
All About Stars: Schlessinger Science Library	1	Schlessinger Media.	\$ -
All the people	4	Hakim, Joy.	\$ -
Amelia Bedelia	5	Parish, Peggy.	\$ -
Amelia's war	4	Rinaldi, Ann.	\$ -
American Colonies & American Revolution	1	Linebarger, Deborah.	\$ -
American Folk Toys: How to Make Them	1	Schnacke, Dick.	\$ -
American Folklore and Legend American Folklore and Legend.	1	Readers Digest.	\$ -
American Girl Library Help! An Absolutely Indispensable guide to life for Girls!	1	Holyoke, Nancy.	\$ -
American Timeline: Settlement, 1607-1755 Workbook	1		\$ -
Amos Fortune, free man	7	Yates, Elizabeth, 1905-	\$ -
An age of extremes	4	Hakim, Joy.	\$ -
An teater Named Arthur An Anteater Named Arthur.	9	Waber, Bernard.	\$ -
Ancient Africa Ancient Civilizations for Children.	1	Schlessinger Media.	\$ -
Ancient Civilizations for Children	1	video.	\$ -
Ancient Civilizations for Children	1	video.	\$ -
Ancient Egypt: Workbook	1		\$ -
Ancient Egyptian Design Coloring Book	2	Sibbet, Ed.	\$ -
Ancient Greece	1	Ross, Stewart.	\$ -
Ancient Greece: Thematic approach	1		\$ -
Ancient India	1	Lassieur, Allison.	\$ -
Ancient Rome	1	Adams, Elizabeth.	\$ -
Ancient Rome: History of a Civilization that Ruled the World	1	Bertinetti,.	\$ -
Animal Disguises Amazing Animals.	1	DK.	\$ -
Animal fact/animal fable	6	Simon, Seymour.	\$ -
Animals Hunters Animals Hunters.	1		\$ -
Anita of Rancho Del Mar	15	O'Brien, Elaine F., 1920-	\$ -
Anna Banana and me	10	Blegvad, Lenore.	\$ -
Archibald Frisby	7	Chesworth, Michael.	\$ -
Art in the USA Art in the USA.	8	Vowles, Diana.	\$ -
Artic & Antarctic Artic & Antarctic.	1		\$ -
Bark, George	1	Feiffer, Jules.	\$ -
Baseball saved us	5	Mochizuki, Ken, 1954-	\$ -
Bats Night Fliers	1	Maestro, Betsy and Giulio.	\$ -
Benjamin Franklin	1	Kent, Deborah.	\$ -
Benjamin Franklin : young printer	35	Stevenson, Augusta.	\$ -
Billy and Blaze	5	Anderson, C. W. (Clarence William)	\$ -
Bird Bird.	1		\$ -
Black is brown is tan	1	Adoff, Arnold.	\$ -
Boston Tea Party : rebellion in the colonies	6	Knight, James E.	\$ -
Bright Freedom's song : a story of the Underground Railroad	4	Houston, Gloria.	\$ -
Bull Run	13	Fleischman, Paul.	\$ -
Cabrillo : first European explorer of the California coast	11	Lemke, Nancy, 1949-	\$ -
Caddie Woodlawn	5	Brink, Carol Ryrie, 1895-1981.	\$ -
Caesar 2nd-Game Manual	1	Sierra, Judy.	\$ -
California desperadoes : stories of early California outlaws in their own words	1	Secrest, William B., 1930-	\$ -
California Indians Workbook Coloring Workbook.	1		\$ -
Call it courage	4	Sperry, Armstrong, 1897-	\$ -
Calling the doves = : El canto de las palomas	1	Herrera, Juan Felipe.	\$ -
Caps for sale : a tale of a peddler, some monkeys, and their monkey business	5	Slobodkina, Esphyr, 1908-2002.	\$ -
Castle	4	Biesty, Stephen.	\$ -

**2022/23 Library Books for Disposal
6-20-2023 Governing Board Meeting**

Book Title	Quantity	Author	Est Value
Castle	2	Macaulay, David.	\$ -
Castles of the World Coloring Book	1	Smith, AG.	\$ -
Castles on the Rhine between Mainz and Cologne .	1		\$ -
Cat Cat.	1		\$ -
CD Love-A-Byes	1	Brentwood.	\$ -
CD PINKALICIOUS: The Princess of Pink Treasury	1	Kang, Vicitoria.	\$ -
CD Skippyjon Jones: Cirque de Ole	1	Schanhner, Judy.	\$ -
CD The Key to Extraordinary	1	Lloyd, Natalie,.	\$ -
CD The Night Before Christmas	1	Scholastic Inc.	\$ -
CD World War 2: Clip Art	1	Eyewitness.	\$ -
CD: ALL ABOUT LEARNING #19	1		\$ -
CD: ALL ABOUT LEARNING #20	1		\$ -
CD: ALL ABOUT LEARNING #21	1		\$ -
CD: ALL ABOUT SPELLING #1	1		\$ -
CD: ALL ABOUT SPELLING #10	1		\$ -
CD: ALL ABOUT SPELLING #11	1		\$ -
CD: ALL ABOUT SPELLING #12	1		\$ -
CD: ALL ABOUT SPELLING #13	1		\$ -
CD: ALL ABOUT SPELLING #14	1		\$ -
CD: ALL ABOUT SPELLING #15	1		\$ -
CD: ALL ABOUT SPELLING #16	1		\$ -
CD: ALL ABOUT SPELLING #17	1		\$ -
CD: ALL ABOUT SPELLING #18	1		\$ -
CD: ALL ABOUT SPELLING #2	1		\$ -
CD: ALL ABOUT SPELLING #22	1		\$ -
CD: ALL ABOUT SPELLING #4	1		\$ -
CD: ALL ABOUT SPELLING #5	1		\$ -
CD: ALL ABOUT SPELLING #6	1		\$ -
CD: ALL ABOUT SPELLING #7	1		\$ -
CD: ALL ABOUT SPELLING #8	1		\$ -
CD: ALL ABOUT SPELLING #9	1		\$ -
CD: Who Wants to be a Prairie Dog? Classic Navajo Fairytale.	1	Clark, Ann Nolan.	\$ -
CD-Classics for Babies	1	Lonardon, Andreas.	\$ -
Chain of fire	2	Naidoo, Beverley.	\$ -
Changes	8		\$ -
Charlotte's web	32	White, E. B. (Elwyn Brooks)	\$ -
Chicken Fat: The Youth Fitness Video	1	Kimbo Educational Systems.	\$ -
Children of the Wild West	10	Freedman, Russell.	\$ -
China / : a true book	3	Heinrichs, Ann.	\$ -
China Countries Around the World.	1	Scheslinger media.	\$ -
Cirque du freak : a living nightmare	2	Shan, Darren.	\$ -
Cirque du freak : allies of the night	1	Shan, Darren.	\$ -
Cirque du freak : hunters of the dusk	1	Shan, Darren.	\$ -
Cirque du freak : killers of the dawn	1	Shan, Darren.	\$ -
Cirque du freak : sons of destiny	1	Shan, Darren.	\$ -
Cirque du freak : the Lake of Souls	1	Shan, Darren.	\$ -
Cirque du freak : the Vampire Prince	1	Shan, Darren.	\$ -
Cirque du freak : the vampire's assistant	1	Shan, Darren.	\$ -
Cirque du freak : trials of death	1	Shan, Darren.	\$ -
Cirque du freak : Vampire Mountain	1	Shan, Darren.	\$ -
Civil War ghosts	11	Cohen, Daniel, 1936-2018.	\$ -
Clap your Hands	1	Cauley, Lorinda.	\$ -
Class president	5	Hurwitz, Johanna.	\$ -
Classic tales in California history	1	Pryor, Alton.	\$ -
Cleopatra	2	Green, Robert, 1969-	\$ -
Coloring on real Egyptian Papyrus	1		\$ -
Coloring on real Egyptian Papyrus	1		\$ -
Come Back, Salmon Come Back, Salmon.	1	Cone, Molly.	\$ -
Come Back, Salmon Come Back, Salmon.	5	Cone, Molly.	\$ -
Corn is maize : the gift of the Indians	1	Aliki.	\$ -
Cultural atlas of Africa	1	edited by Jocelyn Murray.	\$ -
Cyrus the unsinkable sea serpent	11	Peet, Bill.	\$ -
Daddy is a monster ... sometimes	1	Steptoe, John, 1950-	\$ -
Day of the Dragon King	3	Osborne, Mary Pope.	\$ -
Days of knights and damsels : an activity guide	8	Carlson, Laurie M., 1952-	\$ -
Days with Frog and Toad	10	Lobel, Arnold.	\$ -
Dear Austin : letters from the Underground Railroad	5	Woodruff, Elvira.	\$ -
Deciduous Forests Biomes in Action.	1	Schlessinger Media.	\$ -
Deep in the forest	10	Turkle, Brinton.	\$ -

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Book Title	Quantity	Author	Est Value
Degas and the Dancer Degas and the Dancer.	2		\$ -
Desert Desert.	1	Eyewitness.	\$ -
Discovering the stars	1	Santrey, Laurence.	\$ -
Does a tiger open wide?	1	Ehrlich, Fred.	\$ -
Dolphin adventure	1	Grover, Wayne.	\$ -
Dolphin adventure : a true story	1	Grover, Wayne.	\$ -
Don't Talk to Strangers, Pooh!	4	Zoehfeld, Kathleen.	\$ -
Double Dice: 16 Dice Creative Mathematics.	2	Sutton, Kim.	\$ -
Double Dice: 16 Dice Kim Sutton Creative Mathematics.	2	Sutton, Kim.	\$ -
Dragonwings	49	Yep, Laurence, 1948-	\$ -
Drake and the Golden Hinde	1	Lacey, Robert.	\$ -
DVD A Video Safari: Australia's Most Secret Animal	1		\$ -
DVD Abbott and Costello Aftica Screams	1		\$ -
DVD Adventures in Travel India and Lake Geneva	1		\$ -
DVD African American Life	1		\$ -
DVD Africa's Animal Oasis: National Geographic	1		\$ -
DVD Africa's Stolen River	1		\$ -
DVD Aftica	1		\$ -
DVD Alaska: Cruising the inland passage	1		\$ -
DVD All About Earthquakes	1		\$ -
DVD ALL ABOUT LIGHT	1		\$ -
DVD All About Simple Machines	1		\$ -
DVD All About Solids, Liquids, and Gases	1		\$ -
DVD Amazing Animals Mini Beasts	1		\$ -
DVD Amazing North America: Really Wild Animals	1		\$ -
DVD American Heroes 1: Building the Nation	1		\$ -
DVD American West	1		\$ -
DVD Ancient China	1		\$ -
DVD Ancient Civilizations	1		\$ -
DVD Ancient Civilizations: Athens and Ancient Greece	1		\$ -
DVD Ancient Civilizations: Rome and Pompeii	1		\$ -
DVD Ancient Mesopotamia	1	Schlessinger Media.	\$ -
DVD Angle of Inspiration	1		\$ -
DVD Angry animals	1	Billings, Henry.	\$ -
DVD Animal Bites	1		\$ -
DVD Animal Oddities: Wild America	1		\$ -
DVD Arabia	1		\$ -
DVD Argentina	1		\$ -
DVD Atlantic Vistas	1		\$ -
DVD Australia	1		\$ -
DVD BEETHOVEN: THE SPIRIT OF FREEDOM CLASSICAL COMPOSERS.	1		\$ -
DVD Bill Nye the Science Guy : TRANSPORTATION	1	Disney.	\$ -
DVD Bill Nye the Science Guy : WATER CYCLE	1	Disney.	\$ -
DVD Buck Staghorn's Animal Bites	1		\$ -
DVD Buck Staghorn's Animal Bites Vol 4	1		\$ -
DVD Buck Staghorn's Vol 5 Wildlife Bloopers	1		\$ -
DVD Burma	1		\$ -
DVD California Songs Vol One 19th Century	1	McNeil, Keith.	\$ -
DVD Canada	1		\$ -
DVD Charlotte's Web	1		\$ -
DVD Citizens for a New Nation	1		\$ -
DVD Color and Light	1		\$ -
DVD Crazy Critters: Wild Animals	1		\$ -
DVD Cyclone: National Geographic	1		\$ -
DVD Da Vinci and Michaelangelo	2		\$ -
DVD Dead Sea Scrolls	1		\$ -
DVD Digestive and Excretory Systems	1		\$ -
DVD Discover California the Golden State	1		\$ -
DVD Ecuador	1		\$ -
DVD Egypt	1		\$ -
DVD El Rancho de Las Golondrinas	1		\$ -
DVD Energy	2	Allen, Katy.	\$ -
DVD Energy in Action: Energy Resources: Uses and Conservation	1	Schlessinger Media.	\$ -
DVD England	1		\$ -
DVD Ethiopia	1		\$ -
DVD Everest	1	Korman, Gordon.	\$ -
DVD Eyewitness Human Machine Video	1	Eyewitness.	\$ -
DVD Eyewitness Skeleton Video	1	Eyewitness.	\$ -
DVD Farmer Duck with Audio	1	Waddell, Martin.	\$ -

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Book Title	Quantity	Author	Est Value
DVD Fighting: The Trials of Life	1		\$ -
DVD Finding the Food: The Trials of Life	1		\$ -
DVD Fisher in the Family	2		\$ -
DVD Fort Laramie: Crossroads of the West	2		\$ -
DVD Galileo: On the Shoulders of Giants	1		\$ -
DVD Germany	1		\$ -
DVD Gets Lost in Space	1		\$ -
DVD Giggle, giggle, quack	1	Cronin, Doreen.	\$ -
DVD Gold Mining	1		\$ -
DVD Good night, Gorilla	1	Rathmann, Peggy.	\$ -
DVD Goya Awakened in a Dream Goya Awakened in a Dream.	1		\$ -
DVD Great Plays MLB Bloopers	2	Home Video.	\$ -
DVD Great Source Education Group	1		\$ -
DVD Greek Mythology for Students Nature Myths.	1		\$ -
DVD Greek myths : Ulysses and the Trojan War	1	Claybourne, Anna.	\$ -
DVD Gulliver's Travels	1	Swift, Jonathan.	\$ -
DVD Habitats: Homes for Living Things	1		\$ -
DVD Hands-on culture of ancient Egypt	1	O'Halloran, Kate,	\$ -
DVD Harold and the purple crayon	1	Johnson, Crockett, 1906-1975.	\$ -
DVD Harriet Tubman	1		\$ -
DVD Harriet Tubman Harriet Tubman.	1		\$ -
DVD Harry, the dirty dog	1	Zion, Gene.	\$ -
DVD Hidden Treasures of America's National Parks	1		\$ -
DVD How do dinosaurs say good night?	1	Yolen, Jane.	\$ -
DVD India	1		\$ -
DVD India Exploring the Land of the Maharajas	1		\$ -
DVD Indonesia	1		\$ -
DVD Is your Mama a LLama?	2	Guarino, Deborah.	\$ -
DVD Jamestown Rediscovery: A World Uncovered	1		\$ -
DVD Kenya	1		\$ -
DVD Kodak Glacier and Waterton National Park	1		\$ -
DVD Korea	1		\$ -
DVD Leonardo: A Dream of Flight	1		\$ -
DVD Life in the Deep (Monterey Bay Aquarium)	1		\$ -
DVD Living things	2	Allen, Katy Z.	\$ -
DVD Lost Kingdoms of the Maya: National Geographic	1		\$ -
DVD Maia A Dinosaur Grows Up	1		\$ -
DVD Marie Curie More Than Meets the Eye Marie Curie More Than Meets the Eye.	1		\$ -
DVD Mark Twain His Amazing Adventure Mark Twain His Amazing Adventure.	1		\$ -
DVD Mary Cassatt American Impressionist Mary Cassatt American Impressionist.	2		\$ -
DVD Mexico	1		\$ -
DVD Miss Nelson has a field day	1	Allard, Harry.	\$ -
DVD MLB Unbelievable Great Plays	1		\$ -
DVD Monet Shadow & Light Monet Shadow & Light.	1		\$ -
DVD Morocco	1		\$ -
DVD Mozart Mozart.	2		\$ -
DVD National Geographic: The New Face of King Tut	1	National Geographic.	\$ -
DVD National Geographic: Valley of the Kings	1	National Geographic.	\$ -
DVD Newton A Tale of Two Isaacs Newton A Tale of Two Isaacs.	1		\$ -
DVD Ocean Life	1		\$ -
DVD Ocean Ocean.	1		\$ -
DVD Old Salem	1		\$ -
DVD Pacific Frontiers	1		\$ -
DVD Pakistan	1		\$ -
DVD Peru and Bolivia	1		\$ -
DVD Pete's a Pizza	1	Steig, William.	\$ -
DVD Physical Science in Action: Atoms and Molecules	1	Scheslinger media.	\$ -
DVD Pitching for Kids	1		\$ -
DVD Planet Earth	2	Steward, David.	\$ -
DVD Plants of the Rainforest	1	Schlessinger Media.	\$ -
DVD Pocahontas Her True Story Pocahontas Her True Story.	1		\$ -
DVD Pompeii Buried Alive	1		\$ -
DVD Ponce De Leon the First Conquistador Ponce De Leon the First Conquistador.	1		\$ -
DVD Pond & River Pond & River.	1		\$ -
DVD Prehistoric Life Prehistoric Life.	1		\$ -
DVD Presidents of the United States	1		\$ -
DVD Pyramids: Secrets of the Unknown	1		\$ -
DVD Rainy Day P.E. Primary Grades	1		\$ -
DVD Rainy Day Recess 1-Primary Grades	1		\$ -

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Book Title	Quantity	Author	Est Value
DVD Ralph S. Mouse	1	Matthew, John.	\$ -
DVD Red Riding Hood : retold in verse for boys and girls to read themselves	1	De Regniers, Beatrice Schenk.	\$ -
DVD Reel of Tulloch: Baroque Music of Scotland and Ireland	1	Baroque, Chatam.	\$ -
DVD Rembrandt Fathers & Sons Rembrandt Fathers & Sons.	1		\$ -
DVD Rikki Tikki Tari: The Jungle Book	1		\$ -
DVD Rock Solid Earth Materials 1	1		\$ -
DVD Romania	1		\$ -
DVD Rumpelstiltskin	1	Zelinsky, Paul O.	\$ -
DVD San Diego Wildlife	1		\$ -
DVD Seashore	1		\$ -
DVD Seven Wonders of the Ancient World	1		\$ -
DVD Sicily	1		\$ -
DVD Simply Chemistry	2	Farinelli, Jill.	\$ -
DVD SkippyJon Jones Cirque de Ole	1	Schanhner, Judy.	\$ -
DVD Space Age: Quest for Planet Mars	2	Miramar Videos.	\$ -
DVD Strega Nona : an old tale	1	De Paola, Tomie.	\$ -
DVD Swimmy	1	Lionni, Leo, 1910-1999.	\$ -
DVD Switzerland	1		\$ -
DVD Sylvester and the magic pebble	2	Steig, William, 1907-2003.	\$ -
DVD Test Taking Tips for Children	1	Schlessinger Media.	\$ -
DVD Thailand	1		\$ -
DVD The adventures of Tom Sawyer	1	Twain, Mark, 1835-1910.	\$ -
DVD The Beatles and the Yellow Submarine	1		\$ -
DVD The Building of the Transcontinental Railroad	1		\$ -
DVD The Civil War Photographers	1		\$ -
DVD The Ganges River an Indian Odyssey	1		\$ -
DVD The Great Wall of China	1	Fisher, Leonard Everett.	\$ -
DVD The human body	2	Weinroth, Elissa Dosik.	\$ -
DVD The Importance of Water	1		\$ -
DVD The Man who Loved Bears	1		\$ -
DVD The Oregon Trail and The Pony Express	1		\$ -
DVD The Orient Express	1		\$ -
DVD The Paradise Below: Lewis and Clark Caverns	1		\$ -
DVD The Revolutionary War (2 DVD's)	1		\$ -
DVD The Search For Canada's Most Secret Animal	1		\$ -
DVD The Steadfast Tin Soldier	1		\$ -
DVD The teacher from the black lagoon	1	Thaler, Mike, 1936-	\$ -
DVD THE UGLY DUCKLING	1	Andersen, Hans Christian.	\$ -
DVD The US Constitution and the Bill of Rights	1	Schlessinger Media.	\$ -
DVD THE VELVETEEN RABBIT	1	Williams, Margery.	\$ -
DVD The Voting Process: You have the Power	1		\$ -
DVD There was an old lady who swallowed a fly	1	Taback, Simms.	\$ -
DVD Tikki Tikki Tembo	1	Mosel, Arlene.	\$ -
DVD Trans-America	1		\$ -
DVD Turkey	1		\$ -
DVD Ukraine	1		\$ -
DVD Unbelievable Bloopers (Baseball)	1		\$ -
DVD Water Babies	1		\$ -
DVD Weather	2	Graf, Mark.	\$ -
DVD Where the wild things are	1	Sendak, Maurice.	\$ -
DVD Williamsburg: The Story of a Patriot	1		\$ -
DVD Winslow Homer an American Original	1		\$ -
DVD Wonder Down Under: Really Wild Animals	1		\$ -
DVD Yosemite	1		\$ -
DVD: Africa the Serengeti	1		\$ -
DVD: ALL ABOUT FORCES AND GRAVITY	1	Schlessinger Media.	\$ -
DVD: ALL ABOUT THE TRANSFER OF ENERGY	1		\$ -
DVD: American colonies and the American Revolution	1	Bovet, Howard.	\$ -
DVD: America's Govenment: Congress	1		\$ -
DVD: America's Government: The PResident	1		\$ -
DVD: Americas Government: The Supreme Court	1		\$ -
DVD: Ancient Rome	1	Schlessinger Media.	\$ -
DVD: Animal Groups	1	SCHOOL VIDEOS.	\$ -
DVD: Athens and Ancient Greece	2		\$ -
DVD: Beethoven Lives Upstairs Classical Kids: A Symphony of Stories for all Ages.	1	Classical Kids.	\$ -
DVD: Bill Nye the Science Guy : Human Transportation	1	Disney.	\$ -
DVD: Bill Nye the Science Guy : Phases of Matter	1	Disney.	\$ -
DVD: Bill Nye the Science Guy : Simple Machines	1	Disney.	\$ -
DVD: Bill Nye the Science guy: Electrical Current	1	Disney.	\$ -

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Book Title	Quantity	Author	Est Value
DVD: Caesar 3rd: Build a better Rome	23		\$ -
DVD: CHOPIN MAGICAL PIANO MUSIC.	1		\$ -
DVD: Christmas in America Take Pride in America's Past.	1		\$ -
DVD: COLONIAL LIFE: PLYMOUTH PLANTATION	1	Schlessinger Media.	\$ -
DVD: COSTA RICA	1		\$ -
DVD: DISCOVER DC	1		\$ -
DVD: Election Day and Choosing a President	1		\$ -
DVD: Expansionism: United States History	1	Schlessinger Media.	\$ -
DVD: Fall of the Aztec and Maya Empires	2	Questar.	\$ -
DVD: GLACIER AND WATERTON NATIONAL PARK	2		\$ -
DVD: Gladiators: Bloodsport of the Colosseum	1	Questar.	\$ -
DVD: GREAT AMERICAN LANDMARKS	1		\$ -
DVD: Guatemala: Mystery of the Maya	1		\$ -
DVD: GUIDE TO GRAND TETON NATIONAL PARK	1		\$ -
DVD: GUIDE TO MOUNT RAINIER NATIONAL PARK	1	KODAK.	\$ -
DVD: GULF ISLANDS: A NATIONAL PARK FILM	1		\$ -
DVD: Gulf Islands: Beaches, Bays, Sounds, and Bayous	1	harpers ferry historical Association.	\$ -
DVD: Hail To The Chief: Presidential Elections	1	Mazzarella Media.	\$ -
DVD: Jaw Dropping Advanced Yo Yo Trick	2	The Ned Show.	\$ -
DVD: King Tut Secrets Revealed	1		\$ -
DVD: Liberty Kids EST 1776 The Boston Tea Pary and the Intolerable Acts.	1	PBS.	\$ -
DVD: Library Skills for Children	1	Schlessinger Media.	\$ -
DVD: LOVE THOSE TRAINS	1	National Geographic.	\$ -
DVD: Maps and Globes	1	Schlessinger Media.	\$ -
DVD: National Geographic 1888-1929 9 DVD's.	1	National Geographic.	\$ -
DVD: National Geographic 1930-1959 9 DVD'S.	1	National Geographic.	\$ -
DVD: National Geographic 1969-1989 9 DVD'S.	1	National Geographic.	\$ -
DVD: National Geographic 1990-2000 9 DVD's--4 dvd's missing.	1	National Geographic.	\$ -
DVD: One Nation under God	1		\$ -
DVD: PACIFIC COAST: worlds GREATEST TRAIN	1		\$ -
DVD: Piggy Banks to money Markets: A Kid's Guide to Dollars and Sense	1	Kid Vidz.	\$ -
DVD: Plant Structure and Growth	1	Schlessinger Media.	\$ -
DVD: Plymouth Plantation	1	Schlessinger Media.	\$ -
DVD: Rome and Pompeii	1		\$ -
DVD: SHIRLEY TEMPLE	1		\$ -
DVD: SIERRA NEVADA PLUS SWITZERLAND	1		\$ -
DVD: TCHAIKOVSKY-Classical Composer Poetry and Passion.	1		\$ -
DVD: The Birth of a Revolution	1		\$ -
DVD: The Constitution and the Bill of Righths	1		\$ -
DVD: The Declaration of independence	1		\$ -
DVD: The Gold Rush	2		\$ -
DVD: The Land of the Pharoahs	1		\$ -
DVD: The Magic School Bus: Human Body	1	Scholastic.	\$ -
DVD: The Mayflower and the First Thanksgiving Take Pride in America's Past.	1		\$ -
DVD: The Opera-Great Divas of the 20th Century	1	Gold.	\$ -
DVD: Where America Began: Jamestown, Yorktown, Colonial Williamsburg	1	Holiday Interactive.	\$ -
DVD: Winning our Freedom	1		\$ -
DVD: WORLD'S GREATEST TRAIN RIDE: TRANS-AMERICA	1		\$ -
DVDOceans Earth Science in Action.	2	Schlessinger Media.	\$ -
Earthquake, San Francisco, 1906	1	Duey, Kathleen.	\$ -
Edinburgh Castle / : the official souvenir guide	1	Tabraham, Chris.	\$ -
Edison the Wizard of Light Edison the Wizard of Light.	1		\$ -
Egypt: Kush and Aksum WORKBOOK	1	Sylvester, Diane.	\$ -
Einstein Light to the Power of 2 Einstein Light to the Power of 2.	1		\$ -
Everyday Earth and space science mysteries : stories for inquiry-based science teaching	2	Konicek-Moran, Richard,	\$ -
Everyday life science mysteries : stories for inquiry-based science teaching	2	Konicek-Moran, Richard,	\$ -
Everyday physical science mysteries : stories for inquiry-based science teaching	2	Konicek-Moran, Richard.	\$ -
Everyday Spelling Textbook #6	1	Foresman, Scott.	\$ -
Fables	9	Lobel, Anita.	\$ -
Fire! Fire! Said Mrs. McGuire	9	Martin, Bill Jr.	\$ -
Fish Fish.	1		\$ -
Five little monkeys jumping on the bed	10	Christelow, Eileen.	\$ -
Florence Nightingale Florence Nightingale.	1		\$ -
Focus on drugs and the brain	1	Friedman, David P.	\$ -
Focus on Women Activiies Pioneer	1		\$ -
Four Furry Feet	1	Brown, Margaret.	\$ -
Frankenstein, or, The modern Prometheus : with connections	1	Shelley, Mary Wollstonecraft, 1797-1851.	\$ -
Freedom crossing	26	Clark, Margaret Goff.	\$ -
Frog and Toad all year	9	Lobel, Arnold.	\$ -

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Book Title	Quantity	Author	Est Value
Frog and Toad are friends	5	Lobel, Arnold.	\$ -
Frog and Toad together	9	by Arnold Lobel.	\$ -
From the mixed-up files of Mrs. Basil E. Frankweiler	15	Konigsburg, E. L.	\$ -
Fruit of the vine	1	Hauck, Phillip, 1920-	\$ -
Furry	1	Keller, Holly.	\$ -
Galileo On the Shoulders of Giants Galileo On the Shoulders of Giants.	1		\$ -
George the Drummer Boy	8	Benchley, Nathaniel.	\$ -
George Washington's breakfast	42	Fritz, Jean.	\$ -
Gold of El Dorado : from the exhibition Gold of El Dorado, the heritage of Colombia	1	Bray, Warwick.	\$ -
Good luck gold and other poems	1	Wong, Janet S.	\$ -
Heaven is for real : a little boy's astounding story of his trip to heaven and back	1	Burpo, Todd.	\$ -
History Alive: The Ancient World	36	Teachers' Curriculum Institute.	\$ -
History Bingo Game	1		\$ -
History of art	1	Janson, Horst Woldemar.	\$ -
History of the theatre	1	Brockett, Oscar G.	\$ -
How full is your bucket? : positive strategies for work and life	5	Rath, Tom, 1975-	\$ -
How to make a mummy talk	5	Deem, James M.	\$ -
How would you survive as an ancient Egyptian?	1	Morley, Jacqueline.	\$ -
How would you survive in the Middle Ages?	1	Macdonald, Fiona.	\$ -
I am fifteen-- and I don't want to die	1	Arnothy, Christine, 1930-	\$ -
I rode a horse of milk white jade	6	Wilson, Diane Lee.	\$ -
I wonder why pyramids were built and other questions about ancient Egypt	1	Steele, Philip, 1948-	\$ -
If you lived at the time of the great San Francisco earthquake	9	Levine, Ellen.	\$ -
Igniting a Passion for Reading Successful Strategies for Building Lifetime Readers	1	Layne, Steven L.	\$ -
I'm Glad I'm Me #1-10 I'm Glad I'm Me.	1	Stone, Elberta H.	\$ -
In the Year of the Boar and Jackie Robinson	1	Lord, Bette.	\$ -
Indian Designs	1		\$ -
Indian: Crafts and Activity Book	1		\$ -
Insect Insect.	1		\$ -
Introduction to Music Introduction to Music.	1	O'Brien, Eileen.	\$ -
INTRODUCTION TO THE RENAISSANCE	1		\$ -
Ishi, last of his tribe	30	Kroeber, Theodora.	\$ -
It happened in Northern California	1	Turner, Erin H., 1973-	\$ -
It's all Greek to me	17	Scieszka, Jon.	\$ -
Jace the Ace	4	Rocklin, Joanne.	\$ -
Jamaica's find	2	Havill, Juanita.	\$ -
Jayhawker	9	Beatty, Patricia, 1922-1991.	\$ -
Johnny Tremain	53	Forbes, Esther.	\$ -
Journey to freedom : a story of the underground railroad	9	Wright, Courtni Crump.	\$ -
Jungle Jungle.	1		\$ -
Keep the lights burning, Abbie	5	Roop, Peter.	\$ -
Kids Discover Gold: Workbook	1		\$ -
King Arthur's knight quest / : Puzzle Book	1	Dixon, Andrew, 1967-	\$ -
Knight	3	Gravett, Christopher, 1951-	\$ -
La Causa : the migrant farmworkers' story	18	De Ruiz, Dana Catharine, 1945-	\$ -
Landing of the Pilgrims	3	Daugherty, James, 1889-1974.	\$ -
Leonardo da Vinci for kids : his life and ideas : 21 activities	1	Herbert, Janis, 1956-	\$ -
Letters from a slave girl : the story of Harriet Jacobs	9	Lyons, Mary E.	\$ -
Lewis and Clark Expedition	1	Learning Media of America.	\$ -
Lewis and Clark: An Epic American Journey Game Ages 10-adult: 2 to 4 players or teams.	1		\$ -
Liberty for all?	3	Hakim, Joy.	\$ -
Life in ancient Egypt coloring book.	1	Green, John.	\$ -
Life in Roman Times	1	Sutton, Harry.	\$ -
Lincoln : a photobiography	9	Freedman, Russell.	\$ -
Little Known Tales in California History	1	Pryor, Alton.	\$ -
Long way down	1	Reynolds, Jason,	\$ -
Lord of the shadows	1	Shan, Darren.	\$ -
Lost Treasures of the Ancient World	1	Wall,Hadrians.	\$ -
Love that dog	3	Creech, Sharon.	\$ -
Love that dog	2	Creech, Sharon.	\$ -
Make this Egyptian Temple Usborne Cut Out Model.	2	Usborne.	\$ -
Make way for ducklings	5	McCloskey, Robert, 1914-2003.	\$ -
Making Math Books with Children	1	Sutton, Kim.	\$ -
Mandarin: Terminos Clave Para leer a China Item 53.	1	hanban 2015.	\$ -
Mara, daughter of the Nile	36	McGraw, Eloise Jarvis.	\$ -
Maroo of the winter caves	32	Turnbull, Ann.	\$ -
Medieval life	2	Langley, Andrew, 1949-	\$ -
Medieval Times Activity Book	1	Milliken, Linda.	\$ -
Medieval Times: Reproducible Workbook middle/upper grades	1	Hazen, Walter.	\$ -

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Book Title	Quantity	Author	Est Value
Mesopotamia : Ancient Civilizations Time Lines.	1		\$ -
Mesopotamia: Ancient Civilization Workbook	2	Shiotso.	\$ -
Middle Ages: Knights and Castles activity book	1	Pofahl,Jane.	\$ -
Mike Mulligan and his Steam Shovel Mike Mulligan and his Steam Shovel.	9	Burton, Virginia.	\$ -
Miss Nelson Has A Field Day Miss Nelson Has A Field Day.	5	Marshall, James.	\$ -
Miss Nelson Is Back Miss Nelson Is Back.	3	Marshall, James.	\$ -
Misty of Chincoteague	5	Henry, Marguerite, 1902-1997.	\$ -
More than moccasins : a kid's activity guide to traditional North American Indian life	10	Carlson, Laurie M., 1952-	\$ -
Mother, Please Don't Die	1	McDaniel, Lurlene.	\$ -
Mummies, bones, & body parts	1	Wilcox, Charlotte.	\$ -
Murphy's Boy Murphy's Boy.	1	Hayden, Torey.	\$ -
Music of the World Music of the World.	1	Pahlen, Kurt.	\$ -
My friend Flicka	2	O'Hara, Mary.	\$ -
Mysteries of Egypt Mysteries of Egypt.	1	National Geographic.	\$ -
Native Americans Teacher Workbook	1		\$ -
Nelson Mandela	50	Brown, Laaren.	\$ -
Next spring an oriole	13	Whelan, Gloria.	\$ -
Nobles Emigrant Trail	1		\$ -
North American Indian Design Coloring Book	2		\$ -
Number Line Workbook	1	Sutton, Kim.	\$ -
Olmo and the blue butterfly	15	Ada, Alma Flor.	\$ -
One morning in Maine	4	McCloskey, Robert, 1914-2003.	\$ -
One Night Stans with American History	1		\$ -
One-Eyed Charley, the California Whip	1	Reinstedt, Randall A.	\$ -
Parenting teens with love & logic : preparing adolescents for responsible adulthood	1	Cline, Foster.	\$ -
Pasquala : the story of a California Indian girl	1	Faber, Gail.	\$ -
Patrick's dinosaurs	25	Carrick, Carol.	\$ -
Patty Reed's doll : the story of the Donner party	15	Laurgaard, Rachel K.	\$ -
Phoebe's revolt	25	Babbitt, Natalie.	\$ -
Pioneer California: Tales of Explorers, Indians and Settlers	1	Roberts, Margaret.	\$ -
Pioneer cat	9	Hooks, William H.	\$ -
Pioneer girl : growing up on the prairie	5	Warren, Andrea.	\$ -
Pioneers Kids Discover Magazine	1		\$ -
Pioneers: A Scholastic Curriculum Guide Workbook	1		\$ -
Pioneers: An Activity Book	1	Artman, John.	\$ -
Place Value Dice: Package of 12-4 sets of ones, tens, and hundreds Creative Mathematics.	1	Sutton, Kim.	\$ -
Ponder meets the polka dots	1	Hays, Richard.	\$ -
Pourquoi Tales Pourquoi Tales.	12	Bryan, Ashley.	\$ -
Presidents of the United States -Flash Cards	1	Frey, Wendy.	\$ -
Presidents: Jumbo-Sized Fact Cards and Fun Games (Fast Facts Deck Series) (F, Th	1	Frey, Wendy.	\$ -
Pride and prejudice	1	Austen, Jane, 1775-1817.	\$ -
Pride and prejudice : an annotated edition	1	Austen, Jane, 1775-1817.	\$ -
Pride and Prejudice Pride and Prejudice and Sense & Sensibility.	1	Jane Austen.	\$ -
Puff, the magic dragon	1	Yarrow, Peter, 1938-	\$ -
Put me in the zoo	4	Lopshire, Robert.	\$ -
Radio Man	2	Dorros, Arthur.	\$ -
Reaching for the moon	6	Aldrin, Buzz.	\$ -
Readings in the classical historians	1	selected & introduced by Michael Grant.	\$ -
Reconstruction and reform	4	Hakim, Joy.	\$ -
Renaissance Activity Book art, crafts, cooking & historical aids	1	Milliken, Linda.	\$ -
Renaissance Ornament	1	Cambridge Library of Ornamental Art.	\$ -
Responsibilities	6		\$ -
Rifles for Watie	10	Keith, Harold, 1903-1998.	\$ -
Robin Hood	1	Ingle, Annie.	\$ -
Rough and Ready Homesteaders	1		\$ -
Sacagawea : American pathfinder	1	Seymour, Flora Warren, 1888-1948.	\$ -
Sacagawea : American pathfinder	7	Seymour, Flora Warren, 1888-1948.	\$ -
San tales from Africa	1	Donne, Raffaella Delle.	\$ -
Sarah Bishop	11	O'Dell, Scott, 1898-1989.	\$ -
Sarah, plain and tall	42	MacLachlan, Patricia.	\$ -
Scholastic Search: Picturing the Civil War Workbook	3		\$ -
Science as Inquiry for Children	1	Schlessinger Media.	\$ -
Science Rock	1	Yohe, Tom.	\$ -
Scotland and Wales	1		\$ -
Secret of the Andes	1	Clark, Ann Nolan, 1898-	\$ -
See the first star	1	Simon, Norma.	\$ -
Shiloh / #1	9	Naylor, Phyllis Reynolds.	\$ -
Sing down the moon	15	O'Dell, Scott, 1898-1989.	\$ -
Skip to my Lou : a traditional song	1	Tilley, Debbie.	\$ -

**2022/23 Library Books for Disposal
6-20-2023 Governing Board Meeting**

Book Title	Quantity	Author	Est Value
So far from the bamboo grove	2	Watkins, Yoko Kawashima.	\$ -
So that's how the moon changes shape!	8	Fowler, Allan.	\$ -
Song of the swallows	5	Politi, Leo, 1908-	\$ -
St. Patrick's Day in the morning	1	Bunting, Eve, 1928-	\$ -
Step into-- ancient Egypt	17	Steele, Philip, 1948-	\$ -
Step into-- Mesopotamia	17	Oakes, Lorna.	\$ -
Stone Fox	4	Gardiner, John Reynolds.	\$ -
Substance use and abuse	1	Schwartzberger, Tina.	\$ -
Swiss Family Robinson	2	Wyss, Jonann.	\$ -
Tacky the penguin	5	Lester, Helen.	\$ -
Taking sides	6	Soto, Gary.	\$ -
Tales of a fourth grade nothing	18	Blume, Judy.	\$ -
Ten cats have hats : a counting book	1	Marzollo, Jean.	\$ -
The 50 States : Jumbo-Sized Fact Cards and Fun Games	1	Nosal, Lisa.	\$ -
The always war	3	Haddix, Margaret Peterson.	\$ -
The American Journey Teaching and Learning Collection.	1		\$ -
The ancient Egyptians	1	Marston, Elsa.	\$ -
The Ancient Romans	1	Shuter, Jane.	\$ -
The angel who forgot	1	Bartone, Elisa.	\$ -
The Anglo-Saxons Activity Book	1	Reeve, John.	\$ -
The big wave	9	Buck, Pearl S.	\$ -
The biggest bear.	6	Ward, Lynd, 1905-1985.	\$ -
The black stallion	9	Farley, Walter, 1915-1989.	\$ -
The blue day book : a lesson in cheering yourself up	1	Greive, Bradley Trevor.	\$ -
The Book Whisperer: Awakening the Inner Reader in Every Child	1	Miller, Donalyn.	\$ -
The boys' war : Confederate and Union soldiers talk about the Civil War	1	Murphy, Jim, 1947-	\$ -
The Canada geese quilt	2	Kinsey-Warnock, Natalie.	\$ -
The cat's quizzer	1	Seuss, Dr.	\$ -
The Cay	31	Taylor, Theodore, 1921-2006.	\$ -
The chickenhouse house	1	Howard, Ellen.	\$ -
The Civil War Crossword Puzzle Book	1		\$ -
The corn grows ripe	2	Rhoads, Dorothy.	\$ -
The Courage of Sara Noble The Courage of Sara Noble.	2	Dalglish, Alice.	\$ -
The Covered Wagon 1969	1	Shasta Historical Society.	\$ -
The door in the wall	2	De Angeli, Marguerite.	\$ -
THE DVD: MAGIC OF MAGNETISM	1		\$ -
The DVD: Wheels on the Bus	1	Zelinsky, Paul O.	\$ -
The Earth and I	12	Asch, Frank.	\$ -
The Egyptian echo	1	Dowswell, Paul.	\$ -
The Egyptian News / : Boy King Murdered?	4	Steedman, Scott.	\$ -
The Egyptians / : Crafts from the Past	1	Chapman, Gillian.	\$ -
The endless steppe : growing up in Siberia	21	Hautzig, Esther Rudomin.	\$ -
The Frog Prince	4	Tarcov, Edith.	\$ -
The funny little woman	1	Mosel, Arlene.	\$ -
The girl who loved wild horses	8	Goble, Paul.	\$ -
The Gold Rush: Level 4-8	1	Egan, Betty.	\$ -
The golden goblet	1	McGraw, Eloise Jarvis.	\$ -
The golden goblet : a study guide	1	Cheyenne, Patty.	\$ -
The Golden Goblet: Teacher Guide and Activities Jones.	1	McGraw, Eloise Jarvis.	\$ -
The Great Talking Contest	7	Shea, George.	\$ -
The great turkey walk	1	Karr, Kathleen.	\$ -
The invisible thread	17	Uchida, Yoshiko.	\$ -
The itsy bitsy spider	11	Trapani, Iza.	\$ -
The Land of the Pharaohs The Land of the Pharaohs.	1		\$ -
The last silk dress	9	Rinaldi, Ann.	\$ -
The light in the forest	12	Richter, Conrad, 1890-1968.	\$ -
The Little Mermaid The Little Mermaid.	1	Lakin, Patricia.	\$ -
The little old lady who was not afraid of anything	5	Williams, Linda, 1948-	\$ -
The Lost Diary of Tutankhamun's Mummy	2	Dickinson, Clive.	\$ -
The Medieval Knight at War	1	Robards, Brooks.	\$ -
The merry adventures of Robin Hood	1	Nightingale, Jacqueline.	\$ -
The natural world of the California Indians	1	Heizer, Robert F.	\$ -
The new baby at your house	1	Cole, Joanna.	\$ -
The new nation	3	Hakim, Joy.	\$ -
The rainbow bridge : inspired by a Chumash tale	4	Wood, Audrey.	\$ -
The rainbow people	10	Yep, Laurence, 1948-	\$ -
The rainbow people	15	Yep, Laurence, 1948-	\$ -
The Reader's Theatre Mythology Plays	5	Gilfond, Henry.	\$ -
The red badge of courage	25	Crane, Stephen, 1871-1900.	\$ -

**2022/23 Library Books for Disposal
6-20-2023 Governing Board Meeting**

Book Title	Quantity	Author	Est Value
The Roman news	2	Langley, Andrew.	\$ -
The scrambled states of America	2	Keller, Laurie.	\$ -
The secret garden	2	Burnett, Frances Hodgson, 1849-1924.	\$ -
The secret of Sarah Revere	3	Rinaldi, Ann.	\$ -
The seven Chinese brothers	1	by Margaret Mahy	\$ -
The sign of the beaver	50	Speare, Elizabeth George.	\$ -
The silk route : 7,000 miles of history	1	Major, John S.	\$ -
The story of Harriet Tubman : freedom train	8	Sterling, Dorothy, 1913-	\$ -
The story of Thomas Alva Edison, inventor : the wizard of Menlo Park	5	Davidson, Margaret.	\$ -
The tale of Peter Rabbit	5	Potter, Beatrix, 1866-1943.	\$ -
The tales of Olga da Polga	6	Bond, Michael.	\$ -
The Talking eggs a folktale from the American South	1	San Souci, Robert D.	\$ -
The Three Billy Goats Gruff	5	Brown, Marcia.	\$ -
The three little pigs	8	Galdone, Paul.	\$ -
The tiger rising	5	DiCamillo, Kate.	\$ -
The Time Traveler Book of Pharaohs & Pyramids	1	Allan, Tony.	\$ -
The time traveller book of Rome and Romans	1	Amery, Heather.	\$ -
The tiny seed	10	Carle, Eric.	\$ -
The Usborne Book of Europe : a history of its culture, politics and people	1	Treays, Rebecca.	\$ -
The Wall chart of world history from earliest times to the present /.	1	Hull, Edward.	\$ -
The Way Things Work	1	Schlessinger Media.	\$ -
The Wild West! Westward Movement	1		\$ -
The year of the panda	2	Schlein, Miriam.	\$ -
They saw the elephant : women in the California gold rush	1	Levy, Jo Ann, 1941-	\$ -
Thomas Edison and the Electric Light	1		\$ -
Three bags full	9	Scamell, Ragnhild.	\$ -
Thunder rolling in the mountains	1	O'Dell, Scott.	\$ -
Tonight is Carnival	7	Dorros, Arthur.	\$ -
traveled west in a covered wagon	3		\$ -
traveled west in a covered wagon	8		\$ -
Troy, Crete, & Mycenae: Aegean Civilizations Teacher's Guide	1	Byrne, Robert.	\$ -
Tut Tut	32	Scieszka, Jon.	\$ -
Tutankhamun	1	Green, Robert, 1969-	\$ -
Uncle Jed's barbershop	7	Mitchell, Margaree King.	\$ -
Understanding music	1	Tatchell, Judy.	\$ -
Unsolved Crimes: The curse of the Mummy	1	Morgan, Rowland.	\$ -
Up goes the skyscraper!	7	Gibbons, Gail.	\$ -
Vallejo and the four flags : a true story of early California	16	Comstock, Esther J.	\$ -
Walk two moons	1	Creech, Sharon.	\$ -
War, peace, and all that jazz	3	Hakim, Joy.	\$ -
War, terrible war	3	Hakim, Joy.	\$ -
Welcome to storytime! : the art of story program planning	1	Reid, Rob, 1955-	\$ -
When justice failed : the Fred Korematsu story	1	Chin, Steven A., 1959-	\$ -
Where's Chimpy?	1	Rabe, Berniece.	\$ -
Who built the pyramids?	1	Chisholm, Jane.	\$ -
Will you sign here, John Hancock?	1	Fritz, Jean.	\$ -
Wisdomkeepers: Meetings with Native American Spiritual Elders	1	Wali, Steve.	\$ -
Wizard of Oz , The #1-7	1	Baum, L. Frank.,	\$ -
Yang the youngest and his terrible ear	1	Namioka, Lensey.	\$ -
Your mother was a Neanderthal	33	Scieszka, Jon.	\$ -
Zeely	9	Hamilton, Virginia, 1934-2002.	\$ -
Zia	33	O'Dell, Scott, 1898-1989.	\$ -

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

Consent Agenda

SUBJECT: Agenda Item 1.3 – 2023/24 Shasta Family YMCA/RSA
Collaborative Afterschool Program MOU

PREPARER: Lane Carlson

RECOMMENDATION: Motion to Approve Shasta YMCA MOU

BACKGROUND:

The Governing Board will approve the Memorandum of Understanding (MOU) between RSA & Shasta Family YMCA for the purpose of continuing to provide onsite After School Care services to RSA families for 2023/24.

- See Attached: Shasta Family YMCA MOU

REFERENCE:

Shasta Family YMCA and Redding School of the Arts
RSA YMCA COLLABORATIVE AFTERSCHOOL PROGRAM
Interagency Memorandum of Understanding
School Years: 2023-24

The following is an agreement between the Shasta Family YMCA (YMCA) and the Redding School of the Arts (RSA) in order to provide an afterschool child care program for the students attending RSA.

Parties to this Agreement: Shasta Family YMCA and **Redding School of the Arts**

Goal: To provide an afterschool program that offers the students of RSA a safe, enriching learning environment from school dismissal until 6:00 pm and from 8:00 am until 5:00 pm during the school year holiday breaks (Fall Break, Winter Break, President's Week, and Spring Break). Summer camps will be discussed and agreed upon on a separate MOU.

The Shasta Family YMCA commits to the following:

1. To operate a quality afterschool enrichment program that meets the state Department of Social Services Child Care Licensing regulations, the state afterschool standards and the Extended Learning Opportunity requirements.
2. To provide sufficient afterschool program staff for the number of children attending. This includes the hiring of all employees and maintaining all payroll responsibilities.
3. To provide training and support to the staff including initial training and on-going supervision and guidance.
4. To provide a daily schedule of activities that includes curriculum planning that balances indoor/outdoor time; such as, homework/academic time, STEM activities, nutritional Food & Fun lessons, SPARK physical games, sports, art/crafts, etc.
5. To provide all of the materials and supplies needed for classroom activities.
6. To provide an afternoon snacks for the students in compliance with the cafeteria food program.
7. To provide the food and paper products needed for cooking projects and nutritional curriculum components.
8. To be responsible for the child care accounts, collection of fees, student enrollment, weekly rosters, daily attendance records and/or other recordkeeping as needed.
9. To work with RSA to identify and invoice RSA for families that qualify for Free and Reduced lunch at a reduced rate.
10. To serve as the means of communication between school and the parents in regards to program information.
11. To support the school by participating in special events, such as Back-to-School Night, Open House, School Carnivals, etc.
12. To keep an insurance policy in force and name RSA as "Additional Insured", at minimum, one million dollar combine single limit liability insurance for bodily injury, property damage and personal injury and all risk legal liability related to the program.
13. To defend, indemnify and hold harmless the Redding School of the Arts (RSA), including its officers, directors, employees and agents, from and against any and all liability, losses, damages and expenses, including reasonable attorney's fees and costs, incurred by RSA which arise out of or relate to the wrongful, willful, or negligent act or omission of the YMCA, its officers, directors, employees or agents, in the YMCA's performance of this Agreement.

Redding School of the Arts commits to the following:

1. To provide facilities at RSA that meet the needs of the enrollment of the afterschool program and all collateral expenses; e.g. janitorial, utilities, space, and furniture currently set aside for the afterschool program.
2. To provide telephone and Internet service for the afterschool program.
3. To assist the YMCA with the promotion of the afterschool program.
4. To provide funding for participating families that qualify for Free and Reduced Meals.
5. To include the YMCA Afterschool Site Director in applicable RSA staff meetings to maintain good program communication.
6. To keep an insurance policy in force and name the YMCA as "Additional Insured", at minimum, one million dollar combine single limit liability insurance for bodily injury, property damage and personal injury and all risk legal liability related to the program.
7. To defend, indemnify and hold harmless the Shasta Family YMCA (YMCA), including its officers, directors, employees and agents, from and against any and all liability, losses, damages and expenses, including reasonable attorney's fees and costs, incurred by the YMCA which arise out of or relate to the wrongful, willful, or negligent act or omission of RSA, its officers, directors, employees or agents, in the YMCA's performance of this Agreement.

Terms of Agreement:

The term of this Agreement shall be for the 2023-2024 school year.

If the Shasta Family YMCA and the Redding School of the Arts wish to collaborate in providing a quality Afterschool Program after this date, they will renegotiate the agreement before the end of the 2023-24 school year.

If either party fails to satisfactorily follow through with the commitments listed in this Agreement, then the other party may terminate this agreement with a 90-day written notice to the other party.

Signatures:

The parties hereby agree to the commitments and terms of this Agreement:

Shasta Family YMCA:

Name: Kristen Lyons Title: CEO Phone: 530-246-9622

Signature: _____ Date: _____

Name: Denise Villanueva Title: Childcare Program Director Phone: 530-246-9622

Signature: _____ Date: _____

Redding School of the Arts:

Name: Lane Carlson Title: Executive Director Phone: 530-255-8610

Signature: _____ Date: _____

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

Consent Agenda

SUBJECT: Agenda Item 1.4 – 2023/24 International Ed Assoc Shanghai Confucius Classroom Agreement

PREPARER: Carol Wahl

RECOMMENDATION: Motion to Approve Confucius Classroom Agreement

BACKGROUND:

RSA has applied for a grant from 2023/24 International Ed Assoc Shanghai Confucius Classroom Agreement. The funds are intended to support RSA's Chinese Immersion Program, including cultural events, teacher professional development, and educational materials.

The Governing Board will review and approve the proposed agreement.

- See Attached: 2023/24 Confucius Classroom Agreement (English version)

REFERENCE:

AGREEMENT BETWEEN
International Education Association Shanghai
AND
Redding School of the Arts
ON
THE COOPERATION ON
CONFUCIUS CLASSROOM

Party A: International Education Association Shanghai
Address: No.245 Jiangning Road, Shanghai, China
Legal Representative: LI Weiping

Party B: Redding School of the Arts
Address: 955 Inspiration Place, Redding CA 96003
Legal Representative: Lane Carlson, Executive Director

In order to further strengthen the cooperation and exchange between International Education Association Shanghai and Redding School of the Arts, to jointly run the Confucius Classroom, to help the local people to learn the Chinese language and understand Chinese culture, and to achieve common development, the Parties have, in the principles of mutual respect, friendly consultation, equality and mutual benefit, entered into the Agreement of their own accord.

Article 1 Nature and Scope of Activities

The full name of the Confucius Classroom in question is: Confucius Classroom at Redding School of the Arts, which is a China-America cooperation project. The Confucius Classroom shall fulfill the missions of Confucius Classroom, operate according to the laws and regulations of the United States and local needs, and may carry out the following activities:

- (a) Offer Chinese language instruction and carry out related research;
- (b) Provide education and training for Chinese language teachers;
- (c) Develop Chinese language teaching materials and resources;
- (d) Run language and cultural exchange programs;
- (e) Administer examinations and offer certification in regards to Chinese language and culture;
- (f) Conduct research and provide consulting services regarding China's education, culture, etc.; and
- (g) Carry out other activities that are consistent with the missions of Confucius Classrooms and are beneficial to the Parties.

Article 2 Organization, Operation and Management

1. Board of Directors

The Parties shall jointly set up a Board of Directors (hereinafter referred to as “the Board”) as the decision-making body on major issues concerning the Confucius Classroom.

(a) Makeup of the Board

The chairs and members of the Board shall be nominated by the Parties and appointed upon consent from the other Party.

As agreed by both Parties, the current Board consists of:

Chinese Chair: LI Weiping of Party A;

American Chair: Lane Carlson of Party B;

Board members: Carol Wahl, Emma Fan, and Cathy Song

For better development of the Confucius Classroom, other institutions or individuals may serve on the Board with the consent of the Parties.

(b) Responsibilities of the Board

The Board shall fulfill the following responsibilities: drafting and amending the Constitution of the Confucius Classroom; formulating the development plan of the Confucius Classroom; formulating the governance structure; reviewing and appointing the Chinese and American Directors and personnel for other key management positions; approving the annual work plan as well as budget and final accounts; approving the proposal to set up affiliated teaching sites; reviewing and approving the annual report of the Confucius Classroom; establishing a sound

teaching quality assurance and assessment mechanism, and making decisions on other major matters of the Confucius Classroom.

The Constitution, development plan, the makeup of the Board, profiles of Chinese and American Directors, annual report and other documents of the Confucius Classroom shall be submitted to CIEF for documentation.

(c) Board meeting

The Board shall meet at least once per year on-site, online or by correspondence. Board decisions shall be recorded in the minutes and kept as important files.

2. Daily Operation and Management of the Confucius Classroom

Chinese and American Directors, nominated by Party A and Party B respectively and appointed by the Board, shall perform the duties of daily operation and management of the Confucius Classroom, implement the development plan and annual work plan of the Confucius Classroom approved by the Board, and report on the progress of work to the Board on a regular basis.

Article 3 Rights and Obligations

1. Party A shall:

(a) use the Confucius Classroom trademark, including the name and the logo, in a legal and compliant manner, and maintain

its brand reputation;

(b) jointly formulate the development plan and raise funds for the Confucius Classroom with Party B;

(c) pay the salary of the Chinese Director during his/her term of service;

(d) jointly provide and train teaching and administrative staff with Party B;

(e) provide annual fund to the Confucius Classroom;

(f) receive the China-bound delegations from the Confucius Classroom;

(g) assist students of the Confucius Classroom in applying for scholarships for study in China; and

(h) provide teaching resources and other support for the Confucius Classroom.

2. Party B shall:

(a) use the Confucius Classroom trademark, including the name and the logo, in a legal and compliant manner, and maintain its brand reputation;

(b) help foster a favorable environment for the Confucius Classroom;

(c) jointly formulate the development plan and raise funds for the Confucius Classroom with Party A;

(d) provide office and teaching space, facilities and other necessary conditions for the Confucius Classroom;

(e) pay the salary of the Director during his/her term of service;

(f) jointly provide and train teaching and administrative staff with Party A;

(g) assist personnel from the Chinese side in entry, exit and residence procedures and provide necessary work facilities, life conveniences and security assurance; and

(h) open a dedicated bank account for the Confucius Classroom and manage and use the fund in full compliance with applicable laws and regulations.

Article 4 Intellectual Property

The Confucius Classroom shall abide by relevant laws and regulations in the use of intellectual property owned by other parties; the ownership of intellectual property that is independently developed by the Confucius Classroom or jointly developed by the Confucius Classroom and other institutions shall be specified by agreement by parties concerned in the principle of fairness.

Article 5 Revision of Agreement

During the execution of the Agreement, revisions or a supplementary agreement can be made with the consent of the Parties. All revisions shall be made both in Chinese and English

in writing, and shall take effect after being signed by the legal or authorized representatives of the Parties.

Article 6 Term of Agreement

1. The Agreement shall be effective as of the date of signature of the Parties to the Agreement. In case of different signature dates, the later signature date shall prevail.

2. The Agreement is valid for 1 year. If the Parties are willing to continue cooperation after the expiration of the Agreement, Party A shall submit an application for renewal of authorization of the Confucius Classroom trademark to CIEF on behalf of the Parties. If either Party has no intention to continue the cooperation, such Party shall notify, in writing, the other Party 90 days before the expiration date of the Agreement, and a Board meeting shall be convened to discuss the matter. Should no consensus be reached, CIEF shall be informed at the first opportunity.

Article 7 Force Majeure

The Parties hereto shall be exempted from performing their obligations hereunder in the event of force majeure, i.e., unforeseeable, unavoidable and insurmountable circumstances, including but not limited to, natural disaster, plague, war and military action, terrorist attack, and an act of deliberate sabotage. Failure of any of the Parties to perform its obligations, or to

perform its obligations hereunder on time due to force majeure, shall not be deemed as a breach of contract, and the Party shall not be liable for such failure. However, force majeure events shall not include strikes or various labor disputes, delays in the delivery of equipment or supplies, or financial difficulties.

Should any of the Parties be prevented to perform the obligations hereunder by force majeure, the affected Party shall notify the other Parties in writing to suspend or cancel the program and shall duly take timely and effective measures to minimize the loss of the other Parties.

Article 8 Suspension and Termination

1. The Agreement may be suspended or terminated under any of the following circumstances:

(a) If both Parties or either Party forfeit the authorization to use the Confucius Classroom trademark, the Agreement will be automatically terminated.

(b) If either party has no intention to continue the cooperation, such Party shall notify, in writing, the other Party and CIEF 90 days before the expiration date of the Agreement.

(c) If the Agreement is rendered impossible to be executed due to force majeure in accordance with Article 7 herein, it may be suspended with the consent of both Parties. Matters during the suspension period and the resumption date shall be determined by the Parties, and such matters shall be submitted to CIEF for

documentation.

Except for the above circumstances, neither Party may request early termination of the Agreement; otherwise, the defaulting Party shall compensate the other Party for all losses, including but not limited to all the investment made hereunder, attorney fees incurred in defending rights and interests, and indemnity for reputational loss.

2. In the event of termination of the Agreement, the Parties shall adopt proper measures to deal with ensuing matters, with the aim of avoiding negative impact on the other Parties, including but not limited to:

(a) Upon termination of the Agreement, the balance in the Confucius Classroom bank account shall be automatically frozen, and the funds shall be returned to the providers after the amount is confirmed by the Parties.

(b) Termination of the Agreement shall not affect separate agreements, contracts or programs being executed by the Parties.

(c) Upon termination of the Agreement, the Parties shall make proper arrangements on the studies of the affected students, outgoing Chinese personnel and other matters.

Article 9 Dispute Settlement

1. If either Party attempts to inform the other Party of any a major matter, it shall be fulfilled in a written letter of

confirmation signed by the authorized representative.

2. Should there be any dispute during the execution of the Agreement, the Parties shall first resort to friendly consultation for a solution. Should no consensus be reached, the Parties can submit the dispute to an arbitration institution recognized by the Parties for settlement, or launch a lawsuit to a court that has jurisdiction over the case.

Article 10 Miscellaneous

Other matters not set forth herein shall be addressed through friendly and equal consultations among the Parties.

The undersigned hereby are duly authorized by each institution to execute the Agreement.

The Agreement is made in two copies and each copy is written in both Chinese and English. Both versions are equally valid. In case of inconsistency, the Chinese version shall prevail.

International Education Association Shanghai

Legal Representative:

Date:



Redding School of the Arts

Legal Representative:

Date:



6/14/2023

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

Consent Agenda

SUBJECT: Agenda Item 1.5 – 2022/23 Winter Release Consolidated
Application Report & Budget

- 1.5.1 Certification of Assurance
- 1.5.2 Protective Prayer Certification
- 1.5.3 Title 1; Part A
- 1.5.4 Title 2; Part A
- 1.5.5 Title 4

PREPARER: Robyn Stamm

RECOMMENDATION: Motion to Approve the Consolidated Application

BACKGROUND:

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs to county offices, school districts, and direct-funded charter schools throughout California.

RSA is proposing to submit a Consolidated Application in order to apply for Title 1, Title 2, & Title 4 federal funding monies for the 2022/23 school year.

- See Attached: Consolidated Report & Budget

REFERENCE:

<https://www.cde.ca.gov/fg/aa/co/>

2019–20 Title I, Part A LEA Closeout Report, 39 Months

Report fiscal year (FY) expenditures to determine 2019–20 Title I, Part A unspent funds.

Note: Due to the COVID-19 Federal Funding Flexibility Waiver, approved on September 10, 2021, the period of availability of funds in Section 421(b) of the General Education Provisions Act extends the period of availability of FY 2019–20 funds until September 30, 2022.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

There are no reported carryover funds. The LEA has already expended all Title I, Part A funds.

Warning

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2019–20 Title II, Part A Fiscal Year Expenditure Report, Closeout 39 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2019 through September 30, 2022.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2019–20 Title II, Part A allocation	\$12,888
2019–20 Title II, Part A total apportionment issued	\$12,888
Transferred-in amount	\$0
Transferred-out amount	\$0
2019–20 Total allocation	\$12,888

Use of Funds

Class size reduction	No
Induction programs	No
Professional development for teachers	Yes
Professional development for administrators	Yes
Recruitment activities	No
Retention activities	No
Tuition reimbursement	No

Program Expenditures

4200–4299 Books and reference materials	\$0
4300–4399 Materials and supplies	\$0
5100–5199 Subagreements for services	\$0
5200–5299 Travel and conferences	\$12,888
5300–5399 Dues and membership	\$0
5800–5899 Consulting/Professional services	\$0

Personnel Expenditures

1000–1999 Certificated personnel salaries	\$0
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee Benefits	\$0

Operational Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0

*****Warning*****

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2019–20 Title II, Part A Fiscal Year Expenditure Report, Closeout 39 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2019 through September 30, 2022.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

Total expenditures and encumbrances	\$12,888
2019–20 Unspent funds	\$0
Note: CDE will invoice the LEA for the unspent 2019–20 total allocation	

*****Warning*****

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2019–20 Title IV, Part A LEA Closeout Report

The purpose of this data collection is to report final expenditures, by activity, and calculate Title IV, Part A unspent funds.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2019–20 Title IV, Part A LEA allocation	\$10,000
Funds transferred-in amount	\$0
Funds transferred-out amount	\$0
2019–20 Title IV, Part A LEA available allocation	\$10,000

Final Expenditures

Administrative and indirect costs	\$0
Well-Rounded Educational Opportunities activities	\$10,000
Safe and Healthy Students activities	\$0
Effective Use of Technology activities	\$0
Technology Infrastructure	\$0
Total expenditures	\$10,000
Amount of unspent funds	\$0
Note: CDE will invoice the LEA for the unspent funds	

*****Warning*****

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2020–21 Title I, Part A LEA Closeout Report

Report fiscal year expenditures to determine 2020–21 Title I, Part A unspent funds.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

There are no reported carryover funds. The LEA has already expended all Title I, Part A funds.

*****Warning*****

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Report Date:6/9/2023

R02

2020–21 Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2020 through September 30, 2022.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2020–21 Title II, Part A allocation	\$11,689
2020–21 Title II, Part A total apportionment issued	\$11,689
Transferred-in amount	\$0
Transferred-out amount	\$0
2020–21 Total allocation	\$11,689

Use of Funds

Class size reduction	No
Induction programs	Yes
Professional development for teachers	Yes
Professional development for administrators	No
Recruitment activities	No
Retention activities	No
Tuition reimbursement	No

Program Expenditures

4200–4299 Books and reference materials	\$0
4300–4399 Material and supplies	\$0
5100–5199 Subagreements for services	\$0
5200–5299 Travel and conferences	\$10,088
5300–5399 Dues and membership	\$0
5800–5899 Consulting/Professional services	\$0

Personnel Expenditures

1000–1999 Certificated personnel salaries	\$605
2000–2999 Classified personnel salaries	\$128
3000–3999 Employee benefits	\$0

Operational Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0

*****Warning*****

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2020–21 Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2020 through September 30, 2022.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

Total expenditures	\$10,821
2020–21 Unspent funds	\$868
Note: CDE will invoice the LEA for the unspent 2020–21 total allocation	

*****Warning*****

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2020–21 Title IV, Part A LEA Closeout Report

The purpose of this data collection is to report final expenditures, by activity, and calculate Title IV, Part A unspent funds.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2020–21 Title IV, Part A LEA allocation	\$10,000
Funds transferred-in amount	\$0
Funds transferred-out amount	\$0
2020–21 Title IV, Part A LEA available allocation	\$10,000

Final Expenditures

Administrative and indirect costs	\$0
Well-Rounded Educational Opportunities activities	\$0
Safe and Healthy Students activities	\$0
Effective Use of Technology activities	\$9,476
Technology Infrastructure	\$0
Total expenditures	\$9,476
Amount of unspent funds	\$524
Note: CDE will invoice the LEA for the unspent funds	

*****Warning*****

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2021–22 Title I, Part A LEA Carryover

Report only expenditures and obligations made through September 30 for fiscal year 2021–22 allocation to determine funds to be carried over.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

Carryover Calculation

2021–22 Title I, Part A LEA allocation	\$59,934
Transferred-in amount	\$0
2021–22 Title I, Part A LEA available allocation	\$59,934
Expenditures and obligations through September 30, 2022	\$59,934
Carryover as of September 30, 2022	\$0
Carryover percent as of September 30, 2022	0.00%

*****Warning*****

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2021–22 Title IV, Part A LEA Use of Funds and Carryover

The purpose of this data collection is to report year-to-date expenditures, by activity, and calculate Title IV, Part A carryover funds.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2021–22 Title IV, Part A LEA allocation	\$10,000
Funds transferred-in amount	\$0
Funds transferred-out amount	\$0
2021–22 Title IV, Part A LEA available allocation	\$10,000

Expenditures

Administrative and indirect costs	\$0
Well-Rounded Educational Opportunities activities	\$8,000
Safe and Healthy Students activities	\$2,000
Effective Use of Technology activities	\$0
Technology Infrastructure	\$0
Total expenditures	\$10,000
Carryover as of September 30, 2022	\$0

*****Warning*****

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2021–22 Title V, Part B Subpart 2 RLIS LEA Use of Funds and Carryover

The purpose of this data collection is to report year-to-date expenditures and calculate Title V, Part B Subpart 2 Rural and Low-Income School (RLIS) carryover funds.

CDE Program Contact:

Patricia Ramirez, Rural Education and Student Support Office, REAP@cde.ca.gov, 916-319-0787

2021–22 Title V, Part B Subpart 2 RLIS LEA allocation	\$0
Funds transferred-in amount	\$0
2021–22 Title V, Part B Subpart 2 RLIS LEA available allocation	\$0

Expenditures

Administrative and indirect costs	\$0
Activities authorized under Title I, Part A	\$0
Improving basic programs operated by the LEA	
Activities authorized under Title II, Part A	\$0
Supporting Effective Instruction	
Activities authorized under Title III	\$0
Language instruction for English learner and immigrant students	
Activities authorized under Title IV, Part A	\$0
Student Support and Academic Enrichment	
Parental involvement activities	\$0
Total expenditures	\$0
Carryover as of September 30, 2022	\$0

*****Warning*****

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2022–23 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and/or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Fund Use Authority (AFUA) governed by ESEA Section 5211.

Note: Funds utilized under Title V, Part B AFUA are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963
 Kevin Donnelly, Rural Education and Student Support Office, TitleIV@cde.ca.gov, 916-319-0942

Title II, Part A Transfers

2022–23 Title II, Part A allocation	\$10,286
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2022–23 Title II, Part A allocation after transfers out	\$10,286

Title IV, Part A Transfers

2022–23 Title IV, Part A allocation	\$10,000
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$0
2022–23 Title IV, Part A allocation after transfers out	\$10,000

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2022–23 Title I, Part A School Student Counts

This data collection contains school-level student data. The information in this data collection will be used by the local educational agency (LEA) to calculate eligibility and ranking for Title I, Part A school allocations.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

School ranking options Within the LEA

Select the highest to lowest school ranking method

Select a low income measure FRPM

Explanation of Pre-populated Student Counts

The data fields in this form, containing total student enrollment counts and eligible low income students counts, were pre-populated with PRIOR year (Fiscal Year 2021–22) certified data from CALPADS Fall 1 data submission.

Note: The LEA may use prior year data or current year data to calculate eligibility and ranking for Title I, Part A school allocations. The LEA may choose to manually enter current year data in place of prior year data.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students
Redding School of the Arts	0134122	K	12	3	602	193

*****Warning*****

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2022–23 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948
 Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

2022–23 Title I, Part A LEA allocation (+)	\$57,128
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2022–23 Title I, Part A LEA available allocation	\$57,128

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$0
Local neglected institutions Does the LEA have local institutions for neglected children?	
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$571

Authorized Reservations

Public school Choice transportation	\$0
Other authorized activities	\$0
2022–23 Approved indirect cost rate	10.39%
Indirect cost reservation	\$5,377
Administrative reservation	\$0

Reservation Summary

Total LEA required and authorized reservations	\$5,948
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$51,180

Warning

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2022-23 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

A local educational agency (LEA) is defined as a small LEA if, based on the school list and the data entered in Title I, Part A School Student Counts, the LEA meets one or both of the following:

- Is a single school LEA
- Has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- a - Below LEA average and at or above 35% student low income
- d - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure	FRPM
Ranking Schools Highest to Lowest	Within the LEA
LEA-wide low income %	32.06%
Available Title I, Part A school allocations	\$51,180
Available parent and family engagement reservation	\$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2021-22 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
Redding School of the Arts	0134122	3	602	193	32.06	*	*	1	265.18	51179.74	\$0	\$0	51179.74	

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Warning

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2022–23 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)
Redding School of the Arts	0134122	Y	30.44	06/25/2019	06/20/2019

Warning

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2022–23 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2022–23 Title II, Part A allocation	\$10,286
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
2022–23 Total allocation	\$10,286
Administrative and indirect costs	\$968
Reservation for equitable services for nonprofit private schools	\$0
2022–23 Title II, Part A adjusted allocation	\$9,318

*****Warning*****

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2022–23 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the allocation available to the local educational agency (LEA) and report reservations of Title IV, Part funds.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2022–23 Title IV, Part A LEA allocation	\$10,000
Funds transferred-in amount	\$0
Funds transferred-out amount	\$0
2022–23 Title IV, Part A LEA available allocation	\$10,000

Reservations

Indirect cost reservation	\$941
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2022–23 Title IV, Part A LEA adjusted allocation	\$9,059

*****Warning*****

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2022–23 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2022–23 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

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2022–23 Consolidation of Administrative Funds

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

*****Warning*****

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

Consent Agenda

SUBJECT: Agenda Item 1.6 – 2023/24 Teacher Consent Forms (Annual)

PREPARER: Lane Carlson

RECOMMENDATION: Motion to Approve Teacher Consent Form for the 2023/24 school year

BACKGROUND:

RSA is seeking board consent for the following teachers to teach outside of their current credential authorization with local assignment option for the 2023/24 school year.

- Tom Burkett
- Joshua Freeman
- Liqin Hanagan

➤ See Attached: Teacher Consent Forms

REFERENCE:

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



REDDING SCHOOL OF 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

Teacher Consent Form 2023-2024

PURPOSE: Pursuant to the Education Code or Title 5, this document provides written verification that the district obtained the teacher's consent prior to making assignment(s) outside of the teacher's current credential authorization.

School Site: Redding School of the Arts Grade Level: K-8

Teacher: Thomas W. Burkett SS#: _____

Credential Held: Multiple Subject

Assignment: Music - General/Classroom/Exploratory (Departmentalized K-8)

Legal Authorization per EC or T5: Education Code 44256(b)

Allows holder of a Multiple Subject or Standard Elementary Credential to teach departmentalized classes in grades 8 and below if the teacher has completed 12 semester units or 6 upper division units in the subject to be taught.

I consent to this assignment.

Printed/Typed Name: Thomas Burkett

Teachers Signature: Thomas Burkett

Date: 6/13/23

*Annual teacher consent and Board consent are required.
Attach copy of Board consent agenda to this document.*



REDDING SCHOOL OF 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

Teacher Consent Form 2023-2024

PURPOSE: Pursuant to the Education Code or Title 5, this document provides written verification that the district obtained the teacher's consent prior to making assignment(s) outside of the teacher's current credential authorization.

School Site: Redding School of the Arts Grade Level: 7-11

Teacher: Joshua Freeman SS#: _____

Credential Held: Preliminary Single Subject: Business

Assignment: Mathematics

Legal Authorization per EC or T5: Education Code 44263

Ed Code 44263 allows the holder of a teaching credential to serve, by resolution of the Governing Board and with the consent of the teacher, in a departmentalized class if the teacher has completed eighteen semester units of coursework, or nine semester units upper division or graduate course work, in the subject to be taught.

I consent to this assignment.

Printed/Typed Name: Joshua Freeman

Teachers Signature: 

Date: 6/13/23

*Annual teacher consent and Board consent are required.
Attach copy of Board consent agenda to this document.*



REDDING SCHOOL OF 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

Teacher Consent Form 2023-2024

PURPOSE: Pursuant to the Education Code or Title 5, this document provides written verification that the district obtained the teacher's consent prior to making assignment(s) outside of the teacher's current credential authorization.

School Site: Redding School of the Arts Grade Level: 3rd

Teacher: Li Qin Deng Hanagan SS#: _____

Credential Held: Single Subject

Assignment: 3rd Grade Mathematics

Legal Authorization per EC or T5: Education Code 44258.2

The Governing Board of a School District, pursuant to Education Code 44258.2 may allow a teacher who holds a Single Subject credential to be assigned to teach any single subject class if the teacher consents to the assignments and has completed 12 semester units or 6 upper division semester units of course work in each subject to be taught.

I consent to this assignment.

Printed/Typed Name: Li Qin D. Hanagan

Teachers Signature: 

Date: 6/13/23

*Annual teacher consent and Board consent are required.
Attach copy of Board consent agenda to this document.*

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

Financial Reporting

SUBJECT: Agenda Item 2.1 – 2023/24 Annual Budget & MYP – 2nd
Read

PREPARER: Robyn Stamm

RECOMMENDATION: Discussion/Action to Approve the Annual Budget & MYP

BACKGROUND:

The Governing Board will review the final draft of the 2023/24 Annual Budget & MYP before taking action to approve. The budget will reflect current financial data projections for next fiscal year.

- See Attached: 2023/24 Annual Budget & MYP

REFERENCE:

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



REDDING SCHOOL of the ARTS
WHERE EDUCATION AND THE ARTS CONNECT

2023-2024 ADOPTED BUDGET

**Presented to the Board of Trustees
June 20, 2023**

**REDDING SCHOOL OF THE ARTS
2023-2024
ADOPTED BUDGET
RECOMMENDED FOR BOARD APPROVAL
JUNE 20, 2023**

BUDGET DEVELOPMENT AND OVERVIEW

The Adopted Budget for 2023-2024 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 projected P-2 Average Daily Attendance (ADA) and the current personnel and operations of the charter.

Direction from the Finance committee following the May 31, 2023:

1. Review all revenues and expenditures for this year in comparison of estimated prior year final numbers.
2. Review staffing needs.
3. Review high school building cost.
4. Review proposed COLA and salary increase for 2023-2024.

The school continued to operate in a conservative budget mode through the end of 2022-2023 which resulted in an increase in ending fund balance of approximately \$743,869.

ENROLLMENT AND ADA ASSUMPTIONS

Enrollment is projected to be 665 for 2023-2024.

2022/23:	603
2023/24:	665
2024/25:	732
2025/26:	787

Charter ADA has been estimated at approximately 95% of enrollment. This includes approximately 65 in Home School ADA for 2023-2024.

2022/23:	571.90
2023/24:	631.75
2024/25:	695.40
2025/26:	747.65

STAFFING ASSUMPTIONS

Classroom certificated staffing is 32.70 FTE for 2023-2024, 3.0 for home school, 4.0 admin, 1.0 high school counselor and 6.0 special education certificated staff. Due to the increase in enrollment and addition of the high school we expect an increase in staffing. Classified FTE is approximately 21.09 FTE plus 1.0 admin for 2023-2024.

CONTRIBUTIONS to RESTRICTED PROGRAMS

RSA is projected to contribute \$317,393 of unrestricted funds to restricted programs. Of this amount, \$307,373 is for special education, \$8,344 for theater/facilities and \$1,676 for Title I.

OTHER ASSUMPTIONS

COLAs are projected as follows:

2023/24:	8.22%
2024/25:	3.94%
2025/26:	3.29%

MULTI-YEAR PROJECTION AND CASH FLOW

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

2023/24:	+299,043
2024/25:	+462,423
2025/26:	+975,386

The cash flow projection for 2023-2024 shows sufficient cash for the fiscal year.

CHANGES ASSUMED IN THE MYP

1. Add an additional 2 High School Teachers and part time (.50 FTE) TOSA in the first subsequent year 2024-2025. Add an additional two high school teachers the second subsequent year.
2. Assumes one staff member to retire over the next MYP cycle and replaced with a less experienced staff member.
3. Assume using portables purchased in 2022-23 for two years then starting construction of the high school in 2023-2024.
4. Estimated costs for expanding into High School have been budgeted in all the subsequent years.

CURRENT YEAR

REVENUE

REVENUE LIMIT

The Adopted projected LCFF/Revenue Limit Income is \$7,212,166. This is an increase of \$1,186,289 over 2022-2023. This reflects the 8.22% COLA and an increase in ADA.

FEDERAL REVENUE

The Federal Revenue projection at this time is \$350,000, a decrease of \$135,998 over 2022-2023, this is mostly due to a decline of available one time federal funds that are remaining.

STATE REVENUE

State Revenue is projected to be \$1,354,316, which is \$1,028,100 less than the 2022-2023. This decrease is due to one-time funds received in 2022-2023 in the form of the Learning Recovery Block Grant, the Arts, Music and Instructional Block Grant and revenue received due to declining enrollment in 2021/2022.

LOCAL REVENUE

Local Revenue is projected to be \$205,230, which is \$130,795 less than the 2022-2023. This is due to estimating a decrease in local revenue.

EXPENDITURES

CERTIFICATED SALARIES

Certificated salaries are projected to be \$3,504,929, which is an increase of \$416,035 when compared to 2022-2023. This difference includes the additional staff vacancies for 2023-2024 associated with the high school expansion.

CLASSIFIED SALARIES

Classified salaries are projected to be \$873,189, which is \$113,979 less than 2022-2023. This reflects a reorganization of elective teachers moving to a certificated salary schedule from the classified salary schedule. This also includes replacing classified staff due to resignations.

EMPLOYEE BENEFITS

Employee benefits are projected to be \$1,938,899, which is a decrease of \$59,326 compared to the 2022-2023. This is due to a decrease in STRs on Behalf and a decrease in the SUI rate.

BOOKS AND SUPPLIES

Books and supplies are projected to be \$470,053, which is an increase of \$21,522 over the 2022-2023. This is primarily due to expanding the high school.

CONTRACTED SERVICES AND OTHER OPERATING EXPENSES

Services and other operating expenses are projected to be \$2,035,599, which is an increase of \$72,970 compared to the 2022-2023. This reflects on going expending of one-time funds and building and design fees associated with the building of the high school.

ENDING BALANCE

The projected 2023-2024 Ending Balance includes the following:

Restricted Reserve	\$ 819,764
Reserve for Net Assets	57,760
7.5% Economic Uncertainties	661,700
Board Assigned 2 Months Payroll	1,148,548
Board Assigned High School Building	410,114
Board Assigned Deferred Maintenance	410,114
Board Assigned Technology Replacement	410,114
Total Estimated Ending Fund Balance, June 30, 2024	<u>\$3,918,114</u>

*Includes One-time restricted Federal and State funds

**COMPARISON OF REVENUES AND EXPENDITURES
2023-2024 ADOPTED BUDGET**

		2022/23 TRUE UP BUDGET			2023/24 ADOPTED BUDGET			Unrestricted Variance	Restricted Variance	Total Variance
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total			
REVENUES										
LCFF Revenue Sources	8010 - 8099	6,025,877	0	6,025,877	7,212,166	0	7,212,166	1,186,289	0	1,186,289
Federal Revenues	8100 - 8299	0	485,998	485,998	0	350,000	350,000	0	(135,998)	(135,998)
Other State Revenues	8300 - 8599	613,950	1,768,466	2,382,416	113,236	1,241,080	1,354,316	(500,714)	(527,386)	(1,028,100)
Other Local Revenues	8600 - 8799	151,382	184,643	336,025	45,000	160,230	205,230	(106,382)	(24,413)	(130,795)
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	(129,865)	129,865	0	(318,010)	318,010	0	(188,145)	188,145	0
TOTAL REVENUES		6,661,344	2,568,972	9,230,316	7,052,392	2,069,320	9,121,712	391,048	(499,652)	(108,604)
EXPENDITURES										
Certificated Salaries	1000 - 1999	2,499,202	590,692	3,089,894	2,862,428	642,501	3,504,929	363,226	51,809	415,035
Classified Salaries	2000 - 2999	770,872	216,296	987,168	684,172	189,017	873,189	(86,700)	(27,279)	(113,979)
Employee Benefits	3000 - 3999	1,222,361	775,864	1,998,225	1,347,094	591,805	1,938,899	124,733	(184,059)	(59,326)
Books and Supplies	4000 - 4999	240,806	207,725	448,531	277,366	192,687	470,053	36,560	(15,038)	21,522
Services, Other Operating Expenses	5000 - 5999	1,597,622	365,007	1,962,629	1,546,575	489,024	2,035,599	(51,047)	124,017	72,970
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	(5,425)	5,425	0	0	0	0	5,425	(5,425)	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		6,325,438	2,161,009	8,486,447	6,717,635	2,105,034	8,822,669	392,197	(55,975)	336,222
NET INCREASE/DECREASE IN FUND BALANCE		335,906	407,963	743,869	334,757	(35,714)	299,043	(1,149)	(443,677)	(444,826)
BEGINNING BALANCE		2,427,687	447,515	2,875,202	2,763,593	855,478	3,619,071	335,906	407,963	743,869
Audit/Other Restatement Adjustments		0	0	0	0	0	0	0	0	0
ENDING BALANCE		2,763,593	855,478	3,619,071	3,098,350	819,764	3,918,114	334,757	(35,714)	299,043

Components of Ending Fund Balance

Restricted Reserve		855,478	855,478		819,764	819,764
Reserve for Net Assets	57,760		57,760	57,760	-	57,760
7.5% Economic Uncertainties	636,484		636,484	661,700	-	661,700
Board Assigned 2 Months Payroll	1,059,254		1,059,254	1,148,548		1,148,548
Board Assigned High School Building	336,698		336,698	410,114		410,114
Board Assigned Deferred Maintenance	336,698		336,698	410,114		410,114
Board Assigned Technology Replacement	336,698		336,698	410,114		410,114
Total Ending Fund Balance	2,763,593	855,478	3,619,071	3,098,350	819,764	3,918,114

Funded LCFF ADA

570.19

631.75

**2023-24 PRELIMINARY BUDGET
MULTI-YEAR PROJECTION
Redding School of the Arts**

		2023-24 Adopted Budget			2024-25 Projected			2025-26 Projected		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
REVENUES	Object									
LCFF Revenue Sources	8010 - 8099	7,212,166	0	7,212,166	8,342,488	0	8,342,488	9,316,452	0	9,316,452
Federal Revenues	8100 - 8299	0	350,000	350,000	0	326,379	326,379	0	190,679	190,679
Other State Revenues	8300 - 8599	113,236	1,241,080	1,354,316	137,063	1,147,778	1,284,841	149,408	1,151,279	1,300,687
Other Local Revenues	8600 - 8799	45,000	160,230	205,230	45,150	175,831	220,981	45,254	192,992	238,246
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	(318,010)	318,010	0	(320,344)	320,344	0	(324,762)	324,762	0
TOTAL REVENUES		7,052,392	2,069,320	9,121,712	8,204,357	1,970,332	10,174,689	9,186,352	1,859,712	11,046,064
EXPENDITURES	Object									
Certificated Salaries	1000 - 1999	2,862,428	642,501	3,504,929	3,062,657	633,882	3,696,539	3,343,422	640,475	3,983,897
Classified Salaries	2000 - 2999	684,172	189,017	873,189	775,899	177,873	953,772	787,830	180,036	967,866
Employee Benefits	3000 - 3999	1,347,094	591,805	1,938,899	1,469,299	581,188	2,050,487	1,570,414	584,036	2,154,450
Step and Column		0	0	0	10,354	2,233	12,587	10,665	2,171	12,836
STRS		0	0	0	0	0	0	0	0	0
PERS		0	0	0	2,088	615	2,703	1,458	500	1,958
Books and Supplies	4000 - 4999	277,366	192,687	470,053	296,135	191,787	487,922	325,870	69,087	394,957
Services, Other Operating Expenses	5000 - 5999	1,546,575	489,024	2,035,599	2,035,549	472,707	2,508,256	2,070,982	433,732	2,504,714
Capital Outlay	6000 - 6599	0	0	0	0	0	0	50,000	0	50,000
Other Outgo	7100 - 7499	0	0	0	0	0	0	0	0	0
Direct Support / Indirect Costs	7300 - 7399	0	0	0	(6,085)	6,085	0	(5,858)	5,858	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		6,717,635	2,105,034	8,822,669	7,645,896	2,066,370	9,712,266	8,154,783	1,915,895	10,070,678
NET INCREASE/DECREASE IN FUND BALANCE		334,757	(35,714)	299,043	558,461	(96,038)	462,423	1,031,569	(56,183)	975,386
BEGINNING BALANCE		2,763,593	855,478	3,619,071	3,098,350	819,764	3,918,114	3,656,811	723,726	4,380,537
Audit Adjustment		0	0	0	0	0	0	0	0	0
ENDING BALANCE		3,098,350	819,764	3,918,114	3,656,811	723,726	4,380,537	4,688,380	667,543	5,355,923

Components of Ending Fund Balance

Restricted Reserve		819,764	819,764	819,764	723,726	723,726	723,726	667,543	667,543
Reserve for Net Assets	57,760		57,760	60,648	-	60,648	63,680	-	63,680
7.5% Economic Uncertainties	661,700		661,700	728,420	-	728,420	755,301	-	755,301
Board Assigned 2 Months Payroll	1,148,548		1,148,548	1,240,078		1,240,078	1,301,092		1,301,092
Board Assigned High School Building	410,114		410,114	542,555		542,555	856,102		856,102
Board Assigned Deferred Maintenance	410,114		410,114	542,555		542,555	856,102		856,102
Board Assigned Technology Replacement	410,114		410,114	542,555		542,555	856,102		856,102
Total Ending Fund Balance		3,098,350	819,764	3,918,114	3,656,811	723,726	4,380,537	4,688,380	667,543

Funded LCFF ADA

631.75

695.40

747.65

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	6,025,877.00	7,212,166.00	19.7%
2) Federal Revenue		8100-8299	485,998.00	350,000.00	-28.0%
3) Other State Revenue		8300-8599	2,382,416.00	1,354,316.00	-43.2%
4) Other Local Revenue		8600-8799	336,025.00	205,230.00	-38.9%
5) TOTAL, REVENUES			9,230,316.00	9,121,712.00	-1.2%
B. EXPENSES					
1) Certificated Salaries		1000-1999	3,089,894.00	3,504,929.00	13.4%
2) Classified Salaries		2000-2999	987,168.00	873,189.00	-11.5%
3) Employee Benefits		3000-3999	1,998,225.00	1,938,899.00	-3.0%
4) Books and Supplies		4000-4999	448,531.00	470,053.00	4.8%
5) Services and Other Operating Expenses		5000-5999	1,962,629.00	2,035,599.00	3.7%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			8,486,447.00	8,822,669.00	4.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			743,869.00	299,043.00	-59.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			743,869.00	299,043.00	-59.8%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	2,799,975.00	3,619,071.00	29.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,799,975.00	3,619,071.00	29.3%
d) Other Restatements		9795	75,227.00	0.00	-100.0%
e) Adjusted Beginning Net Position (F1c + F1d)			2,875,202.00	3,619,071.00	25.9%
2) Ending Net Position, June 30 (E + F1e)			3,619,071.00	3,918,114.00	8.3%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	70,056.00	0.00	-100.0%
b) Restricted Net Position		9797	855,478.00	819,147.00	-4.2%
c) Unrestricted Net Position		9790	2,693,537.00	3,098,967.00	15.1%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	3,836,558.19		
1) Fair Value Adjustment to Cash in County Treasury		9111	(62,762.00)		
b) in Banks		9120	99,950.41		
c) in Revolving Cash Account		9130	200.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	128,833.91		
4) Due from Grantor Government		9290	386,046.98		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	5,637.14		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	40,719.00		

Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
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	570.19	570.19	570.19	631.75	631.75	631.75
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
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	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	570.19	570.19	570.19	631.75	631.75	631.75
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						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
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	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	570.19	570.19	570.19	631.75	631.75	631.75

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:		JUNE								
A. BEGINNING CASH			3,341,826.00	3,673,097.00	2,786,805.00	2,680,301.00	2,708,671.00	2,924,633.00	3,057,544.00	3,171,791.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		314,105.00	314,105.00	565,388.00	565,388.00	565,388.00	565,388.00	565,388.00	565,388.00
Property Taxes	8020-8079									
Miscellaneous Funds	8080-8099		121,013.00		113,588.00	75,725.00	74,406.00	74,406.00	74,406.00	74,406.00
Federal Revenue	8100-8299		350,000.00							
Other State Revenue	8300-8599		76,437.00	20,427.00	42,609.00	40,115.00	162,336.00	170,227.00	45,803.00	38,136.00
Other Local Revenue	8600-8799		1,200.00	100.00	19,976.00	23,671.00	54,701.00	16,164.00	14,822.00	15,317.00
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			862,755.00	334,632.00	741,561.00	704,899.00	856,831.00	826,185.00	700,419.00	693,247.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		13,209.00	331,016.00	333,879.00	338,314.00	343,031.00	338,772.00	346,890.00	379,562.00
Classified Salaries	2000-2999		3,286.00	37,136.00	92,203.00	85,516.00	91,148.00	84,254.00	62,652.00	73,912.00
Employee Benefits	3000-3999		5,260.00	118,475.00	139,872.00	141,165.00	148,441.00	144,331.00	134,541.00	148,273.00
Books and Supplies	4000-4999		45,356.00	138,750.00	54,167.00	13,698.00	11,045.00	8,292.00	7,492.00	13,046.00
Services	5000-5999		194,778.00	595,847.00	232,613.00	58,823.00	47,434.00	35,610.00	32,173.00	56,026.00
Capital Outlay	6000-6599									
Other Outgo	7000-7499									
Interfund Transfers Out	7600-7629									

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			261,889.00	1,221,224.00	852,734.00	637,516.00	641,099.00	611,259.00	583,748.00	670,819.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199	(5,326.00)	471.00	551.00	505.00	551.00	(93.00)	127.00	(764.00)	11.00
Accounts Receivable	9200-9299	(587,004.00)	(296,812.00)	(5,319.00)	(2,665.00)	(44,770.00)	(6,272.00)	(87,910.00)	(3,272.00)	(95,268.00)
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330	42,305.00	45,764.00							
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		(550,025.00)	(250,577.00)	(4,768.00)	(2,160.00)	(44,219.00)	(6,365.00)	(87,783.00)	(4,036.00)	(95,257.00)
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	(47,669.00)	19,118.00	(5,068.00)	(6,829.00)	(5,206.00)	(6,595.00)	(5,768.00)	(1,612.00)	(8,134.00)
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690	(100.00)	(100.00)							
SUBTOTAL		(47,769.00)	19,018.00	(5,068.00)	(6,829.00)	(5,206.00)	(6,595.00)	(5,768.00)	(1,612.00)	(8,134.00)
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		(502,256.00)	(269,595.00)	300.00	4,669.00	(39,013.00)	230.00	(82,015.00)	(2,424.00)	(87,123.00)
E. NET INCREASE/DECREASE (B - C + D)			331,271.00	(886,292.00)	(106,504.00)	28,370.00	215,962.00	132,911.00	114,247.00	(64,695.00)
F. ENDING CASH (A + E)			3,673,097.00	2,786,805.00	2,680,301.00	2,708,671.00	2,924,633.00	3,057,544.00	3,171,791.00	3,107,096.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF: JUNE									
A. BEGINNING CASH		3,107,096.00	3,152,280.00	3,709,427.00	3,488,098.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	565,388.00	565,388.00	565,388.00	565,391.00	0.00		6,282,093.00	6,282,093.00
Property Taxes	8020-8079							0.00	0.00
Miscellaneous Funds	8080-8099	128,768.00	95,486.00	82,386.00	15,483.00			930,073.00	930,073.00
Federal Revenue	8100-8299							350,000.00	350,000.00
Other State Revenue	8300-8599	45,563.00	504,202.00	31,410.00	177,051.00			1,354,316.00	1,354,316.00
Other Local Revenue	8600-8799	15,096.00	13,811.00	15,313.00	15,059.00			205,230.00	205,230.00
Interfund Transfers In	8910-8929							0.00	0.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		754,815.00	1,178,887.00	694,497.00	772,984.00	0.00	0.00	9,121,712.00	9,121,712.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	362,878.00	360,370.00	357,008.00		0.00		3,504,929.00	3,504,929.00
Classified Salaries	2000-2999	77,837.00	74,694.00	94,285.00	96,266.00			873,189.00	873,189.00
Employee Benefits	3000-3999	144,085.00	141,853.00	146,968.00	525,635.00			1,938,899.00	1,938,899.00
Books and Supplies	4000-4999	20,242.00	5,731.00	23,331.00	128,903.00			470,053.00	470,053.00
Services	5000-5999	86,929.00	24,609.00	306,985.00	10,240.00	353,532.00		2,035,599.00	2,035,599.00
Capital Outlay	6000-6599							0.00	0.00
Other Outgo	7000-7499							0.00	0.00
Interfund Transfers Out	7600-7629							0.00	0.00
All Other Financing Uses	7630-7699							0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		691,971.00	607,257.00	928,577.00	761,044.00	353,532.00	0.00	8,822,669.00	8,822,669.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199	1,249.00					0.00	2,608.00	
Accounts Receivable	9200-9299	(24,386.00)	(20,330.00)					(587,004.00)	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330			(3,489.00)				42,275.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		(23,137.00)	(20,330.00)	(3,489.00)	0.00	0.00	0.00	(542,121.00)	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	(5,477.00)	(5,847.00)	(16,251.00)				(47,669.00)	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690			11.00				(89.00)	
SUBTOTAL		(5,477.00)	(5,847.00)	(16,240.00)	0.00	0.00	0.00	(47,758.00)	
<u>Nonoperating</u>									
Suspense Clearing	9910						754,608.00	754,608.00	
TOTAL BALANCE SHEET ITEMS		(17,660.00)	(14,483.00)	12,751.00	0.00	0.00	754,608.00	260,245.00	0.00
E. NET INCREASE/DECREASE (B - C + D)		45,184.00	557,147.00	(221,329.00)	11,940.00	(353,532.00)	754,608.00	559,288.00	299,043.00
F. ENDING CASH (A + E)		3,152,280.00	3,709,427.00	3,488,098.00	3,500,038.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								3,901,114.00	

Section I - Expenditures	Funds 01, 09, and 62			2022-23 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	8,486,447.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	489,137.00
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 except 6600, 6910	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, 9200	7699, 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	216,738.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00

<p>9. Supplemental expenditures made as a result of a Presidentially declared disaster</p>	<p>Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.</p>			<p>0.00</p>
<p>10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)</p>				<p>216,738.00</p>
<p>D. Plus additional MOE expenditures:</p>	<p>1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)</p> <p style="text-align: center;">All</p>	<p>2. Expenditures to cover deficits for student body activities</p> <p style="text-align: center;">All</p>	<p>1000-7143, 7300-7439</p> <p>minus 8000-8699</p>	<p>0.00</p>
<p>1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)</p>			<p>Manually entered. Must not include expenditures in lines A or D1.</p>	<p>0.00</p>
<p>E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)</p>				<p>7,780,572.00</p>
<p>Section II - Expenditures Per ADA</p>				<p>2022-23 Annual ADA/Exps. Per ADA</p>
<p>A. Average Daily Attendance (Form A, Annual ADA column, Line C9)</p>				<p>570.19</p>
<p>B. Expenditures per ADA (Line I.E divided by Line II.A)</p>				<p>13,645.58</p>
<p>Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)</p>	<p>Total</p>			<p>Per ADA</p>

<p>A. Base expenditures (Preloaded expenditures from prior year official CDE MOE Calculation) (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)</p>	6,953,367.07	13,511.65
<p>1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)</p>	0.00	0.00
<p>2. Total adjusted base expenditure amounts (Line A plus Line A.1)</p>	6,953,367.07	13,511.65
<p>B. Required effort (Line A.2 times 90%)</p>	6,258,030.36	12,160.49
<p>C. Current year expenditures (Line I.E and Line II.B)</p>	7,780,572.00	13,645.58
<p>D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)</p>	0.00	0.00

<p>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.)</p>	MOE Met	
<p>F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2024-25 may be reduced by the lower of the two percentages)</p>	0.00%	0.00%
<p>SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)</p>		
<p>Description of Adjustments</p>	<p>Total Expenditures</p>	<p>Expenditures Per ADA</p>
<p> </p>	<p> </p>	<p> </p>
<p> </p>	<p> </p>	<p> </p>
<p> </p>	<p> </p>	<p> </p>
<p>Total adjustments to base expenditures</p>	<p>0.00</p>	<p>0.00</p>

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
e) Accumulated Depreciation - Buildings		9435	(28,619.24)		
f) Equipment		9440	270,310.38		
g) Accumulated Depreciation - Equipment		9445	(212,354.05)		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			4,464,520.72		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	363,806.75		
2) Due to Grantor Governments		9590	90.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			363,896.75		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
(G11 + H2) - (I7 + J2)			4,100,623.97		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	5,070,486.00	6,155,743.00	21.4%
Education Protection Account State Aid - Current Year		8012	115,584.00	126,350.00	9.3%
State Aid - Prior Years		8019	(12,264.00)	0.00	-100.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	852,071.00	930,073.00	9.2%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			6,025,877.00	7,212,166.00	19.7%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	67,500.00	67,500.00	0.0%
Special Education Discretionary Grants		8182	20,933.00	0.00	-100.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	56,836.00	56,836.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	11,139.00	11,139.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	10,000.00	10,000.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	319,590.00	204,525.00	-36.0%
TOTAL, FEDERAL REVENUE			485,998.00	350,000.00	-28.0%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	460,505.00	460,505.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	11,633.00	14,990.00	28.9%
Lottery - Unrestricted and Instructional Materials		8560	123,741.00	138,253.00	11.7%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,786,537.00	740,568.00	-58.5%
TOTAL, OTHER STATE REVENUE			2,382,416.00	1,354,316.00	-43.2%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	20,000.00	28,000.00	40.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	160,523.00	156,010.00	-2.8%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	155,502.00	21,220.00	-86.4%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			336,025.00	205,230.00	-38.9%
TOTAL, REVENUES			9,230,316.00	9,121,712.00	-1.2%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	2,300,820.00	2,650,384.00	15.2%
Certificated Pupil Support Salaries		1200	392,309.00	401,433.00	2.3%
Certificated Supervisors' and Administrators' Salaries		1300	396,765.00	453,112.00	14.2%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			3,089,894.00	3,504,929.00	13.4%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	316,062.00	194,360.00	-38.5%
Classified Support Salaries		2200	194,191.00	214,218.00	10.3%
Classified Supervisors' and Administrators' Salaries		2300	61,606.00	62,095.00	0.8%
Clerical, Technical and Office Salaries		2400	368,285.00	350,288.00	-4.9%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Other Classified Salaries		2900	47,024.00	52,228.00	11.1%
TOTAL, CLASSIFIED SALARIES			987,168.00	873,189.00	-11.5%
EMPLOYEE BENEFITS					
STRS		3101-3102	1,025,115.00	925,371.00	-9.7%
PERS		3201-3202	234,525.00	206,815.00	-11.8%
OASDI/Medicare/Alternative		3301-3302	116,342.00	123,333.00	6.0%
Health and Welfare Benefits		3401-3402	558,065.00	639,830.00	14.7%
Unemployment Insurance		3501-3502	20,934.00	2,592.00	-87.6%
Workers' Compensation		3601-3602	33,244.00	36,016.00	8.3%
OPEB, Allocated		3701-3702	10,000.00	4,942.00	-50.6%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,998,225.00	1,938,899.00	-3.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	44,272.00	81,112.00	83.2%
Books and Other Reference Materials		4200	2,540.00	1,500.00	-40.9%
Materials and Supplies		4300	296,663.00	286,280.00	-3.5%
Noncapitalized Equipment		4400	105,056.00	101,161.00	-3.7%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			448,531.00	470,053.00	4.8%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	27,000.00	20,000.00	-25.9%
Travel and Conferences		5200	68,486.00	108,603.00	58.6%
Dues and Memberships		5300	5,500.00	5,615.00	2.1%
Insurance		5400-5450	244,095.00	225,000.00	-7.8%
Operations and Housekeeping Services		5500	127,480.00	132,110.00	3.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	351,925.00	326,850.00	-7.1%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	989,856.00	1,106,225.00	11.8%
Communications		5900	148,287.00	111,196.00	-25.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			1,962,629.00	2,035,599.00	3.7%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense—Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense—Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			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	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENSES			8,486,447.00	8,822,669.00	4.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	6,025,877.00	7,212,166.00	19.7%
2) Federal Revenue		8100-8299	485,998.00	350,000.00	-28.0%
3) Other State Revenue		8300-8599	2,382,416.00	1,354,316.00	-43.2%
4) Other Local Revenue		8600-8799	336,025.00	205,230.00	-38.9%
5) TOTAL, REVENUES			9,230,316.00	9,121,712.00	-1.2%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		4,646,489.00	5,037,536.00	8.4%
2) Instruction - Related Services	2000-2999		1,054,247.00	1,072,417.00	1.7%
3) Pupil Services	3000-3999		570,270.00	582,890.00	2.2%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		833,964.00	833,034.00	-0.1%
8) Plant Services	8000-8999		1,381,477.00	1,296,792.00	-6.1%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			8,486,447.00	8,822,669.00	4.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			743,869.00	299,043.00	-59.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			743,869.00	299,043.00	-59.8%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	2,799,975.00	3,619,071.00	29.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,799,975.00	3,619,071.00	29.3%
d) Other Restatements		9795	75,227.00	0.00	-100.0%
e) Adjusted Beginning Net Position (F1c + F1d)			2,875,202.00	3,619,071.00	25.9%
2) Ending Net Position, June 30 (E + F1e)			3,619,071.00	3,918,114.00	8.3%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	70,056.00	0.00	-100.0%
b) Restricted Net Position		9797	855,478.00	819,147.00	-4.2%
c) Unrestricted Net Position		9790	2,693,537.00	3,098,967.00	15.1%

Resource	Description	2022-23	
		Estimated Actuals	2023-24 Budget
2600	Expanded Learning Opportunities Program	122,100.00	122,100.00
6266	Educator Effectiveness, FY 2021-22	104,463.00	71,719.00
6300	Lottery: Instructional Materials	145,839.00	178,346.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	159,032.00	155,779.00
7425	Expanded Learning Opportunities (ELO) Grant	13,642.00	0.00
7435	Learning Recovery Emergency Block Grant	249,663.00	249,663.00
8210	Student Activity Funds	31,276.00	31,276.00
9010	Other Restricted Local	29,463.00	10,264.00
Total, Restricted Net Position		855,478.00	819,147.00

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) 265,202.00
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) 5,800,085.00

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) 4.57%

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) 622,713.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
 (Function 7700, objects 1000-5999, minus Line B10) 48,906.00

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)	53,993.50
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)	9,140.00
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)	734,752.50
9. Carry-Forward Adjustment (Part IV, Line F)	66,987.66
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	801,740.16

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	4,619,489.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	1,054,247.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	570,270.00
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)	135,202.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	13,200.00
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)	13,943.00
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)	1,127,483.50
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)	190,860.00
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)	7,724,694.50

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)	9.51%
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D. Preliminary Proposed Indirect Cost Rate

(For final approved fixed-with-carry-forward rate for use in 2024-25 see www.cde.ca.gov/fg/ac/ic)

(Line A10 divided by Line B19)	10.38%
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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)	734,752.50
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	134,830.92
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
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 (10.39%) times Part III, Line B19); zero if negative	66,987.66
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (10.39%) times Part III, Line B19) or (the highest rate used to recover costs from any program (8.74%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	66,987.66
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:	not applicable
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:	not applicable
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:	not applicable
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	66,987.66

Approved indirect cost rate: 10.39%
 Highest rate used in any program: 8.74%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
62	3310	62,075.00	5,425.00	8.74%

Budget, July 1
Budget 2023-24
Technical Review Checks
Phase - All
Display - Exceptions Only

Redding School of the Arts

Shasta County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)

W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

GENERAL LEDGER CHECKS

EXP-POSITIVE - (Warning) - The following expenditure functions have a negative balance by resource, by fund. (NOTE: Functions, including CDE-defined optional functions, are checked individually, except functions 7200-7600 are combined.)

Exception

FUND	RESOURCE	FUNCTION	VALUE
62	3310	2700	(\$15,086.00)

Explanation: Transfer of cost between resource 3310 & 6500 to occur at closing.

Budget, July 1
Estimated Actuals 2022-23
Technical Review Checks
Phase - All
Display - Exceptions Only

Redding School of the Arts

Shasta County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)

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O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

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

Financial Reporting

SUBJECT: Agenda Item 2.2 – Engage Cerami & Browning
Construction, Inc. as High Sch Campus/Classroom Builder

2.2.1 Approve Resolution No. 2022-23-05 for Representation
& Authorization of Executive Director in Construction
Process of New High School Campus/Classrooms

PREPARER: Lane Carlson

RECOMMENDATION: Discussion/Action to Approve Cerami & Browning
Construction, Inc. as Builder for High School
Campus/Classrooms & Resolution No. 2022-23-05

BACKGROUND:

The High School Building Committee will report out on Phase 1 of NMR's High School Design expansion and make their recommendation to the board to engage Cerami & Browning Construction, Inc. to seek a formal contract to construct the proposed campus design using Cerami & Browning Construction, Inc's. Affordable Permanent Building Program.

The board will review and discuss proposed Resolution No. 2022-23-05 for Representation & Authorization of Executive Director in Construction Process of New High School Campus/Classrooms

- See Attached: Resolution No. 2022-23-05 for Representation & Authorization of Executive Director in Construction Process of New High School Campus/Classrooms
- See Attached: 2023 Cerami & Browning Preliminary Budget
- See Attached: 2023 RSA High School Cost Estimate

RSA Governing Board:
Jean Hatch, Founder & President
Jonathan Sheldon, Vice President
Lisa Stewart, Treasurer
Tiffany Blasingame, Secretary
Daria O'Brien, Community Member
Antonio Cota, Community Member

Lane Carlson, Executive Director



RESOLUTION 2022-23-05

RESOLUTION NO. 2022-23-05, RESOLUTION TO APPROVE REPRESENTATION AND AUTHORIZATION OF EXECUTIVE DIRECTOR IN CONSTRUCTION PROCESS OF NEW HIGH SCHOOL CAMPUS/CLASSROOMS

WHEREAS, Redding School of the Arts (RSA) is expanding to serve high school grades 9th-12th;

WHEREAS, Redding School of the Arts (RSA) is entering into an agreement with Cerami & Browning Construction, Inc. to construct a new campus/classroom for its high school.

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of Redding School of the Arts appoints Executive Director, Lane Carlson, to represent RSA in the construction process with Cerami & Browning Construction, Inc.

THEREFORE BE IT FURTHER RESOLVED, that the Governing Board of Redding School of the Arts authorizes Executive Director, Lane Carlson, to sign and approve a construction contract proposal up to \$8,500,000 total (including contingencies).

AYES: _____ **NOES:** _____ **ABSTAIN:** _____ **ABSENT:** _____

I, Tiffany Blasingame, Secretary of the Redding School of the Arts Governing Board hereby certify that the above and foregoing Resolution was duly and regularly adopted by the said Board at the meeting on June 20, 2023, by a roll call vote.

Jean Hatch
President of the Governing Board

Tiffany Blasingame
Secretary of the Governing Board



**RSA PRELIMINARY BUDGET
CLASSROOMS AND RESTROOMS
AFFORDABLE PERMANENT BUILDING PROGRAM**

**PREVAILING
WAGE BUDGET,
ADDED RESTROOMS,
UPGRADES AND
KITCHIN ACCESS ROAD**

6/8/2023

**PRELIMINARY
BUDGET**

DESCRIPTION	BUDGET
SITE WORK	
CONSTRUCTION STAKING	\$20,000.00
CLEARING AND DEMO	\$65,950.00
EARTHWORK	\$136,850.00
BASE AND PAVING	\$395,150.00
FIRE WATER	\$57,800.00
DOMESTIC WATER	\$24,700.00
SEWER	\$38,700.00
STORM DRAIN	\$53,750.00
SIGNAGE AND STRIPING	\$11,950.00
METAL FENCING	\$67,000.00
LANDSCAPE & IRRIGATION	\$274,945.00
CONCRETE	
CONCRETE FOUNDATION	\$423,936.00
CONCRETE SITE	\$232,070.00
METALS	
METALS	\$33,120.00
CARPENTRY	
ROUGH CARPENTRY	\$610,000.00
FINISH CARPENTRY	\$19,872.00
CASEWORK	\$260,000.00
THERMAL/MOISTURE	
THERMAL INSULATION	\$172,224.00
ROOFING	\$337,000.00
WELDED DOWNSPOUTS	\$32,987.52
SHEET METAL & FLASHING	\$26,496.00
JOINT SEALERS	\$16,560.00
DOORS & WINDOWS	
DOORS & FINISH HARDWARE	\$92,736.00
DOORS & FINISH HARDWARE INSTALLATION	\$26,496.00
WINDOWS	\$119,768.00
FINISHES	

LATH AND PLASTER	\$304,032.00
DRYWALL	\$130,906.00
CERAMIC TILE WALLS AND FLOORS IN RESTROOMS	\$52,992.00
ACOUSTICAL CEILINGS	\$66,240.00
FLOORING	\$72,731.52
PAINTING	\$121,616.64
SPECIALTIES	
SPECIALTIES	\$33,120.00
MONUMENT SIGN	\$20,000.00
PLUMBING	
PLUMBING	\$218,592.00
FIRE SPRINKLERS	\$135,000.00
HVAC	
HVAC	\$450,432.00
ELECTRICAL	
BUILDING ELECTRICAL	\$292,050.00
BUILDING FIRE ALARM	\$175,000.00
SITE ELECTRICAL	\$415,000.00
GENERAL CONDITIONS	
GENERAL CONDITIONS	\$370,944.00
BONDS AND INSURANCE	\$224,305.08
PROFIT AND OVERHEAD	\$663,302.18
TARGET BUDGET TOTALS	\$7,296,323.94



Redding School of the Arts High School Project

Project Master Budget Worksheet (Schematic Design)

NMR Project # 23-2028

6/5/2023

I. Construction Costs

A. Construction Cost Estimate		\$7,296,324
B. Construction Contingency		Sub-total
1	Design Contingency	5% \$364,816
2	Construction Contingency	10% \$729,632
Sub-Total C		\$1,094,449

Sub-total Item I: Estimated Construction Costs	Sub-total A + B	\$8,390,773
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II. Additional Project Costs

A. Design Costs		Other Budget
B. Administration / Testing Costs		Sub-total
1.	Environmental / CEQA	
a.	CEQA Documentation	\$50,000
2.	Contract Administration	-
3.	Facilities Maintenance Project Support	-
4.	IT department Data / Phone	Other Budget
5.	Materials & Testing (Allowance)	\$25,000
Sub-Total B		\$75,000
C. RSA Administration		Sub-total
1.	RSA Project Coordination and Construction Management	-
Sub-Total C		\$0
D. Site Development Costs		Sub-total
1.	Land Acquisition / Right-of-Way	Other Budget
Sub-Total D		\$0
E. Other Costs		Sub-total
1.	Legal, Title, Escrow & Accounting Fees	Other Budget
2.	Impact Fees / Permits / Fees and Utility Hookup	\$150,000
a.	Sewer	
b.	Water	\$30,000
c.	Electrical	
d.	Gas	
3.	Furniture / Fixtures / Equipment	Other Budget
4.	Bidding	\$3,500
Sub-Total E		\$183,500

Sub-total Item II: Additional Project Costs	Sub-total A + B + C + D + E	\$258,500
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TOTAL ESTIMATED PROJECT COST	Sub-total Item I + Sub-total Item II	\$8,649,273
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**Redding School of the Arts, Inc.
California Not for Profit Corporation**

Financial Reporting

SUBJECT: Agenda Item 2.3 – 2023/24 – 2027/28 College & Career
Access Pathways (CCAP) Grant

PREPARER: Lane Carlson

RECOMMENDATION: Discussion

BACKGROUND:

RSA applied to receive state funding to expand the existing CCAP agreement with Shasta College and to enable participating high school students access to dual enrollment opportunities consistent with the requirements of Section 76004 of California Education Code.

RSA is expected to receive \$100,000 funding under Education Code Section [41585](#) for 2023/24 – 2027/28 school years.

➤ See Attached: 2023/24 CCAP Budget Proposal & MYP

REFERENCE:

College and Career Access Pathways Grant

<https://www.cde.ca.gov/fg/fo/profile.asp?id=5930>

Program Budget Summary

College and Career Access Pathways Grant

Program: 2023-24 CCAP Grant
LEA School Name: Redding School of the Arts
LEA School CDS Code: 45699480134122
Total Requested Amount: \$100,000

Object Code	Budget Item	Year 1 Budget	Year 2 Budget	Year 3 Budget	Year 4 Budget	Grant Total	Total Match
1000	Certificated Personnel Salaries	\$3,000.00	\$5,000.00	\$6,000.00	\$6,000.00	\$20,000.00	\$20,000.00
2000	Classified Personnel Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000	Employee Benefits	\$750.00	\$1,250.00	\$1,500.00	\$1,500.00	\$5,000.00	\$5,000.00
4000	Books and Supplies	\$1,500.00	\$2,500.00	\$3,000.00	\$3,500.00	\$10,500.00	\$0.00
5000	Services and Other Operating Expenditures	\$18,000.00	\$15,500.00	\$15,500.00	\$15,500.00	\$64,500.00	\$0.00
6000	Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
N/A	Total Direct Costs	\$23,250.00	\$24,250.00	\$26,000.00	\$26,500.00	\$100,000.00	\$25,000.00
7000	Indirect Rate	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
N/A	Total Budget & Expenditures	\$23,250.00	\$24,250.00	\$26,000.00	\$26,500.00	\$100,000.00	\$25,000.00

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

General Reporting

SUBJECT: Agenda Item 2.4 – 2024 - 2027 College & Career Access Pathways (CCAP) Agreement with Shasta-Tehama-Trinity Community College

PREPARER: Lane Carlson

RECOMMENDATION: Discussion/Action to Approve

BACKGROUND:

RSA is seeking to enter into an agreement with Shasta-Tehama-Trinity Community College for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of AB 288 and updated in AB 30, for high school students to achieve college and career readiness.

The term of this CCAP Agreement shall be for three (3) years, beginning on July 1, 2024 and ending on June 30, 2027

- See Attached: College & Career Access Pathways (CCAP) Agreement

REFERENCE:

**COLLEGE AND CAREER ACCESS PATHWAYS
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT
2024-2027**

This College and Career Access Pathways Partnership Agreement (CCAP Agreement) is between Shasta-Tehama-Trinity Community College DISTRICT (“COLLEGE”), 11555 Old Oregon Trail, Redding, CA, 96049, and REDDING SCHOOL OF THE ARTS DISTRICT, 955 Inspiration Place, Redding, CA 96003 (hereafter referred to collectively as “THE DISTRICT”).

WHEREAS the mission of the COLLEGE includes advancing the educational, career, and personal success of our diverse community through engagement and learning; and

WHEREAS students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences; and

WHEREAS THE DISTRICT is public school DISTRICT serving grades K-12 located in Shasta County and within the regional service area of the COLLEGE, unless otherwise specified and agreed to as specified in AB 288 Sec. 2 (e); and

WHEREAS THE DISTRICT in the regional service area of the COLLEGE are willing to combine resources and students so that REDDING SCHOOL OF THE ARTS may provide an outstanding educational opportunity for their students; and

WHEREAS, the COLLEGE and THE DISTRICT desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of AB 288 and updated in AB 30, for high school students “who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and helping high school pupils to achieve college and career readiness” AB 288 Sec. 2(a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” AB 288 Sec. 1(d).

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations, and procedures promulgated by applicable law, the California Community College Chancellor’s Office, and the COLLEGE;

WHEREAS, the Governing Boards of each DISTRICT, at an open public meeting of that board, presented the AGREEMENT, took comments from the public, and approved the AGREEMENT;

COLLEGE DISTRICT Board Meeting Date:

SCHOOL DISTRICT Board Meeting Date:

NOW THEREFORE, the COLLEGE and THE DISTRICT agree to the terms outlined as follows:

1. TERM OF AGREEMENT

- 1.1 The term of this CCAP Agreement shall be for three (3) years, beginning on July 1, 2024, and ending on July 30, 2027, and will be subject to renewal unless otherwise terminated in accordance with Section 19 of this Agreement.
- 1.2 The COLLEGE and THE DISTRICT shall ensure that one public informational and adoption meeting will be held in the review and approval of this Agreement. AB 30 Sec. 2(b).
- 1.3 The governing board of a community college district, prior to establishing a vocational or occupational training program (career technical education programs), shall conduct a job market study of the labor market area, and determine whether the results justify the proposed vocational education program. EC § 78015
- 1.4 A copy of this Agreement shall be filed with the office of the Chancellor of the California Community Colleges before the start of the CCAP partnership; Per AB 288 Sec. 2(c)(3), “the chancellor may void any CCAP partnership agreement it determines has not complied with the intent of the requirements of this section”.

2. DEFINITIONS

- 2.1 CCAP Agreement Courses - courses offered as part of this Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates, or help high school pupils achieve college and career readiness.
- 2.2 Pupil or Student - A resident or nonresident student attending high school in California. Pursuant to SB 150 Concurrent enrollment in secondary school and community college: nonresident tuition exemption: Effective January 1, 2014, concurrently enrolled students (high school students enrolled in college classes) who are classified as nonresident students for tuition purposes may be eligible for the SB 150 waiver of nonresident tuition while still in high school. Students must be special admit part-time students who are attending high school in California.

3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY

- 3.1 Student Eligibility - Students who “may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” AB 288 Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” AB 288 Sec. 1 (d).
- 3.2 Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of this Agreement who have been admitted to the PROGRAM and COLLEGE and who meet all applicable prerequisites. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through this Agreement will be determined by COLLEGE and shall be in compliance with applicable law and the COLLEGE’s standards and policies.
- 3.3 A community college district may limit enrollment in a community college course

solely to eligible high school students as part of this agreement who have been admitted to the PROGRAM and COLLEGE who meet all applicable prerequisites if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to the AB 288 CCAP Partnership. AB 288 CCAP Partnership Agreement Eligibility Guidelines for Apportionment Sec. 8b, p.4.

- 34 College Admission and Registration - Procedures for students participating in this Agreement shall be governed by the COLLEGE and shall only require a high school pupil participating in a CCAP partnership to submit one parental consent form and principal recommendation for the duration of the pupils participating in the CCAP Partnership. EC § 76004
- 35 Student Records – It is the responsibility of the student to follow the COLLEGE process when requesting an official COLLEGE transcript for grade submission to THE DISTRICT.
- 36 Priority Enrollment - The COLLEGE may assign priority course registration to a pupil seeking to enroll in a community college course that is required for the pupil’s CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Section 11300 and consistent with middle college high school provisions in Section 76001. AB 288 Sec. 2 (3)(g).
- 37 The COLLEGE shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. AB 288 Sec. 2 (d).
- 38 Students participating in the Agreement may enroll in a maximum of 15 units per term per conditions specified in AB 288, Sec. 2 (p)(1)(2)(3). Specifically, the units must constitute no more than four (4) community college courses per term and be part of an academic program that is part of the Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential.

4. COLLEGE APPLICATION PROCEDURE

- 41 The COLLEGE will be responsible for processing student applications.
- 42 The COLLEGE will provide the necessary admission and registration forms and procedures, and both the COLLEGE and THE DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.
- 43 THE DISTRICT agrees to assist the COLLEGE in the admission and registration of SCHOOL DISTRICT students as may be necessary and requested by the COLLEGE.
- 44 THE DISTRICT and COLLEGE understand and agree that successful college admission and registration requires that each participating student has completed the COLLEGE enrollment application process.

5. PARTICIPATING STUDENTS

- 5.1 A high school student enrolled in a course offered through this Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011. See also AB 288 Sec. 2 (f)(q). Special part-time students described in subdivision (p) shall be exempt from the fee requirements in Sections 76060.5, 76140, 76223, 76300, 76350, and 79121.
- 5.2 The total cost of books and instructional materials for THE DISTRICT students who enroll in a COLLEGE course offered as part of this Agreement will be borne by THE DISTRICT. Books and instructional materials purchased by THE DISTRICT will remain the property of and housed with THE DISTRICT or wherever THE DISTRICT designates. The COLLEGE will ensure, whenever possible, textbooks to remain the same throughout the term of the Agreement. Both THE DISTRICT and COLLEGE will pursue methods of keeping textbook costs down and will seek additional funding sources including grants to cover textbook costs.
- 5.3 Participating students must meet all prerequisite requirements of the COLLEGE as established by the COLLEGE and stated in the COLLEGE catalog before enrolling in a course offered as part of this Agreement.
- 5.4 Grades earned by students enrolled in courses offered as part of this Agreement will be posted on the official COLLEGE transcript. Students may submit a request for Pass/No Pass if the course is designated as such in the COLLEGE catalog.
- 5.5 Students enrolled in courses offered as part of this Agreement will be directed to the official catalog of the COLLEGE for information regarding applicable policies and procedures.
- 5.6 Students enrolled in COLLEGE courses offered as part of this Agreement will be eligible for student support services, which shall be available to them at the COLLEGE or through THE DISTRICT.
- 5.7 Students requiring reasonable accommodations for COLLEGE courses offered at the COLLEGE for this Agreement will receive services through the COLLEGE.
- 5.8 Students who withdraw from courses offered as part of this Agreement will not receive COLLEGE credit. Students must comply with and submit appropriate information/paperwork by all published deadlines. Transcripts will be annotated according to COLLEGE policy.
- 5.9 A course dropped within the COLLEGE drop “without a W” deadline will not appear on the student’s DISTRICT or COLLEGE transcript.

6. CCAP AGREEMENT COURSES

- 6.1 Courses offered as part of this Agreement at the COLLEGE may not limit enrollment in the course. AB 288 Sec. 2(o)(1).
- 6.2 The COLLEGE is responsible for all courses and educational programs offered as part

of this Agreement regardless of whether the course and educational program is offered through THE DISTRICT or through the COLLEGE.

- 63 The scope, nature, time, location, and listing of courses to be offered will be appended to this document each year during the duration of this Agreement and shall be known as Appendix B. Appendix B shall also specify additional detail regarding, but not be limited to, the total number of high school students to be served and the total number of full-time equivalent students (FTES) projected to be claimed by the COLLEGE for those students. The original submission of this document to the Chancellor's Office shall include Appendix B and subsequent submissions of Appendix B shall be in accordance with Chancellor's Office instructions. AB 288 Sec. 2 (c)(1).
- 64 A description of the College and Career Access Pathways included under this Agreement is appended to the document and shall be known as Appendix A. Any updates to Appendix A, by mutual agreement of THE DISTRICT and the COLLEGE, shall be in accordance with AB 288 Sec. 2 and Education Code Section 76004 and shall be submitted to the Chancellor's Office in accordance with applicable instructions.
- 65 College courses offered as part of this Agreement at the COLLEGE shall be jointly reviewed and approved.
- 66 Courses offered as part of this Agreement will comply with all applicable regulations, policies, procedures, prerequisites, and standards applicable to the COLLEGE as well as any corresponding policies, practices, and requirements of THE DISTRICT. In the event of a conflict between the COLLEGE's course related regulations, policies, procedures, prerequisites, and standards and THE DISTRICT policies, practices, and requirements, the COLLEGE's regulations, policies, procedures, prerequisites, and standards, shall prevail.
- 67 A student's withdrawal prior to completion of a course offered as part of this Agreement shall be in accordance with the COLLEGE's guidelines, policies, pertinent statutes and regulations.
- 68 Supervision and evaluation of students enrolled in courses offered as part of this Agreement shall be in accordance with the COLLEGE's guidelines, policies, pertinent statutes, and regulations.
- 69 COLLEGE has the sole right to control and direct the instructional activities of all dual enrolled instructors.

7. INSTRUCTOR(S)

- 7.1 All instructors teaching COLLEGE courses offered as part of this Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 of the California Code of Regulations, Sections 53410 and 58060, or as amended and be hired by the COLLEGE.
- 7.2 The employer of record for purposes of assignment monitoring and reporting to the county office of education will be mutually agreed upon by THE DISTRICT and COLLEGE. AB 288 Sec. 2 (m)(1).

- 73 This Agreement specifies THE DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates. AB 288 Sec. 2 (m)(2).
- 74 Instructors who teach COLLEGE courses offered as part of this Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity.
- 75 Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Ed Code § 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this Agreement or otherwise provide services on a SCHOOL DISTRICT site.
- 76 Prior to teaching, faculty shall receive discipline-specific training and orientation from the COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures, record keeping, and other instructional responsibilities. Said training will be approved and provided by the COLLEGE.
- 77 Faculty will participate in professional development activities sponsored by the COLLEGE as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to, course content, course delivery, assessment, evaluation, and/or research and development in the field.
- 78 Faculty performance shall be evaluated by the COLLEGE using the adopted evaluation process and standards for faculty of the COLLEGE, subject to the approval of the COLLEGE.
- 79 THE DISTRICT personnel selected to be instructors will be subject to the authority of the COLLEGE specifically with regard to their duties as instructors.
- 7.10 The COLLEGE and THE DISTRICT shall jointly determine the subject areas of instruction. The COLLEGE shall determine the number of instructors and the ratio of instructors to students.

8. ASSESSMENT OF LEARNING AND CONDUCT

- 8.1 Students of THE DISTRICT enrolled in COLLEGE courses offered as part of this Agreement shall be held to the same standards of achievement as all other students at the COLLEGE not participating in a CCAP Agreement or other special program.
- 8.2 Students enrolled in COLLEGE courses offered as part of this Agreement shall be held to the same behavioral standards as all other students at the COLLEGE not participating in a CCAP Agreement or other special program. Both parties will work together in resolving behavioral issues.

9. LIAISON AND COORDINATION OF RESPONSIBILITIES

- 9.1 The COLLEGE shall appoint an educational administrator, as identified in Appendix B of this AGREEMENT, who will serve as point of contact to facilitate coordination and cooperation between COLLEGE and THE DISTRICT in conformity with the COLLEGE policies and standards. AB 288 Sec. 2 (c)(2).
- 9.2 THE DISTRICT shall appoint an educational administrator, as identified in Appendix B of this AGREEMENT, who will serve as point of contact to facilitate coordination and cooperation between THE DISTRICT and COLLEGE in conformity with THE DISTRICT policies and standards. AB 288 Sec. 2(c)(2).
- 9.3 The COLLEGE will provide THE DISTRICT personnel with reasonable assistance, direction, and instruction in how to fulfill their responsibilities under this Agreement, including conducting appropriate student assessments, outreach and recruitment activities, and compliance with the COLLEGE's policies, procedures, and academic standards.
- 9.4 THE DISTRICT shall provide personnel to perform clerical services and services associated with student outreach and recruitment activities, student assessment and college applications, the enrollment of eligible students, and other related services as deemed necessary.
- 9.5 THE DISTRICT personnel will perform services specified in 9.4 as part of their regular assignment. THE DISTRICT personnel performing these services will be employees of THE DISTRICT, subject to the authority of THE DISTRICT, but will also be subject to the direction of the COLLEGE, specifically with regard to their duties pertaining to the COLLEGE courses.
- 9.6 This Agreement requires an annual report to the office of the Chancellor of the California Community Colleges by the COLLEGE and THE DISTRICT on all the following information (AB 288 Sec. 2(t)(1) (A-D)):
- The total number of high school students by school site enrolled under this Agreement, aggregated by sex and ethnicity, and reported in compliance with all applicable state and federal privacy laws. AB 288 Sec. 2 (t)(1)(A).
 - The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. AB 288 Sec. 2 (t)(1)(B).
 - The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. AB 288 Sec. 2 (t)(1)(C).
 - The total number of full-time equivalent students generated by CCAP partnership community college district participants. AB 288 Sec. 2 (t)(1)(D).

10. APPORTIONMENT

- 10.1 The COLLEGE shall include the students enrolled in courses under this Agreement in its report of full-time equivalent students (FTES) for purposes of receiving state

apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.

102 The COLLEGE shall not receive a state allowance or apportionment for an instructional activity for which the partnering DISTRICT has been, or shall be, paid an allowance or apportionment. AB 288 Sec. 2(r).

103 The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school DISTRICT has received reimbursement for the same instructional activity. AB 288 Sec. 2 (s).

11. CERTIFICATIONS

11.1 THE DISTRICT certifies that the direct education costs of the courses offered as part of this Agreement are not being fully funded through other sources.

11.2 The COLLEGE certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this Agreement from other sources.

11.3 THE DISTRICT agrees and acknowledge that the COLLEGE will claim apportionment for THE DISTRICT's students enrolled in community college course(s) under this Agreement.

11.4 The COLLEGE certifies that:

- A community college course that is oversubscribed or has a waiting list shall not be offered or included in this Agreement, whenever possible. AB 288 Sec. 2 (k)(2).
- The Agreement is consistent with the core mission of the COLLEGE pursuant to Section 66010.4 and that students participating in this Agreement will not lead to displacement of otherwise eligible adults at the COLLEGE. AB 288 Sec. 2 (k)(3).

11.5 This Agreement certifies that THE DISTRICT and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a course offered for high school credit under this Agreement. AB 288 Sec. 2 (l).

12. PROGRAM IMPROVEMENT

12.1 The COLLEGE and THE DISTRICT may annually conduct surveys of participating DISTRICT pupils, instructors, principals, and guidance counselors for the purpose of informing practice, making adjustments, and improving the quality of courses offered as part of this Agreement.

13. RECORDS

- 13.1 Permanent records of student enrollment, attendance, grades, and achievement for students under this Agreement shall be maintained by the COLLEGE.
- 13.2 Each party shall maintain records pertaining to this Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.
- 13.3 The COLLEGE and the DISTRICT shall securely transmit data files to each other upon the completion of dual enrolled and concurrent courses according to each district's grade reporting deadlines. Upon completion of each term, the SCHOOL DISTRICT will release student demographic information, grades and course completion data for students interested in acquiring college credit. Upon completion of each college term, the COLLEGE DISTRICT will release student demographic information, grade, and course completion data for all SCHOOL DISTRICT students. AB 288 CCAP Partnership Agreement Eligibility Guidelines for Apportionment Sec. 8b, p.4.

14. REIMBURSEMENT

- 14.1 The financial arrangements implied herein may be adjusted annually.

15. FACILITIES

- 15.1 The COLLEGE will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct instruction and do so without charge to THE DISTRICT students. THE DISTRICT agrees to safeguard the premises assigned to them. The COLLEGE warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- 15.2 THE DISTRICT will furnish, at their own expense, all course materials, specialized equipment, books, and other necessary equipment for all DISTRICT students. The parties understand that such equipment and materials are the sole property of THE DISTRICT. The instructor shall determine the type, make, and model of all equipment, books, and materials to be used during each course offered as part of this Agreement. THE DISTRICT understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code 49011.
- 15.3 The COLLEGE facilities may be used subject to mutual agreement by the parties.

16. OTHER REQUIREMENTS

17. INDEMNIFICATION

- 17.1 THE DISTRICT agrees to and shall indemnify, save, and hold harmless the COLLEGE and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents, and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments arising out of THE DISTRICT performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of THE DISTRICT and their officers, employees, independent contractors, subcontractors, agents, and other representatives.

172 The COLLEGE agrees to and shall indemnify, save, and hold harmless THE DISTRICT and their governing boards, officers, employees, administrators, independent contractors, subcontractors, agents, and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments arising out of COLLEGE's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the COLLEGE, and its officers, employees, independent contractors, subcontractors, agents, and other representatives.

18. INSURANCE

18.1 For the purpose of Workers' Compensation, the COLLEGE shall be the "primary employer" for all its personnel who perform services as instructors for the COLLEGE. The COLLEGE shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by COLLEGE personnel made in connection with performing services and receiving instruction under this Agreement. COLLEGE agrees to hold harmless, indemnify, and defend THE DISTRICT and their directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by COLLEGE personnel connected with providing services under this Agreement.

19. NON-DISCRIMINATION

19.1 Neither THE DISTRICT nor the COLLEGE shall discriminate on the basis of race, religious creed, color, natural origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status or any other protected class under California State or federal law.

20. TERMINATION

20.1 Either Party may terminate this Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this Agreement shall be addressed to the responsible person listed in Section 20 below.

21. NOTICES

21.1 Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

COLLEGE

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
11555 Old Oregon Trail
P.O. Box 496006
Redding, CA 96049-6006

Attn: Joe Wyse, Ed.D. –President, Shasta College

THE DISTRICT

REDDING SCHOOL OF THE ARTS
955 Inspiration Place
Redding, CA 96003
Attn: Lane Carlson– Superintendent

22. INTEGRATION

22.1 This Agreement sets forth the entire agreement between the Parties relating to the subject matter of this Agreement. All agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this Agreement.

23. MODIFICATION AND AMENDMENT

23.1 No modifications or amendments of any of the terms or provisions of this Agreement shall be binding unless made in writing and signed by the Parties.

24. GOVERNING LAWS

24.1 This agreement shall be interpreted according to the laws of the State of California.

25. COMMUNITY COLLEGE DISTRICT BOUNDARIES

25.1 For locations outside the geographical boundaries of the COLLEGE, the COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 53000 et seq. or as amended, concerning approval by adjoining high school or community college DISTRICT and use of non-DISTRICT facilities.

26. SEVERABILITY

26.1 This Agreement shall be considered severable, such that if any provision or part of the Agreement is ever held invalid under any law or ruling, that provision or part of the Agreement shall remain in force and effect to the extent allowed by law and all other provisions or parts shall remain in full force and effect.

27. COUNTERPARTS

27.1 This Agreement may be executed in any number or counterparts, each of which will be an original, but all of which together will constitute one instrument executed on the same date.

Executed on _____, 2023

By: _____

Lane Carlson
Superintendent
Redding School of the Arts

By: _____

Joe Wyse, Ed.D
President
Shasta-Tehama-Trinity Joint Community College District

DRAFT

APPENDIX B

The following pathways are included in this CCAP partnership agreement between the COLLEGE DISTRICT and THE SCHOOL DISTRICT: Appendix B must be completed and submitted for each year during which COLLEGE DISTRICT coursework is offered at the SCHOOL DISTRICT as part of a College and Career Access Pathways (CCAP) partnership governed by California Assembly Bill No. 288, Chapter 618.

PROGRAM YEAR: 2023-2024

EDUCATIONAL PATHWAY(S): CSU Transfer Pathway

TOTAL NUMBER OF STUDENTS TO BE SERVED: 67

TOTAL PROJECTED FTES: 73

9 th Grade							
COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD:	LOCATION
1. Student Development – College Success	001	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring	TBD	TBD	Jones, Jon	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS

10 th Grade							
COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD:	LOCATION
1. History-World Civilization to 1500 C.E.	002	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring	TBD	TBD	Koerperich, Madison	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
2. History – World Civilization: 1500 to Present	003	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring	TBD	TBD	Koerperich, Madison	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
3. Mandarin – Chinese	001	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring	TBD	TBD	Song, Cathy	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS

11 th Grade							
COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD:	LOCATION
1. History – United States History	17A	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring	TBD	TBD	Koerperich, Madison	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
3. History – United States History	17B	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring	TBD	TBD	Koerperich, Madison	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS

INSTRUCTIONAL MATERIALS AND COSTS - The total cost of textbooks and other instructional materials for SCHOOL DISTRICT students participating as part of this CCAP partnership will be borne by school district, pursuant to the terms of this AGREEMENT. The selection of the textbook will be approved by the COLLEGE DISTRICT instructor.

POINTS OF CONTACT

College District:	Tabitha Miller PACT Project Director	530-395-8611	Shasta College Main Campus, Room 784
School District:	Lane Carlson Executive Director	530-255-8610	Redding School of the Arts

DRAFT

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

General Reporting

SUBJECT: Agenda Item 2.5 – 2023/24 Local Control & Accountability
Plan – 2nd Read

PREPARER: Lane Carlson

RECOMMENDATION: Discussion/Action to Approve LCAP Report

BACKGROUND:

Administration will provide the board with final drafts of the Local Control & Accountability Plans (LCAP) and corresponding reports for review and approval. The plans highlight RSA's vision and academic goals for the 2022/23 school year.

- See Attached: 2023/24 LCFF Budget Overview for Parents
- See Attached: 2023/24 Local Control Accountability Plan (LCAP)

REFERENCE:

Governing Board Policies/Board Duties & Responsibilities/Vision & Strategic Plan



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

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Redding School of the Arts

CDS Code: 45699480134122

School Year: 2023-24

LEA contact information:

Lane Carlson

Executive Director

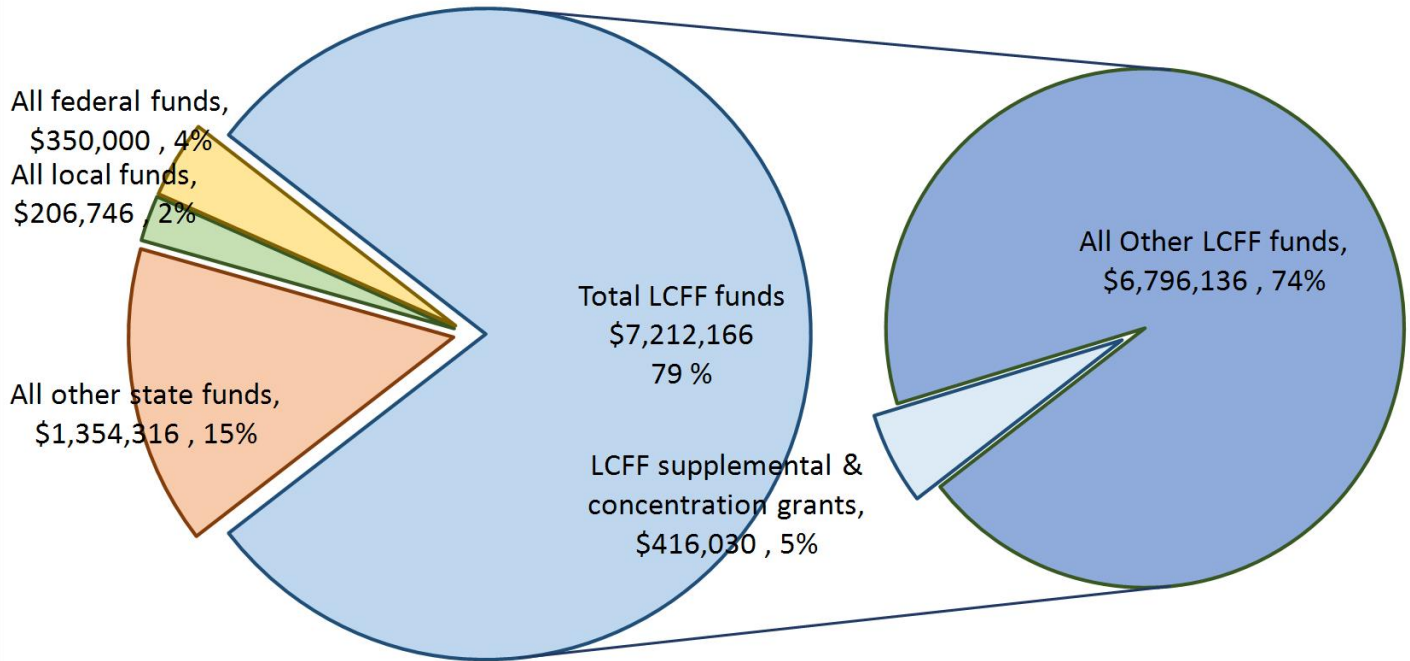
lcarslson@rsarts.org

530-247-6933

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

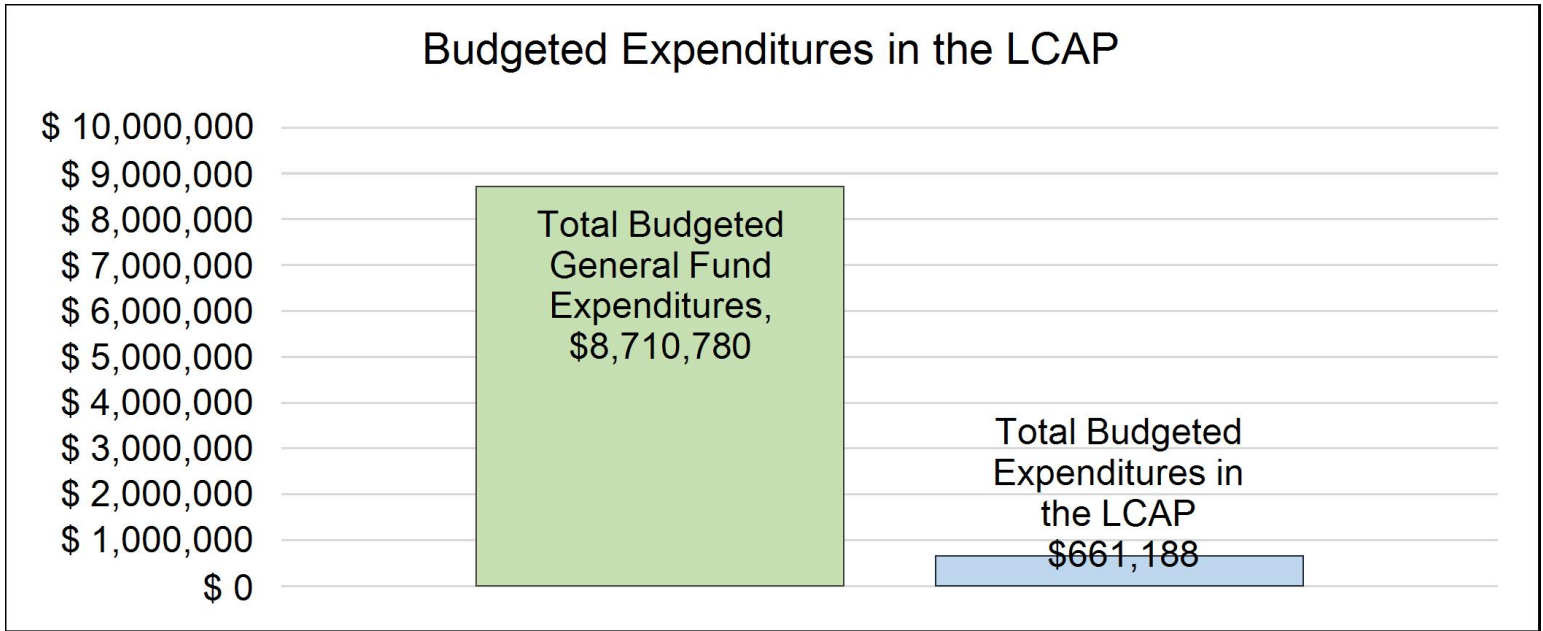


This chart shows the total general purpose revenue Redding School of the Arts expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Redding School of the Arts is \$9,123,228, of which \$7,212,166 is Local Control Funding Formula (LCFF), \$1,354,316 is other state funds, \$206,746 is local funds, and \$350,000 is federal funds. Of the \$7,212,166 in LCFF Funds, \$416,030 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Redding School of the Arts plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

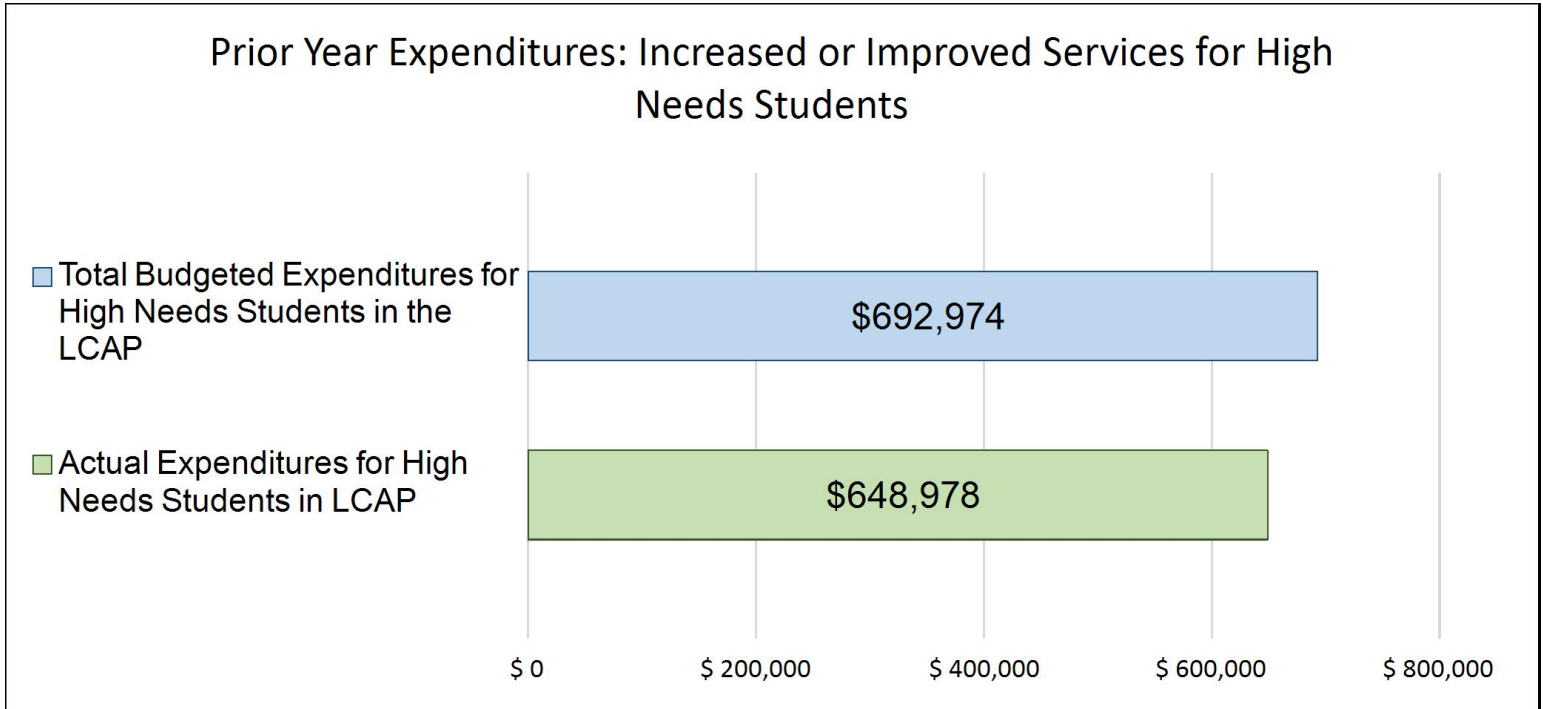
The text description of the above chart is as follows: Redding School of the Arts plans to spend \$8,710,780 for the 2023-24 school year. Of that amount, \$661,188 is tied to actions/services in the LCAP and \$8,049,592 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Redding School of the Arts is projecting it will receive \$416,030 based on the enrollment of foster youth, English learner, and low-income students. Redding School of the Arts must describe how it intends to increase or improve services for high needs students in the LCAP. Redding School of the Arts plans to spend \$450,298 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Redding School of the Arts budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Redding School of the Arts estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Redding School of the Arts's LCAP budgeted \$692,974 for planned actions to increase or improve services for high needs students. Redding School of the Arts actually spent \$648,978 for actions to increase or improve services for high needs students in 2022-23.



REDDING SCHOOL of the ARTS

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Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

General Information

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

Redding School of the Arts is a K-12 charter school in northern California, with plans to expand into an Early College High School starting in the 2022-2023 school year. The school believes when it comes to young minds, art enriches, expands and prepares them for a full life in useful and unexpected ways. Children who participate in music and arts programs often do better in other subject areas than children who do not, and low achieving students engaged in a visual and performing arts program have better attendance, increased self-esteem, and cooperate more fully with teachers and peers. RSA offers an innovative academic and arts education program in Redding, CA. RSA is known for its excellence in academics, its Mandarin immersion program and its VAPA programs.

Our Vision

Where Education and the Arts Connect!

Our Mission

The mission of Redding School of the Arts is to educate K-8 students who have an interest in visual and performing arts and cultivate their knowledge and skills for the betterment of their local and global community. Utilizing an inter-disciplinary, theme-based approach, students will learn to read, write, speak, problem solve, use technology, and sustainable practices. RSA seeks to accomplish its goal of high academic and behavioral standards through a student-centered, multicultural, and multi-lingual environment with an emphasis on the arts. This charter school will enable students to become literate, self-motivated, and lifelong learners who participate in the art of their community.

RSA is implementing an arts-enriched, interdisciplinary, inquiry-based learning environment aligned with state standards using a variety of curricula that nurtures the intellectual, social, and creative growth of students, builds an inclusive community, and supports academic achievement of its students. The arts can be an effective vehicle for developing skills and habits that will benefit students throughout their academic, professional, and personal lives within and beyond the school setting. The arts are subjects worthy of their own courses as well as elements to be incorporated within core content to (1) deepen student understanding of core content, (2) engage student interest in core content, (3) demonstrate cross-disciplinary connections, and (4) expand students' visual and performing arts experiences. The school believes that education in its entirety is complete when the arts are included in the academic program and when students are instructed at their academic level. Research studies indicate that a meaningful and challenging approach to arts education leads to community-building among diverse populations and develops self-motivated and competent, lifelong learners among both high achieving and traditionally at-risk, low-performing, and English Learner students. A strong vehicle for uniting the linguistically, culturally, and academically diverse student body of RSA, the arts were chosen as a cornerstone of the education program. By engaging in arts experiences, students learn both the need for discipline before freedom of expression and the benefit of perseverance. They learn to focus on individual goals and collaborate with others

on shared goals. They learn to see, hear, and express patterns and variations, contributing to their ability to analyze, synthesize, and reason. They learn to communicate across cultural and linguistic boundaries in verbal and non-verbal ways, thus deepening their understanding of the diversity within their school and global communities. In addition, they learn to tap into their imagination, thus developing a curiosity about the world around them.

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

The school serves a diverse ethnic and social-economic population reflecting the greater Redding area. However, the learning needs of our students are different. Students attending RSA have a real interest in the Arts. This often means students who are low academic achievers but excel in the arts or students who excel in academics and excel in the Arts choose to attend. The school has been able to document over time that low academic achievers are personally challenged academically and in the Visual and Performing Arts. A 21st-century education requires that we provide active, curious, and social students with options in their educational program - options that include visual and performing arts as well as integrated studies and interactive technology in which the activity level of students must be viewed as an asset, a resource that can be constructively utilized to supplement and enhance the learning process. The aim of the Charter School is to establish a different learning environment that cultivates active, real-life learning, high standards of behavior, and strong academic and social support.

RSA provides an abundance of engagement opportunities for the whole school community. These opportunities (Theme Days, School Musical, Fieldtrips, Art and Culture Event, Performances, Student-Led or family conferences, competitions, clubs, etc) take collaborative teamwork between staff, parents, students, and the local community in order to be successful. As evidenced in our Parent/Student surveys these opportunities are well attended and serve to positively connect all stakeholders to the school community.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Reflecting on the 2021 - 2022 School year RSA had many reasons to celebrate. Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Consequently, RSA has monitored student academic progress based on NWEA tests using comparison scores from fall to winter as an early indicator and cross-reference with the winter to winter as the local indicator. RSA implemented a Kindergarten through eighth-grade NWEA MAPS assessment tool twice a year and other multiple assessments such as CAASPP Interim Assessments, Lexia, I-Ready, Mobymax, and CBM that give immediate and ongoing student results so that the teachers can progress monitor to make decisions on instructional topics and strands. These test and assessment comparisons are used to identify students' academic needs, provide extra academic support, and monitor progress for those who score below the 21st percentile for either or both ELA and Math.

The NWEA 2020 - 2021 winter to winter results are: Mathematics grade level scores indicated learning loss for grades four, six, seven, and eight with an increase of students scoring below the 21st percentile between two and twelve percent for an overall increase of students scoring below the 21st percentile by 4.2% per grade. Fifth grade indicated a decrease of one percent of students scoring below the 21st percentile. The ELA winter to winter comparison from 2020 to 2021 shows that second, fourth, sixth, seventh, and eighth grades decreased the number of students scoring less than the 21st percentile by two, one, and six percent respectively, sixth grade remained constant with no change and eighth grade increased number of students by five percent for an overall school decrease of 0.8%. This data demonstrated that RSA needed to increase its intentional intervention for students at or below the 21st percentile with small groups and specific instruction in mathematics and continue with the established reading intervention with the addition of introducing the SIPP reading program.

The NWEA 2021 - 2022 winter to winter results are: Mathematics grade level decreased the number of students scoring less than the 21st percentile in fifth, seventh, and eighth with an average schoolwide decrease of 3% overall. The fourth and sixth grades increased numbers of students by 1%. Overall the number of students scoring below the 21st percentile decreased by 3%. The ELA winter to winter comparison from 2021 to 2022 showed that the fifth and eighth grades decreased by 13% and 2% respectively. However, sixth and seventh grades increased by one and two percent. Overall the school reduced the number of students scoring below the 21st percentile by 2.4%. The LCAP goal to measure effective intervention was an overall decrease of 1% of students scoring below the 21st percentile in Mathematics and ELA which RSA achieved.

English Learners made steady progress toward English language proficiency. Using the ELPAC to measure language development, RSA reclassified 33% of the EL students.

In summary, when reviewing our local NWEA winter to winter data for the 2020-2021 and 2021-22 school years, improvements were made schoolwide. Using high-quality academic assessment for identifying students or student groups who may be at risk for academic failure, teacher preparation and training, curriculum, and instructional materials are key to supporting LCAP goals. These strategies work together to align successful access and instruction for students so that they will achieve grade-level state academic standards.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our goals and actions for our current LCAP will continue to address the need as well as any learning loss experienced by all students. In looking at our local NWEA winter to winter data for MATH in 2021-2022 Our analysis suggests that the intervention programs are positively affecting the growth in general math concepts. These interventions included grade level and ability grouping coupled with smaller class sizes for grades four through seven. When reviewing scoring grade levels weak areas in math for intermediate grades are geometry and measurement. Numbers and operations students made some growth but are still struggling. Middle school areas of weakness are operations and algebraic thinking and geometry were areas of weakness. When reviewing scoring by grade levels in ELA for intermediate grades weak areas are analyzing information and literary text. Middle school weak areas are mostly analyzing literary text - informational and vocabulary students did well. The actions and services planned in our current LCAP to address these ongoing needs, include supporting students in leveled math groups and supporting our staff through Professional Development in both reading-writing across the curriculum as well as Math. supplemental units to support identified mathematical topics as listed.

Also demonstrated on the CA Dashboard, although RSA's overall student Chronic Absenteeism rate in 2019-2020 was a success with a score in the GREEN performance level, we had one group (Hispanic) who scored in the Orange performance level. The local data for 2020-2021 estimates that our chronic absenteeism rate is 7%. RSA has carefully monitored chronic absenteeism attributing the increase to the challenges of managing and returning to school due to the pandemic, we recognize that this will take an intentional effort to get families to fully re-engage in school. Our school climate program, teacher engagement, ASB, VAPA program, and attendance supervision will be implemented to help decrease the number of students who are chronically absent.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

RSA has developed three overarching goals for our students that address these objectives:

Goal 1 Instruct, monitor, and implement Student Learning and Academic Performance using assessment data in Mathematical Standards,

Goal 2 Instruct, monitor, and implement Student Learning and Academic Performance using assessment data in English Language Arts

Both areas of academics will be reviewed during regularly scheduled PLC (Professional Learning Community) and ILT (Instructional Leadership Team) meetings;

Goal 3 Strengthen the community of learners to create leaders and build self-esteem through outreach and involvement; Ensuring all stakeholders are engaged in decision making and developing a sense of school safety. This includes participation in various activities and program including the extensive elective program and after-school clubs.

Quarterly administration met with community stakeholder groups and the Governing Board to share information on the intervention programs and grade-level progress. The implementation, monitoring, and review of LCAP Goals throughout the year were included in the PLC and general staff meetings. RSA was intentional with building the School Climate Program and participated in the new to Social-Emotional Health screener, as well as, encouraging student engagement and leadership within the school.

Our first two goals are centered around Academic Excellence for all students with the intent of improving student achievement and performance. Goal 1- Academic excellence for all students; Students will demonstrate increased math proficiency using mathematical reasoning skills. Goal 2: Academic Excellence for all Students in English Language Arts: Improve students' overall reading comprehension & fluency as well as writing skills across the curriculum. Goals 1 and 2 not only keep RSA focused on continual improvement over time, but also specifically target deficits/needs in both ELA and Math for which we strive to improve, including identified learning loss areas for all students and identified subgroups such as Socioeconomically disadvantaged students. RSA will demonstrate academic excellence and measurable progress in Mathematics and English Language Arts core content areas through an interdisciplinary approach to learning. The students at RSA will participate in daily instruction where they will demonstrate academic excellence and achieve measurable progress towards core content area goals. Student Progress is measured by one year's growth based on informal and formal assessments such as CAASPP and NWEA testing.

Our 3rd goal is to provide opportunities for students to participate in their education and engage in leadership experiences that prepare them for the 21st century. Our LCAP actions outline the key features that will increase student engagement specifically but also overall stakeholder engagement that lead to better outcomes for students. Our actions include SEL screening and support; Emotional Support Tools and Materials for Self-Regulation; Increasing positive School Culture program; Increase Student Engagement: Reduce Chronic Absenteeism; College and Career support for middle school students; Increase Student engagement & attendance through VAPA and competition sports and Increase Parental Involvement. We seek to meet this goal by maintaining student engagement, as measured by a decrease in the number of students who are chronically absent, and an increase in student participation in VAPA activities after school, cultural events, intramural sports/camps, student council, educational field trips, and/or participation in VAPA or academic competitions. Stakeholder engagement will be measured by Parent, Student, and staff surveys as well as participation in family events such as Back to School night, parent conferences, and participation in performances/school clubs. This year, the school will be participating in a county grant to implement a Social-Emotional Learning (SEL) survey and curriculum using BASE and KELVIN. During middle school PLC, a curriculum geared towards career and college readiness will be shared and practiced as well as reading and writing across the curriculum. All of these monitoring tools yield meaningful reports and the necessary documentation to direct small group instruction in specific areas or remediation that can be shared with parents and students. With the additional benchmark tests, administration and teachers will be better able to progress monitor and focus instruction across grade levels and within grade levels. The additional information will also benefit our English Learners focusing language on function writing and reading for information.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

RSA strives to provide for a variety of educational partner meetings to ensure a quality engagement with ample opportunities in several formats to achieve meaningful input for strategic planning goals. RSA believes a major factor in the success of students is the involvement that a significant adult has in their school life. Although parent involvement opportunities were initially limited to zoom due to COVID restrictions, parent-run committees interfaced indirectly with RSA teachers and staff using Zoom meetings and shared documents. The stakeholder groups include two parent groups, Parent Teacher Council and Theater Booster Club, Certificated and All Staff meetings, Instructional Leadership Team (ILT) and Administration, Associated Student Body, and fourth - eighth-grade students.

RSA parents are engaged and informed of the LCAP achievements, and goals, and provide input determining needs. Our Parent Teacher Council (PTC) worked to promote community within the school through events such as the Fall Fox Trot where family members volunteered to cheer students on as they ran laps, served water, and shared photos of their children trotting to earn donations, PTC conducted an evening auction event with support from local businesses and classroom projects made by the students. They honored the staff during Staff Appreciation Week with treats and gifts. PTC has established monthly onsite and zoom meetings, an adopted annual budget, elected officers, and committee bylaws that support its mission of creating a welcoming environment to support families and give back financially to the school. You can reach this group at: http://www.rsarts.org/parent_pages/p_t_c_-_parent_teacher_club.

Another significant parent group is Theater Booster Club (TBC). TBC supported our annual spring musical. Parents and community members work with RSA staff to sew or secure costumes, help construct set pieces, work alongside students to run the backstage activities during performances, promote the musical production in the community, concession sales, and more. TBC has established monthly onsite meetings, an adopted annual budget, elected officers, and committee bylaws that support its mission of creating a welcoming environment to support families and financially support the performing arts. You can reach this group at: http://www.rsarts.org/parent_pages/p_t_c_-_parent_teacher_club. You can reach this group at: http://www.rsarts.org/parent_pages/t_b_c_-_theater_booster_club

Parents can participate on several school committees as appointed by the Governing Board such as curriculum review and adoption, the School Site Safety committee, LCAP review and implementation, Governing Board, and the Finance Committee. RSA encourages and appreciates the input from our parents.

The RSA monthly News includes information regarding the LCAP and the mission of the school. Annually, parents and community members are sent a survey to provide anonymous feedback to the school which includes a variety of questions on participation areas, safety at school, implementation of the school's mission, and overall educational program quality. Quarterly, the administration reports on the school's LCAP goals relative to student progress as measured through various local and state indicators, as well as presentations at the PTC and TBC meetings to discuss and offer suggestions as a means to include as many educational partners as possible. Evidence of these discussions can be found on the agendas and minutes of these parent committees.

There are a variety of ways that all staff members are engaged and are informed of the LCAP achievement, goals, and determining needs.

Monday afternoons are set aside for Teacher meetings such as general planning meetings, Professional Development (PD), and Professional Learning Communities (PLC). At least three times during the year an All Staff meeting includes updates on student progress and includes discussion time. Both types of meetings have an agenda and minutes. Another designated staff educational partner is the Instructional Leadership Team (ILT) which consists of teachers from varying grade levels, special education, independent study, and administrative staff. This team met 6 times over the course of the year with discussions related specifically to actions/services of the LCAP, analyzed student data to develop targeted intervention services, and review the school's dashboard/ CAASPP information. These ILT members conduct the PLC for teacher training and student data analysis. The Administration Team meets bi-monthly to stay informed of student progress, review input from the various stakeholder groups, plan and implement the MTSS and address other concerns. The agenda and minutes from this meeting are reviewed at each meeting to ensure the focused actions related to the RSA LCAP goals and to include meaningful input from the parent, community, and staff input.

There are several ways that students are encouraged to provide input. Every other year the 4th - 8th graders complete a survey that includes School climate, SEL, and safety questions. This survey also includes an opportunity for students to write in their concerns or thoughts. Student Council meets monthly with an advisor who supports student engagement and communicates to the administration any concerns or questions they may have had related to school. Students can offer ideas for community engagement such as 'Hats On for Hunger' which raised money for local food banks and 'Pennies for Pups' which raised money for the local Haven Humaine Shelter. They also organized two separate spirit week activities for the entire school to engage in together.

These various educational partner groups provide a review, input, and ideas to create the school's LCAP goals and actions.

A summary of the feedback provided by specific educational partners.

Using our various educational partner group committee meetings, board meetings, and parent surveys, the LCAP plans, goals, and actions were reviewed for effectiveness. RSA received a 35% response rate to the parent spring survey which included representation from student groups such as English Language Learners, Special Education, and the general school offered intervention. General comments included:

- implementing small-group interventions as offered before, during, and after school was helpful for students and families;
- school counselor services and instructional practices supported the social-emotional needs of the students, especially those returning to the classroom from distance learning;
- include the past engagement actions such as assemblies, theme days, field trips, and performances as the year progressed was welcomed and more added would be appreciated
- all stakeholder groups felt safe and the school and the school will continue to implement practices that support a positive school climate
- concerns were listed for the middle school math program providing instruction that prepares them for high school
- concerns regarding less computer time and more hands-on lessons or interactive lessons with less nightly homework

When the 2022 winter NWEA scores were reviewed by Administration, and the ILT, overall students made sufficient annual progress in Mathematics and Reading. However, some mathematic subcategories for 4th - 8th graders were noted as growth areas such as algebraic

equations, measurement and data, and geometry. In the English Language Arts/ Reading subcategories, it was noted that Informational Text should be an instructional focus area.

Additionally, several educational partner groups encouraged more SEL activities to help students cope with changes/ routines in the classrooms and between peers as everyone gets used to being together on campus and COVID restrictions are relaxed.

Monthly meetings for all educational partners did support the comprehensive strategic planning, accountability, and improvement across the eight-state priorities and locally identified priorities. The stakeholder engagement is ongoing and a continuous process.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

After reviewing the data, from the last year and this current year, the various educational partners were encouraged with student academic progress based on a winter comparison of NWEA 2021 and 2022 test results. It was also noted that the various efforts toward meaningful engagement were successful in encouraging school connectedness. The school will use the CA Dashboard when it is launched to monitor areas of concern with the following student groups: IN Mathematics, Socioeconomically disadvantaged and Students with Disabilities, when compared to all students, were in the yellow performance band rather than in the green. In ELA, the Socioeconomically disadvantaged appear in the orange performance band and Students with Disabilities in the yellow performance band, when compared to all students in the green performance band. New actions have been identified and extra staffing supports put in place to support these areas of concern.

Draft Goals and a summary of the proposed LCAP actions were presented; input was solicited from the following groups:

- * School Board-
- * Administrations and ILT-
- * Classified and certificated staff members -
- * Various Parent educational partner meetings-
- * Student Council -
- * Parent surveys (2022) -

Suggestions from the various groups included:

- * Identified the benefit of using our full-time counselor (1 FTE) to support SEL and the search for college/ career awareness lessons,
- * Purchase supplemental materials to support learning units such as mathematics and novels based on the theme year,
- * Purchase theater/ technology equipment and repairs as needed for the various school productions
- * Rethinking some of our elective and extracurricular activities schoolwide to provide opportunities for students to engage and take on leadership opportunities
- * Continue with supporting student learning outcomes and parent/ student/ teacher conferencing
- * SELPA- training for Special Ed compliance and MTSS model

All the educational partners had a significant role in providing feedback and refining our plan for 2022-2023. After reviewing local and state data and our current actions, services, and goals in our draft plan, groups brainstormed areas of strength and concern in each of the eight state priorities. We prioritized the areas suggested and developed the final plan. We brought back the final plan to all of our stakeholders for further feedback. Finally, our LCAP Committee and Governing Board approved the plan for 2022-2023. We believe this comprehensive plan provides a road map for our district in the coming years and will adjust the plan as necessary to support continuous improvement.

Goals and Actions

Goal

Goal #	Description
1	Academic excellence for all students; Students will demonstrate increased math proficiency using mathematical reasoning skills. This Goal addresses State Priorities 1,2, 4, 7 and 8.

An explanation of why the LEA has developed this goal.

When reviewing the winter NWEA Mathematics by grade levels, students scored in the low and low average in algebraic expressions, operations and geometry. Overall NWEA score comparisons from Winter 2020 to winter 2021 shows an increase in students scoring below the 21st percentile at almost every grade level. This could be attributed to the general learning loss experienced during the pandemic and could also be attributed to the implementation of a new math curriculum which, due to cohorting and other Covid restrictions prevented teachers from fully implementing our leveled math classes schoolwide.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 Basic 100% of students have access to standards based curriculum. Maintain Services - Pupils access. have sufficient access to standards- aligned instructional materials	100% of students have access to CC standards based curriculum and/materials.	100% of students have access to CC standards based curriculum and/materials.	100% of students have access to CC standards based curriculum and/materials.		Maintain 100% access to Common Core Standards based curriculum and materials for all students.
Priority 2 Implementation of State Standards - Implementation of State board adopted academic content and performance standards for all	100% of teachers will use Math, English Language Arts, VAPA and Next Generation Science Standards textbooks and/or other supporting materials for CC	100% of teachers used Math, English Language Arts, VAPA and Next Generation Science Standards textbooks and/or other supporting materials for CC	100% of teachers used Math, English Language Arts, VAPA and Next Generation Science Standards textbooks and/or other supporting materials for CC		100% of teachers will maintain the implementation of State board adopted academic content and performance standards for all

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students in all subjects	standards for student learning.	standards for student learning.	standards for student learning.		students in all subjects
Priority 1 Basic Services - Appropriate Teacher Placement/Credential	100% of teachers appropriately assigned and credentialed.	Utilizing State Allowed Local Assignment Options, 100% of teachers appropriately assigned and credentialed.	Utilizing State Allowed Local Assignment Options, 100% of teachers appropriately assigned and credentialed.		Maintain 100% of teachers appropriately assigned and credentialed.
Priority 2 Implementation of State Standards - English learners access to CCSS and ELD standards	Use and implement CC textbooks and other supplemental curricula with EL supporting materials to increase academic language development.	Used and implemented CC textbooks and other supplemental curricula with EL supporting materials for academic language development.	Used and implemented CC textbooks and other supplemental curricula with EL supporting materials for academic language development.		Maintain the implementation of State Standards - English learners access to CCSS and ELD standards
Priority 4 Pupil Achievement - Statewide assessments CAASPP scores: Overall achievement with students not meeting standard on CAASPP will decrease by 0.5% in Math and CA Science Test.	2019 CAASPP test scores for Math: 44.29% of students Met or Exceeded Standards; 19.02 % of Students did not meet standards. CAST 2019 1st year data: Percent of students meeting or exceeding standards in 5th Grade, 44%; 8th Grade 32%.	2022 CAASPP test scores for Math: 38.12% of students Met or Exceeded Standards, this was a very slight decrease from 38.97% in 2021. 27.27% of Students did not meet standards, this was down from 31.12% the previous year which suggests we gained some ground with our intervention efforts.	2023 CAASPP test scores for Math: 38.66% of students Met or Exceeded Standards, this was a slight increase from 38.12% in 2022. 30.67% of Students did not meet standards, this was up from 27.27% the previous year. This data will be studied in detail to form a plan for 23-24.		Percent of students not meeting standard in CAASPP- Math will continue to decrease by .5% annually and our Socially Economically Disadvantaged students will increase by .5% the number of students meeting or exceeding standards. Percent of students Meeting or Exceeding standards for CAST will continue to increase by .5% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7 – Course Access - Programs and services developed and provided for unduplicated pupils and individuals with exceptional needs. RSA will expand the intervention support Programs/Services for unduplicated students and students with exceptional needs, including online intervention programs before, after and during school through use of paraprofessionals and certificated staff.	Participation in push in/pull out or extra support services before/after school as measured by attendance sheets for students with exceptional needs or unduplicated categories. ILT Monitoring records of all students scoring below the 21st percentile in Math using local NWEA assessment data.	RSA continued with push in/pull out or extra support services before/after school as measured by attendance sheets for students with exceptional needs or unduplicated categories. Monitored records of all students scoring below the 21st percentile in Math using local NWEA assessment data.	RSA continued with push in/pull out or extra support services before/after school as measured by attendance sheets for students with exceptional needs or unduplicated categories. Monitored records of all students scoring below the 21st percentile in Math using local NWEA assessment data.		Maintain participation rates for targeted students, and Monitoring records will show a decrease in the number of students scoring below the 21st percentile on NWEA Math assessments over time..
Priority 8 - Pupil Outcomes – Local Metric Indicator of progress on NWEA assessments. Goal to reduce by 1% the number of students scoring below the 21st percentile.	Local NWEA Math comparison data for 2020 and 2021 winter scores of students scoring below the 21st percentile in Math: 3rd Grade, -2%; 4th Grade, 1%; 5th Grade, -2%; 6th Grade, -5%; 7th Grade, -3%; 8th Grade, -12%. Overall school decreased in student growth due to	Local NWEA Math comparison data for 2021 and 2022 winter scores of students scoring below the 21st percentile in Math: 3rd Grade, -1%; 4th Grade, -1%; 5th Grade, 7%; 6th Grade, -4%; 7th Grade, 8%; 8th Grade, 5%. Overall school improvement of 2%.	Local NWEA Math comparison data for 2022 and 2023 winter scores of students scoring below the 21st percentile in Math: 3rd Grade, +6%; 4th Grade, -8%; 5th Grade, -3%; 6th Grade, +5%; 7th Grade, -1%; 8th Grade, +8%. Overall school result was an increase in students		The overall number of students scoring below the 21st percentile in Math will decrease by at least 1% each year and show continual improvement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	COVID restrictions of -4%.		scoring below the 21st percentile of 7%. Since it was the first year of the high school, we couldn't see winter to winter comparisons, but fall to spring assessment showed a 5% improvement for 9th grade, moving all students above the 21st percentile by spring.		
Priority 2 Implementation of State Standards - Implementation of State board adopted academic content and performance standards for all students in all subjects		Review middle school and high school mathematic curriculum to ensure sequential progress between grades. Potentially recommend curriculum for adoption.	Review K-5 math curriculum for adoption.		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide intervention and remediation for students.	Students have been identified through multiple measures who will participate in before, during, and after school intervention lessons set up as individual and/or small groups using certificated and paraprofessional staff members. The school will purchase a school license for Moby Max, supplemental Go Math materials, iReady	\$134,259.00	Yes

Action #	Title	Description	Total Funds	Contributing
		licenses for intervention and select classrooms and other resources as needed.		
1.2	Staff Meetings and Agenda for PD and PLC	1 Monday each month will be to conduct PLC by depts, grade levels, or on going training for Data review/ analysis.	\$102,612.00	No
1.3	Implement a system of local performance assessments	Expand the use NWEA K-11 as a school wide benchmark testing. Provide PD for CAASPP interim assessments. Create a team for data review and response planning.	\$7,815.00	No
1.4	Ensure each classroom has adequate math manipulatives and support units.	Purchase additional math manipulatives so that each child has a set to use during the lessons.	\$5,000.00	Yes
1.5	Implement reading and writing skills during math lessons.	PD for teachers to ensure they implement reading and writing skills during their math lessons.	\$6,300.00	No
1.6	Use Google Suite Enterprise	Teachers will use google suites to design lessons, provide for online connections and communicate with students and parents to support daily lessons.	\$2,232.00	No
1.7	Review math curriculum for K-8 to make recommendations to adopt.	3 - 5 staff members with support from SCOE curriculum specialists will review various math curriculum that meets state standards and provides for sequential learning between grades and topics.		No
1.8	Math Lesson Study	A group of teachers will have joined a team from SCOE and a neighboring charter school to participate in an intensive Lesson Study		No

Action #	Title	Description	Total Funds	Contributing
		to help explore lessons that target engagement for focus students not previously successful.		

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

RSA did not purchase new math curriculum, but has pushed that action to 23-24.

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

An explanation of how effective the specific actions were in making progress toward the goal.

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

For 23-24 We added iReady as a major intervention tool as well as a specific Data Team who will look at School Wide data, particularly NWEA math scores, and help implement strategic change. Added Action 8, a "Lesson Study" team that will look to improve the effectiveness of instruction through engagement of target students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Academic Excellence for all Students in English Language Arts: Improve student overall reading comprehension & fluency as well as writing skills across the curriculum. This Goal addresses State Priorities 1,2, 4, 7 and 8.

An explanation of why the LEA has developed this goal.

When reviewing the winter NWEA Reading and Language Arts scores by grade levels, students in all grade levels scored in the low and low average in vocabulary and informational text. Historically we see that students have struggled with the ELA performance task on the CAASPP assessment. This data along with our local NWEA results suggests that we need to target these areas for academic growth and improvement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 Basic 100% of students have access to standards based curriculum. Maintain Services - Pupils access. have sufficient access to standards- aligned instructional materials	100% of students have access to CC standards based curriculum and/materials.	100% of students had access to CC standards based curriculum and/materials.	Maintained with the addition of 9th and 10th grade. 100% of RSA students, grades K-10 had access to standards based curriculum.		Maintain 100% access to Common Core Standards based curriculum and materials for all students.
Priority 1 Basic Services - Appropriate Teacher Placement/Credentials	100% of teachers appropriately assigned and credentialed.	100% of teachers appropriately assigned and credentialed.	Maintained with the addition of 9th and 10th grades.		Maintain 100% of teachers appropriately assigned and credentialed.
Priority 2 Implementation of State Standards -	100% of teachers will use English Language Arts, VAPA and	100% of teachers used English Language Arts, VAPA	Maintained with addition of 9th and 10th grades.		100% of teachers will maintain the implementation of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State board adopted academic content and performance standards for all students in all subjects	History/ Social Science Standards textbooks and/or other supporting materials for CC standards for student learning.	and History/ Social Science Standards textbooks and/or other supporting materials for CC standards for student learning.			State board adopted academic content and performance standards for all students in all subjects
Priority 2 Implementation of State Standards - English learners access to CCSS and ELD standards	Use and implementation of CC textbooks and other supplemental curriculum with EL supporting materials.	Used and implemented CC textbooks and other supplemental curriculum with EL supporting materials.	Maintained with addition of 9th and 10th grades.		Maintain the implementation of State Standards - English learners access to CCSS and ELD standards
Priority 4 Pupil Achievement - Statewide assessments CAASPP scores: Overall achievement with students not meeting standard on CAASPP will decrease by 0.5% in both ELA and Math. CAST student results data and make goals for 2020-2021.	2019 CAASPP test scores for ELA: 56.3% of students Met or Exceeded Standards; 17.12 % of Students did not meet standards.	With no testing in 2020, 2021 test scores demonstrated significant learning loss as compared with 2019. 2021 CAASPP test scores for ELA: 53% of students Met or Exceeded Standards; 19.0% of students did not meet standards.	2023 CAASPP test scores for ELA: 50.66% of students Met or Exceeded Standards; this was up from 47.06% in 2022. This year, 21.00% of students did not meet standards; this was down significantly from 30.33% in 2022 which suggests we gained some ground with our intervention efforts.		Percent of students not meeting standard in CAASPP- ELA will continue to decrease by .5% annually and our Socially Economically Disadvantaged students will increase by .5% the number of students meeting or exceeding standards
Priority 7 – Course Access - Programs and services developed and provided for	Participation in push in/pull out or extra support services before/after school as measured by	Continued to utilize push in/pull out or extra support services before/after school as measured by	Continued to utilize push in/pull out or extra support services before/after school as measured by		Maintain participation rates for targeted students, and Monitoring records will show a decrease in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
unduplicated pupils and individuals with exceptional needs. RSA will expand the intervention support Programs/Services for unduplicated students and students with exceptional needs, including online intervention programs before, after and during school through use of paraprofessionals and certificated staff.	attendance sheets for students with exceptional needs or unduplicated categories. ILT Monitoring records of all students scoring below the 21st percentile in ELA using local NWEA assessment data.	attendance sheets for students with exceptional needs or unduplicated categories. Monitored records of all students scoring below the 21st percentile in ELA using local NWEA assessment data.	attendance sheets for students with exceptional needs or unduplicated categories. Monitored records of all students scoring below the 21st percentile in ELA using local NWEA assessment data.		the number of students scoring below the 21st percentile on NWEA ELA assessments over time..
Priority 8 - Pupil Outcomes – Local Metric Indicator of progress on NWEA assessments. Goal to reduce by 1% the number of students scoring below the 21st percentile.	Local NWEA comparison data in Reading for 2020 - 2021 winter scores of students scoring below the 21st percentile in ELA: 3rd Grade, 1%; 4th Grade, 1%; 5th Grade, 1%; 6th Grade, maintained %; 7th Grade, 6%; 8th Grade, -5%. Overall school improvement of 1%.	Local NWEA comparison data in Reading for 2021 - 2022 winter scores of students scoring below the 21st percentile in ELA: 3rd Grade, -3%; 4th Grade, 0%; 5th Grade, 13%; 6th Grade, -1%; 7th Grade, -2%; 8th Grade, 2%. Overall school improvement of 2.4%.	Local NWEA comparison data in Reading for 2022 - 2023 winter scores of students scoring below the 21st percentile in ELA: 3rd Grade, +5%; 4th Grade, -10%; 5th Grade, -2%; 6th Grade, +9%; 7th Grade, +7%; 8th Grade, +2%. Overall school improvement of 3.0%. Overall school result was an increase in students scoring below the 21st percentile of 11%.		Number of students scoring below the 21st percentile in ELA will decrease by at least 1st each year and show continual improvement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Since it was the first year of the high school, we couldn't see winter to winter comparisons, but fall to spring assessment showed a 12% improvement for 10th grade, moving all students above the 21st percentile by spring.		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Data Driven Instruction in ELA	NWEA assessment results, CBMs, Lexia, and CAASPP will be used to identify students needing assistance or for targeted instruction. Teachers will use data to develop or differentiate instruction based on identified student needs. Administration will collaborate regularly with the Grade Level Data Team. DT will be instrumental in analyzing data and working with grade level teams to implement data driven instruction practices school wide.	\$11,000.00	No
2.2	PD for Staff on Reading and Writing across the curriculum	Training and implementation of CAASPP block and interim testing for progress monitoring. SIPPS reading training for Paraprofessionals and all teachers K-5th grade. In addition, SIPPS materials will be purchased and used for Tier 1 & Tier 2 intervention groups. Middle School staff will access and attend training on "Reading & Writing in the Disciplines" through Annenberg Learning. PD for new teacher's induction program.	\$31,025.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	EL Learners access to achievable academic skills that will increase their English language.	The summative ELPAC scores have identified the writing domain as the highest need for our EL population. Identified students will receive instructions in writing and reading skills to increase their academic comprehension.	\$26,412.00	Yes
2.4	Provide intervention and remediation for students.	Students that have been identified through multiple measures, will participate in before, during, or after school intervention small groups using certificated and paraprofessional staff members. The school will purchase a school license for Lexia, Read Naturally, i-Ready and supplemental reading materials to monitoring the progress and provide intervention.	\$22,000.00	Yes
2.5	Purchase novels, non-fiction books, online lessons, and periodicals.	Grade levels will use novels and non-fiction books to support interdisciplinary reading and writing. Current Social Studies curriculum will be reviewed, sifted, and much replaced with new, current and engaging materials.	\$46,190.00	No

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

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

An explanation of how effective the specific actions were in making progress toward the goal.

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

Added the purchase of new inquiry based Social Studies curriculum with strong ELA instruction to Action 5.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	RSA will provide opportunities for students to participate in their education and engage in leadership experiences that prepare them for the 21st century.

An explanation of why the LEA has developed this goal.

Students participating in an Arts education or other high interest activities during the day encourages students to attend school regularly. Local data shows that our Chronic absenteeism rate for the 2020-21 school year will increase significantly and we anticipate a need to strengthen our student attendance supervision practices. Research suggests that a well maintained school facility and an effective School Climate Program will increase student engagement and sense of safety. The school also recognizes that Social Emotional Learning and supports will be needed to deal with the aftermath of the pandemic.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 Basic Services - School facilities are maintained in good repair: Maintain Good Repair of learning environment.	FIT Survey December 2020- all systems inspected are in Good repair. Overall Rating is Exemplary.	Maintain	FIT Survey December 2022- all systems inspected are in Good repair. Overall Rating is Exemplary.		Maintain Good repair of learning environment.
Priority 3 Parental Involvement - Efforts to seek parent input in making decisions for the school as measured by attendance records to stakeholder meetings and response rate to	In 2021: 156 responses were received from approximately 401 family groups who completed the Spring 2021 Parent/Family survey. Overall response rate of 39%. Presentations, reports	Efforts to seek parent input occurred in two ways. Parent Survey 2022 - 122 responses 35% response were received from approximately 378 family groups who completed the Spring 2021	Efforts to seek parent input occurred in two ways. Parent Survey 2023 (83 responses), and presentations, reports and updates were provided at 10+ parent stakeholder meetings.		Maintain active involvement of our families who serve on executive boards of clubs/committees/ Governing board as well as parents who attend these meetings. Maintain active response rates

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
multiple Stakeholder Spring surveys.	and updates were provided at 10+ parent stakeholder meetings. (not distilled for unduplicated pupils or exceptional needs). LCAP and student progress presentations with opportunities to provide input and feedback during monthly Stakeholder group meetings as evidence by agenda and minutes. (TBC, PTC, Governing Board, Staff Meetings)	Mostly classroom based program Of the 122 families that responded 35% receive some services - IEP, 504, SST, English Language Learners. Presentations, reports and updates were provided at 10+ parent stakeholder meetings. (not distilled for unduplicated pupils or exceptional needs). LCAP and student progress presentations with opportunities to provide input and feedback during monthly Stakeholder group meetings as evidence by agenda and minutes. (TBC, PTC, Governing Board, Staff Meetings). 85% of the responses noted that they felt involved in school-wide decision making and 94% felt encouraged to advocate for their child.			to various surveys sent out during the school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 Parental Involvement - Promote parental participation for unduplicated pupils and those with exceptional needs.	2021: Additional parent survey sent out to families who have students with exceptional needs or who participate in the English Learners program to solicit feedback on ability to participate in school engagement, school safety, and program services review. Response rate of 35%. 100% of parents agreed or strongly agreed that RSA provides a safe and healthy environment for their child. 84.3% of families agree or strongly agreed that they are able to be involved in school-wide decision making at my child's school. 94.8% of family agreed or strongly agreed that their collaboration with staff during IEP meetings, 504 Accommodation Plan meetings, and/or	Efforts to seek parent input occurred in two ways. Parent Survey 2022 - 122 of the 122 responses (35% response were received from approximately 378 family) Of the 122 families that responded 35% of the responses represent unduplicated pupil counts - IEP, 504, SST, English Language Learners. sent out to families who have students with exceptional needs or who participate in the English Learners program to solicit feedback on ability to participate in school engagement, school safety, and program services review. 97% of parents agreed or strongly agreed that RSA provides a safe and healthy	Efforts to seek parent input occurred in two ways. Parent Survey 2023. Of the 83 responses (35% response were received from approximately 378 family) 19 families responded that represent unduplicated pupil counts - IEP, 504, SST, English Language Learners. sent out to families who have students with exceptional needs or who participate in the English Learners program to solicit feedback on ability to participate in school engagement, school safety, and program services review. 90% of parents agreed or strongly agreed that RSA provides a safe and healthy environment for their child. 94.8% of family		Maintain or increase the response rate of 35% to Parent Engagement Survey. RSA will continue to provide this survey in addition to our whole school Spring Parent survey to ensure participation from this unduplicated group.75% or more of respondents will agree or strongly agree to the key questions listed in Baseline data.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SST meetings was important in developing an educational plan for my child.	environment for their child. 92% of family agreed or strongly agreed that their collaboration with staff during IEP meetings,	agreed or strongly agreed that their collaboration with staff during IEP meetings,		
Priority 5 Pupil Engagement as measured by participation in school activities: Spirit days, ASB, Sports, Outside Interest activities, etc.	Maintain Rosters of students who participate in ASB, sports or other outside interest activities. Spirit Day Participation results: on average 65% of K-8th grade students dressed up on spirit days or on a theme day.	Rosters were maintained for the various RSA team sports: Volleyball, Basketball and Cross Country. ASB conducted two spirit weeks with an average schoolwide participation rate of 75%. ASB conducted two community awareness/fundraising opportunities during the year. Hat on for Hunger (supporting local food pantries) and Pennies for Pups (supporting Haven Humane Society). Middle School students were offered a winter social event with 90% participation.	Rosters were maintained for the various RSA team sports: Volleyball, Basketball and Cross Country. ASB conducted two spirit weeks with an average schoolwide participation rate of 79%. ASB conducted three community awareness/fundraising opportunities during the year. A canned food drive for The Good News Rescue Mission, Pennies for Pups to support Haven Human and Diaperpalooza to support Pathways to Hope. Middle School students were offered a winter social event with 90% participation.		Maintain or expand opportunities for students to participate in various school activities, thus increasing positive attendance and engagement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 Pupil Engagement- Chronic Absenteeism	Chronic Absenteeism rate on 2019 CA Dashboard 3% (18 Students w/ chronic absences /608 enrolled students. RSA anticipates a chronic absenteeism rate for the 2020-21 school year +7%.	Chronic Absenteeism rate on 2019 CA Dashboard 3% (18 Students w/ chronic absences /608 enrolled students. RSA anticipates a chronic absenteeism rate for the 2021 - 22 school year 8% (44 students out of 541 enrolled). Our goal was not met for this school year due to an increase in the illnesses at school not due to unexcused absences.	Chronic absenteeism rate for the 2022-23 school year 10.7% (58 students out of 543 enrolled). Our goal was not met for this school year due to an increase in the illnesses.		Reduce absenteeism by 1% per year.
Priority 6: School Climate as measured by surveys from pupils/parents.	Based on 2021 Student survey (given every other year) and Parent Surveys (given every year): Connectedness at school for students grade 4th – 8th: 90.6% of students feel their teacher cares about them. 82.7% of students feel like they belong in their classroom and school community.	maintain and expand into high school	Based on 2023 Student survey (given every other year) and Parent Surveys (given every year): Connectedness at school for students grade 4th – 8th: 85.3% of students feel their teacher cares about them. 70.3% of students feel like they belong in their classroom and school community.		Maintain effective positive school climate and student connectedness to school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>92.2% students in grades 4th – 8th feel safe at school - explanations were provided. Some did not feel safe due to pandemic.</p> <p>96% students in grades 4th – 8th have knowledge of Character Counts education program, school rules and how they are implemented at school.</p> <p>2021 Spring Parent Survey (Parent Survey- given every year)</p> <p>99.18% of parents responded that their child feels safe at school in the classroom; 97.6% of parents responded that their child feels safe at school on the playground; 99.19% parents responded that their child feels safe to talk with at least 1 adult at school.</p>		<p>85.3% students in grades 4th – 8th feel safe at school - explanations were provided. Some did not feel safe due to pandemic.</p> <p>97.4% students in grades 4th – 8th have knowledge of Character Counts education program, school rules and how they are implemented at school.</p> <p>2023 Spring Parent Survey (Parent Survey- given every year)</p> <p>97.59% of parents responded that their child feels safe at school in the classroom; 95.18% of parents responded that their child feels safe at school on the playground; 97.59% parents responded that their child feels</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			safe to talk with at least 1 adult at school.		
Priority 5 Pupil Engagement as measured by participation in SEL lessons, pre and post assessments, implementation of screeners.	Initial baseline K - 8 school wide SEL screener will be implemented in 2021-22. Spring 2021 Student survey: 76.4% of students reported that they able to recognize when they are having negative emotions (sad, depressed, frustrated, anxious, etc.). 65% of students reported that they knew strategies to help myself feel better/happy (breathe, walk, draw, listen to music, etc.)	a) In grades 3-8 RSA implemented the Kelvin SEL screener offered through Shasta County Office of Education, completing 4 pulses during the school year. In November 2021 there was a 53% student participation rate, in May 2022 the participation rate was 84%. In May 2022 the overall favorable score was 65%, down from the peak score of 71% in January 2022. Of the six areas measured, the areas of overall highest favorability were Instructional Environment (78%) and Relationships (74%). The area of overall lowest favorability was Positive Affect (48%). Positive Affect measured how worried students felt	RSA continued to utilize the Kelvin SEL screener in 22-23. For the year, we had 82% participation.		Student pre and post screeners will show a minimum of 1% increase in Social Emotional health based on CASEL 5 competencies: relationship skills, self management, self awareness, social awareness and responsible decision making. Student response to Spring Survey will increase by 5% for students reporting ability to recognize negative emotions and strategies to feel better/happy.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>and how able they were to express their feelings. b) For all grades K-8 RSA implemented pre and post SEL teacher rating scales for each student. Progress in social/emotional skills was noted for grade K-1 students in seat based and home based programs (+2.4 and +13.15 percentage points, respectively) and grade 6-8 students in seat based and home based programs (+9.4 and 14.75 percentage points, respectively). Of interest for the 2021-2022 school year, all student groups except 2-3 home school students showed growth in their management of challenging circumstances, e.g. COVID.</p>			
<p>Priority 4 Student Achievement: College and Career</p>	<p>School staff attendance records at Reach Higher Shasta. Maintain the school</p>	<p>maintain and expand into high school.</p>			<p>Maintain programs, practices, activities and events that support College and</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Awareness for Middle School Students. School counselor's calendar of lessons to show scope and sequence of lessons taught. (small group rosters for students needing additional help.) PLC and ILT attendance and agenda to confirm the monitoring of assessment data, course compositions and grades. Participation rosters for fieldtrips/activities, such as Shasta College Career Day Event.	counselor's calendar of lessons to show scope and sequence of lessons taught. (small group rosters for students needing additional help.) PLC and ILT attendance and agenda to confirm the monitoring of assessment data, course compositions and grades. Participation rosters for fieldtrips, activities, such as Shasta College Career Day Event.				Career awareness for middle school students, as evidenced by maintenance of baseline data/records.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	SEL screening and supports	PD for teachers, paraprofessionals and specialists to collaborate prior to referrals to SSTs, e.g. regularly scheduled student staffing meetings; and purchase of already standardized SEL universal screener.	\$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Emotional Support Tools and Materials for Self Regulation	School Counselors will provide Social Skills training in the classrooms to support social and emotional needs of students. Purchase additional materials for teachers to use in their classroom to support social emotional learning.	\$200,603.00	No
3.3	Increase positive School Culture	The Vice Principal will work with grade level teachers to promote Character Counts Friday, quarterly awards and arrange for assemblies that support good character and school climate. All Staff will attend a Standard Response Protocols training put on by "I Love U Guys" on August 14, 2023. Executive Think Tank will identify and implement changes to improve school culture for students, families and staff.	\$47,000.00	No
3.4	Increase Student Engagement : Reduce Chronic Absenteeism	<p>RSA will use a three-way approach to increase student engagement and reduce chronic absenteeism. ASB advisor to organize student engagement activities such as spirit days and community outreach. FACT Advisor will promote engagement opportunities through performances and competitive teams. Attendance Supervision staff will increase efforts to reduce chronic absenteeism by targeting students that are chronically absent and eliminating any barriers that are keeping them from attending school. Administration/Teaching Staff and Registrar will collaborate together to use the following practices to curb chronic absenteeism:</p> <ul style="list-style-type: none"> * Connect with students on a weekly basis * The School Attendance Clerk, High School Counselor and the Vice Principal will meet monthly to review attendance data to target students, *Teachers to monitor weekly during PLC meetings to identify students early. * Provide home visits for chronically absent students, * Coordinate and manage SSTs for families to problem solve attendance issues * Coordinate and provide professional development for staff using topics such as Social-Emotional Learning, Restorative Justice, 	\$53,560.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Capturing Kids Hearts, * Connect families with local resources and community partners to reduce barriers to attending school, and * Implement an attendance campaign using Attendance Works resources.</p>		
3.5	College and Career supports for middle school students	<p>College & Career: Reach Higher Shasta Secondary The district will participate in the Reach Higher Shasta regional collaborative in order to create a college-going culture for our students and their families. We will use an ongoing process to monitor a variety of outcome measures such as absentee rates, course and subject grades, and 6th - 8th-grade assessment results. RSA will monitor student course completion and success, beginning in grade 6. Students will be exposed to social skill building such as how to manage conflict, manage social, and school work demands, and be perseverant problem solvers, good communicators, and team players. Kinder students will participate in the “Kinder College Day” event put on by College Connection. Seventh through high school students will be exposed to strategic field trips/activities that support college and career development and promote awareness. (such as 7th-grade Theater Arts Field Trip(Ashland) with nearby College visit and Shasta College Career Day Event), career survey to develop future educational interests. High School students will tour Shasta College and 9th graders will attend the County-wide STEM day.</p>	\$44,283.00	Yes
3.6	Increase Student engagement & attendance through VAPA and sports competition	<p>Offer a variety of VAPA experiences to encourage attendance and academic interests and provide the musical instruments or consumable materials for the enrichment/ elective classes for elementary and High School.</p>	\$202,543.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	Increase Parental Involvement	Provide opportunities for parental involvement through class field trips, family evening events, Student lead conferences and Parent-Teacher conferences, and a variety of parent club groups that include collaboration in LCAP information as evidenced through agenda and minutes from club meetings.	\$5,000.00	No

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

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

An explanation of how effective the specific actions were in making progress toward the goal.

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

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

An explanation of how effective the specific actions were in making progress toward the goal.

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

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

An explanation of how effective the specific actions were in making progress toward the goal.

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
328,392	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.76%	0.00%	\$0.00	5.76%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

RSA has an enrollment of unduplicated pupils that is less than 40 percent of the school site's total enrollment – an unduplicated pupil count of 27% in 2021-2022 school year. Therefore, RSA may expend supplemental and concentration grant funds on a schoolwide basis based on the requirements of 5 CCR Section 15496. The supplemental funds will be principally directed to support the unduplicated pupils and enhance the overall program.

- In determining the most effective use of supplemental and concentration funds, the following information was considered:
- * Review of the CA School Dashboard student group as reported in 2019 to identify which student groups need additional support
 - * Current local and state metrics with actions and services in place
 - * History of success with actions and services in school programs
 - * Refinement of intervention and services to improve student outcomes
 - * Validity of services based on best practices of effective schools and relevant research

In analyzing the above data, RSA has determined that the implementation of social-emotional learning professional learning and support, early intervention in reading and math, ensuring that students have access to electives, and one-on-one support are the most effective uses of the supplemental dollars to meet the needs of our identified student group populations of socioeconomically disadvantaged, Foster Youth,

and English Language Learning students.

After much consideration, by our stakeholder groups, we identified actions and services that are principally directed to increase and improve services for our unduplicated population on an LEA-wide level. We believe these actions and services are the most effective in meeting our LCAP goals for unduplicated pupils. Following is a list of the intended use of funds and program/service offerings as described in detail in the goals and actions section of the plan.

- Provide intervention and remediation for identified students will include the unduplicated students into the before, during, and after school intervention so that all students who need services will be able to access the services based on need. Increase services through the use of paraprofessionals and certificated staff. Efforts will be made to ensure the unduplicated are included in the intervention groups.
- Staff development time in the form of PD and PLC to promote data-driven instruction will enhance the daily instructional lessons for all students. Professional development includes Step up to Writing, Reading, and Writing across the curriculum (Anneberg), developing social-emotional skills in students, NWEA MAP training on gleaning information from testing data.
- Implement a system of local performance assessments that will occur during teacher time making the best use of instructional time for all students including guided practice on test-taking strategies and writing responses to build confidence in all students.
- Implement reading and writing skills during math lessons will occur during teacher time making the best use of instructional time for all students including guided practice on test-taking strategies and writing responses to build confidence in all students.
- Use of Google Suite Enterprise enhances communication with parents to keep them informed on completed student assignments. Effectively design lessons for all students to better support the daily lesson goals and expectations for learning.
- Increase counseling time to support attendance, college/ career lessons, SEL lessons
- Offer a rich and robust VAPA and other engagement activities through the elective program, after school activities with or without competitions, and family engagement activities
- Continue to participate in the reduced price meal subsidy
- English Learner Coordinator will offer supports through push-in or pull-out as needed based on the ELPAC results.

- Attend training for the Homeless/Foster Youth Coordinator

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement.

RSA's unduplicated count is 27% in the 2021-2022 school year, this is below the state identified 55% unduplicated pupil count to receive additional funding. RSA receives supplemental funding related to Low Income, Foster Youth, and English Learners. As stated above, the RSA plans to spend approximately \$310,580 derived from supplemental funds to serve, increase and/or improve services for unduplicated pupils during the 2021-2022 school year. The school's budgeted expenditures and delivery of related services serve as an approximate measurement of services delivered to unduplicated pupils. When applied to the budgeted LCFF Base Funding entitlement of \$553,756 the school achieves an expenditure percentage of 100%, satisfying the minimum proportionality percentage requirement.

RSA will be spending supplemental funds as described above. It is our belief that the most effective way to provide opportunities to the pupils is through the action steps goals 1, 2, and 3. The supplemental funds provide for additional targeted interventions, lower student/staff ratios counseling services, a Response to Intervention model, and access to engagement and leadership opportunities. The English Learner Coordinator, Foster/Homeless Youth Coordinator, and Counselors directly support the unduplicated student groups. All services are planned to be implemented school-wide because of the low percentage of targeted students in a school with small class sizes. The primary benefit is for the targeted students, but all students will benefit from the plan. The school believes these are the most effective uses of the additional funds to improve the educational program for the targeted student groups. Our overall strategy includes groupings of all students with similar needs regardless of whether or not they are in a targeted student group. Additionally, the planned services will avoid the potential negative stigma from a traditional targeted or pull-out program and will allow students to maintain access to all other services available to students without interruption. Funds will be used primarily to support maintaining lower class sizes, provide instructional aides and college/career counseling, behavioral and social-emotional supports, and interventions to strengthen the educational program.

Being a small charter school many of the strategies described above are best applied universally, and although principally directed with unduplicated pupils in mind, these strategies will benefit all students. As described in the LCAP, the Goals and Actions will ensure unduplicated pupils will progress towards meeting academic standards, social-emotional learning, and school expectations.

Following are links to evidence-based programs and research that supports our actions and services in our plan:

"What Really Counts When We Teach? by Alan Schoenfeld in Achieve the Core, April 18, 2017, <http://achievethecore.org/aligned/what-really-counts-when-we-teach/>; Schoenfeld can be reached at alans@berkeley.edu.

"Learning from the Past: What ESSA Has the Chance to Get Right" by Danielle Dennis in The Reading Teacher, January/February 2017 (Vol. 70, #4, p. a395-400), <http://bit.ly/2jpuGfP>; Dennis can be reached at dennis@usf.edu

"Time for Teacher Learning, Planning Critical for School Reform" by Eileen Merritt in Phi Delta Kappan, December 2016/January 2017 (Vol. 98 #4, p. 31-36), www.kappanmagazine.org.

"Beyond Teachers: Estimating Individual Guidance Counselors' Effects on Educational Attainment" by Christine Mulhern*Harvard University, January 30, 2020 http://papers.cmulhern.com/Counselors_Mulhern.pdf , Christine can be reached at Mulhern@g.harvard.edu.

Upshur, C. C., Heyman, M., Wenz-Gross, M. (2017). Efficacy trial of the Second Step Early Learning (SSEL) curriculum: Preliminary outcomes. *Journal of Applied Developmental Psychology*, 50, 15–25.

Low, S., Cook, C. R., Smolkowski, K., & Buntain-Ricklefs, J. (2015). Promoting social-emotional competence: An evaluation of the elementary version of Second Step. *Journal of School Psychology*, 53, 463–477.

Frey, K. S., Nolen, S. B., Edstrom, L. V., & Hirschstein, M. K. (2005). Effects of a school-based social-emotional competence program: Linking children's goals, attributions, and behavior. *Journal of Applied Developmental Psychology*, 26, 171–200.

Edwards, D., Hunt, M. H., Meyers, J., Grogg, K. R., & Jarrett, O. (2005). Acceptability and student outcomes of a violence prevention curriculum. *The Journal of Primary Prevention*, 26, 401–418. doi:10.1007/s10935-005-0002-z

Espelage, D. L., Low, S., Polanin, J. R., & Brown, E. C. (2013). The impact of a middle school program to reduce aggression, victimization, and sexual violence. *Journal of Adolescent Health*, 53(2), 180–186.

Espelage, D. L., Polanin, J. R., & Rose, C. A. (2015, in press). Social-emotional learning program to reduce bullying, fighting, and victimization among middle school students with disabilities. *Remedial and Special Education*, doi: 10.1177/0741932514564564

Nickerson, A. B., Livingston, J. A., Kamper-DeMarco, K. (2018). Evaluation of Second Step child protection videos: A randomized controlled trial. *Child Abuse & Neglect* 76, 10–22.

Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The economic value of social and emotional learning. New York: Center for Benefit-Cost Studies in Education, Teachers College, Columbia University.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432.

Jones, D. E., Greenberg, M., and Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health*. Advance online publication. doi:10.2105/AJPH.2015.302630

Smith, B. H., & Low, S. (2013). The role of social-emotional learning in bullying prevention efforts. *Theory into Practice*, 52(4), 280–287. doi:10.1080/00405841.2013.829731

Taylor, R.D., Oberle, E., Durlak, J.A., & Weissberg, R.P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: a meta-analysis of follow-up effects. *Child Development*, 88(4): 1156–1171.

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

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Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:24	
Staff-to-student ratio of certificated staff providing direct services to students	1:19	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$456,794.00	\$471,540.00	\$12,500.00	\$11,000.00	\$951,834.00	\$625,160.00	\$326,674.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Provide intervention and remediation for students.	English Learners Foster Youth Low Income	\$29,238.00	\$105,021.00			\$134,259.00
1	1.2	Staff Meetings and Agenda for PD and PLC	All	\$102,612.00				\$102,612.00
1	1.3	Implement a system of local performance assessments	All	\$7,815.00				\$7,815.00
1	1.4	Ensure each classroom has adequate math manipulatives and support units.	English Learners Foster Youth Low Income	\$2,500.00		\$2,500.00		\$5,000.00
1	1.5	Implement reading and writing skills during math lessons.	All		\$6,300.00			\$6,300.00
1	1.6	Use Google Suite Enterprise	All	\$2,232.00				\$2,232.00
1	1.7	Review math curriculum for K-8 to make recommendations to adopt.	All					
1	1.8	Math Lesson Study	All					
2	2.1	Data Driven Instruction in ELA	All	\$4,000.00	\$7,000.00			\$11,000.00
2	2.2	PD for Staff on Reading and Writing across the curriculum	English Learners Foster Youth Low Income	\$425.00	\$19,600.00		\$11,000.00	\$31,025.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	EL Learners access to achievable academic skills that will increase their English language.	English Learners	\$26,412.00				\$26,412.00
2	2.4	Provide intervention and remediation for students.	English Learners Foster Youth Low Income	\$9,534.00	\$12,466.00			\$22,000.00
2	2.5	Purchase novels, non-fiction books, online lessons, and periodicals.	All	\$6,190.00	\$30,000.00	\$10,000.00		\$46,190.00
3	3.1	SEL screening and supports	All	\$2,000.00	\$2,000.00			\$4,000.00
3	3.2	Emotional Support Tools and Materials for Self Regulation	All	\$67,508.00	\$133,095.00			\$200,603.00
3	3.3	Increase positive School Culture	All	\$14,000.00	\$33,000.00			\$47,000.00
3	3.4	Increase Student Engagement : Reduce Chronic Absenteeism	English Learners Foster Youth Low Income	\$46,785.00	\$6,775.00			\$53,560.00
3	3.5	College and Career supports for middle school students	English Learners Foster Youth Low Income		\$44,283.00			\$44,283.00
3	3.6	Increase Student engagement & attendance through VAPA and sports competition	All	\$132,543.00	\$70,000.00			\$202,543.00
3	3.7	Increase Parental Involvement	All	\$3,000.00	\$2,000.00			\$5,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds	
5,701,269	328,392	5.76%	0.00%	5.76%	\$114,894.00	3.08%	5.10 %	Total:	\$114,894.00	
									LEA-wide Total:	\$38,446.00
									Limited Total:	\$0.00
									Schoolwide Total:	\$76,448.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Provide intervention and remediation for students.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$29,238.00	0.90%
1	1.4	Ensure each classroom has adequate math manipulatives and support units.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	0.09%
2	2.2	PD for Staff on Reading and Writing across the curriculum	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$425.00	0.24%
2	2.3	EL Learners access to achievable academic skills that will increase their English language.	Yes	LEA-wide	English Learners	All Schools	\$26,412.00	0.43%
2	2.4	Provide intervention and remediation for students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,534.00	0.60%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Increase Student Engagement : Reduce Chronic Absenteeism	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$46,785.00	0.52%
3	3.5	College and Career supports for middle school students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		0.30%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$692,974.00	\$648,978.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Provide intervention and remediation for students.	Yes	\$164,729.00	\$195,250.00
1	1.2	Staff Meetings and Agenda for PD and PLC	No	\$95,696.00	\$104,621.00
1	1.3	Implement a system of local performance assessments	No	\$7,815.00	\$7,813.00
1	1.4	Ensure each classroom has adequate math manipulatives and support units.	Yes	\$5,000.00	\$5,390.00
1	1.5	Implement reading and writing skills during math lessons.	No	\$6,290.00	\$4,714.00
1	1.6	Use Google Suite Enterprise	No	\$2,500.00	\$2,232.00
1	1.7	Review math curriculum for the middle and high school to make recommendations to adopt.	No	\$60,000.00	
2	2.1	Data Driven Instruction in ELA	No	\$32,000.00	
2	2.2	PD for Staff on Reading and Writing across the curriculum	Yes	\$44,110.00	\$18,002.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	EL Learners access to achievable academic skills that will increase their English language.	Yes	\$24,392.00	\$47,869.00
2	2.4	Provide intervention and remediation for students.	Yes	\$34,000.00	\$21,858.00
2	2.5	Purchase novels, non-fiction books, online lessons, and periodicals.	No	\$13,000.00	\$4,571.00
3	3.1	SEL screening and supports	No	\$3,200.00	\$2,834.00
3	3.2	Emotional Support Tools and Materials for Self Regulation	No	\$47,000.00	\$63,661.00
3	3.3	Increase positive School Culture	No	\$30,500.00	\$30,902.00
3	3.4	Increase Student Engagement : Reduce Chronic Absenteeism	Yes	\$29,535.00	\$21,586.00
3	3.5	College and Career supports for middle school students	Yes	\$17,207.00	\$51,938.00
3	3.6	Increase Student engagement & attendance through VAPA and sports competition	No	\$71,000.00	\$65,737.00
3	3.7	Increase Parental Involvement	No	\$5,000.00	

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$328,392.00	\$174,767.00	\$139,184.00	\$35,583.00	3.08%	5.70%	2.62%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Provide intervention and remediation for students.	Yes	\$51,208.00	\$49,160.00	.90%	.96%
1	1.4	Ensure each classroom has adequate math manipulatives and support units.	Yes	\$5,000.00	\$5,390.00	.09%	1.08%
2	2.2	PD for Staff on Reading and Writing across the curriculum	Yes	\$13,425.00	\$8,739.00	.24%	.65%
2	2.3	EL Learners access to achievable academic skills that will increase their English language.	Yes	\$24,392.00	\$22,359.00	.43%	.92%
2	2.4	Provide intervention and remediation for students.	Yes	\$34,000.00	\$21,858.00	.60%	.64%
3	3.4	Increase Student Engagement : Reduce Chronic Absenteeism	Yes	\$29,535.00	\$16,242.00	.52%	.55%
3	3.5	College and Career supports for middle school students	Yes	\$17,207.00	\$15,436.00	.30%	.90%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,393,576	\$328,392.00	0	7.47%	\$139,184.00	5.70%	8.87%	\$0.00	0.00%

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

General Reporting

SUBJECT: Agenda Item 2.6 – Set August 2023 Board Meeting Date

PREPARER: Lane Carlson

RECOMMENDATION: Discussion/Action to Approve Aug Board Meeting Date

BACKGROUND:

In accordance with the Bylaws, the Board shall meet at its principal executive office at least once annually within thirty (30) days of the beginning the academic school year for the purpose of reorganizing the Board and conducting other business as may be determined necessary.

The Governing Board will set Thursday, Aug 10, 2023 as their first meeting date for the 2023/24 Academic school year

REFERENCE:

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

Policy Review & Amendments

SUBJECT: Agenda Item 2.7 – Policy Amendments

2.7.1 2023/24 K-8 Family Handbook

2.7.2 2023/24 High School Family Handbook

2.7.3 2023/24 Home School & Virtual Independent Study
Family Handbook

PREPARER: Lane Carlson

RECOMMENDATION: Discussion/Action to Approve the Family Handbooks

BACKGROUND:

The family handbooks will be presented for annual board review and approval. The handbooks are updated annually to reflect changes in policies and procedures.

- See Attached: K-8 Family Handbook
- See Attached: High School Family Handbook
- See Attached: Home School & Virtual Independent Study Family Handbook

REFERENCE:
RSA Policies & Procedures/Governing Board Policies/Policy Adoption



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

K-8 Family Handbook

~~2022-2023~~ 2023-2024

Adopted: 6/21/2022

Redding School of the Arts
955 Inspiration Place – Redding CA 96003
Phone: (530) 247-6933 / FAX (530) 243-4318

The mission of Redding School of the Arts, where education and the arts connect, is to educate K-8 students who have an interest in visual and performing arts and cultivate their knowledge and skills for the betterment of their local and global community. Utilizing an inter-disciplinary theme-based approach, students will learn to read, write, speak, problem solve, use technology and sustainable practices. RSA seeks to accomplish its goal of high academic and behavioral standards through a student centered, multicultural and multilingual environment with an emphasis on the arts. This charter school will enable students to become literate, self-motivated and life-long learners who participate in the art of their community.

Redding School of the Arts (“RSA” or “the School”) does not discriminate against any student or employee based on actual or perceived characteristics of nationality, race, ethnicity, religion, sex, gender, ethnic group identification, age, national origin, ancestry, immigration status, 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.

RSA STUDENT CODE OF CONDUCT

Trustworthiness	<p>Blue: Think True Blue</p>	<ul style="list-style-type: none"> • Be honest: don't deceive, cheat or steal • Keep your promises • Have the courage to do what is right
Respect	<p>Yellow/Gold: Think the Golden Rule</p>	<ul style="list-style-type: none"> • Follow the Golden Rule – treat others how you want to be treated • Recognize the value of people, property and the environment • Use good manners • Be considerate of others' feelings • Accept others' differences
Responsibility	<p>Green: Think being responsible for a garden, reliable like an oak tree</p>	<ul style="list-style-type: none"> • Use self-control, think before you act and think of the consequences of your actions • You are accountable for your choices and decisions; you don't blame others for your actions • Plan ahead and prepare for their school day • Do your best, never give up, and choose to learn from their mistakes
Fairness	<p>Orange: Think of dividing an orange into equal sections to share</p>	<ul style="list-style-type: none"> • Listen to all sides before making judgments • Play by the rules • Take turns and share • Treat people equally
Caring	<p>Red: Think of the heart</p>	<ul style="list-style-type: none"> • Be kind, considerate and friendly • Show appreciation and gratitude: say "Please" and "Thank You" • Be forgiving • Help others in need • Be compassionate and empathetic
Citizenship	<p>Purple: Think regal purple as representing the state</p>	<ul style="list-style-type: none"> • Do your share to make your school and community better, cleaner and safer • Respect those in charge of you • Follow the school rules • Cooperate with others • Have a positive attitude

RSA PARENT CODE OF CONDUCT

Trustworthiness	<p>Blue: Think True Blue</p>	<ul style="list-style-type: none"> • Be reliable - pick up your child on time • Keep your promises • Be honest with your children and others • Support your child's learning, but don't do their work for them • If you have a concern, speak directly with the people involved
Respect	<p>Yellow/Gold: Think the Golden Rule</p>	<ul style="list-style-type: none"> • Be tolerant, respectful and accepting of those who are different from you • Deal peacefully with anger, insults and disagreements • Follow the Golden Rule • Provide guidelines and firmness for children, but implement them with dignity • Treat staff as professionals • Support education by respecting school hours • Schedule appointments to meet with teachers (teacher duties run from 7:35am- 3:45pm)
Responsibility	<p>Green: Think being responsible for a garden, reliable like an oak tree</p>	<ul style="list-style-type: none"> • Review papers and information from school and return them in a timely manner • Check school, teacher and Aeries websites regularly • Teach and model for your children how to be accountable for choices • Know and refer to the family handbook as a first step to addressing questions and concerns • Arrive on time and make your student's appointments outside school hours
Fairness	<p>Orange: Think of dividing an orange into equal sections to share</p>	<ul style="list-style-type: none"> • Understand, follow and support the school rules • Do your part to help out at school • Actively listen to others before taking action • Treat all people fairly • Be open-minded to others' perspectives
Caring	<p>Red: Think of the heart</p>	<ul style="list-style-type: none"> • Be forgiving of others, everyone makes mistakes • Be kind • Tell your children that you love them • Express gratitude for what is done for you and your children • Be considerate of office staff
Citizenship	<p>Purple: Think regal purple as representing the state</p>	<ul style="list-style-type: none"> • Do your part to improve your school and community • Cooperate • Be involved in school • Respect authority for the well-being of your child • Obey the traffic laws, including the parking lot at school

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Dear Family,

Welcome to RSA! We are glad that you have joined our incredible community. Redding School of the Arts (RSA) is a unique school where administrators, teachers, parents, and children work together to create an engaging learning environment that will reach the whole child.

We are very proud of our school and the results we see in the lives of the children who attend RSA, as well as those who have [graduated-promoted](#) from our program. Those who go through our program from kindergarten through eighth grade tend to be self-confident, lifelong learners who are good citizens, and have an appreciation of the arts. This is brought about by the dedication of the multi-talented staff and parents here at RSA. Welcome to the team!

This handbook is meant to be used by parents, students, teachers, and anyone interested in knowing how things work here at RSA. We encourage you to read through it and become familiar with it. When things seem unclear regarding rules or policies, please check here first. You may find the answers you are looking for.

Warmly,
The RSA Staff

Diversity

Children are diverse in learning styles, language, cultural and religious backgrounds, developmental levels, and social and emotional understandings. Our goal is to respond in ways that honor the richness of this diversity. It means that students, teachers, and parents at RSA respect and appreciate diversity, realizing that we all contribute in unique ways to the RSA family. RSA will not discriminate against any student or employee based on actual or perceived characteristics of nationality, race, ethnicity, religion, sex, gender, ethnic group identification, age, national origin, ancestry, immigration status, 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.

Curriculum

Thematic instruction is interdisciplinary teaching that organizes instruction around, and delivers curriculum through, the exploration of major issues. RSA uses a three-year thematic rotation. We rotate through the themes of: California and U.S. history, Ancient Civilizations and Eastern Hemisphere Studies (Africa, Asia and Early European). The kindergarten through eighth grade curriculum encompasses language arts, math, science, social studies, visual and performing arts, Mandarin as a foreign language and P.E. all through this interdisciplinary, thematic, project-based approach.

Mandarin Immersion Program

What is immersion?

RSA's Mandarin immersion program started in August 2007. Students who are accepted into this program will spend part of the day in a classroom where they are surrounded by English, learning academic subjects such as social studies, reading, language arts, math concepts, and new academic vocabulary in English. The other part of their day is spent in Mandarin, learning to read and write Mandarin, math concepts and science.

Why immersion and not a traditional language class at elective time?

When you were two, your mother probably did not tell you the difference between a verb and a noun in order to help you say them in the right word order; You learned by listening and interacting with the people around you. That type of language learning is called language acquisition through immersion. We believe that this is the best way for a student to become fluent in Mandarin. We immerse them in the language and let them discover the language in everyday situations; thus, mimicking the way they learned their first language.

Why Mandarin?

There are many benefits to learning Mandarin. The U.S. Government has classified it as a Class IV language, which means it is a very difficult language for English speakers to learn. Studies show that children who learn a Class IV language as their second language tend to do better on academic test scores and have an easier time learning a third language.

Mandarin is a language that typically students struggle to become fluent when he/she begins studying in middle school or high school, although it can be done. Learning the language at an early age gives the student the ability to understand, assimilate and mimic the highly tonal Mandarin language quickly and naturally, as well as develop a cultural awareness. Finally, Mandarin is one of the fastest growing languages in the world. What a great opportunity to give our children the gift of a new language!

The silent period

Just as a baby cannot speak the moment he hears his first repeated word, so it is with a kindergartener in an immersion program. A child may not speak a word of Mandarin for months. It is only when they begin to feel comfortable with the language that they begin to show what they are internalizing. All children understand a new language (receptive) before they exhibit (expressive) what they know. Please be patient, they are learning more than they show. This is often true for students through first grade.

How different will it be from the general education program?

RSA's mission is enhanced by the Mandarin program. Every child learns to read, write, calculate, problem solve, citizenship, as well as being exposed to and engaging in the visual and performing arts. The main difference will be that your child will learn a new language, (speak, read, and write in Mandarin) in addition to their regular academic program.

Entering the program

Children must enter the program in kindergarten or 1st grade. No child will be admitted to the Mandarin program after ~~November-December~~ of their 1st grade year. Only students who demonstrate [strong academic performance and/or](#) grade level Mandarin proficiency may test into the program in subsequent years. Once a child is in the program they will remain in the Mandarin immersion class through 5th grade which then transitions to an academic period during their middle school years. In addition, all children included in the Mandarin program will participate in the visual and performance arts classes offered at RSA.

RSA students completing the Mandarin program through 8th grade, experience a broad, academically challenging career through their RSA years and obtain the skill level to test into a Chinese 2 or 3 class in high school.

Health and Important Enrollment Requirements

Evidence of Age

Prior to admission into any public school, the parent/guardian must present proof of the age of their child. Evidence of age can be in the form of a certified birth certificate or a statement by the local registrar or county recorder certifying the date of birth, a baptism certificate duly attested, a passport, or when none of the foregoing is obtainable, an affidavit by the parent.

Minimum Age Requirement for Kindergarten

RSA follows the applicable minimum age requirements outlined in the California Education Code. Students must reach the age of 5 years by September 1 in order to enroll and attend kindergarten on the first day of school. When enrolling in TK for home school program, students must turn five between the dates of September 2nd and ~~April 2nd December 1~~. **RSA does not offer a TK classroom-based program.**

Kindergarten Roundup

Kindergarten Roundup is provided by the Special Education staff in the late spring or early fall for all incoming Kindergarten students. This is a screening of various skills for Kindergarten readiness. These skills include:

- Gross Motor skills such as hopping on one foot, kicking, throwing and catching a ball, and walking on a balance beam.
- Academic readiness such as letter and number identification, and knowledge of colors and shapes. This is screened by the Kindergarten teacher or a paraprofessional.

Immunizations

To protect the health of all students and staff and to curtail the spread of infectious diseases, RSA desires to cooperate with state and local health agencies to uphold the laws regarding immunization requirements.

Immunization requirements:

Students Admitted at TK/K-12 Need:

- Diphtheria, Tetanus, and Pertussis (DTaP, DTP, Tdap, or Td) — 5 doses
 - (4 doses OK if one was given on or after 4th birthday. 3 doses OK if one was given on or after 7th birthday.
 - For 7th-12th graders, at least 1 dose of pertussis-containing vaccine is required on or after 11th birthday.
- Polio (OPV or IPV) — 4 doses
(3 doses OK if one was given on or after 4th birthday)
- Hepatitis B — 3 doses
(not required for 7th grade entry)
- Measles, Mumps, and Rubella (MMR) — 2 doses
(Both given on or after 1st birthday)
- Varicella (Chickenpox) — 2 doses

These immunization requirements also apply to students entering transitional kindergarten. Students who have some of the immunizations above may be conditionally admitted. (See Shot For Schools Website: [https://www.shotsforschool.org/k-12/.](https://www.shotsforschool.org/k-12/))

Personal Belief Exemption

Effective January 1, 2016, parents and guardians of students in any California school are no longer allowed to submit a new Personal Beliefs Exemption (PBE) for currently required vaccines. A PBE properly filed before January 1, 2016 is valid until entry into the next grade span (e.g., seventh grade).

Students who have properly completed PBE signed before January 1st, 2016 at their enrollment to Kindergarten-6th grade, are allowed to continue with the Waiver until start of 7th grade, but need to present completed vaccinations, as required by law, to be enrolled in 7th grade.

Medical Exemptions

Students may be exempt from immunization requirements if they have a valid medical exemption. Medical exemptions can be permanent or temporary based on a licensed physician's findings.

Before January 1, 2021, if you are seeking a medical exemption you must provide RSA a signed, written statement from a physician (MD or DO) licensed in California which states:

- The specific nature of the physical condition or medical circumstance of the child for which a licensed physician does not recommend immunization.
- Each specific required vaccine that is being exempted.
- Whether the medical exemption is permanent or temporary.
- If the exemption is temporary, an expiration date no more than 12 calendar months from the date of signing.

Starting January 1, 2021, all medical exemptions will be submitted electronically directly into the California Immunization Registry (CAIR) utilizing a standard form.

Starting January 1, 2020, all existing medical exemptions at that time continue to be valid except as explained below: If a student is enrolled and fails to fulfill the immunization requirements, the school will prohibit the student from onsite classes until that student has been fully immunized. Immunization records are reviewed by the school nurse. For additional details on immunization records see the RSA Immunization Policy.

Routine Screening

According to appropriate grade level schedules, all children will receive screenings for vision, hearing, dental, and speech and language skills. You have the right to refuse these services for your child. Unless you notify the office in writing, your child will be screened, at no expense to you.

Vision and Hearing

In grades Kindergarten, Second, Fifth and Eighth the School shall test the student's vision and hearing. The vision test shall include tests for visual acuity and color vision, although the color vision shall be appraised once and only on male students, the results of which shall be entered in the health records and need not begin until the student is in first grade. Classroom teachers are responsible for continuous observation of the appearance, behavior and complaints of students that might indicate vision problems. Where a student's school performance begins to give evidence that the existence of the problem might be caused by a visual difficulty, a visual evaluations hall be done in consultation with the school nurse.

The vision evaluation may be waived by the parents/guardians if they present a certificate from a physician and surgeon or an optometrist laying out the results of a determination of the child's vision, including visual acuity and color.

Dental

California law mandates that all kindergarten students and first grade students entering public school for the first time receive an oral health assessment. The law specifies that a licensed dentist or other registered dental health professional must perform the assessment. Oral health assessments that have happened within the last 12 months before your child enters school also meet this requirement.

First Grade Physical Examinations

All students entering first grade must provide evidence of a physical examination that was completed not earlier than 18 months prior to entering first grade. (Health and Safety Code 124085; 124100; 124105)

Speech and Language skills

Speech and language skills such as vocabulary knowledge, sound development, grammar, and language ability are important for learning and communicating and are evaluated in the Kindergarten classroom and again in second grade by the speech-language pathologist.

Health Guidelines

Illness

A child who is ill should not be sent to school, since this may result in his/her health becoming worse and exposing others. Good indicators that students should be kept home are temperature or vomiting within the previous 24-hour period. Students should be kept home until they are fever-free, without medication, for a 24-hour period or as otherwise instructed by RSA staff.

Please inform the school if your child has any of the following diseases: Chicken pox, measles, scarlet fever, flu, COVID-19 (or exposed to someone with COVID-19), infectious Hepatitis A, Bacterial Meningitis, Conjunctivitis (pink eye), Impetigo, Ringworm, Scabies, or head lice. Notices informing parents of possible exposure to an infectious disease may be sent home with students if deemed necessary. The note will indicate the grade and class of those exposed and will include a brief description of symptoms.

Head Lice

To prevent the spread of head lice infestations, School personnel shall report all suspected cases of head lice to the school nurse, or designee, as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household in accordance with the School's health examination policy. If lice are seen on a child at school the parents should be called to pick up the

child at the end of the school day and be given a copy of the brochure "A Parent's Guide to Head Lice". At home, all members of the family must be checked for head lice. This policy allows the parent to treat the child overnight. The day following treatment, the child should be re-examined and admitted to class. If the child is still infested, then the parent should be re-contacted.

While classroom or school-wide notification is not recommended after head lice have been detected in a student, this policy is at the discretion of the school nurse or administration. In the event of two or more persons infested with live lice in the same classroom, an exposure notice with information about head lice may be sent home to all parents/guardians of the students that have been exposed to the head lice.

School personnel shall maintain the privacy of students identified as having head lice and excluded from attendance.

Medicine on School Campus

RSA staff shall not assist a student in the administration of or administer medication – including pain relievers, asthma inhalers, cough drops, antibiotics, poison oak medication, antihistamines, or any other type of tablet, liquid, or ointment unless a "Request for Medication" form, completed and signed by both the doctor and the parent, is turned in to school along with the medication. This form must be updated yearly. All medications must be delivered to the school by the parent/guardian or his/her adult representative. Medication must be in a properly labeled pharmacy bottle containing the name and telephone number of the pharmacy, the student's name, name of the doctor, and dosage of medication. All medication will be kept in the office in a locked container.

Before the School will allow a student to carry and self-administer prescription auto-injectable epinephrine, inhaled asthma medication, or have authorized School personnel administer medications or otherwise assist a student in administering his or her medication, the School must receive a copy of the following:

1. A written statement executed by the student's authorized health care provider specifying the medication the student is to take, the dosage, and the period of time during which the medication is to be taken and a statement that the medication must be taken during regular school hours, as well as detailing the method, amount and time schedule by which the medication is to be taken;
2. A written statement by the student's parent or guardian initiating a request to have the medication administered to the student or to have the student otherwise assisted in the administration of the medication, in accordance with the authorized health care provider's written statement. The written statement shall also provide express permission for the School to communicate directly with the authorized health care provider, as may be necessary, regarding the authorized health care provider's written statement.

In the cases of self-administration of asthma medication or prescription auto-injectable epinephrine, the School must also receive a confirmation from the authorized health care provider that the student is able to self-administer the medication and a written statement from the parent/guardian consenting to the student's self-administration and releasing the School and its personnel from civil liability if the self-administering student suffers an adverse reaction by self-administering his/her medication.

New statements by the parent/guardian and the authorized health care provider shall be required annually and whenever there is a change in the student's authorized health care provider, or a change in the medication, dosage, method by which the medication is required to be taken or date(s), or time(s) the medication is required to be taken. If there is not a current written statement by the student's parents or guardian and authorized health care provider, the School may not administer or assist in administration of medication. The School will provide each parent with a reminder at the beginning of each school year that they are required to provide the proper written statements.

Parent(s)/guardian(s) of students requiring administration of medication or assistance with administration of medication shall personally deliver (or, if age appropriate, have the student deliver) the medication for administration to the School nurse or their designee.

Termination of Consent: Parent(s)/guardian(s) of students who have previously provided consent for the School to administer medication or assist a student with the administration of medication may terminate consent by providing the School with a signed written withdrawal of consent on a form obtained from the office of the School.

Illness and Accidents at School

If a student becomes ill or has an accident at school, efforts will be made to contact parents, guardians, or the emergency number(s) listed on the student's registration card.

Availability of Pupil Mental Health Services

RSA wants to ensure that parents, guardians, and students are informed about resources available for anyone who believes they are in a mental health crisis. We also encourage parents/guardians and students to talk with any adult in the school if they are concerned about possible mental health needs for themselves or other students. RSA takes all threats of suicide seriously.

Community/School Resources:

1. Shasta County Health & Human Services Agency, https://www.co.shasta.ca.us/index/hhsa_index.aspx, which provides a full spectrum of -supports. Their phone numbers for immediate help are: 24-hr mental health 530-225-5252 or 888-385-5201; Suicide Help 800-273-TALK (8255).
2. RSA has supports through administration and School Counselor. Students or parents may request mental health supports through the front office, notifying their classroom teacher, administration or Mrs. Percia (K-8 School Counselor) cpercia@rsarts.org.

Additional State Resources: Bullying And Human Trafficking Prevention

To access more resources that provide support to youth who have been subject to discrimination, harassment, intimidation, or bullying please visit the CDE Safe School Website: <https://www.cde.ca.gov/ls/ss/se/bullyingprev.asp>.

The CDE has provided resources for youth who have been affected by gangs, gun violence, and psychological trauma caused by violence at home, at school, and in the community at the following website: <https://www.cde.ca.gov/ls/ss/sa/>.

Please the following resources focused on human trafficking prevention:

- <https://www.cde.ca.gov/ls/ss/vp/commsexexploitationchild.asp>
- <https://lacounty.gov/human-trafficking/>
- <https://da.co.la.ca.us/operations/human-trafficking>

Guidelines for the First Days

The First Day

Until further notice, your child will begin their day by going directly to their classrooms. We ask that you say good bye to your child by the time they enter the outside door of their classroom. We know this may be difficult for you, but it is very important that you let them walk in on their own. RSA is a closed campus. To walk your child beyond the perimeter gates requires a volunteer sticker which can be secured by checking in through the main office.

Classroom Supplies

Please see your child's teacher's website for a detailed supply list. If you are unable to bring the supplies to the school's Meet and Greet in August, then you may drop off the bag of supplies at the spot that has been designated by your child's teacher for supplies. For some classes, please do not put your child's name or initials on any of these items as we share them throughout the year. Family provided school supplies is voluntary and not required. .

Guidelines for the First Weeks

Visitors and Volunteers

We love to have visitors and parent volunteers in our classrooms; however, we ask you to wait three weeks following the commencement of the school year so that we can have everything in order and the kids can become accustomed to their daily routine. This will give them the time and space that they need to make the room their own. It will also give teachers the opportunity to organize their volunteer lists. As a bonus, you will have attended Back to School night which is very informative and helpful when logging in volunteer hours!

~~* NEW For 2022-2023: Breakfast will now be offered/ Lunch service continues:~~

~~*Breakfast and lunch will be offered to all families at no cost for the 2022-2023/2023-2024 School Year.~~

Breakfast and lunch menus are posted on the RSA website. We do our best to educate and encourage your child to make healthy choices whether they are choosing a school lunch or bringing a lunch from home. Please send nutritious food with your child for lunch and snack. Snack ideas include: fruit, crackers, cheese, yogurt, nuts, etc. PLEASE DO NOT SEND SODA, CANDY, GUM, OR CHOCOLATE. Because of possible food allergies among our student body, sharing food is not allowed at school. **Breakfast service will be available 7:30am-7:50am.**

RSA serves healthy lunches and breakfasts prepared by the Healthy Lunch Program. Healthy foods come from whole foods, which are minimally processed and derive their nutrients from the soil. Whole foods are not "enriched" or contain preservatives or artificial colors. The Healthy Lunch Program produces lunches based upon the 2005 Dietary Guidelines for Americans published by the USDA and the Department of Health and Human Services. Lunches are made daily by our chef from fresh, whole foods, packaged in reusable containers, and delivered to our schools.

This school is an equal opportunity provider. In accordance with federal law and United States Department of Agriculture (USDA) policy, this institution is prohibited from discrimination against any student or employee based on actual or perceived characteristics of nationality, race, ethnicity, religion, sex, gender, ethnic group identification, age, national origin, ancestry, genetic characteristics, mental or physical disability, marital status, sexual orientation, gender identity, gender expression or association with a person or group with one or more of these actual or perceived characteristics or other category protected by law.

Drop Off and Pick Up Procedures

ALL vehicles entering RSA **MUST follow the right entrance** to the school. All vehicles must exit from the north end of the parking lot only.

Regular Drop Off Procedures (7:40 a.m. – 8:00 a.m.):

Kindergarten – 2nd/3rd grade students are to report directly to their classrooms by entering the building through the designated entry points. (Updated routes for drop off and pick up will be emailed home to families each August or when a change to current practices occur). **3rd/4th – 8th grade** students will report to the playground after entering the building through the designated entry points.

Drop off Lanes-~~In front of school~~ – If you need to drop off in the front of the school (north side) – please pull all the way forward as directed by a staff member to the northernmost part of the school along the curb. If you drop off on the south side near the activity center, please follow directions from duty staff and pull all the way forward towards the “t” turn in the front of the school. If after you drop off students on the south side, you need to drop off students in the Front (north side), please remain in the right curbside lane to turn right towards the front-north side drop off area. First car pulls all the way forward as directed by a staff member or to the North or South wings of the building depending on entry points for your student. Student unloading occurs in designated areas as indicated on Drop-Off/Pick-Up map.

Parking Lot Drop Off- Parents must pull into a parking spot to unload students. Students may walk to the cross walks escorted by parents or alone, depending on age and abilities of the students. **DO NOT unload students from any driving lanes.** Students and parents should wait at the cross walk until directed to cross by duty staff. To exit the parking lot, follow the traffic arrows to the north parking lot exit.

Early Drop Off Procedures (7:25 a.m. - 7:40 a.m.)

RSA offers early drop off for families who have students at multiple schools. Families participating in early drop off will use the Southside drop off location. Students will walk to the main café where they will be supervised until 7:40am before being released to go to their classroom/~~p~~Playground. Breakfast service will be available starting at 7:30am

Pick Up Procedures (2:25p.m. – 2:40 p.m. / Kindergarten-Second/~~T~~Third Grade

~~1.~~—In front of school

1. – Cars will form a single line and pull up to the curb on either the South or North designated pick up location. (Drop-Off/Pick Up map will identify by teacher which location to use). If you have students to pick up at both locations you start pick up at South wing and round the corner to the North wing to pick up second student. Cars are to follow all motions/directions given by the duty staff to avoid safety hazards. Students will load into cars and then all cars will leave either exiting west through the parking lot or continuing straight northwest allowing the next set of cars to fill the loading zones. Parents are encouraged to place a large sheet of paper indicating the names and grades of the children they are picking up.
2. Parking Lot – Parents park in an appropriate parking space and must walk to the front of the school to pick up student. Please use cross walks.

Pick Up Procedures (2:45 p.m. – 3:00 p.m. / Third – Eighth Grade)

1. Parking Lot- Pick Up– Parents park in an appropriate parking space and must walk to the front of the school to pick up student. Please use cross walks. Students dismissed at the 2:45p.m. pick-up time may cross at the cross walk to meet their family in the parking lot.
2. In front of school_ Cars will form single lines along the curbs on either the South or North designated Pick up locations. (Drop-Off/Pick Up map will identify by homeroom teacher which location to use).

If you have students to pick up at both locations you start pick up at South wing and round the corner to the North wing to pick up second student. All lines for pick up will be single file and for the safety of all, students will not load in any middle lanes. Drivers are encouraged to place a large sheet of paper in their window indicating the names and grades of the children they are picking up. Drivers must comply with directions given by RSA staff.

3. Parents may permit their middle school child to be picked up off site at a designated location, such as the RABA terminal. Those students are expected not to return to campus as RSA is a closed campus and students remaining on-site will be supervised in either the YMCA After School Care or Outside Interest programs.

Please be respectful and pick up your child on time. No students are allowed to congregate in the lobby of the school or outside the school building waiting for their ride. Students who are not picked up by the specific end time will remain with their teacher and family will be contacted.

Coming to School and Going Home

- Students must be dropped off and picked up at the designated areas. (Please see locations listed in Drop-Off/Pick-Up Map.) If using the drop off/pick up lanes, parents must stay in their vehicles in order to keep the line moving.
- Bikes must be walked on school grounds and locked in the bike rack.
- Students must have written permission from their parents on file in the school office if they choose to walk or bike.
- Bus Rules: Respect, Safety and Accountability. The RSA adopted themes of appropriate behavior applies to anyone riding the bus to or from School. When you are participating in riding the bus to and/or from school, you must obey all Redding School of the Arts standards of conducts as outlined in the Family Handbook. Remember, riding the bus is a privilege and pupils riding buses must obey all rules and regulations.

RABA: The School Express

The route serves RSA, Simpson, and Shasta College. The bus drives directly from the downtown bus terminal to RSA with arrival @ approximately 7:40am. RABA Pick Up –RSA students ride the bus back to the terminal. Students riding the bus can purchase a subsidized monthly pass in the front Office, payable to RSA. Please contact the front desk to see the current subsidized rates. Full price monthly passes and Pay-as-you-go cards are available at the RABA Terminal and City Hall Permit Center.

Requirements for Bus Riders:

- Listen to and promptly obey the bus driver.
- Remain seated at all times when the bus is in motion.
- Keep all hands, feet and other objects to oneself.
- Keep the aisle of the bus clear of all obstacles.
- Be courteous to everyone and refrain from inappropriate language.

Bus Riders May Not:

- Distract the bus driver in any way.
- Create a loud noise. (Use quiet, inside voices.)
- Deface or tamper with the bus or the property of others.
- Use language or gestures that others might find offensive.
- Eat, drink, chew gum, litter, spit, throw or toss any item inside of or out of the bus.
- Behave in any way which is illegal or dangerous.

School personnel may issue a discipline referral for failure to abide by these rules:

- Students failing to follow the above rules and regulations will be subject to school appropriate disciplinary procedures.
- A student's bus riding privilege will be suspended/ revoked for serious offences or multiple citations.

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Early Pick Up

If you desire to pick up your child early, you must go to the office first and sign him or her out. The office will then notify the teacher to send your child to the office. In order to keep classroom interruptions at a minimum, please plan ahead and email the front office before arriving to pick up your child.

Change in Child's Pick-Up Routine

If there is a change in who will be picking up your child from school or they are going home with a friend, please send a note with your child in the morning. Please note that your child will not be released to someone who is not on your approved list on your child's registration card. For your child's safety, a verbal authorization over the phone, email or note needs to be received by the office before we will release your child to another individual.

General Rules

Respect and Behavioral Expectations

Redding School of the Arts maintains high behavioral standards based on the six pillars of character: trustworthiness, respect, responsibility, fairness, caring and citizenship. Students are expected to exhibit behaviors reflective of these six tenets in all school-related facilities and activities. RSA has adopted and will implement a school-wide behavior management plan. Details of our behavior management plan will be distributed by your student's teacher and/or are located on the RSA website. If appropriate behavior expectations are not met, a Student Study Team (SST) meeting with the parent/guardian and the administration may be held to discuss discipline problems. Our behavioral goals can best be accomplished when we work together: students, staff and parents.

In the Classroom and On Campus

1. Follow Student Code of Conduct at ALL times.
2. Be respectful of other's learning time. Be prompt to class.
3. Be courteous. Use appropriate language.
4. Come prepared for class. Bring pencils, erasers, books and any other materials that will be needed.
5. Follow directions. Each teacher will establish academic expectations for his/her classroom. Students will follow the school-wide Behavior Management Program.
6. Students are expected to complete and turn in all assignments on time. If a student is absent, they are expected to make up missed work.
7. Students are required to have a hall pass to be in the halls or to use the restroom before school, during recesses or lunch.
8. Appropriate clothing is expected at all times. Follow the RSA dress code.
9. Students must take personal academic responsibility; if a student needs assistance or help, see a teacher, administrator, or other staff member.
10. No chewing gum, paper, rubber bands, paper clips, or other items. It is not only dangerous but can be distracting. Gum is not allowed anywhere on campus unless used under the direction of your teacher.
11. **Toys, electronic devices, extra money, and expensive items must be left at home.**
12. Abuse of technology, on or off campus, may result in loss of technology privilege at school.

Playground Rules

1. Follow all RSA Playground and Safety Rules. A copy of these rules can be found on the RSA website under Resources/Documents.
2. Students will remain in their designated play area on the Playground (based on gradelevels).
3. "Hands Off" policy; keep your hands, feet and body to yourself at all times.

4. No play fighting or roughhousing.
5. Walk on campus and in hallways at all times. Running is not acceptable behavior on campus other than during designated P.E activities and/or in field areas.
6. Be responsible for playground equipment by checking it out and returning it.
7. Keep feet on the ground. Do not climb any roof, tree, table, or railing.
8. Leave skateboards, roller blades, Heelys, radios, electronic devices, toys, and other play things at home. All toys/equipment brought from home will be seized by staff and parents will be required to pick up from office.
9. Do not bring dangerous objects of any kind. If an object has no reasonable purpose at school, leave it at home.
10. Do not mark up or damage any school property.
11. Take pride in your school.... keep the campus clean. Put litter and trash in the trash cans.
12. Do not block stairway/steps with backpacks, instruments, self or other items.
13. Playground voices, no screaming.
14. Follow all game rules as outlined in the RSA Playground and Safety Rules Handbook and found displayed prominently in two locations on the playground.
15. Respect others at play by not disturbing their games.
16. Ask for a hall pass when you need to use the bathroom or enter the building during recess or P.E. time.
17. Some playground equipment has specific directions for safe play. Know those directions before playing on or with that equipment.

During Lunch

1. Eat lunch and snacks in the designated areas.
2. Good behavior and table manners are expected at all times. Use a quiet voice in the cafe.
3. Bring lunch or eat a school lunch, but don't beg or otherwise force someone to give you food.
4. Because of possible food allergies among our student body, sharing food is not allowed.
5. Take **P**ride in your school – Clean eating areas and throw trash in the trash cans. Students will wait to be excused from the café by duty personnel at designated release times.
6. Be courteous and respectful to all staff and parent volunteers.

Closed Campus and Leaving School Grounds

1. RSA campus is a closed campus. This means that students may not leave the grounds at any time during the school day without permission from the office.
2. A parent or other adult, designated by the parent, must sign the student out in the office. Students will **only** be dismissed from class after the office contacts the teacher. You may send a note, email or phone the office to pre-arranged a planned release due to appointment.
3. During school hours or when participating in activities, students are to remain on campus, and under the supervision of Redding School of the Arts staff. This includes after school RSA activities.
4. All visitors, parents or other adults must sign in at the office during school hours of 7:30 a.m. – 3:30 p.m.
5. During school hours and After School Care/Outside Interest times the campus and playground is not available for public use, i.e. 7:30 a.m. – 6:15 p.m. unless there has been prior authorization through facility use form.

RSA personnel will release children only to parents, guardians, persons listed on the emergency/health forms, or those authorized for carpooling purposes. Parent(s)/guardian(s) must provide the school with documents about restraining orders or custody limitations. Notify your child's teacher if there is any concern that an individual with restricted access to the child might attempt to contact or collect the child from school.

If you are in a carpool, please write a note letting the office know which of your children are in the carpool and which adults are driving. If your child is going with someone else after school, please send a note to your child's teacher. Please make these arrangements before school as we will not interrupt instruction to

deliver messages to the classroom. Students will be notified of changes during their designated break times. Students who ride a bicycle or walk to school do so at their own risk. Written permission is required for students to ride bicycles or walk home from school. The school does not provide crossing guards beyond the front of the school. Students must use designated crosswalks/bike lanes for crossing the street.

Classroom Celebrations and Parties

Birthdays and Parties: Birthdays are special occasions for young children. If your child wishes, birthday treats may be brought for the whole class on his/her birthday. Please notify the teacher a day or two in advance so that teachers can plan for treats during recess time. RSA strongly encourages a healthy treat such as muffins and or fresh fruit/ vegetables instead of cupcakes, cookies or candy.

If you are planning a party for your child outside of school, please either invite the whole class or mail the invitations so that feelings will not be hurt.

Class celebrations: At RSA our children are learning to explore and enjoy the process of discovery. One of the ways we help them do this is by observing various milestones throughout the year by having a celebration. Our celebrations revolve around our social studies themes, math, science, and other academic subjects, not around holidays. Celebrations are left to the discretion of the classroom teacher. If you have any questions, please ask your child's teacher.

Telephone Usage

In general, school telephones are for business use by the staff. Only urgent messages will be delivered to your child. Students may use the phone at school when directed by school staff or in an emergency.

Cellphones/Electronic Devices/Toys

Electronic devices, toys, trading cards, etc. must not be brought to school. There is no reason for them to be on campus and therefore must remain at home. These items will be confiscated from students and won't be returned until a parent comes to school office to pick up the item.

Although students are permitted to bring cell phones to school, they will be confiscated if a student takes it out of their backpack during the school day, if the phone rings, or if it is used by the student during the school day. ~~As a general rule, cell phones are not to be seen or heard during the school day.~~ The school day is defined as beginning upon the students' arrival on campus and ending at 2:45 pm. Cell phones that are seen or heard during the school day will be taken and returned to the parent. Repeated offenses will result in the student being prohibited from possessing the cell phone on campus. Using cell phones to take pictures will not be allowed at any time. After 2:45pm, students will be allowed to use their cell phones for legitimate and appropriate communication purposes only.

Students in possession of any toy that resembles a weapon will be disciplined according to our discipline procedures. Depending on the item in question, this could include suspension or other severe discipline from school.

Electronic devices (i.e., EarPods) are very easy to steal and virtually impossible to prove ownership. Leave these valuable items at home where they belong. RSA is not responsible for lost, damaged, or stolen items.

~~As a general rule, cell phones are not to be seen or heard during the school day. The school day is defined as beginning upon the students' arrival on campus and ending at 2:45 pm. Cell phones that are seen or heard during the school day will be taken and returned to the parent. Repeated offenses will result in the student being prohibited from possessing the cell phone on campus. Using cell phones to take pictures will not be allowed at any time. After 2:45pm, students will be allowed to use their cell phones for legitimate and appropriate communication purposes only.~~

In emergency situations, such as an unscheduled school closing, the administration will use our school's communication system to notify parents, however, they may notify teachers to allow students to use their cell phones to contact their parents.

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Label Belongings

Please put your child's name on the inside of ALL personal belongings: coats, sweaters, and the outsides of lunch boxes, water bottles, etc. Efforts are made to return labeled items to students. All unclaimed items located in our lost and found rack will be donated to charity on a regular basis.

Money Sent to School

On occasion it will be necessary for your child to bring money to school. Always send money in a sealed envelope with the following information on it:

1. Your child's first/last name
2. Your child's homeroom teacher
3. Amount of money
4. Purpose of the money

Toys/Sharing

Students are not to bring toys of any kind with them to school unless they are bringing them for a scheduled share time. We provide students with community games and equipment for recess and P.E.

When an object is brought for sharing, the student will keep their object/toy in a designated area (cubby, desk, etc.) until it is their share time and then promptly return it to the designated area once their turn is over. They may not take their object/toy out to recess.

When a child wants to bring a pet to share, arrangements need to be made with the teacher a week in advance. It is at the discretion of the teacher whether a pet will be allowed as the child's share. Pets should never be brought into the school building as some people are severely allergic to pet dander.

Home School Program

RSA believes that Home Study/Independent Study is an effective tool of instruction. We meet this philosophy by building a strong home and school partnership that will help our students achieve in a safe and positive learning environment. As the California Department of Education states, Home Study is a voluntary instructional strategy that responds to an individual's needs and styles of learning. This course of study will be available to grade T/K through eighth grade and will respond to the student's specific educational needs, interest, aptitudes, and abilities within the confines of the school policies and procedures. Programs are offered for immunized and non-immunized students in accordance with the law. **(See RSA Homeschool Family Handbook for detailed information about the program)**

Attendance

The State of California and RSA Governing Board believes that excessive absenteeism, whether caused by excused or unexcused absences, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the school.

The Governing Board believes that regular attendance plays an important role in student achievement. The Administration shall work with parents/guardians and students to ensure their compliance with all state attendance laws and may use appropriate legal means to correct problems of chronic absence or truancy

Please note: The main source of funds for the K through 8th grade programs comes from the public monies generated by the attendance of enrolled children at the school on a day to day basis (ADA funds)

and fundraising. Charter schools are not funded for excused absences or illnesses nor do we get additional funding for the various music and arts programs/experiences we provide. RSA's success depends on full attendance by all students.

Excused Absences for Classroom Based Attendance

Attendance is taken every day and reviewed monthly. Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or Board policy (Education Code 46010, 48216, 48205)

Student absence for religious instruction or participation in religious exercise away from school property may be considered excused.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Students shall not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or as authorized pursuant to Education Code 46010.1, for a confidential medical appointment.

Verifications:

1. Verification of absences are to be made by telephone or email. The parent or guardian must call the school attendance line at 530-247-6933 ext. 4 within 72 hours for an absence to be marked as excused. You may also email the attendance office to report an absence- luhleman@rsarts.org or jmaire@rsarts.org.
2. A note from the parent or guardian indicating the date and reason for absence may be submitted at the front desk or emailed to luhleman@rsarts.org or jmaire@rsarts.org.

Short Term Independent Study

An Independent Study (IS) Program is available through the office for students who know in advance that they will be away from school for three (3) or more days. An Independent Study packet does not always adequately replace the direct instruction and participation of the classroom experience. Families are highly encouraged to request Independent Study for special circumstances only. RSA allows for a maximum of 10 independent study days for the school year.

To request an IS, Contact must be made in person at the front office by noon the appropriate number of days in advance. Independent study will not be issued the "day of". The teacher will need preparation time for gathering assignments. In order to accommodate teacher preparation time, all IS's must be requested an equal number of days that the student will be absent plus 2 days. For example, if a student will be absent three (3) school days, the parent must contact in person the office by noon five(5) school days or more in advance of the requested absence dates to allow each teacher the same amount of time to plan the assignments.

Unapproved ISs, missed, incomplete or lost work from approved ISs will result in student's absence being marked as unexcused, and will be subject to attendance policy requirements and/or truancy procedures. Independent Study will generally not be approved for dates beyond May 1st. All work not turned in by the date student returns from Independent Study (day after the independent study term ends) will result in student's attendance record marked as unexcused absences.

RSA provides multiple breaks during the year to engage in outside activities that take a student out of the classroom. These include Thanksgiving Break, Winter Break, President's week, and Spring Break, and multiple 3 day weekends. We ask that you plan vacations or other plannable events during these times to allow your child to prosper from direct instruction offered on a daily basis.

In order to participate in a short-term independent study, the parent/guardian and school must enter into

an independent study written agreement. RSA administration retains the right to deny Independent Study requests based on individual pupil circumstances. For example, Independent Study requests that include absent days occurring within the appointed state testing window or if there are multiple prior absences

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(excused or unexcused) that are impeding student educational progress may not be granted. Student absences during a denied Independent Study request will be marked as unexcused and subject to truancy procedures.

Unexcused Absences/ Truancy and/or Chronic Absenteeism:

Truancy (three unexcused absences in a year or three tardies of 30 minutes or greater) and/or Chronic Absenteeism (a student is chronically absent from school when he or she has missed 10 percent or more of the days he or she has been enrolled in school- either excused or unexcused) is detrimental to your student's educational progress. There is no adequate way for students to recover missed teacher explanations and instruction, or class discussions.

It is the policy of Redding School of the Arts that students attend school every day and be punctual. Students shall be classified as truant if absent from school without a valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Director or designee. Any student who has once been reported as a truant shall again be reported to the Director or designee as a truant if he/she is absent from school without valid excuse one or more days or is tardy 30 or more minutes on one or more additional days.

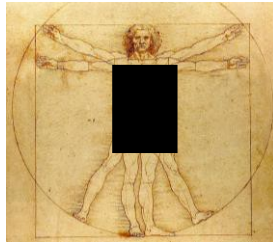
Upon his/her third truancy within the same school year, a student shall be classified as a habitual truant. Students who are habitual truants, or habitually insubordinate or disorderly during attendance at school may be referred to their district of residence, and required to attend an attendance review board, a truancy mediation program established by their district of residence's attorney or the probation officer, or a comparable program deemed acceptable by the Director or designee.

Consequences/Procedures for Tardies/Absences:

1. Punctuality is valued at RSA. After school detentions will be assigned to students in fourth through eighth grade who have five or more tardies of any length of time. Multiple lunch recess detentions may be substituted in place of an after-school detention at Administration's discretion. For more information on detention procedures check with [the Student Information System Registrar Attendance Supervisor](#).
2. If a student arrives at or after the 8:00 a.m. bell, they must check in with the office for a tardy slip before going to class.
3. **School Start Times: School begins promptly at 8:00 a.m.** The first bell rings at 7:55 a.m. and students are considered tardy if they are not inside their classroom at 8:00 a.m. Students who are tardy disrupt and deter the education of others in the class.
4. The Director, or designee, shall implement positive steps to reduce truancy. Students who are habitual truants or habitually insubordinate or disorderly during attendance at school may be referred to the appropriate law enforcement agency.
5. If absences and/or tardies become excessive as determined by the Director or designee (e.g., chronic absenteeism), a Student Study Team meeting will be scheduled to discuss resolutions to attendance issues and/or student will be disenrolled because excessive absences and tardies are viewed as a parent's intent to voluntarily withdraw from school.

Student Rights and Responsibilities

As a student, you have the right to learn in a pleasant and safe atmosphere. It is your responsibility to do your best at school. It is up to each of you to help make each day a good one. You are an important part of the school community. Take pride in your school and help keep it one of the best in California.



Cover The Core

Dress Code, Personal Appearance, Personal Property

RSA is committed to protecting the health, safety, and welfare of the students and the Board believes that appropriate dress and grooming contribute to a productive learning environment. Inappropriate apparel includes clothing that compromises safety or is disruptive and/or distracting to the school environment and instructional process. Students not following dress code will be asked to call home for a change of clothes or will be provided some from items donated to the office.

For optimal learning, the school requires the following criteria for personal dress and appearance:

1. Clothing must cover areas from one armpit across to the other armpit, down to at least 3 to 4 inches in length on the upper thighs (see images on next page). Tops must have at least a one-inch strap. **Under garments may not be seen.** Shorts may not have holes or frays above the 3-4-inch length.
2. Clothing with inappropriate logos, sayings or pictures (i.e., alcohol, drugs, tobacco, weapons, sexual implications, hate speech) is not to be worn at school because they can cause a substantial disruption to the learning environment of the classroom. Gang affiliated attire is not allowed.
3. Clothing must be neat, clean, and appropriate for class.
- 3-4. [Pajamas are not appropriate for school.](#)
- 4-5. Pants must not have **excessive** rips, holes or frays or have holes above 3-4-inch length. (see images on next page)
- 5-6. Clothing must be appropriate for activity and movement.
- 6-7. Sunglasses are to be worn outside only.
- 7-8. Hair color and style, make- up, jewelry and clothing must not disrupt learning. Spiked jewelry accessories of any kind are not allowed.
- 8-9. Shoes must be worn and should be activity specific. **No slides or flip flops.**
- 9-10. Hats may be worn, bill forward only, and must not have inappropriate logos/sayings. Hats/hoodies/beanies must be removed indoors. Faces must be visible at all times – no zipped hoods above the neck.
- 10-11. Headwear for religious, medical or other reason approved by administration is permissible.
- 11-12. See through clothing of any kind must have under clothes that “cover the core.”
- 12-13. All forms of tattoos or body art must be kept covered.
- 13-14. Makeup must be minimal and applied at home.
- 14-15. For student safety, only pierced ears with appropriate earrings are acceptable. Facial jewelry must be minimal in quantity and size.
- 15-16. Flip flops and slides are unsafe on playground and not permitted at school.

Consequences for Dress Code Violations

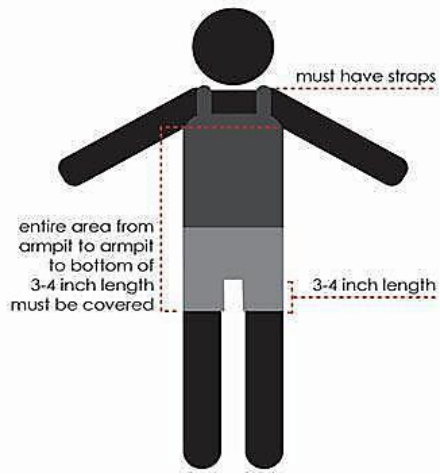
Students who violate RSA School Dress Code will be sent to the office to change clothes provided by the school or call home for more appropriate clothes. Repeated violations will be considered defiant behavior and the student will be disciplined accordingly. The school dress code applies at all school functions and events, unless otherwise noted. Volunteers and visitors are asked to model the RSA dress code.

Administration will have the final determination whether a student's attire/accessories is appropriate. If there is a question as to whether articles of clothing or accessories are appropriate, ask school

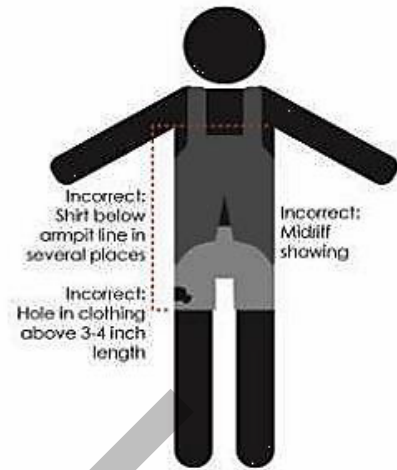
administration before it is worn to school.

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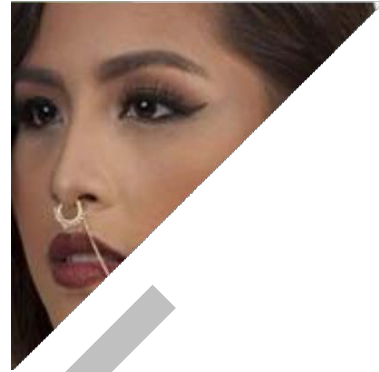
Not Appropriate



Appropriate



Not Appropriate



Items Not Allowed on Campus: The following items are not allowed on campus (before, during, or after school) or at any school activity, unless specifically authorized by the school administration:

- Personal music devices or other personal electronic equipment
- Cigarettes, matches, lighters, tobacco, in any form
- Aerosol cans of hair spray, antiperspirant, etc.
- Sunglasses worn indoors without administrative approval
- Obscene, profane, or offensive material in any form

It is recommended that personal sports equipment and jewelry be left at home, due to possibility of theft. Due to rapid changes in society, it may become necessary to modify the dress code or personal property code to include additional items at the judgment of the administration. If you would like an accommodation to this dress code (e.g., religious accommodation), please make a request to the School.

Freedom of Expression

Students attending the School have the right to exercise free expression including, but not limited to the use of bulletin boards, distribution of printed materials or petitions, and wearing buttons, badges and other insignia. The Board of Directors ("Board") respects students' rights to express ideas and opinions, take stands and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.

Student liberties of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the School community.

Students will not be disciplined solely on the basis of speech or other communication that would be constitutionally protected when engaged in outside of school, but may be disciplined for harassments, threats, or intimidation unless constitutionally protected. Education Code § 48950.

Students will be permitted to wear buttons, badges, armbands, and other insignia as a form of expression. Students will be subject to disciplinary action when expressive activities such as the distribution of materials, wearing of buttons or displays, or posting of notices or other materials:

1. Are obscene, libelous or slanderous;
2. Incite students so as to create a clear and present danger of the imminent commission of unlawful acts on school premises or of the violation of lawful School rules or of the substantial disruption of the orderly operation of the School;
3. Express or advocate racial, ethnic or religious prejudice so as to create a clear and present danger of imminent commission of unlawful acts on School premises or of the violation of lawful School regulations or of the substantial disruption of the orderly operation of the School;
4. Are distributed in violation of the time, place and manner requirements;
5. Are in violation of current federal, state and local laws.

Discrimination and/or Harassment

Discrimination and harassment of or by any student or member of the School staff shall not be tolerated. The Board considers discrimination and/or harassment to be a major offense. Any student who engages in the discrimination or harassment of anyone may be subject to disciplinary action up to and including expulsion.

Furthermore, the School prohibits all unlawful discrimination against any student or employee based on actual or perceived characteristics of nationality, race, ethnicity, religion, sex, gender, ethnic group identification, age, national origin, ancestry, immigration status, 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)

Specific Hate Crime

Prohibitive Hate-motivated behavior includes any act or attempted act intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived ethnicity, national origin, immigrant status, religious belief, gender, sexual orientation, age, disability, political affiliation, race, or any other physical or cultural characteristic.

Specific Sexual Harassment

Prohibited sexual harassment includes, but is not limited to:

- Unwelcome leering, sexual flirtations, sexual comments or propositions
- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, stories, drawings, pictures or gestures
- Spreading sexual rumors
- Touching an individual's body or clothes in a sexual way
- Displaying sexually suggestive objects in the educational environment

A student who believes that he or she has been sexually harassed is encouraged to inform the harasser directly that the conduct is unwelcome and must stop. A student who has witnessed sexual harassment should report the harassing conduct immediately. If a student witnesses sexual harassment, the student should intervene only if he/she feels it is safe to do so.

Any student who believes he or she has been the victim of sexual harassment or has knowledge of conduct which may constitute sexual harassment should report the alleged acts to a teacher or administrator. The report may be verbal or written. The use of a formal reporting form is not required. If a student wants to use a form, one is available from the school office.

Sexual harassment regulated by this policy pertains to behavior of a sexual nature while students are under the jurisdiction of the School.

Bullying

RSA believes that all students have a right to a safe and healthy school environment. The School and community have an obligation to promote mutual respect, tolerance, and acceptance. Redding School of the Arts will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; use of technology to harass or intimidate another student and social isolation or manipulation.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation. Cyberbullying can occur on various electronic forums (E.g., email, chat rooms, text messaging, social networks, internet forums, image or video posting platforms, websites with free registration, blogs, etc.)

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

RSA expects students and/or staff to immediately report incidents of bullying to administration.

To ensure bullying does not occur on school campuses, Redding School of the Arts will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to maintain a safe and healthy learning environment. Parents can request a full copy of the Bullying Prevention Policy- Procedure in the main office.

Student Discipline

Suspension, Expulsion, and Dismissal

Student Disciplinary Procedures and Conduct Code – (*Refer to* Suspension and Expulsion Policy)

RSA maintains comprehensive student discipline policies. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may also be suspended and/or expelled by the school's governing board in compliance with school policies. The policies will conform to applicable federal law regarding students with exceptional needs. Parents can request a copy of the Suspension and Expulsion Policy in the main office.

Per the Suspension and Expulsion Policy, a student may be suspended or expelled for any of the following acts:

- . Caused physical injury to another person or willfully used force or violence upon the person of another, except in self-defense;
- . Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from an authorized certificated school employee, with the Director or designee's written concurrence;
- . Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants and narcotic drugs), alcoholic beverage or intoxicant of any kind;
- . Unlawfully offered, arranged or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant;
- . Committed robbery or extortion;
- . Caused damage to school property or private property;
- . Stole school property or private property;
- . Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel;
- . Committed an obscene act or engaged in habitual profanity or vulgarity;
- . Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5;
- . Knowingly received stolen school property or private property;
- . Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm;
- . Committed a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code section 243.4;
- . Committed sexual harassment;
- . Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above. For further information about suspensions and expulsion, please review the Suspension and Expulsion Policy.

Potential Disciplinary Actions

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, community service on or off campus, and the use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. Corporal punishment does not include an employee's use of reasonable force necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Disciplinary action taken by school officials is a result of the action already taken by the student. A student is responsible for his/her behavior. RSA favors using strategies like, restorative justice focused on working with students (e.g., the victims and the accused) to come to a solution, rather than simply handing down punishment. In addition, we approach discipline schoolwide as opportunities for students to take accountability for their actions, think about their hurtful behaviors and utilize age appropriate and circumstance-based consequences that leads to a satisfactory resolution. However, the following chart illustrates potential disciplinary actions the School may issue for certain offenses in order to maintain a safe learning environment for the students of RSA:

Offense	1st Potential Consequence(s)	2nd Potential Consequence(s)	Additional Potential Consequence(s)
Cafeteria Misconduct	<ul style="list-style-type: none"> • Cafeteria cleanup (1-3 days) 	<ul style="list-style-type: none"> • Parent Contact • Cafeteria clean-up (1 week) 	<ul style="list-style-type: none"> • Designated seating (1 month or more) • Cafeteria clean-up
Defiance	<ul style="list-style-type: none"> • Parent contact • Loss of recess • Exclusion of recess or field trips 	<ul style="list-style-type: none"> • Exclusion of recess or other activities • In-school suspension or 1 day suspension (depending on nature of behavior) • Parent Conference 	<ul style="list-style-type: none"> • In-school suspension or 1 to 3 day suspension
Discriminatory words or actions	<ul style="list-style-type: none"> • Parent contact • Loss of recess • Exclusion of recess activity 	<ul style="list-style-type: none"> • Exclusion of recess or other activities • In-school suspension or 1 day suspension • Parent Conference 	<ul style="list-style-type: none"> • Suspension/Expulsion/Dismissal (return to district)
Disrespectful toward adults and others	<ul style="list-style-type: none"> • Parent contact • Loss of recess • Exclusion of recess activity 	<ul style="list-style-type: none"> • Exclusion of recess or other activities • In-school suspension or 1 day suspension (depending on nature of behavior) • Parent Conference 	<ul style="list-style-type: none"> • Suspension/Expulsion/Dismissal (return to district) (depending on nature of disrespect- e.g., threatened to cause physical injury)
Disrupting Instruction	<ul style="list-style-type: none"> • Campus beautification • In-school suspension • Parent contact • Exclusion of activity 	<ul style="list-style-type: none"> • Exclusion of recess or other activities • In-school suspension or 1 day suspension (depending on nature of behavior) • Parent Conference 	<ul style="list-style-type: none"> • In-school suspension or 1-2 day suspension (depending on nature of behavior) • Parent conference
Dress Code	<ul style="list-style-type: none"> • Parent Contact • Asked to wear School-provided clothing 	<ul style="list-style-type: none"> • Exclusion of activities 	<ul style="list-style-type: none"> • In-school suspension or 1 or 2 day suspension (depending on nature of behavior)

Offense	1st Potential Consequence(s)	2nd Potential Consequence(s)	Additional Potential Consequence(s)
Failure to Serve Consequence	<ul style="list-style-type: none"> Parent contact Loss of recess Exclusion of recess activity 	<ul style="list-style-type: none"> Exclusion of recess or other activities In-school suspension or 1 day suspension Parent Conference 	<ul style="list-style-type: none"> Suspension/Expulsion/Dismissal (return to district)
Falsification or forging, cheating, plagiarism, and/or dishonesty	<ul style="list-style-type: none"> Failing grade on assignment Parent contact re-do assignment for limited credit 	<ul style="list-style-type: none"> Exclusion of recess or other activities In-school suspension or 1 day suspension Parent Conference 	<ul style="list-style-type: none"> 1-3 day suspension Parent conference Exclusion of activity (1 month)
Fighting	<ul style="list-style-type: none"> 1-2 day suspension Parent conference Referral to law enforcement Exclusion of activity 	<ul style="list-style-type: none"> 2 day suspension Parent conference Referral to law enforcement 	<ul style="list-style-type: none"> Suspension/Expulsion/Dismissal (return to district)
Gum, candy, sunflower seeds	<ul style="list-style-type: none"> Essay (failure to complete within one day results in campus beautification) 	<ul style="list-style-type: none"> Parent contact Detention Loss of activity 	<ul style="list-style-type: none"> Parent conference In-school suspension
Leaving campus without permission	<ul style="list-style-type: none"> Parent contact Detention Campus improvement 	<ul style="list-style-type: none"> Detention Parent conference 1 day in-school suspension 	<ul style="list-style-type: none"> 2-3 day in-school suspension 1 day Suspension)
Obscene acts	<ul style="list-style-type: none"> In-school suspension or 1 or 2 day suspension Parent contact Parent conference Exclusion of activities 	<ul style="list-style-type: none"> Suspension (3 day) Parent contact/conference Exclusion of activities (1 month) 	<ul style="list-style-type: none"> Suspension/Expulsion/Dismissal (return to district) Referral to law enforcement
Playground and/or campus misbehavior	<ul style="list-style-type: none"> Time out and/or campus beautification (1-3 days) Rethinking letter/apology note 	<ul style="list-style-type: none"> Time out and/or campus beautification (5 days) Parent contact Rethinking letter/apology note 	<ul style="list-style-type: none"> In-school suspension Exclusion of activity
Possession of drug paraphernalia	<ul style="list-style-type: none"> In-school suspension or 1-3 days suspension Parent conference Referral to law enforcement 	<ul style="list-style-type: none"> 1-3 days suspension Parent conference Referral to law enforcement Suspension/Expulsion/Dismissal (return to district) 	<ul style="list-style-type: none"> Suspension/Expulsion/Dismissal (return to district)
Possession and/or improper use of potentially dangerous object	<ul style="list-style-type: none"> Parent conference Exclusion of activity 1-3 day in-school suspension 	<ul style="list-style-type: none"> 1-3 day suspension Suspension/Expulsion/Dismissal (return to district) 	<ul style="list-style-type: none"> Suspension/Expulsion/Dismissal (return to district)
Possession, selling or under the influence of any drug, controlled substance, alcoholic beverage or intoxicant	<ul style="list-style-type: none"> 1-5 day suspension Parent conference Referral to law enforcement Exclusion of activity 	<ul style="list-style-type: none"> Suspension/Expulsion/Dismissal (return to district) Referral to law enforcement 	<ul style="list-style-type: none"> Suspension/Expulsion/Dismissal (return to district)
Profanity and/or obscene gestures	<ul style="list-style-type: none"> Campus beautification Parent contact Detention 	<ul style="list-style-type: none"> In-school suspension or 1 or 2 day suspension Parent conference 	<ul style="list-style-type: none"> 1 day suspension Parent conference Exclusion of activity (1 month)
Public Display of Affection	<ul style="list-style-type: none"> Counseling by administration Exclusion of activities and/or writing assignment 	<ul style="list-style-type: none"> Exclusion of activities and/or writing assignment Parent contact 	<ul style="list-style-type: none"> Parent/ student conference Exclusion of activities

Offense	1st Potential Consequence(s)	2nd Potential Consequence(s)	Additional Potential Consequence(s)
Sexual Harassment/ or Harassment	<ul style="list-style-type: none"> • Counseled by administration • In-school suspension (1-2 days) • Parent contact/ conference • Exclusion of activities and/or writing assignment 	<ul style="list-style-type: none"> • Suspension or in-school suspension (1-3 days) • Referral to law enforcement • Parent conference • Exclusion of activity (up to 1 month) 	<ul style="list-style-type: none"> • Suspension/Expulsion/Dismissal (return to district) • Referral to law enforcement • Parent conference • Exclusion of activity (up to 1 month)
Tardiness (late to school and/or between classes)	<ul style="list-style-type: none"> • 5 tardies within trimester • Parent contact • Student parent contract • Detention 	<ul style="list-style-type: none"> • 10 tardies within trimester • Campus improvement • Parent conference • Exclusion of activity 	<ul style="list-style-type: none"> • Make up time as arranged by administration • Exclusion of activity (1 month)
Theft -, possession of stolen property or taking of found articles	<ul style="list-style-type: none"> • 1-2 day in-school suspension • Detention • Restitution • Parent Conference 	<ul style="list-style-type: none"> • 1-2 day suspension • Exclusion of activity up to one month • Restitution 	<ul style="list-style-type: none"> • Suspension/Expulsion • Referral to law enforcement • Parent conference • Exclusion of activity (up to 1 month)
Tobacco use or possession of other nicotine product	<ul style="list-style-type: none"> • Parent contact • Exclusion of activity 	<ul style="list-style-type: none"> • Parent conference • In-school suspension 1-3days 	<ul style="list-style-type: none"> • Suspension/Expulsion
Truancy	<ul style="list-style-type: none"> • Parent contact • Campus beautification • Exclusion of activity • Detention 	<ul style="list-style-type: none"> • Parent conference • In-school suspension • Campus beautification • Exclusion of activity 	<ul style="list-style-type: none"> • Voluntary withdrawal- (return to district)
Unsupervised in the building or on the playground	<ul style="list-style-type: none"> • Campus beautification • Detention • Exclusion of recess activity 	<ul style="list-style-type: none"> • Campus beautification • Detention • Parent conference 	<ul style="list-style-type: none"> • Parent contact • Exclusion of activity (1 month) • Behavior contract
Vandalism, damage and/or destruction of school property	<ul style="list-style-type: none"> • In-school suspension • Parent contact • Restitution • Referral to law enforcement • Exclusion of activity 	<ul style="list-style-type: none"> • 1-5-day suspension • Restitution • Parent conference • Referral to law enforcement • Exclusion of activity (up to 1 month) 	<ul style="list-style-type: none"> • Referral to law enforcement • Suspension/Expulsion/Dismissal (return to district)
Verbal or physical abusive, threatening, intimidating behavior, bullying, cyber bullying	<ul style="list-style-type: none"> • Parent contact • Referral to law enforcement • Exclusion of activity • In-school suspension or 1-5 days suspension 	<ul style="list-style-type: none"> • Parent conference • Exclusion of activity • Behavior contract • 3-5 day suspension 	<ul style="list-style-type: none"> • Referral to law enforcement • Suspension/Expulsion/Dismissal (return to district)

Please note the chart above is meant to provide examples of potential discipline, RSA may use other forms of discipline consistent with school policy and applicable law. A student may be expelled or dismissed from RSA in accordance with applicable law for failure to comply with School policies.

Technology Use Policy

Redding School of the Arts provides students, volunteers and staff access to learning opportunities using computers, technology and telecommunication resources. The purpose of the RSA technology system is to support educational activities and communications. Your use of these resources must be consistent with the educational goals of RSA. The school reserves the right to prohibit students who violate the technology use policy from using technology at school. RSA will provide internet safety training to all students.

Acceptable Use

Students, volunteers and staff are expected to understand and practice ethical use of RSA technology resources. The following items are consistent with ethical technology use:

- Be polite and respectful;
- Use appropriate language;
- Do not disrupt others;
- Do not share your personal information;
- Do not share the personal information of others;
- Follow the directions of teachers and school staff;
- Use technology only for school-related education and research.

RSA has the authority to determine appropriate use and may deny, revoke, or suspend a user account based upon its determination of inappropriate use. Furthermore, academic or legal disciplinary actions may be taken as needed.

Prohibited Activities

The following activities are strictly forbidden on any RSA computer or technology resource:

- Performing any action that is against the law;
- Downloading, copying, or sharing copyrighted materials without the specific written permission of the copyright owner;
- Harassment, intimidation or the persistent annoyance of another person includes but is not limited to the sending of unwanted email, text, or other communications;
- Sharing any personal information about another person;
- Use of RSA resources for political or commercial purposes or personal business unrelated to RSA;
- Use of RSA technology resources for any non-academic activity including any games, music, etc. not assigned by a staff member;
- Any use of the network that aims to disrupt the network for other users;
- Use of the network to access inappropriate material or unsafe files;
- Establishing network connections to live communications which includes text, voice or video unless specifically authorized by a teacher or staff member.
- Vandalizing or misuse of equipment that cause physical damages.

Monitoring and Security

RSA reserves the right to inspect any files stored in private areas of the network. No user should have any expectation of privacy when using RSA resources. Any attempt to bypass or evade any technology security or monitoring system is grounds for disciplinary action.

Security on the RSA technology system is a high priority, and as such, the rules below must be followed:

- Never share your user account information, including your username or password, with anyone.
- Do not attempt to log on to any system using a user account other than your own.
- Notify a teacher or staff member if you suspect that a security problem exists. Do not demonstrate security problems to other users.
- Students and volunteers may not enable any password that prevents teachers and staff members from using a technology. This includes, but is not limited to, screensaver and hardware passwords.
- Teachers and staff members may only enable system level passwords as authorized by the IT department. Furthermore, the passwords used must be documented by the IT department.
- Student and volunteer-owned technology and electronic devices are to be used only with teacher or staff permission when at school or when using the school network. These devices are subject to all aspects of this policy.

Technology and Software

RSA technology will be installed and maintained only by authorized staff. Only the IT staff or the principal in cooperation with IT staff will be allowed to authorize installation or maintenance of RSA technology and software.

- Software not related to the educational goals of RSA will not be installed on RSA School equipment.
- Students and volunteers may not install any software on RSA technology or systems.
- Staff members who request that non-standard software be installed on their technology must certify that they are using the software according to its license and must register the license information with the IT department.

Controversial Material

It is against RSA policies to use RSA resources to access inappropriate or offensive material. In an effort to comply with the Children's Internet Protection Act, RSA uses blocking and filtering services which will make it more difficult for students to access inappropriate sites on the Internet. However, students and parents should realize that it would be impossible to find and block all objectionable content on the Internet. Therefore, if a student encounters material inappropriate to an educational environment they must notify a teacher or staff member immediately.

Parent Liability

If a student willfully damages or defaces, or willfully does not return upon demand RSA property, parents may be held responsible for paying to repair or replace the school property (up to \$10,000). Additionally, grades, diplomas and transcripts may be withheld if a parent does not repair or replace such school property.

Disciplinary Actions

Cyber bullying at RSA, off campus or any behavior that infringes on the safety of any student will not be tolerated.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

RSA has the authority to determine appropriate use and may deny, revoke, or suspend a user account based upon its determination of inappropriate use. Vandalism and harassment may result in cancellation of user privileges, fees to replace or repair equipment and possible criminal charges. Furthermore, academic or legal disciplinary actions may be taken as needed.

Library Usage

Students are asked to follow all Library Rules and adhere to Library behavior expectations:

- Use quiet/inside voices when in the library;
- Students are responsible for keeping track of their library books.
- Students may check out one book at a time, with the due date being two weeks after the checkout date.
- Student should use a book marker when looking for a book. This helps keep the books in order.
- NO FOOD OR DRINK allowed in the library;
- There is no running, playing or disrespecting the library. Student should use caution on the elevated green rug. No students are allowed on the stairs.

- Students will be given notice if they have books out over three weeks. Prior year fines must be paid before a child may check out library materials.
- The borrower is responsible for all books checked out in their name. If a student loses or damages a book it will have to be replaced with the identical item or cash/check to cover cost of replacement. Parents and all staff are allowed to check out library materials. Parents may come in during your child's library time, or contact the librarian for an available time. Also, you can send in a note with the title you're interested in checking out.

Homework

Students will be assigned homework on a regular basis. The daily time depends on many things, including the student's work habits. Nightly work should take 10 minutes per grade level to complete. For instance, first grade would be up to 20 minutes. Third grade would be up to 40 minutes, and this would continue up to the 8th grade at 80 minutes. Homework's purpose is to reinforce what is taught at school, to complete unfinished work, and can include long term and short-term projects. In addition, students will be expected to read independently or have parents read to them for approximately 20 minutes daily. Projects completed in 5th-8th grade may require time on the weekend.

The following amounts of time are an average. Parents should anticipate an additional 15 minutes if your child is in the Mandarin Immersion program:

Kindergarten	10 - 15 minutes four days a week
First	15 - 20 minutes four days a week
Second	20 - 30 minutes four days a week
Third	30 - 40 minutes four days a week
Fourth	40 - 50 minutes four days a week
Fifth	50 - 60 minutes four days a week
Sixth-Eighth	60 - 80 minutes four days a week

Student Homework Pledge

- Use class time wisely to reduce the amount of homework;
- Listen carefully to all directions and explanations about homework;
- Ask questions if the assignment is not clear;
- Keep a record of all assignments, including due dates and other specific requirements;
- Have a definite time and place for study, free from interruptions, and stocked with working materials;
- Budget time wisely and plan time for completion of long-term assignments;
- Hand in on time, neat, accurate, and meaningful assignments;
- Make use of such aids as libraries, dictionaries, maps, general reference materials, and the questioning of people who are authorities or are experienced in various fields, as appropriate;
- Strive for the best results, rather than the minimum which will be acceptable;
- Take the initiative in making up work missed for any reason;
- Study independently, unless a group project has been assigned;
- Do not copy other people's work. The student will use his/her own words in homework assignments; plagiarism is prohibited.
- Contact another student or the teacher if, after reasonable effort, the assignment cannot be done. If this is not possible, have the parent write a note of explanation on the assignment. Teachers' discretion will be used.

Parent/Guardian Homework Pledge

- Provide a suitable place for study;
- Assist students in obtaining make up work due to absence;
- Help students develop routine home study habits;

- Assist and correct, but do not do the actual work;
- Notify the teacher if students experienced extreme difficulty;
- Be aware of long-term assignments and assist students in learning to budget their time accordingly;
- Contact the teacher if he/she observes an absence of homework.

Staff Homework Pledge

- Assign homework that is meaningful and useful to individuals;
- Provide appropriate and timely response to all homework assignments;
- Provide a balance between long-range and short-term assignments;
- Monitor long-term assignments in order to avoid last minute student efforts;
- Give clear, concise directions; and allow time for student questions;
- Consider availability of materials; provide legible worksheets or assignment criteria;
- Monitor the effectiveness of homework as reflected in student performance;
- Coordinate long term assignments with other departments for school calendar;
- If assignments are given over the weekend, they should be no longer than a daily assignment;
- Whenever possible, assignments will not be given the day prior to school break periods that would require completion of an assignment only during the school break.

Outside Interest Participation

As per the Parent/Student Agreement and in keeping with the vision of this school to provide academic instruction to students interested in the arts, students 4th grade and older must be pursuing their particular interest in visual or performing arts outside of their academic school day with a qualified instructor (not simply parent or grandparent). Verification of Participation will be required two times during the school year.

Students 3rd grade and younger are required to be involved periodically in an area of the visual and performing arts throughout the school year and documented at least once during the year; Those who do not pursue an outside interest in the arts during the fall semester must do so in the spring. For primary grades (K – 3) Girl Scouts or Boy Scouts (or similar club) is allowable due to the mix of activities that include periodic experiences related to the visual or performing arts.

The National Endowment for the Arts defines arts to encompass music, opera, dance, drums, folk art, creative writing, architecture, design and graphic arts, painting, sculpture, photography, and the arts. Student, parent, and instructor will sign and return the Outside Interest Verification form in September and January. Each child attending Redding School of the Arts must have an Outside Interest Verification form on file in the office. School Administration may provide scholarships for outside interest upon request. Students 4th grade and older who do not pursue an outside interest will be dismissed at the end of the school year.

Elective and Exploration Wheel Participation Guide

The Elective and Exploration Wheel program is an enrichment opportunity for students in Kindergarten through eighth grade, who are successful in the regular academic program. Students eligible for participation will experience a variety of educational classes, such as physical education, health and nutrition or visual and performing art courses that are new and/or different from the VAPA curricula offered as part of the regular program. Students develop further abilities through instruction by community experts or credentialed teachers. Grades K through three will participate in the Exploration Wheel as a class and grades four through eight may select their elective.

Some classes require a prerequisite for experience, abilities or special equipment not covered by the school. Others may require extra rehearsal or performance commitments. In general, classes are offered on the basis of the enrollment of 15 or more students.

Student Expectations

To maximize learning within the elective program, the following expectations must be met:

- Maintain a passing grade in all classes, no Fs.
- Maintain school wide citizenship standards as outlined in the Code of Conduct.
- Active participation in afterschool and/or evening performances expected (may affect final grade).

Outside Performance, Competitions or School Sponsored Events

Outside performances, competitive sports, and other forms of competition can enhance charter school spirit and student morale and impact positively on students' social growth, development and physical well-being provided the programs are carefully planned. These activities include, but are not limited to, music, drama and dance performances, Odyssey of the Mind, Science Olympiad, Academic challenges and Cross Country.

These activities do not take precedence over academics but rather supplement academic study. Therefore, outside performances or competitions must not conflict with or jeopardize the academic program of the charter school. To participate in a school sponsored performance or competition students must maintain **passing grades. Outside performances or competitions must not exploit the students participating in such activities and must always be conducted in a manner that promotes students' health and welfare. Absence, full or partial day (50% of the day), from school on the day of a scheduled extra-curricular activity (performance, rehearsals, socials and/or contest) shall result in denial of the privilege to participate. Exceptions shall be granted by the school administration on a case-by-case basis. Participation in Saturday or holiday events will be affected by attendance the last school day preceding the event.

The goal of outside performances or competitions is the development of visual and performing art skills, motor skills, the maintenance of physical fitness, development of self-awareness and socially desirable behavior, development of recreation skills and positive character traits such as discipline, commitment, sportsmanship and co-operation.

Every student, coach, and advisor is a representative of the charter school. Therefore, they must be exemplary role models. All students participating in outside performances must maintain a good citizenship record and passing grades in all academic classes.

** Passing grade (D or better) in all classes and minimum GPA of 2.0

** Compliance with the Family Handbook

All students participating in interscholastic sports must first obtain a medical clearance. Any injured students must receive medical clearance prior to again participating in any interscholastic sports.

All participating students are required to wear appropriate safety equipment in the manner approved by the manufacturer.

Coaches, advisors, and full-time members of the charter school staff, will be knowledgeable and competent in first-aid, CPR and emergency procedures, and coaching techniques as it relates to performance or sports participation. Coaches or advisors will ensure that training/practice and competition will not over-tax the physical capabilities of the participating students.

Report Cards

A report card will be emailed to families at the end of each trimester. K – 3rd student report cards will use numbers that are *not* the same as grades. Grades show effort and ability. These numbers, defined at the top of the report card, indicate progress toward mastery of a skill. At the beginning of the year, a “1” may be perfectly respectable because the concept may have been recently introduced or a child may not be developmentally ready to grasp some of the concepts. Report cards are created to aid parents/guardians in knowing where a student is in his/her journey toward developing the skills needed for the upcoming grade. Grades 4th–8th report cards will be made available to view in the Aeries Parent Portal. Paper copies may be requested from the front office. 4th-8th grades students receive the traditional format of weighted letter grades. Parents may monitor their student’s progress using Aeries Gradebook. Parents will be provided information about Gradebook during back to school night or by contacting the Attendance Administrator. See Assessment and Evaluation Policy for further details.

Middle School Program

RSA believes that middle school students learn best with

- Interdisciplinary, thematic approach;
- Regularly offered Visual and Performing Arts and physical education;
- Exposure to Multi-Cultures and Mandarin as a designated foreign language;
- Network of Emotional and Social Support;

The Middle School’s Overarching goals are:

- To prepare them for the challenges of high school and beyond.
- To further develop emotional and social skills. Students are encouraged to play at recess to develop appropriate peer interactions.
- Students provide leadership and act as role models for younger students at RSA.
- Students are offered a school sponsored Social in the winter which offers games, food, music and conversation (attendance at school is required on the day of the event).

Special Field Trips for grade level experiences:

- 6th Grade Environmental Field Trip (overnight experience)
- 7th Grade Day Trip Theater Experience/College visit
- 8th Grade Science Based or Oceanography Experience (overnight experience)
- ~~Mandarin Student families have opportunity once during their middle school years to participate in our Summer China Trip.~~

In Summary, RSA offers a strong academic and enriched VAPA environment to middle school students. RSA challenges students to try new opportunities through the offered field trips and VAPA programs, while striving to provide young adolescents with balance. Students leave RSA ready to succeed in high School.

Honor Roll Policy

The Governing Board Approved Honor Roll Policy of Redding School of the Arts criteria is defined as:

- Students sixth through eighth grade;
- Recognized as having earned a minimum GPA of 3.5;
- C’s or better at semester grade reporting.

Administrative Honor Roll Policy (Director’s List)

The Administrative Honor Roll Policy criterion is defined as:

- Students sixth through eighth grade;
- Recognized as having earned a GPA of 3.85 or better.

In an effort to more accurately reflect instructional time and grade value, students sixth through eighth grade will receive a weighted GPA based on the periods attended during the week. Students qualifying for Administrative Honor Roll for all three trimesters will be eligible to participate in an end of the year reward/field trip.

8th Grade Year

The 8th grade year is an exciting one with many great activities. Throughout the year we have various fundraising events to raise money for the Environmental/Oceanography trip, Promotion ceremony and 8th grade picnic. Some activities may include: sale of Raffle tickets, refreshments at events, etc. Staff and parents will organize the promotion party on the afternoon of the last day of school.

Planning for future success is also part of the 8th grade year. When possible, students take part in Career Day at Shasta College/Simpson University. We make efforts to take advantage of any last minute activities that we feel will enhance the 8th grade experience. Parents are kept informed of the various happenings through teacher web sites or through the school's messaging system. Financial scholarships are available for students if needed, and this information is kept confidential. Students wishing to participate in the 8th grade promotion ceremony must comply with the 8th Grade Promotion Ceremonies and Activities policy and satisfy the 8th grade contract.

8th Grade Contract: Eighth grade students and their parents will be asked to sign the 8th Grade Contract, which outlines the minimum academic, attendance and behavioral requirements to participate in the many great activities afforded to our 8th grade class. The contract has been designed to provide clear student expectations for finishing strong here at Redding School of the Arts.

Safe School Policy

In order to maintain a safe learning environment for the students of Redding School of the Arts,

- Parents, volunteers, and visitors must report to the RSA office and obtain an RSA badge which will be worn at all times when on campus.
- Badges are used to help teachers and students recognize visitors and volunteers in the school.
- Visitors and volunteers must return to the office to sign out when leaving campus. These procedures are designed to protect our children from unauthorized individuals and to identify and locate individuals on campus in the case of an emergency.
- Visitors and volunteers must treat all students and staff members with respect. Any parent compromising a student or staff member's safe learning environment will receive a written warning and be required to leave the campus immediately and/or their child(ren) will be returned to their district of residence.

Security

RSA has authorized the use of security cameras as part of its crime prevention/safety program. Said cameras are intended to promote public safety, protect personnel, students and RSA's Facility. As RSA respects the privacy of the entire RSA community and the students' need to feel safe and secure, this policy has been developed to meet the requirements set forth by RSA's primary insurance company with respect to loss control and safety. RSA shall take all necessary action to ensure and oversee the use of RSA-authorized security cameras onsite while mandating cameras are used judiciously.

Safe School in- Person Learning Plan

~~RSA maintains a COVID Safe School Reopening Plan under a separate document. Please refer to this document for updated information related to COVID-19 school requirements. It is also found on the RSA website.~~

School Cancellation Policy

In the event that it becomes unsafe, school may be cancelled due to extreme weather conditions or emergencies either before school or during a school day.

Procedure:

- **Before school** parents must provide transportation of students to and from school. Therefore, when extreme weather or emergencies happen before school, RSA will use the phone system and email to announce the school's closure. RSA will follow Columbia School District closure as announced on the radio.
- **During School**, if time and conditions permit, students will be dismissed to go home prior to the inclement weather. Parents will be notified by phone. Please make sure that your emergency cards are current for who may pick up your child(ren).

Procedure for when conditions develop with little or no warning, the following emergency actions should be followed:

Severe Weather Conditions

1. In extreme cases, students and staff should be assembled inside shelter or buildings.
2. If students are sent home, staff will call parents/emergency contact to arrange transportation and pickup time.
3. Students who are walking/biking are released upon verbal permission from their parent or emergency contact.

Parent General Information & Guidelines

Volunteer Policy, Procedures, and Parent/Guardian Responsibilities

Parent/guardian participation is essential to the success of Redding School of the Arts because children learn more when their parent/guardian is involved in their education. As documentation for the Local Control Accountability Plan (LCAP) and potential educational grants, parents/guardians will be asked to serve on committees, share expertise in specific areas of need, help with outreach, and/or assist in classes. Parents/guardians are encouraged to support the work of the school by volunteering 40 hours per household per year and to ensure that their child(ren) are pursuing the visual and performing arts in their area of interest outside of the school day. See the Volunteer Policy and Volunteer Handbook and Application for details.

Volunteer Confidentiality Agreement

In accordance with federal law, all school volunteers are expected to maintain confidentiality while working at the school. All things that are seen and heard at school about employee's or children and their families should be considered privileged/confidential information. Trust must be established and maintained in order for our volunteer program to be successful. Volunteers can strengthen the bond between themselves and the school by following these guidelines:

- Treat all students and employee information as personal and confidential regardless of the source
- Communicate relevant information about students only to the respective classroom teacher or principal/school leader
- Seek clarification of unusual situations that occur in the school from the person(s) involved and avoid discussing such matters with others unless so directed by the assigned teacher or principal/school leader
- Retain a sense of perspective regarding comments heard and actions observed
- Understand that not all information can and will be shared with volunteers, due to legal requirements

- Deal impartially with students regardless of background, intelligence, physical or emotional maturity
- Do not discuss student progress or behavior with the parent. All relevant information should be referred to the teacher or the principal. Direct all inquiries about students to the professional staff
- Speak constructively of all staff; however, report difficulties involving the welfare of students or the school to the principal
- Do not discuss confidential information with anyone. This information includes, but is not limited to:
 - Scholastic and health records
 - Test scores and grades
 - Discipline and classroom behavior
 - Character traits of children
 - Supports and services a student may receive
- All volunteers chaperoning overnight trips are required to sign a statement of confidentiality and clear fingerprinting through DOJ.

Discipline: Discipline of students is solely the responsibility of the teacher in charge. Volunteers should not under any circumstances discipline students. Should students misbehave in your presence, you should report this immediately to the teacher in charge. The teacher will then determine the necessary course of action. Also note that we expect students to treat the volunteers with the same level of respect given to other school personnel. If you feel that students are not being respectful towards you, do not hesitate to discuss the matter with the teacher or administration.

While all student information should be treated confidentially, and sharing of student information with others may be a violation of the law, do not make a promise to a student that you will keep confidential information that pertains to the welfare of the student(s). Although the student is free to share confidential information with you, there are certain things you are required by law to tell the principal or school administrator. Any personal information learned from a student, should be held in the strictest confidence except:

- If a student confides in you that he or she is a victim of sexual, emotional, chemical or physical abuse (including bullying and cyber bullying).
- If a student confides that he or she is involved in any illegal activity
- If a student confides that he or she is considering homicide or suicide

Should one of these exceptions arise, you are required to immediately notify the school principal or administrator. Remember, the information is extremely personal and capable of damaging lives, so do not share it with anyone (including other school staff members) except the principal or school administrator. Any needs of students communicated to the volunteer should be referred to the appropriate staff person.

Parent Code of Conduct:

RSA has adopted the six pillars of character as part of our positive school climate plan. A parent code of conduct based on these pillars of character outlines our expectations. A copy is attached for your review at the front of this document.

Parent Liability

Parents may be liable for a maximum of ten thousand (\$10,000) for any willful misconduct of their minor children which results in injury to another student or school employee, damage to school or personal property (E.C. 48904)

Parent-Teacher or Student Directed Conferences

In the fall, individual conferences are scheduled to discuss your child's progress. To assure your child's success at school, it is imperative that parents and teachers meet in person at these conferences. In

situations of shared custody, it is important that both parents attend conferences together if at all possible. Throughout the year, parents and teachers are encouraged to discuss any matters of concern as soon as they arise. You may e-mail the teacher or send a note to class to schedule an appointment. Spontaneous meetings in the hallway or during class times are usually unsatisfactory tools for discussing a child's progress due to safety issues, confidentiality, and a lack of proper attention that is deserved for a conference.

In general parent/guardian responsibilities include (but are not limited to) the following:

- to consider participation in the Redding School of the Arts community whose mission is to be an active participant in their child's education;
- to assess, at all times, whether this program is the right program for his/her child;
- to give feedback about their child to the teacher to help improve the classroom, including responding to the annual feedback survey;
- to be responsible for transporting their child to and from Redding School of the Arts;
- to use the proper protocols when problems arise between parent and staff. Parents are encouraged to take their concerns to the staff person most directly involved; and
- to not speak when speaking about other people's children in front of their own children or with others who have no need to know. This is an issue of confidentiality.

Volunteer Log

Volunteering is not mandatory, but we strongly encourage parent volunteering to support RSA. In accordance with Education Code Section 49011, RSA's admissions preferences do not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

This data will be used for reporting to CA Dept. of Education and the LEA of parent participation and involvement with the school per the charter, LCAP and Local Control Funding Formula (LCFF).

When to Sign Up to Volunteer

Sign up for volunteering can happen in many ways. One way is to make arrangements with the classroom teacher to see what help they need. You can also let us know if there is a specific time/day you are able to come in. There are many ways to help even if you cannot come into the classroom during school hours- you can make copies, do prep work, or work on school fundraisers or events. Watch for emails or the monthly news for these opportunities for sign up genius or event coordinators. We hope you will make time for the school, as it is important to your child's success here at RSA. Questions should be directed to the office. When volunteering as a classroom driver, the driver must have an approved drivers' application on file at least 48 hours prior to the trip and be transporting at least 3 children where 2 are not their own.

Volunteer Safe School Policy

This year the school will allow very limited volunteering in the classrooms or on the campus per the CDC and Shasta Public Health guidelines. All volunteers must follow the health and safety guidelines for the year. There are a few things we think will make your work as a volunteer in the classroom, playground or on a field trip smoother:

- When you arrive at school to volunteer, please first check in at the office (sign the volunteer log and get an RSA volunteer sticker). This is a security precaution.
- When you volunteer to help in the classroom, you are acting as an extension of the teacher. You must be available to help other children in the class (not just your child). You may want to explain this to your child before you volunteer so he/she understands.

- You should be prepared to help the children follow classroom rules and discipline policies (the teacher will go over these with you). Please always feel free to alert the teacher should difficulty arise at an appropriate time.
- When you commit to a specific time/day to volunteer and you cannot make it, please try to find a replacement from the class. If that fails, call the teacher at the earliest possible time so that they can plan accordingly, teachers will prepare activities, based on your promise to come in, so please try to keep that promise.
- On field trips and some theme days you will be assigned a group of students for whom you are responsible. You may not leave the field trip area (without prior notice to the teacher) or buy items for your group of children (without permission of the teacher.)
- Be aware of the discipline policies for the classroom and the playground. If a problem should arise, kindly alert the teacher, administrator or paraprofessional on duty.
- Visitors and volunteers must return to the office to sign out when leaving campus. These procedures are designed to protect our children from unauthorized individuals and to identify and locate individuals on campus in the case of an emergency.
- Visitors and volunteers must treat all students and staff members with respect. Any parent compromising a student or staff members safe learning environment will receive a written warning and be required to leave the campus immediately.

Suggested Volunteer Dress Code

Parents are encouraged to follow the same dress code as students when volunteering at school. Below is a list of suggested dress code attire. Your clothes do not have to be fancy but they should be neat, clean and, appropriate for school. General guidelines for dress code are:

1. Clothing must promote modesty.
2. Undergarments must not be visible.
3. Midriffs must be covered.
4. Shoes must be worn.
5. Gang-related clothing or symbols are not allowed.
6. Clothing or accessories bearing the following messages may not be worn:
 - i. Obscene, profane, or offensive statements or pictures.
 - ii. Statements advocating immoral, illegal, sexual, or violent behavior.
 - iii. Messages referring to death, violence, Satanism, racism, or sex.
 - iv. Statements of disrespect directed against the school, law, or other reasonable authority; or negative slogans regarding school, studying, homework etc.
 - v. Statements advertising, promoting, or picturing alcoholic beverages, tobacco, drugs, and others.

In general, no clothing that distracts or disrupts from the learning environment is allowed. Administration reserves the right to request volunteers to comply with dress code requirements

Parent/Volunteer Drivers

Because RSA relies on volunteer drivers for field trips, our insurance carrier requires drivers to have appropriate insurance and other documentation at least 48 hours in advance of the field trips. Please obtain and fill out a Driver Application Form from the school office. Also, the drivers must obtain and return to the office the following information before driving on any student field trips:

1. DMV driving record
2. Valid California driver's license
3. Current auto registration
4. Your current vehicle insurance coverage (see forms for minimum dollar coverage)

Volunteer's vehicles must have working seatbelts for each passenger in their car and sufficient tread on all four tires. If your vehicle is equipped with airbags, children under the age of 12 must sit in the back seat. Car seats laws will be enforced.

Back to School Night and Open House

Two important evening events that will help you to get to know RSA are Back to School Night held in the fall and Open House held in the spring. Back to School Night is a *parent only* evening when your child's instructor will walk you through the daily classroom schedule and inform you of other important information, such as homework, academic goals, and student behavior expectations. Open House is a family event, where you can tour your child's classroom to see what they have been learning throughout the year.

Fundraising

Each RSA Family agrees to support the school in its fundraising efforts. The main source of funds for the K through 8th grade RSA programs comes from the public monies generated by the attendance of enrolled children at the school on a day to day basis (ADA funds) and fundraising. Charter schools are not funded for excused absences or illnesses nor do we get additional funding for the various music and arts programs/experiences we provide. RSA's success depends on full attendance by all students and all families participating in fundraising efforts.

Fundraising is critical to the financial health of the school. Unlike other traditional public schools, RSA has full responsibility for all expenses including capital and operating costs (rent). The school's programs are not permitted to operate at a deficit. Every family must share the responsibility for fundraising. Many companies such as Cisco, Macy's, PG&E, Washington Mutual, B of A, Charles Schwab and Wells Fargo offer corporate matching funds to schools on behalf of their employees. Please check with your employer to see if they have a matching funds program.

Protocol for Handling Conflicts and Complaints

While parents are encouraged to take their concerns to the staff member most directly involved, they may at times feel uncomfortable doing so. In these cases, parents are encouraged to contact the administration to help in naming their concerns and moving toward a resolution. In such cases the procedure will be as follows:

- Discussion and identification of concern;
- Investigation of concern; and
- Within 30 school days of the original complaint the administration shall respond to the parent(s)/ guardian(s) regarding the investigation and decision.

Uniform Complaint Procedures

(Refer to the RSA Website for Complete UCP Policy & Procedure Information)

This notice is provided by Redding School of the Arts (RSA) annually to our students, employees, parents or guardians of its students, school advisory committees, and other interested parties of RSA's Uniform Complaint Procedures ("UCP") process. Copies of our UCP process are available free of charge.

RSA is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP, to the extent offered by RSA:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil

- Career Technical and Technical Education, Career Technical, Technical Training (state)
- Career Technical Education (federal)
- Child Care and Development
- Compensatory Education
- Course Periods without Educational Content
- Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district and Children of Military Families
- Every Student Succeeds Act
- Regional Occupational Centers and Programs
- School Plans For Student Achievement
- School Safety Plans
- School Site Councils
- State Preschool
- State Preschool Health And Safety Issues In LEAs Exempt From Licensing

A pupil shall not be required to pay a pupil fee for participation in an educational activity, unless the charge for such a fee is specifically authorized by law and does not violate Education Code §49011. A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

The following RSA official has been designated to receive UCP complaints:

**Carol Wahl, Principal
Redding School of the Arts
955 Inspiration Way
Redding, CA 96003**

Pupil fee complaints must be filed no later than one (1) year from the date the alleged violation occurred and may also be filed with the Principal or designee. Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months of the alleged misconduct or the date the complainant first obtained knowledge of the misconduct. A pupil fees and/or an LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

Complaints will be investigated and a written report with a decision will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with our UCP policies and procedures.

The complainant has a right to appeal RSA's decision concerning complaints regarding specific programs and activities subject to the UCP to the California Department of Education by filing a written appeal within 15 days of receiving our decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our decision.

Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders, may be available to the complainant under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable.

RSA posts a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in a school district, and pupils in military families as specified in Education Code §§ 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

All RSA students have a right to a free public education, regardless of immigration status or religious beliefs. For more information about this issue, we recommend families review the "Know Your Rights" immigration enforcement established by the California Attorney General and available on the California Attorney General website here: <https://oag.ca.gov/immigrant/rights>.

Special Education Services

Redding School of the Arts works continually to better establish open communication between Redding School of the Arts, the districts of residence and the Special Education Local Plan Area (SELPA) staff to ensure that students with exceptional needs are identified and that their needs are evaluated and served in compliance with any and all applicable laws.

Identification and Assessment: Redding School of the Arts uses a broad range of practices to identify special needs. These may include an annual "Kindergarten Round-Up" day where we engage in various academic and other screenings such as vision, speech, and hearing screenings; best practices for child find; and a Student Study Team (SST) process to prevent unnecessary identification of special needs and to help ensure that students' needs are met in the traditional classroom environment. In conjunction with the El Dorado SELPA, RSA receives professional and expert assessment services and maintains sophisticated capacity to develop and implement Individualized Education Plans (IEPs)."

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

Parent Involvement: Parent Involvement in identifying goals and priorities for their children's Individual Educational Program (I.E.P.) or Individualized Academic Instructional Program (A.I.P.) is necessary. These plans are based on an assessment of each child's level of functioning and learning styles, and developed through collaboration between teachers, staff, and when appropriate, the student.

STATE REQUIRED TESTING– Parent Opt Outs

Redding School of the Arts follows the rules and procedures for all State required testing. The California Assessment of Student Performance and Progress administration includes the Smarter Balanced Summative Assessments for English Language Arts & Math; the California Alternate Assessments (CAAs), including the CAA for Science; the California Science Test (CAST); and the California Spanish Assessment (CSA). Other state testing requirements include Physical Fitness Test (PFT), and English Language Proficiency Assessments for California (ELPAC)

In addition, RSA routinely utilizes various assessment scores to identify goals for our Local Control Accountability Plan and to provide appropriate resources/interventions to ensure all students are making adequate annual academic progress.

All students will participate in applicable state required tests as listed below. ** A parent or guardian must annually submit to the school a written request to excuse his or her child from any or all parts of any test provided pursuant to Education Code section 60640 for the school year. The written request must specify the tests to be exempted. (i.e. the Smarter Balanced Math test or All CAASPP testing.) If a parent or guardian submits an exemption request after testing has begun, any test(s) completed before the request is submitted will be scored and the results reported to the parent or guardian and included in the pupil's records.

Please Note: Testing months are subject to change on a yearly basis. Please check the RSA website or with your student's teacher for current testing dates, which are slated in the fall of each school year. Redding School of the Arts will follow state and federal guidelines for accommodations and modifications of all tests deemed necessary for students with exceptional needs as determined by the IEP or 504 Plan teams.

STATE REQUIRED TEST	REQUIRED GRADES	TESTING MONTH(S)
ELPAC-Eng. Lang Proficiency Initial & Summative Assessments	K-8th	Initial: August-May Summative: March-May
PFT- Physical Fitness Test	5th, 7th	February-April*
CAASPP- Smarter Balanced ELA and Math	3rd-8th	March- June May*
CAST- Calif. Science Test	5th, 8th	March- June May*

Parent/Student Agreement

The philosophy and goals of RSA's charter is to create a respectful environment that fosters a love of learning and nurtures life-long learners. These ideals also apply to our parents. We expect mutual respect from all adults and children on campus.

Parent(s)/Guardian(s) and student commit to the following:

- To guarantee that the information represented in the application and signed parent contract is accurate. If information is misrepresented student will be subject to dismissal.
- Actively engaged in my child's education. This may take the form of encouraged volunteering for a five (5) hours each month or 40 hours per year per household. Hours may be earned by a parent/guardian or adult family member at the school, working on a designated volunteer project or a school-related function as per the volunteer policy.
- To attend school every day and to be punctual.
- To pursue the student's personal interest (with parent/guardian support) in an area of visual or performing arts beyond what the school provides.
- To allow for flexibility in scheduling.
- To work to the best of his/her ability
- Support RSA fundraising efforts- Fundraising is critical to the financial health of the school all families are encouraged to participate in some facet of fundraising.

I understand that attendance at Redding School of the Arts is a choice. If the student does not meet attendance requirements and parameters as described in the Family Handbook and in compliance with RSA board policy, Families understand that students may be dismissed and returned to their district of residence.

I have received the handbook, and I understand that it is my responsibility to read and comply with the policies and procedures contained in this handbook and any revisions made to it. I understand the importance of actively engaging in my child's education

This document will be signed electronically through your Aeries Data Confirmation page.



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

High School Family Handbook 2023-2024

Adopted:

Redding School of the Arts
955 Inspiration Place – Redding CA 96003
Phone: (530) 247-6933 / FAX (530) 243-4318

The mission of Redding School of the Arts, where education and the arts connect, is to educate ~~K-12~~ ~~12K-8~~ students who have an interest in visual and performing arts and cultivate their knowledge and skills for the betterment of their local and global community. Utilizing an ~~interdisciplinary~~ ~~inter-disciplinary~~ theme based approach, students will learn to read, write, speak, problem solve, use technology and sustainable practices. RSA seeks to accomplish its goal of high academic and behavioral standards through a student centered, multicultural and multilingual environment with an emphasis on the arts. This charter school will enable students to become literate, self-motivated and life-long learners who participate in the art of their community.

Redding School of the Arts (“RSA” or “the School”) does not discriminate against any student or employee based on actual or perceived characteristics of nationality, race, ethnicity, religion, sex, gender, ethnic group identification, age, national origin, ancestry, immigration status, 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.

RSA STUDENT CODE OF CONDUCT

<p>Trustworthiness</p>	<p>Blue: Think True Blue</p>	<ul style="list-style-type: none"> • Be honest: don't deceive, cheat or steal • Keep your promises • Have the courage to do what is right
<p>Respect</p>	<p>Yellow/Gold: Think the Golden Rule</p>	<ul style="list-style-type: none"> • Follow the Golden Rule – treat others how you want to be treated • Recognize the value of people, property and the environment • Use good manners • Be considerate of others' feelings • Accept others' differences
<p>Responsibility</p>	<p>Green: Think being responsible for a garden, reliable like an oak tree</p>	<ul style="list-style-type: none"> • Use self-control, think before you act and think of the consequences of your actions • You are accountable for your choices and decisions; you don't blame others for your actions • Plan ahead and prepare for their school day • Do your best, never give up, and choose to learn from their mistakes
<p>Fairness</p>	<p>Orange: Think of dividing an orange into equal sections to share</p>	<ul style="list-style-type: none"> • Listen to all sides before making judgments • Play by the rules • Take turns and share • Treat people equally
<p>Caring</p>	<p>Red: Think of the heart</p>	<ul style="list-style-type: none"> • Be kind, considerate and friendly • Show appreciation and gratitude: say "Please" and "Thank You" • Be forgiving • Help others in need • Be compassionate and empathetic
<p>Citizenship</p>	<p>Purple: Think regal purple as representing the state</p>	<ul style="list-style-type: none"> • Do your share to make your school and community better, cleaner and safer • Respect those in charge of you • Follow the school rules • Cooperate with others • Have a positive attitude

RSA PARENT CODE OF CONDUCT

Trustworthiness	<p>Blue: Think True Blue</p>	<ul style="list-style-type: none"> • Be reliable - pick up your child on time • Keep your promises • Be honest with your children and others • Support your child's learning, but don't do their work for them • If you have a concern, speak directly with the people involved
Respect	<p>Yellow/Gold: Think the Golden Rule</p>	<ul style="list-style-type: none"> • Be tolerant, respectful and accepting of those who are different from you • Deal peacefully with anger, insults and disagreements • Follow the Golden Rule • Provide guidelines and firmness for children, but implement them with dignity • Treat staff as professionals • Support education by respecting school hours • Schedule appointments to meet with teachers (teacher duties run from 7:35am- 3:45pm)
Responsibility	<p>Green: Think being responsible for a garden, reliable like an oak tree</p>	<ul style="list-style-type: none"> • Review papers and information from school and return them in a timely manner • Check school, teacher and Aeries websites regularly • Teach and model for your children how to be accountable for their actions • Know and refer to the family handbook as the first step to addressing questions and concerns • Be on time and make your student's appointments outside school hours
Fairness	<p>Orange: Think of dividing an orange into equal sections to share</p>	<ul style="list-style-type: none"> • Understand, follow and support the school rules • Do your part to help out at school • Actively listen to others before taking action • Treat all people fairly • Be open-minded to others' perspectives
Caring	<p>Red: Think of the heart</p>	<ul style="list-style-type: none"> • Be forgiving of others, everyone makes mistakes • Be kind • Tell your children that you love them • Express gratitude for what is done for you and your children • Be considerate of office staff
Citizenship	<p>Purple: Think regal purple as representing the state</p>	<ul style="list-style-type: none"> • Do your part to improve your school and community • Cooperate • Be involved in school • Respect authority for the well-being of your child • Obey the traffic laws, including the parking lot at school

STUDENT CONDUCT AND DISCIPLINE

The responsibility for maintaining desirable standards of conduct at RSAHS is shared by the Board, administrators, teachers, support personnel, parents, and students alike. We have adopted uniform policies and procedures for student conduct and discipline with the goal of promoting a school atmosphere conducive to learning and to the safety and welfare of

students and school staff. Consequences are determined by administration and based on the severity and frequency of a violation.

Prevention Strategies

Prevention strategies are designed to promote healthy relationships and appropriate behaviors while attending our school. The establishment of appropriate expectations is a prevention strategy as it encourages safe, responsible, and respectful interactions. We recognize when students are fostering healthy relationships and this is an essential prevention strategy to reinforce positive expectations in our student body.

Student Code of Conduct

Trustworthiness- Have the courage to do what is right, be honest with classmates, teachers, administration, and school staff.

Respect- Treat others with kindness and respect, in order to maintain a safe environment and clean campus, take care of your property, clean up after yourself, be considerate of others time and feelings, accept others differences, and use good manners.

Responsibility- Think before you act, use self- control, you are accountable for your choices and decisions, you don't blame others for your actions, and plan ahead and prepare for the school day.

Fairness- Listen before speaking, treat others equally.

Caring- Show appreciation and gratitude, use manners, say "please" and "thank you", forgive, be compassionate and empathetic.

Citizenship- Take pride in your school, foster a clean and safer campus and environment, respect those in authority, cooperate with others and have a positive attitude.

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Dear Family,

Welcome to RSA! We are glad that you have joined our incredible community. Redding School of the Arts (RSA) is a unique school where administrators, teachers, parents, and **studentchildren** work together to create an engaging learning environment that will reach the whole **studentchild**.

We are very proud of our school and the results we see in the lives of the **studentchildren** who attend RSA, as well as those who have graduated from our program. Those who go through our program from kindergarten through eighth grade tend to be self-confident, lifelong learners who are good citizens, and have an appreciation of the arts. This is brought about by the dedication of the multi-talented staff and parents here at RSA. Welcome to the team!

This handbook is meant to be used by parents, students, teachers, and anyone interested in knowing how things work here at RSA. We encourage you to read through it and become familiar with it. When things seem unclear regarding rules or policies, please check here first. You may find the answers you are looking for.

Warmly,
The RSA Staff

Diversity

Children are diverse in learning styles, language, cultural and religious backgrounds, developmental levels, and social and emotional understandings. Our goal is to respond in ways that honor the richness of this diversity. It means that students, teachers, and parents at RSA respect and appreciate diversity, realizing that we all contribute in unique ways to the RSA family. RSA will not discriminate against any student or employee based on actual or perceived characteristics of nationality, race, ethnicity, religion, sex, gender, ethnic group identification, age, national origin, ancestry, immigration status, 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.

Curriculum

Thematic instruction is interdisciplinary teaching that organizes instruction around, and delivers curriculum through, the exploration of major issues. RSA uses a three-year thematic rotation. We rotate through the themes of: California and U.S. history, Ancient Civilizations and Eastern Hemisphere Studies (Africa, Asia and Early European). The kindergarten through eighth grade curriculum encompasses language arts, math, science, social studies, visual and performing arts, Mandarin as a foreign language and P.E. all through this interdisciplinary, thematic, project-based approach.

Mandarin Immersion Program

What is immersion?

RSA's Mandarin immersion program started in August 2007. Students who are accepted into this program will spend part of the day in a classroom where they are surrounded by English, learning academic subjects such as social studies, reading, language arts, math concepts, and new academic vocabulary in English. The other part of their day is spent in Mandarin, learning to read and write Mandarin, math concepts and science.

Why immersion and not a traditional language class at elective time?

When you were two, your mother probably did not tell you the difference between a verb and a noun in order to help you say them in the right word order; You learned by listening and interacting with the people around you. That type of language learning is called language acquisition through immersion. We believe that this is the best way for a student to become fluent in Mandarin. We immerse them in the language and let them discover the language in everyday situations; thus mimicking the way they learned their first language.

Why Mandarin?

There are many benefits to learning Mandarin. The U.S. Government has classified it as a Class IV language, which means it is a very difficult language for English speakers to learn. Studies show that children who learn a Class IV language as their second language tend to do better on academic test scores and have an easier time learning a third language.

Mandarin is a language that typically students struggle to become fluent when he/she begins studying in middle school or high school, although it can be done. Learning the language at an early age gives the student the ability to understand, assimilate and mimic the highly tonal Mandarin language quickly and naturally, as well as develop a cultural awareness. Finally, Mandarin is one of the fastest growing languages in the world. What a great opportunity to give our children the gift of a new language!

The silent period

Just as a baby cannot speak the moment he hears his first repeated word, so it is with a kindergartener in an immersion program. A child may not speak a word of Mandarin for months. It is only when they begin to feel comfortable with the language that they begin to show what they are internalizing. All children understand a new language (receptive) before they exhibit (expressive) what they know. Please be patient, they are learning more than they show. This is often true for students through first grade.

How different will it be from the general education program?

RSA's mission is enhanced by the Mandarin program. Every child learns to read, write, calculate, problem solve, citizenship, as well as being exposed to and engaging in the visual and performing arts. The main difference will be that your child will learn a new language, (speak, read, and write in Mandarin) in addition to their regular academic program.

Entering the program

Children must enter the program in kindergarten or 1st grade. No child will be admitted to the Mandarin program after November of their 1st grade year. Only students who demonstrate grade level Mandarin proficiency may test into the program in subsequent years. Once a child is in the program they will remain in the Mandarin immersion class through 5th grade which then transitions to an academic period during their middle school years. In addition, all children included in the Mandarin program will participate in the visual and performance arts classes offered at RSA.

In future years, RSA students completing the Mandarin program through 8th grade, who experience a broad, academically challenging career through their RSA years may have and obtain the skill level to test into a Chinese 2 or 3 class in high school.

The current dual enrolled Mandarin I is designed for beginning Mandarin speakers.

Health and Important Enrollment Requirements

Evidence of Age

Prior to admission into any public school, the parent/guardian must present proof of the age of their studentchild. Evidence of age can be in the form of a certified birth certificate or a statement by the local registrar or county recorder certifying the date of birth, a baptism certificate duly attested, a passport, or when none of the foregoing is obtainable, an affidavit by the parent.

Minimum Age Requirement for Kindergarten

RSA follows the applicable minimum age requirements outlined in the California Education Code. Students must reach the age of 5 years by September 1 in order to enroll and attend kindergarten on the first day of school. When enrolling in TK for home school program, students must turn five between the dates of September 2 and December 1. RSA does not offer a TK classroom based program.

Kindergarten Roundup

Kindergarten Roundup is provided by the Special Education staff in the late spring or early fall for all incoming Kindergarten students.. This is a screening of various skills for Kindergarten readiness. These skills include:

- Gross Motor skills such as hopping on one foot, kicking, throwing and catching a ball, and walking on a balance beam.
- Academic readiness such as letter and number identification, and knowledge of colors and shapes. This is screened by the Kindergarten teacher or a paraprofessional.

Immunizations

To protect the health of all students and staff and to curtail the spread of infectious diseases, RSA desires to cooperate with state and local health agencies to uphold the laws regarding immunization

requirements. New immunization requirements:
Students Admitted at TK/K-12 Need:

DRAFT

- Diphtheria, Tetanus, and Pertussis (DTaP, DTP, Tdap, or Td) — 5 doses
 - (4 doses OK if one was given on or after 4th birthday. 3 doses OK if one was given on or after 7th birthday.
 - For 7th-12th graders, at least 1 dose of pertussis-containing vaccine is required on or after 7th birthday.
- Polio (OPV or IPV) — 4 doses
(3 doses OK if one was given on or after 4th birthday)
- Hepatitis B — 3 doses
(not required for 7th grade entry)
- Measles, Mumps, and Rubella (MMR) — 2 doses
(Both given on or after 1st birthday)
- Varicella (Chickenpox) — 2 doses

These immunization requirements also apply to students entering transitional kindergarten. Students who have some of the immunizations above may be conditionally admitted. (See Shot For Schools Website: [https://www.shotsforschool.org/k-12/.](https://www.shotsforschool.org/k-12/))

Personal Belief Exemption

Effective January 1, 2016, parents and guardians of students in any California school are no longer allowed to submit a new Personal Beliefs Exemption (PBE) for currently required vaccines. A PBE properly filed before January 1, 2016 is valid until entry into the next grade span (e.g., seventh grade).

Students who have properly completed PBE signed before January 1st, 2016 at their enrollment to Kindergarten-6th grade, are allowed to continue with the Waiver until start of 7th grade, but need to present completed vaccinations, as required by law, to be enrolled in 7th grade.

Medical Exemptions

Students may be exempt from immunization requirements if they have a valid medical exemption. Medical exemptions can be permanent or temporary based on a licensed physician's findings.

Before January 1, 2021, if you are seeking a medical exemption you must provide RSA a signed, written statement from a physician (MD or DO) licensed in California which states:

- The specific nature of the physical condition or medical circumstance of the **student/child** for which a licensed physician does not recommend immunization.
- Each specific required vaccine that is being exempted.
- Whether the medical exemption is permanent or temporary.
- If the exemption is temporary, an expiration date no more than 12 calendar months from the date of signing.

Starting January 1, 2021, all medical exemptions will be submitted electronically directly into the California Immunization Registry (CAIR) utilizing a standard form.

Starting January 1, 2020, all existing medical exemptions at that time continue to be valid except as explained below: If a student is enrolled and fails to fulfill the immunization requirements, the school will prohibit the student from onsite classes until that student has been fully immunized. Immunization records are reviewed by the school nurse. For additional details on immunization records see the RSA Immunization Policy.

Routine Screening

According to appropriate grade level schedules, all **studentchildren** will receive screenings for vision, hearing, dental, and speech and language skills. You have the right to refuse these services for your **studentchild**. Unless you notify the office in writing, your **studentchild** will be screened, at no expense to you.

Vision and Hearing

In grades Kindergarten, Second, Fifth and Eighth the School shall test the student's vision and hearing. The vision test shall include tests for visual acuity and color vision, although the color vision shall be appraised once and only on male students, the results of which shall be entered in the health records and need not begin until the student is in first grade. Classroom teachers are responsible for continuous observation of the appearance, behavior and complaints of students that might indicate vision problems. Where a student's school performance begins to give evidence that the existence of the problem might be caused by a visual difficulty, a visual evaluations hall be done in consultation with the school nurse.

The vision evaluation may be waived by the parents/guardians if they present a certificate from a physician and surgeon or an optometrist laying out the results of a determination of the **studentchild's** vision, including visual acuity and color.

Dental

California law mandates that all kindergarten students and first grade students entering public school for the first time receive an oral health assessment. The law specifies that a licensed dentist or other registered dental health professional must perform the assessment. Oral health assessments that have happened within the last 12 months before your **studentchild** enters school also meet this requirement.

First Grade Physical Examinations

~~All students entering first grade must provide evidence of a physical examination that was completed not earlier than 18 months prior to entering first grade. (Health and Safety Code 124085; 124100; 124105)~~

Speech and Language skills

~~Speech and language skills such as vocabulary knowledge, sound development, grammar, and language ability are important for learning and communicating and are evaluated in the Kindergarten classroom and again in second grade by the speech language pathologist.~~

Health Guidelines

Illness

A **studentchild** who is ill should not be sent to school, since this may result in his/her health becoming worse and exposing others. Good indicators that students should be kept home are temperature or vomiting within the previous 24-hour period. Students should be kept home until they are fever-free, without medication, for a 24-hour period or as otherwise instructed by RSA staff.

Please inform the school if your **studentchild** has any of the following diseases: Chicken pox, measles, scarlet fever, flu, COVID-19 (or exposed to someone with COVID-19),infectious Hepatitis A, Bacterial Meningitis, Conjunctivitis (pink eye), Impetigo, Ringworm, Scabies, or head lice. Notices informing parents of possible exposure to an infectious disease may be sent home with students if deemed necessary. The note will indicate the grade and class of those exposed and will include a brief description of symptoms.

Head Lice

To prevent the spread of head lice infestations, School personnel shall report all suspected cases of head lice to the school nurse, or designee, as soon as possible. The nurse, or designee, shall examine the

student and any siblings of affected students or members of the same household in accordance with the School's health examination policy. If lice are seen on a **studentchild** at school the parents should be called to pick up the **studentchild** at the end of the school day and be given a copy of the brochure "A Parent's Guide to Head Lice". At home, all members of the family must be checked for head lice. This policy allows the parent to treat the **studentchild** overnight. The day following treatment, the **studentchild** should be re-examined and admitted to class. If the **studentchild** is still infested, then the parent should be re-contacted.

While classroom or school-wide notification is not recommended after head lice have been detected in a student, this policy is at the discretion of the school nurse or administration. In the event of two or more persons infested with live lice in the same classroom, an exposure notice with information about head lice **may bemaibe** sent home to all parents/guardians of the students that have been exposed to the head lice.

School personnel shall maintain the privacy of students identified as having head lice and excluded from attendance.

Medicine on School Campus

RSA staff shall not assist a student in the administration of or **administeradminister** medication – including pain relievers, asthma inhalers, cough drops, antibiotics, poison oak medication, antihistamines, or any other type of tablet, liquid, or ointment unless a "Request for Medication" form, completed and signed by both the doctor and the parent, is turned in to school along with the medication. This form must be updated yearly. All medications must be delivered to the school by the parent/guardian or his/her adult representative. Medication must be in a properly labeled pharmacy bottle containing the name and telephone number of the pharmacy, the student's name, name of the doctor, and dosage of medication. All medication will be kept in the office in a locked container.

Before the School will allow a student to carry and self-administer prescription auto-injectable epinephrine, inhaled asthma medication, or have authorized School personnel administer medications or otherwise assist a student in administering his or her medication, the School must receive a copy of the following:

1. A written statement executed by the student's authorized health care provider specifying the medication the student is to take, the dosage, and the period of time during which the medication is to be taken and a statement that the medication must be taken during regular school hours, as well as detailing the method, amount and time schedule by which the medication is to be taken;
2. A written statement by the student's parent or guardian initiating a request to have the medication administered to the student or to have the student otherwise assisted in the administration of the medication, in accordance with the authorized health care provider's written statement. The written statement shall also provide express permission for the School to communicate directly with the authorized health care provider, as may be necessary, regarding the authorized health care provider's written statement.

In the cases of self-administration of asthma medication or prescription auto-injectable epinephrine, the School must also receive a confirmation from the authorized health care provider that the student is able to self-administer the medication and a written statement from the parent/guardian consenting to the student's self-administration and releasing the School and its personnel from civil liability if the self-administering student suffers an adverse reaction by self-administering his/her medication.

New statements by the parent/guardian and the authorized health care provider shall be required annually and whenever there is a change in the student's authorized health care provider, or a change in the medication, dosage, method by which the medication is required to be taken or date(s), or time(s) the medication is required to be taken. If there is not a current written statement by the student's parents or guardian and authorized health care provider, the School may not administer or assist in

administration of medication. The School will provide each parent with a reminder at the beginning of each school year that they are required to provide the proper written statements.

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Parent(s)/guardian(s) of students requiring administration of medication or assistance with administration of medication shall personally deliver (or, if age appropriate, have the student deliver) the medication for administration to the School nurse or their designee.

Termination of Consent: Parent(s)/guardian(s) of students who have previously provided consent for the School to administer medication or assist a student with the administration of medication may terminate consent by providing the School with a signed written withdrawal of consent on a form obtained from the office of the School.

Illness and Accidents at School

If a student becomes ill or has an accident at school, efforts will be made to contact parents, guardians, or the emergency number(s) listed on the student's registration card.

Availability of Pupil Mental Health Services

RSA wants to ensure that parents, guardians, and students are informed about resources available for anyone who believes they are in a mental health crisis. We also encourage parents/guardians and students to talk with any adult in the school if they are concerned about possible mental health needs for themselves or other students. RSA takes all threats of suicide seriously.

Community/School Resources:

1. Shasta County Health & Human Services Agency, https://www.co.shasta.ca.us/index/hhsa_index.aspx, which provides a full spectrum of supports. Their phone numbers for immediate help are: 24-hr mental health 530-225-5252 or 888-385-5201; Suicide Help 800-273-TALK (8255).
2. RSA has supports through administration and School Counselor. Students or parents may request mental health supports through the front office, notifying their classroom teacher, administration or Mrs. Percia (School Counselor) cpercia@rsarts.org.

Additional State Resources: Bullying And Human Trafficking Prevention

To access more resources that provide support to youth who have been subject to discrimination, harassment, intimidation, or bullying please visit the CDE Safe School Website: <https://www.cde.ca.gov/lr/ss/se/bullyingprev.asp>.

The CDE has provided resources for youth who have been affected by gangs, gun violence, and psychological trauma caused by violence at home, at school, and in the community at the following website: <https://www.cde.ca.gov/lr/ss/sa/>.

Please the following resources focused on human trafficking prevention:

- <https://www.cde.ca.gov/lr/ss/vp/commsexexploitationstudentchild.asp>
- <https://lacounty.gov/human-trafficking/>
- <https://da.co.la.ca.us/operations/human-trafficking>

Guidelines for the First Days



The First Day

Until further notice, your child will begin their day by going directly to their classrooms. We ask that you say good-bye to your child by the time they enter the outside door of their classroom. We know this may be difficult for you, but it is very important that you let them walk in on their own. RSA is a closed campus. To walk your ~~studentchild~~ beyond the perimeter gates requires a volunteer sticker which can be secured by checking in through the main office.



Classroom Supplies

Please see your ~~student'schild's~~ teacher's website for a detailed supply list. If you are unable to bring the supplies to the school's Meet and Greet in August, then you may drop off the bag of supplies at the spot that has been designated by your child's teacher for supplies. For some classes, please do not put your child's name or initials on any of these items as we share them throughout the year. Family provided school supplies ~~are voluntaryis voluntary~~ and not required.

Guidelines for the First Weeks

Visitors and Volunteers *(Our Visitors & Volunteers program will be contingent on any restrictions/protocols given by State or County Public Health.*

We love to have visitors and parent volunteers in our classrooms; however, we ask you to wait three weeks following the commencement of the school year so that we can have everything in order and the kids can become accustomed to their daily routine. This will give them the time and space that they need to make the room their own. It will also give teachers the opportunity to organize their volunteer lists. As a bonus, you will have attended Back to School night which is very informative and helpful when logging in volunteer hours!

Lunch/Snack

****Will again be offered to all families at no cost for the 2023-20242021-2022 School Year.***

Current lunch menus are posted on the RSA website. We do our best to educate and encourage your ~~studentchild~~ to make healthy choices. Please send nutritious food with your ~~studentchild~~ for lunch and ~~snacks~~snack. Snack ideas include: fruit, crackers, cheese, yogurt, nuts, etc. PLEASE DO NOT SEND SODA, CANDY, GUM, OR CHOCOLATE. Because of possible food allergies among our student body, sharing food is not allowed at school.

RSA serves healthy lunches prepared by the Healthy Lunch Program. Healthy foods come from whole foods, which are minimally processed and derive their nutrients from the soil. Whole foods are not "enriched" or contain preservatives or artificial colors. The Healthy Lunch Program produces lunches based upon the 2005 Dietary Guidelines for Americans published by the USDA and the Department of Health and Human Services. Lunches are made daily by our chef from fresh, whole foods, packaged in reusable containers, and delivered to our schools.

This school is an equal opportunity provider. In accordance with federal law and United States Department of Agriculture (USDA) policy, this institution is prohibited from discrimination against any student or employee based on actual or perceived characteristics of nationality, race, ethnicity, religion, sex, gender, ethnic group identification, age, national origin, ancestry, genetic characteristics, mental or physical disability, marital status, sexual orientation, gender identity, gender expression or association with a person or group with one or more of these actual or perceived characteristics or other category protected by law.

Drop Off and Pick Up Procedures

ALL vehicles entering RSA **MUST follow the right entrance** to the school. All vehicles must exit from the north end of the parking lot only.

Regular Drop Off Procedures (7:40 a.m. – 8:00 a.m.):

For students with a 0 period (7:40 a.m. – 8:00 a.m.)

For students without a 0 period (8:40 a.m.-9:00 a.m.)

Students are to report directly to their classrooms by entering the building through the designated entry points. (Updated routes for drop off and pick up will be emailed home to families each August or when a change to current practices occur).

Drop off Lanes-In front of school – First car pulls all the way forward as directed by a staff member or to the North or Southwings of the building depending on entry points for your student.. Student unloading occurs in designated areas as indicated on Drop Off/Pick Up map.

Parking Lot Drop Off- Pull into a parking spot to unload students. Students may walk to the cross walks escorted by parents or alone, depending on age and abilities of the students. **DO NOT unload students from driving lanes.** Students and parents should wait at the cross walk until directed to cross. To exit the parking lot, follow the traffic arrows to the parking lot north exit.

Early Drop Off Procedures- Families must use SIGN UP GENSIUS to use this service

RSA will offer a limited number of families who have students at multiple schools to drop their **studentchild** off at 7:30am at the Southside pick up location. Students will walk to the main café where they will be supervised until 7:40am before being released to go to their classroom. Sign up information about this service will be sent out in Early August.

1. **Pick Up Procedures (2:25p.m. – 2:40 p.m. / Kindergarten-Second Grade)**In front of school – Cars will form a single line and pull up to the curb on either the South or North designated pick up location. (Drop-Off/Pick Up map will identify by teacher which location to use). If you have students to pick up at both locations you start pick up at South wing and round the corner to the North wing to pick up second student. Cars are to follow all motions/directions given by the duty staff to avoid safety hazards. Students will **load into** cars and then all cars will leave either exiting west through the parking lot or continuing straight northwest allowing the next set of cars to fill the loading zones. Parents are encouraged to place a large sheet of paper indicating the names and grades of the **studentchild**ren they are picking up.
2. Parking Lot – Parents park in an appropriate parking space and must walk to the front of the school to pick up student. **Please use cross walks.**

Pick Up Procedures (2:45 p.m. – 3:00 p.m. / Third – Eighth Grade)

1. Parking Lot- Pick Up– Parents park in an appropriate parking space and must walk to the front of the school to pick up student. Please use cross walks. Students dismissed at the 2:45p.m. pick-up time may cross at the cross walk to meet their family in the parking lot.
2. In front of school Cars will form single lines along the curbs on ~~either the South or North~~ designated Pick up locations. ~~(Drop-Off/Pick Up map will identify by homeroom teacher which location to use).~~ If you have students to pick up at both locations you start pick up at South wing and round the corner to the North wing to pick up second student. All Lines for pick up will be single file and for the safety of all, students will not load in any middle lanes. ~~Drivers are encouraged to place a large sheet of paper in their window indicating the names and grades of~~

~~the studentchildren they are picking up. Drivers must comply with directions given by RSA staff.~~

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3. Parents may permit their ~~highmiddle~~ school ~~studentchild~~ to be picked up off site at a designated location, such as the RABA terminal. Those students are expected not to return to campus as RSA is a closed campus and students remaining on-site will be supervised in either ~~the front office or a designated school club or activity.~~ ~~the YMCA After-School Care or Outside Interest programs.~~

Please be respectful and pick up your ~~studentchild~~ on time. ~~No students are allowed to congregate in the lobby of the school or outside the school building waiting for their ride.~~ Students who are not picked up by the specific end time will remain with ~~staff~~ ~~their teacher~~ and family will be contacted.▪

Coming to School and Going Home

- ~~Students must be dropped off and picked up at the designated areas. (Please see locations listed in Drop Off/Pick Up Map.) If using the drop off/pick up lanes, parents must stay in their vehicles in order to keep the line moving.~~
- ~~Bikes must be walked on school grounds and locked in the bike rack.~~
- ~~Students must have written permission from their parents on file in the school office if they choose to walk or bike.~~
- ~~Bus Rules: Respect, Safety and Accountability. The RSA adopted themes of appropriate behavior applies to anyone riding the bus to or from School. When you are participating in riding the bus to and/or from school, you must obey all Redding School of the Arts standards of conducts as outlined in the Family Handbook. Remember, riding the bus is a privilege and pupils riding buses must obey all rules and regulations.~~

RABA The School Express

The route serves RSA, Simpson, and Shasta College.▪ The bus drives directly to RSA with arrival @ 7:40am. ~~A staff member walks children to the playground.~~ RABA Pick Up –RSA students ride the bus back to the terminal. Students taking bus home will be escorted to bus stop @ 3:15. Subsidized monthly passes are available as RSA front Desk, payable to RSA (\$20 1st ~~studentchild~~, \$10 for siblings) full price monthly passes and Pay-as-you-go cards are available at the RABA Terminal and City Hall Permit Center.

Requirements for Bus Riders:

- Listen to and promptly obey the bus driver.
- Remain seated at all times when the bus is in motion.
- Keep all hands, feet and other objects to oneself.
- Keep the aisle of the bus clear of all obstacles.
- Keep the bus clean.
- Be courteous to everyone and refrain from inappropriate language.

Bus Riders May Not:

- Distract the bus driver in any way.
- Create a loud noise. (Use quiet, inside voices.)
- Deface or tamper with the bus or the property of others.
- Use language or gestures that others might find offensive.
- Eat, drink, chew gum, litter, spit, throw or toss any item inside of or out of the bus.
- Behave in any way which is illegal or dangerous.

School personnel may issue a discipline referral for failure to abide by these rules:

- Students failing to follow the above rules and regulations will be subject to school appropriate disciplinary procedures.
- Disregard for the rules and regulations may result in losing the privilege of riding the bus.
- A student's bus riding privilege will be suspended/ revoked for serious offences or multiple

citations.

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Early Pick Up

If you desire to pick up your **studentchild** early, you must go to the office first and sign ~~t~~hem ~~him or her~~ out. The office will then notify the teacher to send your **studentchild** to the office. In order to keep classroom interruptions at a minimum, please remain at the office and do not proceed to the classroom to help your **studentchild** get ~~their~~**his or her** belongings.

~~Change in studentChild's Pick-Up Routine~~

~~If there is a change in who will be picking up your studentchild from school or they are going home with a friend, please send a note with your studentchild in the morning. Please note that your studentchild will not be released to someone who is not on your approved list on your studentchild's registration card. For your studentchild's safety, a verbal authorization over the phone, email or note needs to be received by the office before we will release your studentchild to another individual.~~

General Rules

Respect and Behavioral Expectations

Redding School of the Arts maintains high behavioral standards based on the six pillars of character: trustworthiness, respect, responsibility, fairness, caring and citizenship. Students are expected to exhibit behaviors reflective of these six tenets in all school-related facilities and activities. RSA has adopted and will implement a school-wide behavior management plan. Details of our behavior management plan will be distributed by your student's teacher and/or are located on the RSA website. If appropriate behavior expectations are not met, a Student Study Team (SST) meeting with the parent/guardian and the administration may be held to discuss discipline problems. Our behavioral goals can best be accomplished when we work together: students, staff and parents.

In the Classroom and On Campus

1. Follow Student Code of Conduct at ALL times.
2. Be respectful of other's learning time. Be prompt to class.
3. Be courteous. Use appropriate language.
4. Come prepared for class. Bring pencils, erasers, books and any other materials that will be needed.
5. Follow directions. Each teacher will establish academic expectations for his/her classroom. Students will follow the school-wide Behavior Management Program.
6. Students are expected to complete and turn in all assignments on time. If a student is absent, they are expected to make arrangements to make up missed work.
7. Students are required to have a hall pass to be in the halls or to use the restroom before school, during ~~break recesses~~ or lunch.
8. Appropriate clothing is expected at all times. Follow the RSA dress code.
9. Students must take personal academic responsibility; if a student needs assistance or help, see a teacher, administrator, or other staff member.
10. No chewing gum, paper, rubber bands, paper clips, or other items. It is not only dangerous but can be distracting. Gum is not allowed anywhere on campus unless used under the direction of your teacher.
11. **Toys, stuffed animals, electronic devices, extra money, and expensive items must be left at home.**
12. Abuse of technology, on or off campus, may result in loss of technology privilege at school.

~~Playground Rules~~

1. ~~Follow all RSA Playground and Safety Rules. A copy of these rules can be found on the RSA website under Resources/Documents.~~

- ~~2. Students will remain in their designated play area during breaks and lunch, on the Playground (based on grade levels).¶~~
- ~~3. "Hands Off" policy; keep your hands, feet and body to yourself at all times.~~

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- ~~4. No play fighting or roughhousing.¶~~
- ~~5. Walk on campus and in hallways at all times. Running is not acceptable behavior on campus other than during designated P.E activities and/or in field areas.¶~~
- ~~6. Be responsible for playground equipment by checking it out and returning it.¶~~
- ~~7. Keep feet on the ground. Do not climb any roof, tree, table, or railing.¶~~
- ~~8. Leave skateboards, roller blades, Heelys, radios, electronic devices, toys, stuffed animals and other play things at home. All toys/equipment brought from home will be seized by staff and parents will be required to pick up from office.¶~~
- ~~9. Do not bring dangerous objects of any kind. If an object has no reasonable purpose at school, leave it at home.¶~~
- ~~10. Do not mark up or damage any school property.¶~~
- ~~11. Take pride in your school.... keep the campus clean. Put litter and trash in the trash cans.¶~~
- ~~12. Do not block stairway/steps with backpacks, instruments, self or other items.¶~~
- ~~13. Inside Playground voices, no screaming.¶~~
- ~~14. Follow all game rules as outlined in the RSA Playground and Safety Rules Handbook and found displayed prominently in two locations on the playground.¶~~
- ~~15. Respect others at play by not disturbing their games.¶~~
- ~~16. Ask for permission a hall pass when you need to use the bathroom or enter the building during break/recess or P.E. time.~~
- ~~17. Some playground equipment has specific directions for safe play. Know those directions before playing on or with that equipment.~~

During Lunch

1. Eat lunch and snacks in the designated areas.
2. Good behavior and table manners are expected at all times. Use a quiet voice in the cafe.
3. Bring lunch or eat a school a lunch, but don't beg or otherwise force someone to give you food.
4. Because of possible food allergies among our student body, sharing food is not allowed.
5. Take Pride in your school – Clean eating areas and throw trash in the trash cans. Students will wait to be excused from the café by duty personnel at designated release times.
6. Be courteous and respectful to all staff and parent volunteers.

Closed Campus and Leaving School Grounds

1. RSA campus is a closed campus. This means that students may not leave the grounds at any time during the school day without permission from the office.
2. A parent or other adult, designated by the parent, must sign the student out in the office. Students will **only** be dismissed from class after the office contacts the teacher. You may send a note, email or phone the office to pre-arranged a planned release due to appointment.
3. During school hours or when participating in activities, students are to remain on campus, and under the supervision of Redding School of the Arts staff. This includes after school RSA activities.
4. All visitors, parents or other adults must sign in at the office during school hours of 7:30 a.m. – 4:00 p.m..
5. During school hours and After School Care/Outside Interest times the campus and playground is not available for public use, i.e. 7:30 a.m. – 6:15 p.m. unless there has been prior authorization through facility use form.

RSA personnel will release **studentchildren** only to parents, guardians, persons listed on the emergency/health forms, or those authorized for carpooling purposes. Parent(s)/guardian(s) must provide the school with documents about restraining orders or custody limitations. Notify your **studentchild's** teacher if there is any concern that an individual with restricted access to the **studentchild** might attempt to contact or collect the **studentchild** from school.

~~If you are in a carpool, please write a note letting the office know which of your **studentstchildren** are in the carpool and which adults are driving. If your **studentchild** is going with someone else after school,~~

~~please send a note to your studentchild's teacher. Please make these arrangements before school as we will not interrupt instruction to~~

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~~deliver messages to the classroom. Students will be notified of changes during their designated break times. Students who ride a bicycle or walk to school do so at their own risk. Written permission is required for students to ride bicycles or walk home from school. The school does not provide crossing guards beyond the front of the school. Students must use designated crosswalks/bike lanes for crossing the street.~~

Classroom Celebrations and Parties

Birthdays and Parties: Birthdays are special occasions for young **studentchild**ren. If your **studentchild** wishes, treats may be brought for the whole class on his/her birthday. Please notify the teacher a day or two in advance so that teachers can plan for treats during recess time. RSA strongly encourages a healthy treat such as muffins and or fresh fruit/ vegetables instead of cupcakes, cookies or candy.

~~If you are planning a party for your **studentchild** outside of school, please either invite the whole class or mail the invitations so that feelings will not be hurt.~~

Class celebrations: At RSA our **studentchild**ren are learning to explore and enjoy the process of discovery. One of the ways we help them do this is by observing various milestones throughout the year by having a celebration. Our celebrations revolve around our social studies themes, math, science, and other academic subjects, not around holidays. Celebrations are left to the discretion of the classroom teacher. If you have any questions, please ask your **studentchild**'s teacher.

Telephone Usage

In general, school telephones are for business use by the staff. Only urgent messages will be delivered to your **studentchild**. Students may use the phone at school when directed by school staff or in an emergency.

Cellphones/Electronic Devices/Toys

Electronic devices, toys, trading cards, etc. must not be brought to school. There is no reason for them to be on campus and therefore must remain at home. These items will be confiscated from students and won't be returned until a parent comes to school office to pick up the item.

Although students are permitted to bring cell phones to school, they will be confiscated if a student takes it out of their backpack during **classroom instructionthe school day**, if the phone rings, or if it is used by the student during **classroom instruction**. **Students can use cellphones before school hours, during break, or during lunch period. Students are asked to place their cellphones in designated cell phone pockets in each high school classroom by the teacher. the school day.**

Students in possession of any toy that resembles a weapon will be disciplined according to our discipline procedures. Depending on the item in question, this could include suspension or other severe discipline from school.

Electronic devices (i.e., earPODS) are very easy to steal and virtually impossible to prove ownership. ~~Leave these valuable items at home where they belong. If you choose to bring these items to school, RSA is not responsible for lost, damaged, or stolen items.~~

As a general rule, cell phones are not to be seen or heard during **classroom instructionthe school day**. ~~The school day is defined as beginning upon the students' arrival on campus and ending at 3:00 pm.~~ Cell phones that are **being used inappropriately during the school dayseen or heard during the school day** will be taken and returned to the **student at the end of the school dayparent**. Repeated offenses will result in **parent contact** and the student being prohibited from possessing the cell phone on campus. Using cell phones to take pictures **without permission** will not be allowed at any time. ~~After 3:00 pm, students will be allowed to use their cell phones for legitimate and appropriate communication purposes only.~~

In emergency situations, such as an unscheduled school closing, the administration will use our school's communication system to notify parents, however, they may notify teachers to allow students to use their cell phones to contact their parents.

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Label Belongings

Please put your ~~studentchild's~~ name on the inside of ALL personal belongings: coats, sweaters, and the outsides of lunch boxes, water bottles, etc. Efforts are made to return labeled items to students. All unclaimed items located in our lost and found rack will be donated to charity on a regular basis.

Money Sent to School

On occasion it will be necessary for your ~~studentchild~~ to bring money to school. Always send money in a sealed envelope with the following information on it:

1. Your ~~studentchild's~~ first/last name
2. Your ~~studentchild's~~ homeroom teacher
3. Amount of money
4. Purpose of the money

WORK PERMITS

A student under 18 years of age who wishes to work must obtain a Work Permit. Applications are available in the School Counselor's Office. In compliance with the "reference to Work Program," a school authority will sign off on the Application for Work Permit to verify the student's satisfactory school performance (GPA, attendance, and behavior) prior to obtaining verification from an employer if the student is hired. A student continuing employment from the summer or previous school year must reapply for a Work Permit during the first two weeks of school. A new Work Permit is required each time a student changes jobs. Work Permits can be revoked by RSAHS administration for poor attendance, behavior, or grades.

Toys/Sharing

~~Students are not to bring toys of any kind with them to school unless they are bringing them for a scheduled share time. We provide students with community games and equipment for recess and P.E.~~

~~When an object is brought for sharing, the student will keep their object/toy in a designated area (cubby, desk, etc.) until it is their share time and then promptly return it to the designated area once their turn is over. They may not take their object/toy out to recess.~~

~~When a child wants to bring a pet to share, arrangements need to be made with the teacher a week in advance. It is at the discretion of the teacher whether a pet will be allowed as the child's share. Pets should never be brought into the school building as some people are severely allergic to pet dander.~~

Home School Program

~~RSA believes that Home Study/Independent Study is an effective tool of instruction. We meet this philosophy by building a strong home and school partnership that will help our students achieve in a safe and positive learning environment. As the California Department of Education states, Home Study is a voluntary instructional strategy that responds to an individual's needs and styles of learning. This course of study will be available to grade T/K through eighth grade and will respond to the student's specific educational needs, interest, aptitudes, and abilities within the confines of the school policies and procedures. Programs are offered for immunized and non-immunized students in accordance with the law. (See RSA Homeschool Family Handbook for detailed information about the program)~~

Attendance

The State of California and RSA Governing Board believes that excessive absenteeism, whether caused by excused or unexcused or unexcused absences, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend

school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the school.

The Governing Board believes that regular attendance plays an important role in student achievement. The Administration shall work with parents/guardians and students to ensure their compliance with all state attendance laws and may use appropriate legal means to correct problems of chronic absence or truancy

Please note: The main source of funds for the K through 12th grade RSA programs comes from the public monies generated by the attendance of enrolled ~~student~~ children at the school on a day to day basis (ADA funds)

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and fundraising. Charter schools are not funded for excused absences or illnesses nor do we get additional funding for the various music and arts programs/experiences we provide. RSA's success depends on full attendance by all students.

Excused Absences for Classroom Based Attendance

Attendance is taken every day and reviewed monthly. Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or Board policy (Education Code 46010, 48216, 48205)

Student absence for religious instruction or participation in religious exercise away from school property may be considered excused.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Students shall not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or as authorized pursuant to Education Code 46010.1, for a confidential medical appointment.

Verifications:

1. Verification of absences are to be made by telephone. The parent or guardian must call the school attendance line at 530-247-6933 ext. 4 within 72 hours for an absence to be marked as excused.
Or
2. A note from the parent or guardian indicating the date and reason for absence may be submitted at the front desk or emailed to jmaire@rsarts.org or luhleman@rsarts.org.

Short Term Independent Study

An Independent Study (IS) Program is available through the office for students who know in advance that they will be away from school for three (3) or more days. An Independent Study packet does not ~~always~~ adequately replace the direct instruction and participation of the classroom experience. Families are highly encouraged to request Independent Study for special circumstances only. RSA allows for a maximum of 10 independent study days for the school year.

To request an IS ~~Contact~~ must be made ~~in person at the front office~~ by noon the appropriate number of days in advance. Independent study will not be issued the "day of". The teacher will need preparation time for gathering assignments. In order to accommodate teacher preparation time, all IS's must be requested an equal number of days that the student will be absent plus 2 days. For example, if a student will be absent three (3) school days, the parent must contact in person the office by noon five (5) school days or more in advance of the requested absence dates to allow each teacher the same amount of time to plan the assignments.

Unapproved IS's, ~~Missed~~, incomplete or lost work from approved IS's will result in student's absence being marked as unexcused, and will be subject to attendance policy requirements and/or truancy procedures. Independent Study will generally not be approved for dates beyond May 1st. All work not turned in by the date student returns from Independent Study (day after the independent study term ends) will result in student's attendance record marked as unexcused absences.

RSA provides multiple breaks during the year to engage in outside activities that take a student out of the classroom. These include Thanksgiving Break, Winter Break, President's week, ~~and~~ Spring Break, and multiple 3 day weekends. We ask that you plan vacations or other plannable events during these times to allow your student/child to prosper from direct instruction offered on a daily basis.

In order to participate in a short term independent study, the parent/guardian and school must enter into

an independent study written agreement. RSA administration retains the right to deny Independent Study requests based on individual pupil circumstances. For example, Independent Study requests that include absent days occurring within the appointed state testing window or if there are multiple prior absences

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(excused or unexcused) that are impeding student educational progress may not be granted. Student absences during a denied Independent Study request will be marked as unexcused and subject to truancy procedures.

Unexcused Absences/ Truancy and/or Chronic Absenteeism:

Truancy (three unexcused absences in a year or three tardies of 30 minutes or greater) and/or Chronic Absenteeism(a student is chronically absent from school when he or she has missed 10 percent or more of the days he or she has been enrolled in school- either excused or unexcused) is detrimental to your student's educational progress. There is no adequate way for students to recover missed teacher explanations and instruction, or class discussions.

It is the policy of Redding School of the Arts that students attend school every day and be punctual. Students shall be classified as truant if absent from school without a valid excuse three full days in one school year or tardy or absent for more than any 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Director or designee. Any student who has once been reported as a truant shall again be reported to the Director or designee as a truant if he/she is absent from school without valid excuse one or more days or is tardy 30 or more minutes on one or more additional days.

Upon ~~their~~^{his/her} third truancy within the same school year, a student shall be classified as a habitual truant. Students who are habitual truants, or habitually insubordinate or disorderly during attendance at school may be referred to their district of residence, and required to attend an attendance review board, a truancy mediation program established by their district of residence's attorney or the probation officer, or a comparable program deemed acceptable by the Director or designee.

Consequences/Procedures for Tardies/Absences:

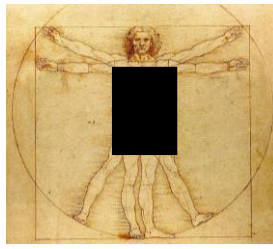
1. Punctuality is valued at RSA. ~~Lunch detentions will be assigned to students who have three tardies in one class per quarter.~~ After school detentions will be assigned to students ~~in fourth through eighth grade who~~ have five or more tardies of any length of time. ~~Multiple lunch recess detentions may be substituted in place of an after school detention at Administration's discretion. If a student has ten tardies in a quarter it will result in disciplinary referral and a meeting with parent/administration.~~ For more information on detention procedures check with ~~Administration~~^{the Student Information System Registrar}.
2. If a student arrives ~~at or after their designated starting time~~ ~~8:00 a.m. bell~~, they must check in with the office for a tardy slip before going to class.
3. **School Start Times: Zero Period** ~~School begins promptly at 8:00 a.m. (First Period at 9:00 a.m.)~~ The first bell rings ~~5 minutes before at 7:55 a.m.~~ and students are considered tardy if they are not inside their classroom at the ~~second bell~~ ~~8:00 a.m.~~ Students who are tardy disrupt and deter the education of others in the class.
4. The Director, or designee, shall implement positive steps to reduce truancy. Students who are habitual truants or habitually insubordinate or disorderly during attendance at school may be referred to the appropriate law enforcement agency.
5. If absences and/or tardies become excessive as determined by the Director or designee (e.g., chronic absenteeism), a Student Study Team meeting will be scheduled to discuss resolutions to attendance issues and/or student will be disenrolled because excessive absences and tardies are viewed as a parent's intent to voluntarily withdraw from school.

Student Rights and Responsibilities

As a student, you have the right to learn in a pleasant and safe atmosphere. It is your responsibility to do your best at school. It is up to each of you to help make each day a good one. You are an important part

of the school community. Take pride in your school and help keep it one of the best in California.

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Cover The Core

Dress Code, Personal Appearance, Personal Property

RSA is committed to protecting the health, safety, and welfare of the students and the Board believes that appropriate dress and grooming contribute to a productive learning environment. Inappropriate apparel includes clothing that compromises safety or is disruptive and/or distracting to the school environment and instructional process. Students not following dress code will be asked to call home for a change of clothes or will be provided some from items donated to the office.

For optimal learning, the school requires the following criteria for personal dress and appearance:

1. Clothing must cover areas from one armpit across to the other armpit, down to at least 3 to 4 inches in length on the upper thighs (see images on next page). Tops must have at least a one inch strap.
Under garments may not be seen. Shorts may not have holes or frays above the 3-4 inch length.
2. Clothing with inappropriate logos, sayings or pictures (i.e., alcohol, drugs, tobacco, weapons, sexual implications, hate speech) is not to be worn at school because they can cause a substantial disruption to the learning environment of the classroom. Gang affiliated attire is not allowed.
3. Clothing must be neat, clean, and appropriate for class.
4. Pants must not have **excessive** rips, holes or frays or have holes above 3-4 inch length. (see images on next page)
5. Clothing must be appropriate for activity and movement.
6. **Please refrain from wearing costumes or bringing stuffed animals unless approved by administration for a specific purpose.**
7. Sunglasses are to be worn outside only.
8. Hair color and style, make- up, jewelry and clothing must not disrupt learning. Spiked jewelry accessories of any kind are not allowed.
9. Shoes must be worn and should be activity specific. **No slides or flip flops.**
10. Hats may be worn, bill forward only, and must not have inappropriate logos/sayings. Hats/hoodies/beanies must be removed indoors. Faces must be visible at all times – no zipped hoods above the neck.
11. Headwear for religious, medical or other reason approved by administration is permissible.
12. See through clothing of any kind must have under clothes that “cover the core.”
13. All forms of tattoos or body art must be kept covered.
14. Makeup must be minimal and applied at home.
15. For student safety, only pierced ears with appropriate earrings are acceptable. Facial jewelry must be minimal in quantity and size.
16. ~~Flip flops are unsafe on playground and not permitted at school.~~

Consequences for Dress Code Violations

Students who violate RSA School Dress Code will be sent to the office to make arrangements for more appropriate clothes. Repeated violations will be considered defiant behavior and the student will be disciplined accordingly. The school dress code applies at all school functions and events, unless otherwise noted. Volunteers and visitors are asked to model the RSA dress code.

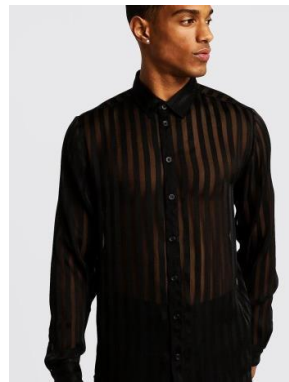
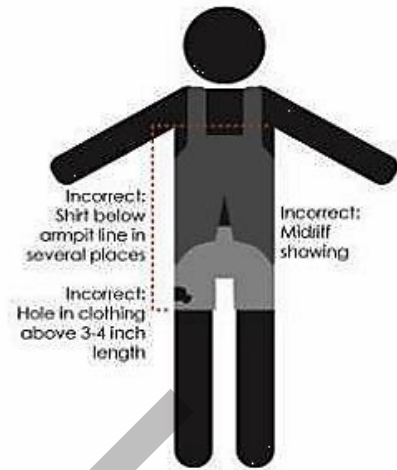
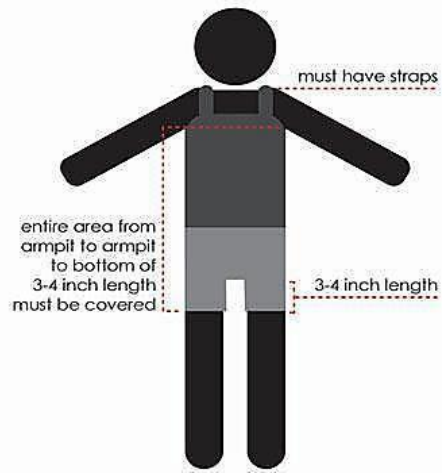
Administration will have the final determination whether a student’s attire/accessories is appropriate. If there is a question as to whether articles of clothing or accessories are appropriate, ask school

administration before it is worn to school.

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Appropriate

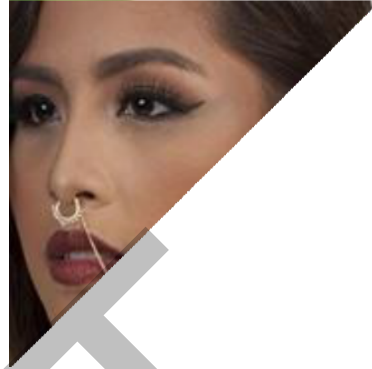
Not Appropriate

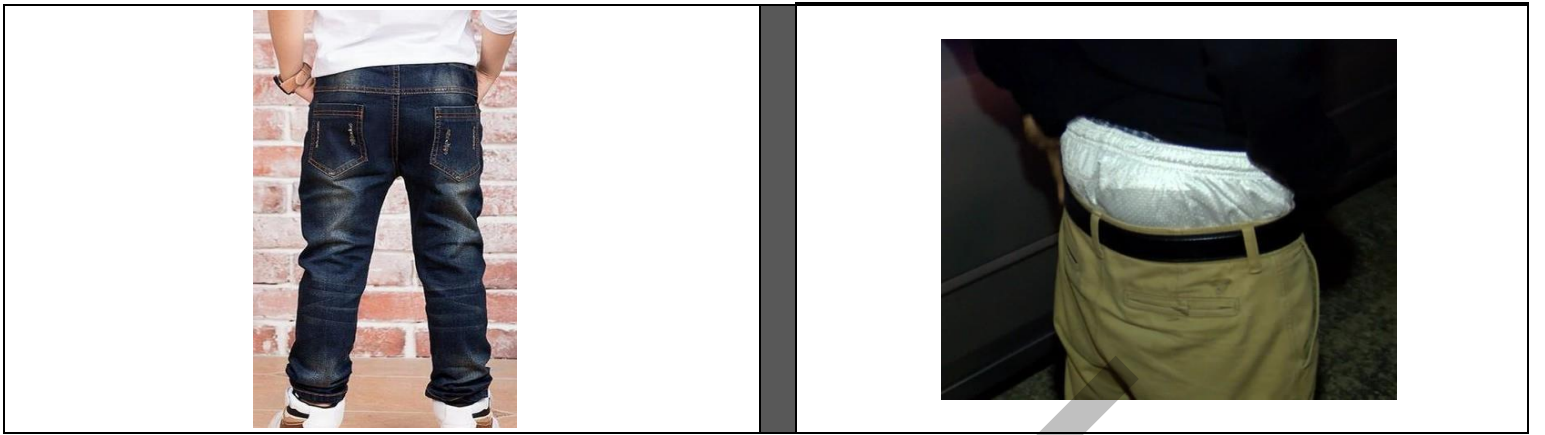


Appropriate



Not Appropriate





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Items Not Allowed on Campus: The following items are not allowed on campus (before, during, or after school) or at any school activity, unless specifically authorized by the school administration:

- Personal music devices or other personal electronic equipment
- Cigarettes, matches, lighters, tobacco, in any form
- Aerosol cans of hair spray, antiperspirant, etc.
- Sunglasses worn indoors without administrative approval
- Obscene or profane material in any form

It is recommended that personal sports equipment and jewelry be left at home, due to possibility of theft. Due to rapid changes in society, it may become necessary to modify the dress code or personal property code to include additional items at the judgment of the administration. If you would like an accommodation to this dress code (e.g., religious accommodation), please make a request to the School.

Freedom of Expression

Students attending the School have the right to exercise free expression including, but not limited to the use of bulletin boards, distribution of printed materials or petitions, and wearing buttons, badges and other insignia. The Board of Directors ("Board") respects students' rights to express ideas and opinions, take stands and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.

Student liberties of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the School community.

Students will not be disciplined solely on the basis of speech or other communication that would be constitutionally protected when engaged in outside of school, but may be disciplined for harassments, threats, or intimidation unless constitutionally protected. Education Code § 48950.

Students will be permitted to wear buttons, badges, armbands, and other insignia as a form of expression. Students will be subject to disciplinary action when expressive activities such as the distribution of materials, wearing of buttons or displays, or posting of notices or other materials:

1. Are obscene, libelous or slanderous;
2. Incite students so as to create a clear and present danger of the imminent commission of unlawful acts on school premises or of the violation of lawful School rules or of the substantial disruption of the orderly operation of the School;
3. Express or advocate racial, ethnic or religious prejudice so as to create a clear and present danger of imminent commission of unlawful acts on School premises or of the violation of lawful School regulations or of the substantial disruption of the orderly operation of the School;
4. Are distributed in violation of the time, place and manner requirements;
5. Are in violation of current federal, state and local laws.

Discrimination and/or Harassment

Discrimination and harassment of or by any student or member of the School staff shall not be tolerated. The Board considers discrimination and/or harassment to be a major offense. Any student who engages in the discrimination or harassment of anyone may be subject to disciplinary action up to and including expulsion.

Furthermore, the School prohibits all unlawful discrimination against any student or employee based on actual or perceived characteristics of nationality, race, ethnicity, religion, sex, gender, ethnic group identification, age, national origin, ancestry, immigration status, 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)

Specific Hate Crime

Prohibitive Hate-motivated behavior includes any act or attempted act intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived ethnicity, national origin, immigrant status, religious belief, gender, sexual orientation, age, disability, political affiliation, race, or any other physical or cultural characteristic.

Specific Sexual Harassment

Prohibited sexual harassment includes, but is not limited to:

- Unwelcome leering, sexual flirtations, sexual comments or propositions
- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, stories, drawings, pictures or gestures
- Spreading sexual rumors
- Touching an individual's body or clothes in a sexual way
- Displaying sexually suggestive objects in the educational environment

A student who believes that he or she has been sexually harassed is encouraged to inform the harasser directly that the conduct is unwelcome and must stop. A student who has witnessed sexual harassment should report the harassing conduct immediately. If a student witnesses sexual harassment, the student should intervene only if he/she feels it is safe to do so.

Any student who believes he or she has been the victim of sexual harassment or has knowledge of conduct which may constitute sexual harassment should report the alleged acts to a teacher or administrator. The report may be verbal or written. The use of a formal reporting form is not required. If a student wants to use a form, one is available from the school office.

Sexual harassment regulated by this policy pertains to behavior of a sexual nature while students are under the jurisdiction of the School.

Bullying

RSA believes that all students have a right to a safe and healthy school environment. The School and community have an obligation to promote mutual respect, tolerance, and acceptance. Redding School of the Arts will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; use of technology to harass or intimidate another student and social isolation or manipulation.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation. Cyberbullying can occur on various electronic forums (E.g., email, chat rooms, text messaging, social networks, internet forums, image or video posting platforms, websites with free registration, blogs, etc.)

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

RSA expects students and/or staff to immediately report incidents of bullying to administration.

To ensure bullying does not occur on school campuses, Redding School of the Arts will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to maintain a safe and healthy learning environment. Parents can request a full copy of the Bullying Prevention Policy- Procedure in the main office.

Student Discipline

Suspension, Expulsion, and Dismissal

Student Disciplinary Procedures and Conduct Code – (*Refer to Suspension and Expulsion Policy*)

RSA maintains comprehensive student discipline policies. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may also be suspended and/or expelled by the school's governing board in compliance with school policies. The policies will conform to applicable federal law regarding students with exceptional needs. Parents can request a copy of the Suspension and Expulsion Policy in the main office.

Per the Suspension and Expulsion Policy, a student may be suspended or expelled for any of the following acts:

- Caused physical injury to another person or willfully used force or violence upon the person of another, except in self-defense;
- Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from an authorized certificated school employee, with the Director or designee's written concurrence;
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants and narcotic drugs), alcoholic beverage or intoxicant of any kind;
- Unlawfully offered, arranged or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant;
- Committed robbery or extortion;
- Caused damage to school property or private property;
- Stole school property or private property;
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel;
- Committed an obscene act or engaged in habitual profanity or vulgarity;
- Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5;
- Knowingly received stolen school property or private property;
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm;
- Committed a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code section 243.4;
- Committed sexual harassment;
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above. For further information about suspensions and expulsion, please review the Suspension and Expulsion Policy.

Potential Disciplinary Actions

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, community service on or off campus, and the use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. Corporal punishment does not include an employee's use of reasonable force necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Disciplinary action taken by school officials is a result of the action already taken by the student. A student is responsible for his/her behavior. RSA favors using strategies like, restorative justice focused on working with students (e.g., the victims and the accused) to come to a solution, rather than simply handing down punishment. In addition, we approach discipline schoolwide as opportunities for students to take accountability for their actions, think about their hurtful behaviors and utilize age appropriate and circumstance based consequences that leads to a satisfactory resolution. ~~However, the following chart illustrates potential disciplinary actions the School may issue for certain offenses in order to maintain a safe learning environment for the students of RSA.~~

Offense	1st Potential Consequence(s)	2nd Potential Consequence(s)	Additional Potential Consequence(s)
Cafeteria Misconduct	Cafeteria cleanup (1-3 days)	Parent Contact Cafeteria clean-up (1 week)	Designated seating (1 month or more) Cafeteria clean-up
Defiance	Parent contact Loss of recess Exclusion of recess or field trips	Exclusion of recess or other activities In school suspension or 1 day suspension (depending on nature of behavior) Parent Conference	In school suspension or 1 to 3 day suspension
Discriminatory words or actions	Parent contact Loss of recess Exclusion of recess activity	Exclusion of recess or other activities In school suspension or 1 day suspension Parent Conference	Suspension/Expulsion/Dismissal (return to district)
Disrespectful toward adults and others	Parent contact Loss of recess Exclusion of recess activity	Exclusion of recess or other activities In school suspension or 1 day suspension (depending on nature of behavior) Parent Conference	Suspension/Expulsion/Dismissal (return to district) (depending on nature of disrespect e.g., threatened to cause physical injury)
Disrupting Instruction	Campus beautification In school suspension Parent contact Exclusion of activity	Exclusion of recess or other activities In school suspension or 1 day suspension (depending on nature of behavior) Parent Conference	In school suspension or 1-2 day suspension (depending on nature of behavior) Parent conference
Dress Code	Parent Contact Asked to wear School-provided clothing	Exclusion of activities	In school suspension or 1 or 2 day suspension (depending on nature of behavior)

Offense	1st Potential Consequence(s)	2nd Potential Consequence(s)	Additional Potential Consequence(s)
Failure to Serve Consequence	<ul style="list-style-type: none"> — Parent contact — Loss of recess — Exclusion of recess activity 	<ul style="list-style-type: none"> — Exclusion of recess or other activities — In-school suspension or 1 day suspension — Parent Conference 	<ul style="list-style-type: none"> — Suspension/Expulsion/Dismissal (return to district)
Falsification or forging, cheating, plagiarism, and/or dishonesty	<ul style="list-style-type: none"> — Failing grade on assignment — Parent contact — re-do assignment for limited credit 	<ul style="list-style-type: none"> — Exclusion of recess or other activities — In-school suspension or 1 day suspension — Parent Conference 	<ul style="list-style-type: none"> — 1-3 day suspension — Parent conference — Exclusion of activity (1 month)
Fighting	<ul style="list-style-type: none"> — 1-2 day suspension — Parent conference — Referral to law enforcement — Exclusion of activity 	<ul style="list-style-type: none"> — 2 day suspension — Parent conference — Referral to law enforcement 	<ul style="list-style-type: none"> — Suspension/Expulsion/Dismissal (return to district)
Gum, candy, sunflower seeds	<ul style="list-style-type: none"> — Essay (failure to complete within one day results in campus beautification) 	<ul style="list-style-type: none"> — Parent contact — Detention — Loss of activity 	<ul style="list-style-type: none"> — Parent conference — In-school suspension
Leaving campus without permission	<ul style="list-style-type: none"> — Parent contact — Detention — Campus improvement 	<ul style="list-style-type: none"> — Detention — Parent conference — 1 day in-school suspension 	<ul style="list-style-type: none"> — 2-3 day in-school suspension — 1 day Suspension)
Obscene acts	<ul style="list-style-type: none"> — In-school suspension or 1 or 2 day suspension — Parent contact — Parent conference — Exclusion of activities 	<ul style="list-style-type: none"> — Suspension (3 day) — Parent contact/conference — Exclusion of activities (1 month) 	<ul style="list-style-type: none"> — Suspension/Expulsion/Dismissal (return to district) — Referral to law enforcement
Playground and/or campus misbehavior	<ul style="list-style-type: none"> — Time out and/or campus beautification (1-3 days) — Rethinking letter/apology note 	<ul style="list-style-type: none"> — Time out and/or campus beautification (5 days) — Parent contact — Rethinking letter/apology note 	<ul style="list-style-type: none"> — In-school suspension — Exclusion of activity
Possession of drug paraphernalia	<ul style="list-style-type: none"> — In-school suspension or 1-3 days suspension — Parent conference — Referral to law enforcement 	<ul style="list-style-type: none"> — 1-3 days suspension — Parent conference — Referral to law enforcement — Suspension/Expulsion/Dismissal (return to district) 	<ul style="list-style-type: none"> — Suspension/Expulsion/Dismissal (return to district)
Possession and/or improper use of potentially dangerous object	<ul style="list-style-type: none"> — Parent conference — Exclusion of activity — 1-3 day in-school suspension 	<ul style="list-style-type: none"> — 1-3 day suspension — Suspension/Expulsion/Dismissal (return to district) 	<ul style="list-style-type: none"> — Suspension/Expulsion/Dismissal (return to district)
Possession, selling or under the influence of any drug, controlled substance, alcoholic beverage or intoxicant	<ul style="list-style-type: none"> — 1-5 day suspension — Parent conference — Referral to law enforcement — Exclusion of activity 	<ul style="list-style-type: none"> — Suspension/Expulsion/Dismissal (return to district) — Referral to law enforcement 	<ul style="list-style-type: none"> — Suspension/Expulsion/Dismissal (return to district)
Profanity and/or obscene gestures	<ul style="list-style-type: none"> — Campus beautification — Parent contact — Detention 	<ul style="list-style-type: none"> — In-school suspension or 1 or 2 day suspension — Parent conference 	<ul style="list-style-type: none"> — 1 day suspension — Parent conference — Exclusion of activity (1 month)

Public Display of Affection	<ul style="list-style-type: none"> Counseling by administration Exclusion of activities and/or writing assignment 	<ul style="list-style-type: none"> Exclusion of activities and/or writing assignment Parent contact 	<ul style="list-style-type: none"> Parent/ student conference Exclusion of activities
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Offense	1st Potential Consequence(s)	2nd Potential Consequence(s)	Additional Potential Consequence(s)
Sexual Harassment/ or Harassment	<ul style="list-style-type: none"> — Counseled by administration — In school suspension (1-2 days) — Parent contact/ conference — Exclusion of activities and/or writing assignment 	<ul style="list-style-type: none"> — Suspension or in-school suspension (1-3 days) — Referral to law enforcement — Parent conference — Exclusion of activity (up to 1 month) 	<ul style="list-style-type: none"> — Suspension/Expulsion/Dismissal (return to district) — Referral to law enforcement — Parent conference — Exclusion of activity (up to 1 month)
Tardiness (late to school and/or between classes)	<ul style="list-style-type: none"> — 5 tardies within trimester — Parent contact — Student parent contract — Detention 	<ul style="list-style-type: none"> — 10 tardies within trimester — Campus improvement — Parent conference — Exclusion of activity 	<ul style="list-style-type: none"> — Make up time as arranged by administration — Exclusion of activity (1 month)
Theft — possession of stolen property or taking of found articles	<ul style="list-style-type: none"> — 1-2 day in school suspension — Detention — Restitution — Parent Conference 	<ul style="list-style-type: none"> — 1-2 day suspension — Exclusion of activity up to one month — Restitution 	<ul style="list-style-type: none"> — Suspension/Expulsion — Referral to law enforcement — Parent conference — Exclusion of activity (up to 1 month)
Tobacco use or possession of other nicotine product	<ul style="list-style-type: none"> — Parent contact — Exclusion of activity 	<ul style="list-style-type: none"> — Parent conference — In school suspension 1-3 days 	<ul style="list-style-type: none"> — Suspension/Expulsion
Truancy	<ul style="list-style-type: none"> — Parent contact — Campus beautification — Exclusion of activity — Detention 	<ul style="list-style-type: none"> — Parent conference — In school suspension — Campus beautification — Exclusion of activity 	<ul style="list-style-type: none"> — Voluntary withdrawal — (return to district)
Unsupervised in the building or on the playground	<ul style="list-style-type: none"> — Campus beautification — Detention — Exclusion of recess activity 	<ul style="list-style-type: none"> — Campus beautification — Detention — Parent conference 	<ul style="list-style-type: none"> — Parent contact — Exclusion of activity (1 month) — Behavior contract
Vandalism, damage and/or destruction of school property	<ul style="list-style-type: none"> — In school suspension — Parent contact — Restitution — Referral to law enforcement — Exclusion of activity 	<ul style="list-style-type: none"> — 1-5 day suspension — Restitution — Parent conference — Referral to law enforcement — Exclusion of activity (up to 1 month) 	<ul style="list-style-type: none"> — Referral to law enforcement — Suspension/Expulsion/Dismissal (return to district)
Verbal or physical abusive, threatening, intimidating behavior, bullying, cyber-bullying	<ul style="list-style-type: none"> — Parent contact — Referral to law enforcement — Exclusion of activity — In school suspension or 1-5 days suspension 	<ul style="list-style-type: none"> — Parent conference — Exclusion of activity — Behavior contract — 3-5 day suspension 	<ul style="list-style-type: none"> — Referral to law enforcement — Suspension/Expulsion/Dismissal (return to district)

Please note the chart above is meant to provide examples of potential discipline, RSA may use other forms of discipline consistent with school policy and applicable law. A student may be expelled or dismissed from RSA in accordance with applicable law for failure to comply with School policies.

Technology Use Policy

Redding School of the Arts provides students, volunteers and staff access to learning opportunities using computers, technology and telecommunication resources. The purpose of the RSA technology system is to support educational activities and communications. Your use of these resources must be consistent with the educational goals of RSA. The school reserves the right to prohibit students who violate the

technology use policy from using technology at school. RSA will provide internet safety training to all students.

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Acceptable Use

Students, volunteers and staff are expected to understand and practice ethical use of RSA technology resources. The following items are consistent with ethical technology use:

- Be polite and respectful;
- Use appropriate language;
- Do not disrupt others;
- Do not share your personal information;
- Do not share the personal information of others;
- Follow the directions of teachers and school staff;
- Use technology only for school-related education and research.

RSA has the authority to determine appropriate use and may deny, revoke, or suspend a user account based upon its determination of inappropriate use. Furthermore, academic or legal disciplinary actions may be taken as needed.

Prohibited Activities

The following activities are strictly forbidden on any RSA computer or technology resource:

- Performing any action that is against the law;
- Downloading, copying, or sharing copyrighted materials without the specific written permission of the copyright owner;
- Harassment, intimidation or the persistent annoyance of another person includes but is not limited to the sending of unwanted email, text, or other communications;
- Sharing any personal information about another person;
- Use of RSA resources for political or commercial purposes or personal business unrelated to RSA;
- Use of RSA technology resources for any non-academic activity including any games, music, etc. not assigned by a staff member;
- Any use of the network that aims to disrupt the network for other users;
- Use of the network to access inappropriate material or unsafe files;
- Establishing network connections to live communications which includes text, voice or video unless specifically authorized by a teacher or staff member.
- Vandalizing or misuse of equipment that cause physical damages.

Monitoring and Security

RSA reserves the right to inspect any files stored in private areas of the network. No user should have any expectation of privacy when using RSA resources. Any attempt to bypass or evade any technology security or monitoring system is grounds for disciplinary action.

Security on the RSA technology system is a high priority, and as such, the rules below must be followed:

- Never share your user account information, including your username or password, with anyone.
- Do not attempt to log on to any system using a user account other than your own.
- Notify a teacher or staff member if you suspect that a security problem exists. Do not demonstrate security problems to other users.
- Students and volunteers may not enable any password that prevents teachers and staff members from ~~using technology~~ using a technology. This includes, but is not limited to, screensaver and hardware passwords.
- Teachers and staff members may only enable system level passwords as authorized by the IT department. Furthermore, the passwords used must be documented by the IT department.
- Student and volunteer-owned technology and electronic devices are to be used only with teacher or staff permission when at school or when using the school network. These devices are subject to all aspects of this policy.

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RSA technology will be installed and maintained only by authorized staff. Only the IT staff or the principal in cooperation with IT staff will be allowed to authorize installation or maintenance of RSA technology and software.

Software not related to the educational goals of RSA will not be installed on RSA School equipment.

Students and volunteers may not install any software on RSA technology or systems.

Staff members who request that non-standard software be installed on their technology must certify that they are using the software according to its license and must register the license information with the IT department.

Controversial Material

It is against RSA policies to use RSA resources to access inappropriate or offensive material. In an effort to comply with the **student**Children's Internet Protection Act, RSA uses blocking and filtering services which will make it more difficult for students to access inappropriate sites on the Internet. However, students and parents should realize that it would be impossible to find and block all objectionable content on the Internet. Therefore, if a student encounters material inappropriate to an educational environment they must notify a teacher or staff member immediately.

Parent Liability

If a student willfully damages or defaces, or willfully does not return upon demand RSA property, parents may be held responsible for paying to repair or replace the school property (up to \$10,000). Additionally, grades, diplomas and transcripts may be withheld if a parent does not repair or replace such school property.

Disciplinary Actions

Cyber bullying at RSA, off campus or any behavior that infringes on the safety of any student will not be tolerated.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

RSA has the authority to determine appropriate use and may deny, revoke, or suspend a user account based upon its determination of inappropriate use. Vandalism and harassment may result in cancellation of user privileges, fees to replace or repair equipment and possible criminal charges. Furthermore, academic or legal disciplinary actions may be taken as needed.

Library Usage

Students are asked to follow all Library Rules and adhere to Library behavior expectations:

Use quiet/inside voices when in the library;

Students are responsible for keeping track of their library books.

Students may check out one book at a time, with the due date being two weeks after the check out date.

Student should use a book marker when looking for a book. This helps keep the books in order.

NO FOOD OR DRINK allowed in the library;

There is no running, playing or disrespecting the library. Student should use caution on the elevated green rug. No students are allowed on the stairs.

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Students will be given notice if they have books out over three weeks. Prior year fines must be paid before a ~~studentchild~~ may check out library materials.

The borrower is responsible for all books checked out in their name. If a student loses or damages a book it will have to be replaced with the identical item or cash/check to cover cost of replacement. ~~Parents and all staff are allowed to check out library materials. Parents may come in during your studentchild's library time, or contact the librarian for an available time. Also, you can send in a note with the title you're interested in checking out.~~

Homework

Students will be assigned homework on a regular basis. The daily time depends on many things, including the student's work habits. Nightly work should take 10 minutes per grade level to complete. For instance, first grade would be up to 20 minutes. Third grade would be up to 40 minutes, and this would continue up to the 8th grade at 80 minutes. Homework's purpose is to reinforce what is taught at school, to complete unfinished work, and can include long term and short term projects. In addition, students will be expected to read ~~independently or have parents read to them~~ for approximately 20 minutes daily. Projects completed in ~~9th-12th~~~~5th-8th~~ grade may require time on the weekend.

The following amounts of time ~~isare~~ an average. ~~Parents should anticipate an additional 15 minutes if your child is in the Mandarin Immersion program:~~

Kindergarten	10	15 minutes four days a week
First	15	20 minutes four days a week
Second	20	30 minutes four days a week
Third	30	40 minutes four days a week
Fourth	40	50 minutes four days a week
Fifth	50	60 minutes four days a week
Sixth-Eighth	60	80 minutes four days a week
9th-12th	80-	100 minutes four days a week (average)

Student Homework Pledge

Use class time wisely to reduce the amount of homework;
Listen carefully to all directions and explanations about homework;
Ask questions if the assignment is not clear;
Keep a record of all assignments, including due dates and other specific requirements;
Have a definite time and place for study, free from interruptions, and stocked with working materials;
Budget time wisely and plan time for completion of long term assignments;
Hand in on time, neat, accurate, and meaningful assignments;
Make use of such aids as libraries, dictionaries, maps, general reference materials, and the questioning of people who are authorities or are experienced in various fields, as appropriate;
Strive for the best results, rather than the minimum which will be acceptable;
Take the initiative in making up work missed for any reason;
Study independently, unless a group project has been assigned;
Do not copy other people's work. The student will use his/her own words in homework assignments; plagiarism is prohibited.
Contact another student or the teacher if, after reasonable effort, the assignment cannot be done. If this is not possible, have the parent write a note of explanation on the assignment. Teachers' discretion will be used.

Parent/Guardian Homework Pledge

Provide a suitable place for study;

Assist students in obtaining make up work due to absence;
Help students develop routine home study habits;

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Assist and correct, but do not do the actual work;
Notify the teacher if students experienced extreme difficulty;
Be aware of long-term assignments and assist students in learning to budget their time accordingly;
Contact the teacher if he/she observes an absence of homework.

Staff Homework Pledge

Assign homework that is meaningful and useful to individuals;
Provide appropriate and timely response to all homework assignments;
Provide a balance between long-range and short-term assignments;
Monitor long-term assignments in order to avoid last minute student efforts;
Give clear, concise directions; and allow time for student questions;
Consider availability of materials; provide legible worksheets or assignment criteria;
Monitor the effectiveness of homework as reflected in student performance;
Coordinate long term assignments with other departments for school calendar;
If assignments are given over the weekend, they should be no longer than a daily assignment;
Whenever possible, assignments will not be given the day prior to school break periods that would require completion of an assignment only during the school break.

Outside Interest Participation

~~As per the Parent/Student Agreement and in keeping with the vision of this school, RSA encourages students to provide academic instruction to students interested in the arts, students 4th grade and older must be pursuing their particular interest in visual or performing arts inside and/or outside of their academic school day with a qualified instructor. (not simply parent or grandparent). Verification of Participation will be required two times during the school year.~~

~~Students 3rd grade and younger are required to be involved periodically in an area of the visual and performing arts throughout the school year and documented at least once during the year; Those who do not pursue an outside interest in the arts during the fall semester must do so in the spring. For primary grades (K – 3) Girl Scouts or Boy Scouts (or similar club) is allowable due to the mix of activities that include periodic experiences related to the visual or performing arts.~~

~~The National Endowment for the Arts defines arts to encompass music, opera, dance, drums, folk art, creative writing, architecture, design and graphic arts, painting, sculpture, photography, and the arts. Student, parent, and instructor will sign and return the Outside Interest Verification form in September and January. Each studentchild attending Redding School of the Arts must have an Outside Interest Verification form on file in the office. School Administration may provide scholarships for outside interest upon request. Students 4th grade and older who do not pursue an outside interest will be dismissed at the end of the school year.~~

Elective and Exploration Wheel Participation Guide

~~The Elective and Exploration Wheel program is an enrichment opportunity for students in Kindergarten through eighth grade, who are successful in the regular academic program. Students eligible for participation will experience a variety of educational classes, such as physical education, health and nutrition or visual and performing art courses that are new and/or different from the VAPA curricula offered as part of the regular program. Students develop further abilities through instruction by community experts or credentialed teachers. Grades K through three will participate in the Exploration Wheel as a class and grades four through eight may select their elective.~~

~~Some classes require a prerequisite for experience, abilities or special equipment not covered by the school. Others may require extra rehearsal or performance commitments. In general, classes are offered on the basis of the enrollment of 15 or more students.~~

~~Student Expectations¶~~

~~To maximize learning within the elective program, the following expectations must be met:¶~~

- ~~— Maintain a passing grade in all classes, no Fs.¶~~
- ~~— Maintain school wide citizenship standards as outlined in the Code of Conduct.¶~~
- ~~— Active participation in afterschool and/or evening performances expected (may affect final grade).¶~~

Outside Performance, Competitions or School Sponsored Events

Outside performances, competitive sports, and other forms of competition can enhance charter school spirit and student morale and impact positively on students' social growth, development and physical well-being provided the programs are carefully planned. These activities include, but are not limited to, music, drama and dance performances, Odyssey of the Mind, Science Olympiad, Academic challenges and Cross Country.

These activities do not take precedence over academics but rather supplement academic study. Therefore, outside performances or competitions must not conflict with or jeopardize the academic program of the charter school. To participate in a school sponsored performance or competition students must maintain

**passing grades. Outside performances or competitions must not exploit the students participating in such activities and must always be conducted in a manner that promotes students' health and welfare. Absence, full or partial day (50% of the day), from school on the day of a scheduled extra-curricular activity (performance, rehearsals, socials and/or contest) shall result in denial of the privilege to participate. Exceptions shall be granted by the school administration on a case-by-case basis. Participation in Saturday or holiday events will be affected by attendance the last school day preceding the event.

The goal of outside performances or competitions is the development of visual and performing art skills, motor skills, the maintenance of physical fitness, development of self-awareness and socially desirable behavior, development of recreation skills and positive character traits such as discipline, commitment, sportsmanship and co-operation.

Every student, coach, and advisor is a representative of the charter school. Therefore, they must be exemplary role models. All students participating in outside performances must maintain a good citizenship record and passing grades in all academic classes.

** Passing grade (D or better) in all classes and minimum GPA of 2.0

** Compliance with the Family Handbook

~~All students participating in interscholastic sports must first obtain a medical clearance. Any injured students must receive medical clearance prior to again participating in any interscholastic sports.¶~~

~~All participating students are required to wear appropriate safety equipment in the manner approved by the manufacturer.~~

~~DirectorsCoaches~~, advisors, and full-time members of the charter school staff, will be knowledgeable and competent in first-aid, CPR and emergency procedures, and coaching techniques as it relates to performance ~~or sports~~ participation. ~~DirectorsCoaches~~ or advisors will ensure that training/practice and ~~performancescompetition~~ will not over-tax the physical capabilities of the participating students.

Report Cards

A report card will be emailed to families at the end of ~~quarter/semester~~ ~~each trimester~~. ~~K-3rd student report cards will use numbers that are not the same as grades. Grades show effort and ability. These numbers, defined at the top of the report card, indicate progress toward mastery of a skill. At the beginning of the year, a "1" may be perfectly respectable because the concept may have been recently introduced or a child may not be developmentally ready to grasp some of the concepts. Report cards are created to aid parents/guardians in knowing where a student is in his/her journey toward developing the skills needed for the upcoming grade. Grades 4th-8th report cards will be made available to view in the Aeries Parent Portal. Paper copies may be requested from the front office. 4th-8th 9-12th grades students receive the traditional format of weighted letter grades. Parents may monitor their student's progress using Aeries Gradebook. Parents will be provided information about Gradebook during back to school night or by contacting the Attendance Administrator. See Assessment and Evaluation Policy for further details.~~

The HighMiddle School Program

RSA believes that ~~highmiddle~~ school students learn best with
Interdisciplinary, thematic approach;
Regularly offered Visual and Performing Arts and physical education;
Exposure to Multi-Cultures and Mandarin ~~or French~~ as a designated foreign language;
Network of Emotional and Social Support;

The ~~High-Middle~~ School's Overarching goals are:

- To prepare them for the challenges of ~~post-secondary education~~ ~~high school~~ and beyond.
- To further develop emotional and social skills. Students are encouraged to ~~interact during breaks~~ ~~play at recess~~ to develop appropriate peer interactions.
- Students provide leadership and act as role models for younger students at RSA.
- Students are offered a school sponsored Social in the winter which offers games, food, music and conversation (attendance at school is required on the day of the event).

Special Field Trips for grade level experiences:

- ~~9th6th~~ Grade ~~STEM Day~~ ~~Environmental Field Trip~~ (overnight experience)
- ~~9th7th~~ Grade ~~Field Trip to Shasta College~~ ~~Day Trip~~ ~~Theater Experience/College visit~~
- ~~11th-12th8th~~ Grade ~~TBD Career Fair~~ ~~Field Trip~~ ~~Science-Based or Oceanography Experience~~ (overnight experience)
- 12th Grade TBD End of the year Graduation Trip
- ~~FrenchMandarin~~ Student families ~~have the opportunity~~ ~~have opportunity~~ once during their ~~highmiddle~~ school years to participate in our ~~Spring-Break~~ ~~summer~~ French Language Immersion- ~~China~~ Trip.

In Summary, RSA offers a strong academic and enriched VAPA environment to ~~highmiddle~~ school students. RSA challenges students to try new opportunities through the offered field trips and VAPA programs, while striving to provide young adolescents with balance. Students leave RSA ready to succeed in ~~post-secondary education~~ ~~high school~~.

Honor Roll Policy

The Governing Board Approved Honor Roll Policy of Redding School of the Arts criteria is defined as:

- Students ~~9th-12th~~ ~~sixth through eighth grade~~;

- Recognized as having earned a minimum GPA of 3.5;
- C's or better at semester grade reporting.

Administrative Honor Roll Policy (Director's List)

The Administrative Honor Roll Policy criterion is defined as:

- Students 9th- 12th grades ~~sixth through eighth grade~~;
- Recognized as having earned a GPA of 3.85 or better.

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In an effort to more accurately reflect instructional time and grade value, students ~~ninth through twelfth grade sixth through eighth grade~~ will receive a weighted GPA based on ~~Dual Enrolled College Credit~~ ~~the periods attended during the week~~. Students qualifying for ~~Administrative Honor Roll for all three trimesters~~ will be eligible to participate in an end of the year reward/field trip.

~~8th Grade Year~~

The ~~8th grade year~~ is an exciting one with many great activities. Throughout the year we have various fundraising events to raise money for the Environmental/Oceanography trip, Promotion ceremony and ~~8th grade picnic~~. Some activities may include: sale of Raffle Raffle tickets, refreshments at events, etc. Staff and parents will organize the promotion party on the afternoon of the last day of school. ¶

¶

Planning for future success is also part of the ~~8th grade year~~. When possible, students take part in Career Day at Shasta College/Simpson University. We make efforts to take advantage of any last minute activities that we feel will enhance the ~~8th grade experience~~. Parents are kept informed of the various happenings through teacher web sites or through the school's messaging system. Financial scholarships are available for students if needed, and this information is kept confidential. Students wishing to participate in the ~~8th grade promotion ceremony~~ must comply with the ~~8th Grade Promotion Ceremonies and Activities policy~~ and satisfy the ~~8th grade contract~~. ¶

¶

~~**8th Grade Contract:** Eighth grade students and their parents will be asked to sign the 8th Grade Contract, which outlines the minimum academic, attendance and behavioral requirements to participate in the many great activities afforded to our 8th grade class. The contract has been designed to provide clear student expectations for finishing strong here at Redding School of the Arts.~~

Safe School Policy

In order to maintain a safe learning environment for the students of Redding School of the Arts, Parents, volunteers, and visitors must report to the RSA office and obtain an RSA badge which will be worn at all times when on campus. Badges are used to help teachers and students recognize visitors and volunteers in the school. Visitors and volunteers must return to the office to sign out when leaving campus. These procedures are designed to protect our ~~studentchildren~~ from unauthorized individuals and to identify and locate individuals on campus in the case of an emergency. Visitors and volunteers must treat all students and staff members with respect. Any parent compromising a student or staff member's safe learning environment will receive a written warning and be required to leave the campus immediately and/or their ~~studentchild(ren)~~ will be returned to their district of residence.

Security

RSA has authorized the use of security cameras as part of its crime prevention/safety program. Said cameras are intended to promote public safety, protect personnel, students and RSA's Facility. As RSA respects the privacy of the entire RSA community and the students' need to feel safe and secure, this policy has been developed to meet the requirements set forth by RSA's primary insurance company with respect to loss control and safety. RSA shall take all necessary action to ensure and oversee the use of RSA- authorized security cameras onsite while mandating cameras are used judiciously.

RSA Reopening Plan

RSA maintains a COVID Safe School Reopening Plan under a separate document. Please refer to this document for updated information related to COVID-19 school requirements. It is also

found on the RSA website.

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School Cancellation Policy

In the event that it becomes unsafe, school may be ~~cancel~~~~cancelled~~ due to extreme weather conditions or emergencies either before school or during a school day.

Procedure:

Before school parents must provide transportation of students to and from school. Therefore, when extreme weather or emergencies happen before school, RSA will use the phone system and email to announce the school's closure. RSA will follow Columbia School District closure as announced on the radio.

During School, if time and conditions permit, students will be dismissed to go home prior to the inclement weather. Parents will be notified by phone. Please make sure that your emergency cards are current for who may pick up your ~~student~~~~child~~(ren).

Procedure for when conditions develop with little or no warning, the following emergency actions should be followed:

Severe Weather Conditions

1. In extreme cases, students and staff should be assembled inside shelter or buildings.
2. If students are sent home, staff will call parents/emergency contact to arrange transportation and pickup time.
3. Students who are walking/biking are released upon verbal permission from their parent or emergency contact.

Parent General Information & Guidelines

~~*(Volunteer Services Maybe Limited or Altered during the 2021-2022 School Year)*~~

Volunteer Policy, Procedures, and Parent/Guardian Responsibilities

Parent/guardian participation is essential to the success of Redding School of the Arts because ~~student~~~~children~~ learn more when their parent/guardian is involved in their education. As documentation for the Local Control Accountability Plan (LCAP) and potential educational grants, parents/guardians will be asked to serve on committees, share expertise in specific areas of need, help with outreach, and/or assist ~~with field trips and school events~~~~in classes~~. Parents/guardians are encouraged to support the work of the school by volunteering ~~40 hours per household per year and to ensure that their~~ ~~student~~~~child~~~~(ren)~~ ~~are pursuing the visual and performing arts in their area of interest outside of the school day~~. See the Volunteer Policy and Volunteer Handbook and Application for details.

Volunteer Confidentiality Agreement

In accordance with federal law, all school volunteers are expected to maintain confidentiality while working at the school. All things that are seen and heard at school about employee's or ~~student~~~~children~~ and their families should be considered privileged/confidential information. Trust must be established and maintained in order for our volunteer program to be successful. Volunteers can strengthen the bond between themselves and the school by following these guidelines:

Treat all students and employee information as personal and confidential regardless of the source

Communicate relevant information about students only to the respective classroom teacher or principal/school leader

Seek clarification of unusual situations that occur in the school from the person(s) involved and avoid discussing such matters with others unless so directed by the assigned teacher or principal/school leader

Retain a sense of perspective regarding comments heard and actions observed

Understand that not all information can and will be shared with volunteers, due to legal requirements

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Deal impartially with students regardless of background, intelligence, physical or emotional maturity

Do not discuss student progress or behavior with the parent. All relevant information should be referred to the teacher or the ~~Administration~~ principal. Direct all inquiries about students to the professional staff

Speak constructively of all staff; however, report difficulties involving the welfare of students or the school to the ~~Administration~~ principal

Do not discuss confidential information with anyone. This information includes, but is not limited to:

- Scholastic and health records
- Test scores and grades
- Discipline and classroom behavior
- Character traits of ~~student~~ children
- Supports and services a student may receive

All volunteers chaperoning overnight trips are required to sign a statement of confidentiality

Discipline: Discipline of students is solely the responsibility of the teacher in charge. Volunteers should not under any circumstances discipline students. Should students misbehave in your presence, you should report this immediately to the teacher in charge. The teacher will then determine the necessary course of action. Also note that we expect students to treat the volunteers with the same level of respect given to other school personnel. If you feel that students are not being respectful towards you, do not hesitate to discuss the matter with the teacher or administration.

While all student information should be treated confidentially, and sharing of student information with others may be a violation of the law, do not make a promise to a student that you will keep confidential information that pertains to the welfare of the student(s). Although the student is free to share confidential information with you, there are certain things you are required by law to tell the principal or school administrator. Any personal information learned from a student, should be held in the strictest confidence except:

If a student confides in you that he or she is a victim of sexual, emotional, chemical or physical abuse (including bullying and cyber bullying).

If a student confides that he or she is involved in any illegal activity

If a student confides that he or she is considering homicide or suicide

Should one of these exceptions arise, you are required to immediately notify the school principal or administrator. Remember, the information is extremely personal and capable of damaging lives, so do not share it with anyone (including other school staff members) except the principal or school administrator. Any needs of students communicated to the volunteer should be referred to the appropriate staff person.

~~Parent Code of Conduct:~~

~~RSA has adopted the six pillars of character as part of our positive school climate plan. A parent code of conduct based on these pillars of character outlines our expectations. A copy is attached for your review at the front of this document.~~

Parent Liability

Parents may be liable for a maximum of ten thousand (\$10,000) for any willful misconduct of their minor ~~student~~ children which results in injury to another student or school employee, damage to school or

personal property (E.C. 48904)

Parent-Teacher or Student Directed Conferences

In the fall, individual conferences are scheduled to discuss your **studentchild's** progress. To assure your **studentchild's** success at school, it is imperative that parents and teachers meet in person at these conferences. In

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situations of shared custody, it is important that both parents attend conferences together if at all possible. Throughout the year, parents and teachers are encouraged to discuss any matters of concern as soon as they arise. You may e-mail the teacher or send a note to class to schedule an appointment. Spontaneous meetings in the hallway or during class times are usually unsatisfactory tools for discussing a **studentchild's** progress due to safety issues, confidentiality, and a lack of proper attention that is deserved for a conference.

In general parent/guardian responsibilities include (but are not limited to) the following:

- to consider participation in the Redding School of the Arts community whose mission is to be an active participant in their **studentchild's** education;
- to assess, at all times, whether this program is the right program for his/her **studentchild**;
- to give feedback about their **studentchild** to the teacher to help improve the classroom, including responding to the annual feedback survey;
- to be responsible for transporting their **studentchild** to and from Redding School of the Arts;
- to use the proper protocols when problems arise between parent and staff. Parents are encouraged to take their concerns to the staff person most directly involved; and
- to not speak when speaking about other people's **studentchildren** in front of their own **studentchildren** or with others who have no need to know. This is an issue of confidentiality.

Volunteer Log

Volunteering is not mandatory, but we strongly encourage parent volunteering to support RSA. In accordance with Education Code Section 49011, RSA's admissions preferences do not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

~~Volunteer hours will be calculated by household and earned by adult family members or their designee. We encourage, but do not require, volunteers to complete volunteer logs of 20 hours by winter break, 30 hours by March 1st, and 40 hours by May 30th.~~

~~The final submission request is May 30th. Volunteer hours will be totaled after June 1st. This data will be used for reporting to CA Dept. of Education and the LEA of parent participation and involvement with the school per the charter, LCAP and Local Control Funding Formula (LCFF).~~

When to Sign Up to Volunteer

Sign up for volunteering can happen in many ways. One way is to make arrangements with the classroom teacher to see what help they need. You can also let us know if there is a specific time/day you are able to come in. There are many ways to help even if you cannot come into the classroom during school hours- you can make copies, do prep work, or work on school fundraisers or events. Watch for emails or the monthly news for these opportunities for signup genius or event coordinators. We hope you will make time for the school, as it is important to your **studentchild's** success here at RSA. Questions should be directed to the office. When volunteering as a classroom driver, the driver must have an approved drivers application on file at least 48 hours prior to the trip and be transporting at least 3 **studentchildren** where 2 are not their own.

Volunteer Safe School Policy

~~This year the school will allow very limited volunteering in the classrooms or on the campus per the CDC and Shasta Public Health guidelines. All volunteers must follow the health and safety guidelines for the year. There are a few things we think will make your work as a volunteer in the classroom, playground or on a field trip smoother:~~

- ~~When you arrive at school to volunteer, please first check in at the office (sign the volunteer log and get an RSA volunteer sticker). This is a security precaution.~~
- ~~When you volunteer to help in the classroom, you are acting as an extension of the teacher. You must be available to help other **studentchildren** in the class (not just your **studentchild**). You may want to explain this to your **studentchild** before you volunteer so he/she understands.~~

- ~~You should be prepared to help the studentchildren follow classroom rules and discipline policies (the teacher will go over these with you). Please always feel free to alert the teacher should difficulty arise at an appropriate time.~~
- ~~When you commit to a specific time/day to volunteer and you cannot make it, please try to find a replacement from the class. If that fails, call the teacher at the earliest possible time so that they can plan accordingly, teachers will prepare activities, based on your promise to come in, so please try to keep that promise.~~
- ~~On field trips and some theme days you will be assigned a group of students for whom you are responsible. You may not leave the field trip area (without prior notice to the teacher) or buy items for your group of studentchildren (without permission of the teacher).~~
- ~~Be aware of the discipline policies for the classroom and the playground. If a problem should arise, kindly alert the teacher, administrator or paraprofessional on duty.~~
- ~~Visitors and volunteers must return to the office to sign out when leaving campus. These procedures are designed to protect our studentchildren from unauthorized individuals and to identify and locate individuals on campus in the case of an emergency.~~
- ~~Visitors and volunteers must treat all students and staff members with respect. Any parent compromising a student or staff members safe learning environment will receive a written warning and be required to leave the campus immediately.~~

Suggested Volunteer Dress Code

Parents are encouraged to follow the same dress code as students when volunteering at school. Below is a list of suggested dress code attire. Your clothes do not have to be fancy but they should be neat, clean and, appropriate for school. General guidelines for dress code are:

1. Clothing must promote modesty.
2. Undergarments must not be visible.
3. Midriffs must be covered.
4. Shoes must be worn.
5. Gang-related clothing or symbols are not allowed.
6. Clothing or accessories bearing the following messages may not be worn:
 - i. Obscene or profane statements or pictures.
 - ii. Statements advocating immoral, illegal, sexual, or violent behavior.
 - iii. Messages referring to death, violence, Satanism, racism, or sex.
 - iv. Statements of disrespect directed against the school, law, or other reasonable authority; or negative slogans regarding school, studying, homework etc.
 - v. Statements advertising, promoting, or picturing alcoholic beverages, tobacco, drugs, and others.

In general no clothing that distracts or disrupts from the learning environment is allowed. Administration reserves the right to request volunteers to comply with dress code requirements

Parent/Volunteer Drivers

Because RSA relies on volunteer drivers for field trips, our insurance carrier requires drivers to have appropriate insurance and other documentation at least 48 hours in advance of the field trips. Please obtain and fill out a Driver Application Form from the school office. Also, the drivers must obtain and return to the office the following information before driving on any student field trips:

1. DMV driving record
2. Valid California driver's license
3. Current auto registration
4. Your current vehicle insurance coverage (see forms for minimum dollar coverage)

Volunteer's vehicles must have working seatbelts for each passenger in their car and sufficient tread on all four tires. If your vehicle is equipped with airbags, studentchildren under the age of 12 must sit in the back seat. Car seats laws will be enforced.

Back to School Night and Open House

Two important evening events that will help you to get to know RSA are Back to School Night held in the fall and Open House held in the spring. Back to School Night is a *parent only* evening when your **studentchild**'s instructor will walk you through the daily classroom schedule and inform you of other important information, such as homework, academic goals, and student behavior expectations. Open House is a family event, where you can tour your **studentchild**'s classroom to see what they have been learning throughout the year.

Fundraising

Each RSA Family agrees to support the school in its fundraising efforts. The main source of funds for the K through ~~12th~~9th grade RSA programs comes from the public monies generated by the attendance of enrolled **studentchildren** at the school on a day to day basis (ADA funds) and fundraising. Charter schools are not funded for excused absences or illnesses nor do we get additional funding for the various music and arts programs/experiences we provide. RSA's success depends on full attendance by all students and all families participating in fundraising efforts.

Fundraising is critical to the financial health of the school. Unlike other traditional public schools, RSA has full responsibility for all expenses including capital and operating costs (rent). The school's programs are not permitted to operate at a deficit. Every family must share the responsibility for fundraising. Many companies such as Cisco, Macy's, PG&E, Washington Mutual, B of A, Charles Schwab and Wells Fargo offer corporate matching funds to schools on behalf of their employees. Please check with your employer to see if they have a matching funds program.

Protocol for Handling Conflicts and Complaints

While parents are encouraged to take their concerns to the staff member most directly involved, they may at times feel uncomfortable doing so. In these cases parents are encouraged to contact the administration to help in naming their concerns and moving toward a resolution. In such cases the procedure will be as follows:

- Discussion and identification of concern;

- Investigation of concern; and

- Within 30 school days of the original complaint the administration shall respond to the parent(s)/ guardian(s) regarding the investigation and decision.

Uniform Complaint Procedures

(Refer to the RSA Website for Complete UCP Policy & Procedure Information)

This notice is provided by Redding School of the Arts (RSA) annually to our students, employees, parents or guardians of its students, school advisory committees, and other interested parties of RSA's Uniform Complaint Procedures ("UCP") process. Copies of our UCP process are available free of charge.

RSA is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP, to the extent offered by RSA:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil

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- Career Technical and Technical Education, Career Technical, Technical Training (state)
- Career Technical Education (federal)
- ChildstudentChild Care and Development
- Compensatory Education
- Course Periods without Educational Content
- Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district andChild-Children of Military Families
- Every Student Succeeds Act
- Regional Occupational Centers and Programs
- School Plans For Student Achievement
- School Safety Plans
- School Site Councils
- State Preschool
- State Preschool Health And Safety Issues In LEAs Exempt From Licensing

A pupil shall not be required to pay a pupil fee for participation in an educational activity, unless the charge for such a fee is specifically authorized by law and does not violate Education Code § 49011. A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

The following RSA official has been designated to receive UCP complaints:

**Carol Wahl, Principal
Redding Schts of the Arts
955 Inspiration Way
Redding, CA 96003**

Pupil fee complaints must be filed no later than one (1) year from the date the alleged violation occurred and may also be filed with the Principal or designee. Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months of the alleged misconduct or the date the complainant first obtained knowledge of the misconduct. A pupil fees and/or an LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

Complaints will be investigated and a written report with a decision will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with our UCP policies and procedures.

The complainant has a right to appeal RSA's decision concerning complaints regarding specific programs and activities subject to the UCP to the California Department of Education by filing a written appeal within 15 days of receiving our decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our decision.

Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders, may be available to the complainant under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable.

RSA posts a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in a school district, and pupils in military families as specified in Education Code §§ 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

All RSA students have a right to a free public education, regardless of immigration status or religious beliefs. For more information about this issue, we recommend families review the "Know Your Rights" immigration enforcement established by the California Attorney General and available on the California Attorney General website here: <https://oag.ca.gov/immigrant/rights>.

Special Education Services

Redding School of the Arts works continually to better establish open communication between Redding School of the Arts, the districts of residence and the Special Education Local Plan Area (SELPA) staff to ensure that students with exceptional needs are identified and that their needs are evaluated and served in compliance with any and all applicable laws.

Identification and Assessment: Redding School of the Arts uses a broad range of practices to identify special needs. These may include ~~an annual "Kindergarten Round-Up" day where we engage in various academic and other screenings such as vision, speech, and hearing screenings;~~ best practices for **studentchild** find; and a Student Study Team (SST) process to prevent unnecessary identification of special needs and to help ensure that students' needs are met in the traditional classroom environment. In conjunction with the El Dorado SELPA, RSA receives professional and expert assessment services and maintains sophisticated capacity to develop and implement Individualized Education Plans (IEPs)."

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

Parent Involvement: Parent Involvement in identifying goals and priorities for their **studentchild**ren's Individual Educational Program (I.E.P.) or Individualized Academic Instructional Program (A.I.P.) is necessary. These plans are based on an assessment of each **studentchild**'s level of functioning and learning styles, and developed through collaboration between teachers, staff, and when appropriate, the student.

STATE REQUIRED TESTING– Parent Opt Outs

Redding School of the Arts follows the rules and procedures for all State required testing. The California Assessment of Student Performance and Progress administration includes the Smarter Balanced Summative Assessments for English Language Arts & Math; the California Alternate Assessments (CAAs), including the CAA for Science; the California Science Test (CAST); and the California Spanish Assessment (CSA). Other state testing requirements include Physical Fitness Test(PFT), and English Language Proficiency Assessments for California (ELPAC)

In addition, RSA routinely utilizes various assessment scores to identify goals for our Local Control Accountability Plan and to provide appropriate resources/interventions to ensure all students are making adequate annual academic progress.

All students will participate in applicable state required tests as listed below. ** A parent or guardian must annually submit to the school a written request to excuse his or her **studentchild** from any or all parts of any test provided pursuant to Education Code section 60640 for the school year. The written request must specify the tests to be exempted. (i.e. the Smarter Balanced Math test or All CAASPP testing.) If a parent or guardian submits an exemption request after testing has begun, any test(s) completed before the request is submitted will be scored and the results reported to the parent or guardian and included in the pupil's records.

Please Note: Testing months are subject to change on a yearly basis. Please check the RSA website or with your student's teacher for current testing dates, which are slated in the fall of each school year. Redding School of the Arts will follow state and federal guidelines for accommodations and modifications of all tests deemed necessary for students with exceptional needs as determined by the IEP or 504 Plan teams.

STATE REQUIRED TEST	REQUIRED GRADES	TESTING MONTH(S)
ELPAC-Eng. Lang Proficiency Initial & Summative Assessments	9-12 K-8th	Initial: August-May Summative: March-May
PFT- Physical Fitness Test	9th 5th, 7th	February-April* <i>*Suspended until further notice</i>
CAASPP- Smarter Balanced ELA and Math	11th 3rd-8th	March-June*
CAST- Calif. Science Test	12th 5th, 8th	March-June*

Quick Reference

Parents and or Guardians may have questions about resources and programs available at school. Below are general topics and the general contact person. This general list may not address your specific question, however, the receptionist or school secretary will be able to provide additional information.

Question/Concern	Contact Person
Attendance, Education and Health	
student child will be or is absent	Mrs. Maire Mrs. Uhleman
Independent study due to family vacation (min. of 3 days and must be requested the same # of days absent prior to the trip)	Mrs. Maire Mrs. Uhleman
Student Information updates – address, phone #, etc.	Mrs. Hazeleur Mrs. Uhleman or Mrs. Vernon
Admission and Lottery	Mrs. Hazeleur Uhleman
Pick-up Authorization when not on card (signed permission needed)	Mrs. Schexnayder or Counselor Vernon and Teacher
After School YMCA Program	Denise, YMCA (application on RSA website) 530-440-5952
School and State Testing results	Administration, or student child 's teacher
Accessing Aeries.net Portal for reviewing student grades	Mrs. Hazeleur Uhleman
Schedule questions	Mrs. Spaschak Uhleman
Elective Fees, Lunch Fees or Donations	Mrs. Hazeleur Uhleman or Mrs. Vernon
General educational concerns with my student child 's homework, academic progress or report cards	1 st request a meeting with your student child 's teacher. If additional meetings are needed request a Student Study Team meeting through your student child 's teacher or intervention office 530- 255-8614
Established IEP questions or concerns	Contact Counselor or Case Carrier or Teacher – leave message at Intervention office 530-255-8614
Medication to be given to student while at school	Complete the form found on the web. Contact the school's Health Clerk 530-247-6933.
I have concerns with my student child 's health needs or immunization records.	Request a phone call from school nurse 255-8614 Additional meetings may be necessary to address the needs of student child with the school nurse.

I have concerns about peer interactions in the classroom.	Request a meeting with your student child's teacher or counselor .
I have concerns about peer interactions on the playground.	Request a meeting with your child's teacher.

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	Request a meeting (either phone or in person) Administration or School Counselor 530-247-6933.
I have concerns with instructional program occurring in the classroom, i.e. Mandarin, Electives, Curriculum, Special Education.	Request a meeting with your studentchild's counselor teacher. If additional meetings are needed request a meeting with school administration.
Riding RABA – bus passes, locations	School Office
Library books and fines	Mrs. Holien Jacobsen
Special Events such as an assembly or school performance?	RSA web page, Individual Teacher's web page , School Secretary
Facilities	
Rental of rooms or amphitheater	Mrs. Vernon or Blake Schack
Safety Committee	Blake Schack, Mrs. Wahl
General Safety Concerns	Administration
General School	
Governing Board – meets 2 nd Tuesday of each month (some exceptions)	Web site for details or contact Executive Director
School Policies	School Office / Administrative Assistant
Williams Act – Uniform Complaint Procedures	Website and/or Administration
Technology	Mrs. Sawyer

Parent/Student Agreement

The philosophy and goals of RSA's charter is to create a respectful environment that fosters a love of learning and nurtures life-long learners. These ideals also apply to our parents. We expect mutual respect from all adults and ~~students~~studentchildren on campus.

Parent(s)/Guardian(s) and student commit to the following:

- To guarantee that the information represented in the application and signed parent contract is accurate. If information is misrepresented student will be subject to dismissal.
- Actively engaged in my ~~studentchild's~~ education. This may take the form of encouraged volunteering for a five (5) hours each month or 40 hours per year per household. Hours may be earned by a parent/guardian or adult family member at the school, working on a designated volunteer project or a school-related function as per the volunteer policy.
- To attend school every day and to be punctual.
- To pursue the student's personal interest (with parent/guardian support) in an area of visual or performing arts beyond what the school provides.
- To allow for flexibility in scheduling.
- To work to the best of his/her ability
- Support RSA fundraising efforts- Fundraising is critical to the financial health of the school all families are encouraged to participate in some facet of fundraising.

I understand that attendance at Redding School of the Arts is a choice. If the student does not meet attendance requirements and parameters as described in the Family Handbook and in compliance with RSA board policy, Families understand that students may be dismissed and returned to their district of residence.

I have received the handbook, and I understand that it is my responsibility to read and comply with the policies and procedures contained in this handbook and any revisions made to it. I understand the importance of actively engaging in my **studentchild's** education

This document will be signed electronically through your Aeries Data Confirmation page.

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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

HOMESCHOOL AND VIRTUAL INDEPENDENT STUDY

Family Handbook

2023-2024-2023

Board Approved: 6/21/2022

Redding School of the Arts

955 Inspiration Place – Redding CA 96003

Phone: (530) 247-6933 / FAX (530) 243-4318

Mission

The mission of Redding School of the Arts Homeschool/and Virtual Independent Study program is to educate TK-8 students who have an interest in visual and performing arts and cultivate their knowledge and skills for the betterment of their local and global community. We strive to support the unique learning styles and interests of the home school student and encourage the parent in their role as educator.

The History of RSA

RSA is a charter school that was founded in 1999. We are currently located at 955 Inspiration Place in Redding, California. At RSA we believe that children learn best through a student-centered, multicultural, thematic approach to instruction that emphasizes the visual and performing arts.

Diversity

Children are diverse in learning styles, language, cultural and religious backgrounds, developmental levels, and social and emotional understandings. Our goal is to respond in ways that honor the richness of this diversity. It means that students, teachers, and parents at RSA respect and appreciate diversity, realizing that we all contribute in unique ways to the RSA family. RSA will not discriminate 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.

The Independent Study Program

Admission

- ❖ Redding School of the Arts Independent Study is a TK-8 public charter school. As such, we admit any student who applies as long as the student meets California's state residency requirements and ~~for kindergarten the student must be is~~ at least five years old by September 2nd of the year in which they enroll. TK students are admitted ~~if they will turn 5 by April 2nd of 2024. once they become 5 after September 2nd and up until February 2nd.~~
- ❖ In accordance with California State Assembly Bill 544, it is not legal for a student to be concurrently enrolled full time in a charter school and in any other school; public or private.
- ❖ R[1] Redding School of the Arts does not discriminate 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.

Attendance

- ❖ Attendance credit is based upon work completion. Work is reviewed every 5- 20 school days as determined by the teacher-of-record. Incomplete assigned work equates to an unexcused absence due to non-work completion. After 5 unexcused absences a meeting is held between the parent, student and teacher-of-record to discuss whether home school is the right fit for the student, and to sign a probationary letter outlining the absences due to incomplete work.
- ❖ Absence from assigned academic work shall be excused only for health and medical reasons, - family funeral services or other justifiable reasons as stated in the California Education Code.
- ❖ A total of ten days of absences due to non- work completion, both excused and not excused, is considered grounds to return the student to their district of residence.
- ❖ A student is chronically absent from school when he or she has 10 % or more absences; both excused and unexcused. ~~In many cases, absences from school are unavoidable due to health problems or other circumstances. However, Cechronicronic Chronic~~ absenteeism can have a drastic impact on your child's education.
- ❖ Homeschool students who are chronically absent must meet weekly with their teacher-of-record for work collection and academic support until the student is no longer considered chronically absent.

- ❖ If a parent is ill they must find a substitute instructor for that academic day for their child and/or make every effort to meet the academic needs of their child/children. Parent illness will not be noted as a student illness for attendance purposes.

Contract

- ❖ An initial master agreement is signed for a 30 day probationary period by parent, student and teacher-of-record. After this initial contract, a meeting is held with all parties to discuss if homeschool is the best fit for the student. After the initial contract, remaining contracts are based upon ~~predetermined~~pre-determined contract dates or by teacher-of-record discretion.

Grading/Report Cards

- ❖ Homeschool/~~and Virtual~~ Independent Study students are graded based upon a pass/fail system which is determined by work completion~~ion~~ed and meeting attendance.
- ❖ Report cards may include: attendance as determined by work completion and student progress as determined by both formal and informal assessments.

Teacher of Record

- ❖ The [2][3]teacher-of-record works with both the student and the parents/guardians to support the academic and social-emotional needs of the student.
- ❖ Every 5-20 school days the parent/guardian, student and teacher-of-record meet to review and collect academic work, determine student attendance credit, update student/parent master agreements and discuss both student and parent needs regarding the student’s progress.

Available Curricula: examples

❖ S[4] axon Math	❖ i-Ready
❖ All About Reading	❖ Wordly Wise
❖ Mobymax	❖ Explode the Code
❖ Studies Weekly-Science	❖ Generation Science
❖ Literature novels	❖ Everyday Spelling
❖ Handwriting without Tears	❖ Scholastic magazines
❖ Building Writers	❖ GUM
❖ History based Writing	❖ Studies Weekly – Social Studies

Health Requirements

Immunizations

- ❖ New immunization requirements for 2016. Under a new law known as SB 277, beginning January 1, 2016 exemptions based on personal beliefs, including religious beliefs, will no longer be an option for the vaccines that are currently required for entry into child care or school in California. No child may be admitted to classroom based programs unless the child has been fully immunized prior to admission against poliomyelitis (polio), rubella (measles, German measles), mumps, diphtheria, pertussis (whooping cough), tetanus, Hepatitis B, and Varicella (VZV), and any other disease deemed appropriate by the department. This applies to children wishing to participate in on-site activities such as enrichment Fridays, electives and intramural~~intermural~~ sports).
- ❖ Starting in 2012 all students entering into 7th-12th grade will need proof of the Tdap booster prior to starting school. Acceptable evidence of immunization is a certificate signed by the physician or agency that administered the immunization (E.C.46010.5 and 49403). Starting in 2019, all students entering 7th -12th grade will need to provide proof of **2** Varicella shots prior to starting school (California Code of Regulations Title 17, Division 1, Chapter 4).
- ❖ If a student is enrolled and fails to fulfill the immunization requirements, the school will prohibit the student from onsite classes until that student has been fully immunized. Immunization records are reviewed by the school nurse. For additional details on SB277 see the RSA Immunization Policy and/or :
https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201520160SB277
- ❖ Students do not need to be vaccinated to participate in the Independent Study program, but they are not eligible to attend on-site activities.

State and Local Testing

In compliance with California State Testing and Accountability, Redding School of the Arts Independent Study program administers the following assessments:

- ❖ CAASPP California Assessment of Student Performance and Progress: grades 3-8 (Spring)
- ❖ CAST California Science Test: Grades 5 and 8 (Spring)

- ❖ PFT Physical Fitness Test: Grades 5 and 7 (Spring): By law (California Education Code [EC] Section 60800), all LEAs in California are required to administer the Physical Fitness Test (PFT) annually, February 1 through May 31, to students in grades five, seven, and nine.
- ❖ All California public school students in grades five, seven, and nine are required to take the PFT, whether or not they are enrolled in a physical education class or participate in a block schedule. These students include those enrolled in elementary, high school, and unified school districts, county offices of education and charter schools. Students in alternate programs, including, but not limited to, continuation schools, independent study, community day schools, county community schools, and non-public schools must also take the PFT. Students who are physically unable to participate in the entire PFT should complete as many of the tests as possible. A physician's medical note to exempt students from portions of the test must be submitted to the school office prior to testing.



RSA also administers the NWEA (Northwest Evaluation Association) to record growth and identify areas for remediation and **requires** families to participate in this assessment:

- ❖ -NWEA: Grades K - 8 (Fall, Winter)

Routine Screenings

- ❖ According to appropriate grade level schedules, all children will receive screenings for vision, hearing, dental, and speech and language skills. Parents have the right to refuse these services for their child.

Physical Fitness Testing

- ~~❖ By law (California Education Code [EC] Section 60800), all LEAs in California are required to administer the Physical Fitness Test (PFT) annually, February 1 through May 31, to students in grades five, seven, and nine.~~
- ~~❖ All California public school students in grades five, seven, and nine are required to take the PFT, whether or not they are enrolled in a physical education class or participate in a block schedule. These students include those enrolled in elementary, high school, and unified school districts, county offices of education and charter schools. Students in alternate programs, including, but not limited to, continuation schools, independent study, community day schools, county community schools, and non-public schools must also take the PFT. Students who are physically unable to participate in the entire PFT should complete as many of the tests as possible. A physician's medical note to exempt studentsstudent from portions of the test must be submitted to the schoolto school office prior to testing.~~

Student Life (Detailed information can be found in the RSA Family Handbook)

Code of Conduct

- ❖ Redding School of the Arts maintains high behavioral standards based on the six pillars of character: trustworthiness, respect, responsibility, fairness, caring and citizenship. Students are expected to exhibit behaviors reflective of these six tenets.

Dress Code

- ❖ Please refer to the RSA Family Handbook as dress code rules apply to both homeschool and site based students equally.

Sports

- ❖ Independent Study students are encouraged to participate in RSA's Cross Country team in the fall and our basketball camps and teams in the spring. Students must be immunized according to the policy noted above.

Technology

- ❖ All students in grades K-8 are offered the opportunity to check out a laptop for the school year.
- ❖ Please refer to the RSA Family Handbook for details on our RSA technology use agreement as well as the Chromebook Policy, Procedures, and Information Handbook.

RSA Library

- ❖ All Independent Study families are encouraged to utilize our school library.
- ❖ Please refer to the RSA Family Handbook for specific details regarding library policies and usage.

On-site electives and financial support for outside vendors

- ~~❖ If space allows, vaccinated students in 4th - 8th grade may participate in on-site electives. Students will have to be 4th - 8th grade vaccinated students may sign up for onsite VAPA and/or PE electives. They will be allowed to participate after the established classes are filled for the classroom based program.~~
- ❖ All students are allotted financial support to offset their costs for VAPA lessons, physical education and/or tutoring and consumable supplies not provided by RSA. RSA's vendor list is updated annually and is the only approved source for vendor services paid for by the school.

Weekly Enrichment

- ❖ Enrichment is offered to support students' social interaction with peers. Enrichment opportunities will be posted by the Homeschool Coordinator no later than the third week of school. Participating students must be vaccinated in accordance with the policy noted above. Parents may be asked to remain with their child to ensure their success.

Learning Labs

- ❖ Writing, math and science labs may be offered for students in grades 4-8, depending upon student need and/or parent or teacher recommendation.

Middle School Science Camps and Field Trip Opportunities (If space is available and your child has been taking onsite electives for the year.) *Fieldtrip are supported through parent financial donations.

- ❖ 6th grade Environmental Camp *
- ❖ 7th grade Theater Trip *
- ❖ 8th grade Toyon Bay Catalina Island Marine Institute *(This is changed – I'm not sure what the new camp is called)[8]
- ❖ RSA's Independent Study program **additionally** offers get togethers/ field trip opportunities during the academic year; approximately 4-5 trips annually that families are welcome to participate in. Trips may include both free and paid admission.

Special Education Services for Homeschool and Virtual Independent Study

- ❖ RSA's Special Education department supports Homeschool/Independent Study students as determined by the SST, IEP or 504 team which may include special education professionals, the teacher-of-record, RSA administration and the parent(s)/ guardian (s).

Parent/Student Agreement

I have received the Redding School of the Arts Homeschool/Independent Study Family Handbook, and I understand that it is my responsibility to read and comply with the policies and procedures contained in this handbook and any revisions made to it.

Student Name _____

Teacher-of-Record _____

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

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

Personnel Reporting

SUBJECT: Agenda Item 2.8 – 2023/24 Declaration of Need for Fully Qualified Educators

PREPARER: Lane Carlson

RECOMMENDATION: Discussion/Action to Approve Declaration of Need for Fully Qualified Educators

BACKGROUND:

RSA Administration is requesting board approval to submit a Declaration of Need for Fully Qualified Educators to the state for the new school year. The declaration certifies that, after a diligent search, if a suitable fully prepared teacher is not available to the school district, the district can employ a candidate who is in an approved internship program scheduled to complete the initial preparations requirements, or meets content verification requirements for Local Assignment Option.

- See Attached: Declaration of Need for Fully Qualified Educators

REFERENCE:

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



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2023-24

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Redding School of the Arts District CDS Code: 0134/22

Name of County: Shasta County CDS Code: 45

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 6/20/23 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2024.

Submitted by (Superintendent, Board Secretary, or Designee):

<u>Lane Carlson</u>		<u>Executive Director</u>
Name	Signature	Title
<u>530-243-4318</u>	<u>530-247-6933</u>	<u>6/20/23</u>
Fax Number	Telephone Number	Date
<u>955 Inspiration Place, Redding, CA 96003</u>		
Mailing Address		
<u>lcarlson@rsarts.org</u>		
EMail Address		

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
<i>Name</i>	<i>Signature</i>	<i>Title</i>
_____	_____	_____
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>

<i>Mailing Address</i>		

<i>E-Mail Address</i>		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	_____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	3
Special Education	
TOTAL	3

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED
<i>Math</i>	2
<i>Music</i>	1

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. Utilize college or university program

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? 1

If yes, list each college or university with which you participate in an internship program.

Chico State University

If no, explain why you do not participate in an internship program.

Personnel Reporting

SUBJECT: Agenda Item 2.9 – Personnel Updates

Resignations:

- Caitlyn Spina – 5/31/2023 School Psychologist

New Hires:

- Shannon Shelburne – 8/9/2023 Cooking Elective Teacher (.5 FTE)
- Christine McCullough – 8/15/2023 Lunch/Classroom Paraprofessional (.47925 FTE)

PREPARER: Lane Carlson

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

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

Personnel Reporting

SUBJECT: Agenda Item 2.10– 2023/24 RSA Personnel Staffing List

PREPARER: Lane Carlson

RECOMMENDATION: Discussion/Action to Approve

BACKGROUND:

The Governing Board will review and approve the list of returning and recently hired RSA employees for the 2023/24 School year.

- See Attached: RSA Personnel List

REFERENCE:

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

2023/24 RSA PERSONNEL LIST

<u>RSA-Administration</u>	<u>Position</u>	<u>FTE</u>	<u>Certificated Teachers (Cont)</u>		
Carlson, Lane	Executive Director	1.0000	Sheridan, Dave	Middle School	1.0000
Wahl, Carol	Principal	1.0000	Spaschak, Sarah	HS Counselor	1.0000
Zaniroli, Sophia	Vice Principal	1.0000	Steffensen, Amberly	Elective Teacher	0.5000
Tan, Shelley	Special Ed Director	1.0000	Thomas, Vanessa	Middle School	1.0000
Schack, Blake	Facilities Manager	1.0000	Wang, Yixing (Estrella)	Mandarin Teacher	1.0000
			Warmington, Erika	Art	1.0000
			Wylie, Byron	Music/Math	1.0000
<u>Certificated Teachers</u>			Zehnle (Zimmerman), Carla	Primary	1.0000
Bourne, Corinne	HS French	0.3333	Zuidema (Song), Cathy	Middle School	1.0000
Boyd, Sabrina	Primary	1.0000			
Bryant, Christina	Middle School	1.0000			
Burkett, Tom	Music	1.0000	<u>Classified Personnel</u>	<u>Position</u>	<u>FTE</u>
Diskin, Carolyn	HS English	1.0000	deBree, Gavin	Facilities Mechanical Tech	1.00000
Dressel, Mike	Primary Mandarin	1.0000	Hazeleur, Claudia	Registrar	1.00000
Dunaj, Laura	Homeschool Program Coord.	1.0000	Hess, Dawn	Elective Instructor - Choir	0.37500
Fan, (Emma) Xiaohe	Primary Mandarin	1.0000	Hijazi, Ali	Custodian	1.00000
Freeman, Cambria	HS Science	1.0000	Holien, Jennifer	Library Info Specialist/Para	1.00000
Freeman, Joshua	HS Math	1.0000	Holstein, Silvia	Sp Ed Para	1.00000
Gerlach, Suzannah	Middle School	1.0000	Huang, Li	Paraprofessional	0.56250
Hanagan, Liqin	Mandarin Teacher	1.0000	Iskra, Nicole	Payroll/HR Technician	1.00000
Jacobsen, Bridgette	Homeschool	1.0000	Kinder, Julie	Special Ed Paraprofessional	0.68750
Kim, Julie	Homeschool	1.0000	Kugel, Justine	Special Ed Paraprofessional	0.68750
Koerperich, Madison	HS Social Studies	1.0000	Maire, Julia	Attendance/Paraprofessional	0.81250
Lahey, Rebecca	Primary	1.0000	McCullough, Christine	Paraprofessional	0.75000
Luo, Na	Mandarin Teacher	1.0000	Millimaki, Steven	Custodian	1.00000
Lynam, Melinda	Primary	1.0000	Morfin, Adel	RSA Admin Assistant	1.00000
Martin, Amy	Primary	1.0000	Ramsour, Bruce	Custodian/Lunch Recess	1.00000
Newham, Paula	Primary	1.0000	Redding, Rosanna	Secretary	0.87500
Nichols, Eleanor	Intermediate	1.0000	Reynolds, Monique	Special Ed Admin Assistant	0.87500
Noble, Sheri	Music	1.0000	Rogerson, Hillary	Elective Instructor - Drama	0.37500
Plummer, Cassandra	Art	1.0000	Ruvalcaba, Diana	Lead Paraprofessional	0.80425
Russo, Teshya	Elective Teacher	0.5000	Sawyer, Tracy	IT Technician	1.00000
Schack, Marilyn	Primary	1.0000	Schexnayder, Linda	Receptionist/Health Clerk	1.00000
Schmall, Heidi	Middle School	1.0000	Steffensen, Chelsea	Elective Instructor - Tumbling	0.25000
Scott, Donna	Intermediate	1.0000	Wilson, Bryan	Custodian	0.95000
Shelburne, Shannon	Elective Teacher	0.5000			

2023/24 RSA PERSONNEL LIST

Certificated - Special Education

Bielecki, Megan	Sp Education Specialist Teacher	1.0000
Carcamo, Elsa	School Nurse	1.0000
Goodman, Jenny	Psychologist	1.0000
Percia, Candice	School Counselor	1.0000
Potts, Maryann	Speech/Lang Pathologist	1.0000
Teig, Dean	Sp Education Specialist Teacher	1.0000

Board Approved: