



REDDING SCHOOL of ARTS
WHERE EDUCATION AND THE ARTS CONNECT

Redding School of the Arts
California Nonprofit Benefit Corporation
Special Board Meeting Agenda
Posted Wednesday, June 15, 2022

Date: Tuesday, June 21, 2022
Location: 955 Inspiration Place, Redding
Community Room
Open Session 5:45pm

ZOOM Information

Meeting ID: 898 0011 6299

Passcode: kJB3iD

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

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Meeting ID: 898 0011 6299

Passcode: 433368

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

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

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

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

Meeting called to order by Presiding Officer

Roll Call/Establish Quorum:

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

Additional Non-Voting Participants:

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

Director Report:	(5 Min)
Principal Report:	(5 Min)
Staff Liaison Report:	(5 Min)
Governing Board Report:	(10 Min)
Governing Board Correspondence:	(5 Min)

Public Forum:

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

CONSENT AGENDA

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

- 1.1 Approve 6/7/2022 Board Minutes
- 1.2 Approve Annual Family Handbooks
 - 1.2.1 2022/23 K-8 Family Handbook - Student Policy
 - 1.2.2 2022/23 High School Family Handbook – 2nd Read
 - 1.2.3 2022/23 Home School Family Handbook – Student Policy
- 1.3 Approve 2022/23 RSA/MTSS Special Education Service Agreements
 - 1.3.1 RSA/Black Butte Union Elementary School District MOU (Psych Services)
 - 1.3.2 RSA/Chrysalis Charter School MOU (Nurse Services)
 - 1.3.3 *RSA/Growing Healthy Children Therapy Services MOU July – Dec 2022 (OT & Speech Lang Services)
 - 1.3.4 RSA/Kinetic Academy MOU 2022/23 (Admin/Clerical Services)
 - 1.3.5 *RSA/Mountain Valley SpEd JPA MOU Jan 2023 (Occupational Therapy Services)
 - 1.3.6 RSA/Pacheco Union School District MOU (Nurse Services)
 - 1.3.7 RSA/Redding STEM Academy MOU (Nurse Services)
 - 1.3.8 RSA/Shasta Charter Academy MOU (Speech & Language Services)

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: 2022/23 Annual Budget & MYP – 2nd Read (10 Min)
- 2.2 Discussion/Action: High School Building Update (10 Min)

General Reporting

- 2.3 Discussion/Action: Local Control Accountability Plans (10 Min)
 - 2.3.1 2022/2023 Local Control & Accountability Plan Federal Addendum – 2nd Read
 - 2.3.2 2022/2023 Local Control & Accountability Plan – 2nd Read
- 2.4 Discussion: School Site Safety Committee Update (5 Min)
- 2.5 Discussion/Action: 2022/23 New Governing Board Member Elections (5 Min)

Policy Review & Amendments

- 2.6 Discussion/Action: Policy Amendments (5 Min)
 - 2.6.1 2022/23 Employee Handbook - Personnel Policy

Personnel Reporting

- 2.7 Discussion/Action: Teacher Consent Form – Liqin Hanagan (5 Min)
- 2.8 Discussion/Action: Certificated/Classified At-Will Employment Agreements - Amended (5 Min)
- 2.9 Discussion/Action: Personnel Updates (5 Min)

New Hires:

- o Julia Maire – Student Supervision Paraprofessional
- o Claudia Hazeleur – School Registrar
- o Julie Kinder – SpEd Paraprofessional
- o Jesse Pyron – Student Supervision Paraprofessional
- o Rosanna Redding – SpEd Paraprofessional

- o Diana Ruvacalba – Student Supervision Paraprofessional

Employment Updates/Changes:

- o Sophia Zaniroli – Vice Principal/Home School Teacher
- 2.10 Discussion/Action: 2022/23 RSA Personnel Staffing List (5 Min)

Meeting Adjournment:

Next Regular Meeting:

Date: Tuesday, August 9, 2022
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 7, 2022 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 7, 2022

Open Session: 5:45 p.m.

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

Roll Call/Establish Quorum:

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

Additional Non-Voting Participants

Lane Carlson, Executive Director	<u> X </u>
Margaret Johnson, Outgoing Exec Director	<u> X </u>
Wendy Sanders, Special Ed Director	<u> AB </u>
Carol Wahl, Principal	<u> X </u>
Cathleen Serna, Business Serv Provider	<u> X </u>
Robyn Stamm, Business Serv Provider	<u> X </u>
Sophia Zaniroli, Staff Liaison	<u> X </u>

Board Recorder: Adel Morfin

Onsite Guests: Antonio Cota and Tiffany Blasingame

PRESENTATIONS/PUBLIC HEARING:

Local Control Accountability Plans

- o **2022/2023 Local Control & Accountability Plan Federal Addendum**
- o **2022/2023 Local Performance Indicators Self-Reflection**
- o **2022/2023 LCFF Budget Overview for Parents**
- o **2022/2023 Local Control & Accountability Plan – 1st Read**
- o **2021/2022 Supplement to Annual Update for LCAP**

Margaret Johnson presented an overview of the annual LCAP reports for the 2022/23 school year and corresponding LCFF budget. She reviewed student needs as presented at the May 10th meeting, explained the three 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 comments were made.

DIRECTORS REPORT:

- Lane Carlson:

Reported RSA had a strong finish to the school year. The 8th grade assembly and promotion ceremony went well.

RSA attended the retirement celebrations honoring Elizabeth Brown and Margaret Johnson.

Lane confirmed having submitted two grant application to the Office for Public School Construction. One \$3 million dollar grant application is for the construction of three transitional kindergarten classrooms and the other \$14 million grant application is intended for high school construction.

High school applications continue to come in. RSA has received approximately 37 application so far for the 2022/23 school year. Lane reported planning is underway for the installation of the four portable classroom units.

The Promoting Arts Now (PAN) committee members met today to discuss fundraising strategies for the new theater. Suggestions include holding a concert, a dance performance in September, and allowing members of the community to sponsor a seat for the new theater. The committee is also exploring the possibility of contracting with an advertising firm to help with marketing the project.

PRINCIPAL REPORT:

- **Carol Wahl:**
Reported PTC sponsored Fun in the Sun Day. It was fun to spend time with students and made for a positive end to the school year.
Admin has been working hard to mesh the elementary and high school schedules and coordinate staffing needs for both sites. The team has been busy over the last couple weeks conducting interviews and hiring new staff for position vacancies.

STAFF LIAISON REPORT:

- **Sophia Zaniroli:**
Reported RSA teaching staff are off and enjoying summer break.

GOVERNING BOARD REPORT:

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

GOVERNING BOARD CORRESPONDANCE:

- No correspondence at this time.

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:

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 5/10/2022 Board Minutes
- 1.2 Approve May 2022 Warrants
- 1.3 Approve Disposal of Library/Middle School Books
- 1.4 Approve 2022-2025 Columbia/RSA Business Services MOU (3 yrs)
- 1.5 Approve 2022/2023 Columbia/RSA Food Service Contract

Heather Wright moved to approve the consent agenda as listed, seconded by Jonathan Sheldon. 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 committee meeting from 5/9 and 5/31. The committee reviewed the 2022/23 Annual Budget and MYP and recommends board approval. They also recommend the board increase economic uncertainties from 5% to 7.5% and assign the unassigned reserve fund balance that is in excess of the minimum recommended reserve for economic uncertainties proportionally between the High School Building, Deferred Maintenance, and Technology reserves as outlined in the report. Lastly, they recommend the board consider an increase to the salary schedules for 2023/24 based on the projected COLA in order to stay competitive. Robyn Stamm reported minimum wage is scheduled to increase in January to \$15.50 per hour and continue to increase each subsequent year after that.

2.2 Discussion/Action: 2022/23 Salary Schedules – 2nd Read

- 2.2.1 Administrative/MTSS Salary Schedule Proposals – 2nd Read**
- 2.2.2 Certificated/MTSS Salary Schedule Proposals – 2nd Read**
- 2.2.3 High School Counselor Salary Schedule Proposal – 2nd Read**
- 2.2.4 Classified/MTSS Salary Schedule Proposals – 2nd Read**

The board reviewed the final draft proposals of the 2022/23 Salary Schedules as recommended by the Finance Committee in April. The salary scheduled include a 3% increase and are encumbered in the annual budget proposal for next year. Margaret Johnson commented the salary schedules are comparable with other area schools, with the exception of certificated schedule which is still one year behind our LEA’s certificated salary schedule.

Andrew McCurdy moved to approve the 2022/23 Salary Schedules as written, seconded by Daria O’Brien. Vote 6 Ayes: 0 Nays.

2.3 Discussion: 2022/23 Annual Budget & MYP – 1st Read

Robyn Stamm reviewed the initial draft of the 2022/23 Annual Budget with the board. She provided a comparison overview between the 2021/22 True Up Budget vs. 2022/23 Adopted Budget proposal. She reported an overall decrease of \$263,000 in fund balance in part due to one-time previously recorded monies which are being realized in the year they are spent. She also stated there were unexpected increases to expenditures related to high school building. RSA had originally budgeted \$500,000 or the 2021-22 year but the current estimate is at \$825,000.

The anticipated LCFE revenue is projected to increase next year. RSA is projecting 2022/23 ADA at 597.12 compared to 510.23 this year. Robyn also stated there is an anticipated 6.56% COLA next year’s base funding not all revenue categories and an anticipated additional 3% in one-time funds..

The certificated and classified salaries include the proposed increases to the salary schedule, as well as annual step/column increases.

Robyn review the MYP with the board. She stated RSA has planned deficit spending the next two year by \$308,516, but is projected to come up positive the following years. Robyn reported including an additional \$500,000 into next year’s budget for unforeseen expenses related to high school expenses.

She reviewed the Components of Ending Fund Balance. She reported zeroing out RSA’s “unassigned/unappropriated” funds and re-designating them towards High School Building, Deferred Maintenance, and Technology reserves.

The board is scheduled to review and adopt the final budget on 6/21.

2.4 Discussion/Action: High School Portables Purchase & Sale Agreements

Lane Carlson reported entering into contract with Millville Elementary and Columbia for the purchase of four classroom portables next year. He reported the portables are in good condition and should serve RSA over the course of the next couple of years while construction for the high school is underway.

Lane reported having contacted a local company to move and set-up the portables over the summer.

Daria O'Brien moved to approve the High School Portables Purchase & Sale Agreements from Millville ESD and Columbia ESD as written, seconded by Lisa Stewart. Vote 6 Ayes: 0 Nays.

- 2.5 Discussion/Action: Approve Authorized Signers for All RSA Warrants & Fund Transfers through the County Treasury**
RSA plans to remove exiting Executive Director, Margaret Johnson, as an authorized signer for all RSA warrants and fund transfers through the County Treasury, and add Lane Carlson, Robyn Stamm and Cathleen Serna, effective 6/30/2022.

Heather Wright moved to approve Lane Carlson, Robyn Stamm and Cathleen Serna as Authorized Signers for All RSA Warrants & Fund Transfers through the County Treasury, effective 6/30/22, seconded by Andrew McCurdy. Vote 6 Ayes: 0 Nays.

- 2.6 Discussion/Action: 2021/22 Title IX Reporting**

Carol Wahl presented the 2021/22 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. The data will be posted on RSA's website.

Andrew McCurdy moved to approve the 2021/22 Title IX Reporting as listed, seconded by Daria O'Brien. Vote 6 Ayes: 0 Nays.

- 2.7 Discussion: CSDC Governing Board Self-Audit & Composition Table**

Lane Carlson reviewed the Composition Tables and results from Governing Board Self-Audit. The assessment tool was created by CSDC to assist charter school governing board members in data collection regarding their efficiency and performance. Based on the data collected, the board felt they would like to be made aware of the school fundraising activities going on throughout the year. They suggested admin report out the information on a quarterly basis during the year. They also suggested developing a five-year long-term strategic financial plan, especially with the high school opening next year. The board will discuss the information further when they meet in the fall to discuss their goals for the 2022/23 school year.

- 2.8 Discussion/Action: Set Aug 2022 Board Meeting Date**

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 discussed setting Aug 18, 2022 as their first meeting date for the 2022/23 Academic school year

Daria O'Brien moved to approve Aug 18, 2022, as their first meeting date for the 2022/23 Academic school year. The motion was seconded by Jonathan Sheldon. Vote 6 Ayes: 0 Nays.

- 2.9 Discussion: Policy Review – 1st Reads**

2.9.1 2022/23 High School Family Handbook

Lane Carlson reviewed the initial draft of the 2022/23 High School Family Handbook with the board. He stated the handbook did not include a vision statement at this time, as he is planning to meet with staff members and collaborate on an overarching vision statement for the high school.

A final draft will be presented for approval on 6/21.

- 2.10 Discussion/Action: Policy Amendments**

2.10.1 Home School / Independent Study Policy

Margaret Johnson reviewed the amended policy with the board. She stated the amendments match new language by the state on academic content and tiered reengagement procedures.

Daria O'Brien moved to approve the amended Home School / Independent Study Policy as written, seconded by Lisa Stewart. Vote 6 Ayes: 0 Nays.

2.10.2 Conflict of Interest Code

Margaret Johnson reviewed the amended policy with the board. She stated RSA had previously adopted a Conflict of Interest Code that incorporated pieces of the Conflict of Interest Policy, both are now separate policies. The amendments match new language by the state and were drafted by CSDC.

Lisa Stewart moved to approve the amended Conflict of Interest Code as written, seconded by Daria O'Brien. Vote 6 Ayes: 0 Nays.

2.10.3 Conflict of Interest Policy

Margaret Johnson reviewed the amended policy with the board. She highlighted the information pertaining to participation in school decisions in which a "Designated Position" has a disqualifying financial interest. She also discussed "Disclosure Statements" as they pertain to the Statement of Economic Interest, Form 700.

Jonathan Sheldon moved to approve the amended Conflict of Interest Policy as written, seconded by Andrew McCurdy. Vote 6 Ayes: 0 Nays.

2.11 Discussion/Action: Personnel Updates

Resignations:

- o Casey Colwell – 5/31/2022 Middle School Teacher
- o Catherine Daly – 5/31/2022 Speech Language Pathologist
- o Jamie Guido – 5/27/2022 Paraprofessional
- o Huang Li – 5/26/2022 Paraprofessional

Release from Employment:

- o Lisa Archer – 5/31/2022 Home School Teacher

New Hires:

- o Na Luo – 8/10/2022 Kindergarten Mandarin Teacher
- o Cassandra Plummer – 8/10/2022 Middle School Art Teacher

Daria O'Brien moved to approve the Personnel Updates as listed, seconded by Jonathan Sheldon. Vote 6 Ayes: 0 Nays.

ADJOURNMENT:

Meeting adjourned at 7:26 p.m.

NEXT SPECIAL MEETING:

Date: Tuesday, June 21, 2022
Time: 5:45 p.m.
Location: Redding School of the Arts/Community Room
955 Inspiration Place
Redding, CA 96003

Governing Board Minutes Respectfully Submitted,

Jonathan Sheldon
RSA Governing Board Secretary

Board Approval Date

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

Consent Agenda

SUBJECT: Agenda Item 1.2 – Approve Annual Family & Personnel Handbooks

- 1.2.1 2022/23 K-8 Family Handbook - Student Policy
- 1.2.2. 2022/23 High School Family Handbook – 2nd Read
- 1.2.3 2022/23 Home School Family Handbook – Student Policy

PREPARER: Lane Carlson/Carol Wahl/Laura Dunaj

RECOMMENDATION: Discussion/Action to Approve 2022/23 Family Handbooks

BACKGROUND:

The annually revised 2022/23 K-8 Family Handbook and Homeschool Family Handbook are being presented for board approval. The 2022/23 High School Family Handbook is being presented for final review and approval.

The updated handbooks will be posted on the school website for parent accessibility.

- See Attached Family Handbooks

REFERENCE:

RSA Policies & Procedures/Governing Board Policies/Policy Adoption
Governing Board Policies/Board Duties & Responsibilities/Vision and Strategic Plan/Parent, Student, and Community Relations.



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

~~2021~~ 2022 - ~~2022~~ 2023

Adopted: ~~June 22, 2021~~

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	Blue: Think True Blue	<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	Yellow/Gold: Think the Golden Rule	<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	Green: Think being responsible for a garden, reliable like an oak tree	<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	Orange: Think of dividing an orange into equal sections to share	<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	Red: Think of the heart	<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	Purple: Think regal purple as representing the state	<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 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~~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~~~~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 2 and December 1. **RSA does not offer a TK ~~classroom-based~~ 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~~~~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:

- 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~~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~~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~~, 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~~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~~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 ~~that 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~~ 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/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 *(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!

*** NEW For 2022-2023: Lunch Breakfast will now be offered/ Lunch service continues: /Snack *Breakfast and lunch w** *Will again be offered to all families at no cost for the 2021-2022-2-2023 School Year.*

Current Breakfast and lunch menus are posted on the RSA ~~website.~~ **We** website. **We** do our best to educate and encourage your child to make healthy choices **whether they are choosing a school lunch of 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 sStudents [cw1]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 – 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.** 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 ~~north~~ exit.

Early Drop Off Procedures (7:25 a.m. - 7:40 a.m.) Drop-Off Procedures–Families must use SIGN UP-GENIUS to use this service

RSA ~~will offer~~ **early drop off for a limited number of** families who have students at multiple schools. **Families participating in early drop off will use to drop their child off at 7:30am at the Southside pick-up/drop -location/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/**Playground.** **Breakfast service will be available starting at 7:30am** ~~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/third 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~~ **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 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.

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- 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~~ 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~~ College. The bus drives directly from the downtown bus terminal to RSA with arrival @ approximately 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~~ riding the bus can purchase a \$5 subsidized monthly passes are available as RSA in the front OfficeDesk, payable to RSA. Please contact the front desk to see the current subsidized rates. (\$20 1st child, \$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 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, remain at the office and do not proceed to the classroom to help your child get his or her belongings.

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 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 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 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.-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 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.

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 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 [3:00-2:45](#) 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 [3:00-2:45](#) 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.

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~~ 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~~ 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 ~~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.

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~~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~~school hours.

Students shall not be absent from school without their parents/guardians' knowledge or ~~consent~~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. ~~Or~~You may also email the attendance office to report an absence- luhleman@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.

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. 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.

Missed, incomplete or lost work 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. 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~~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.

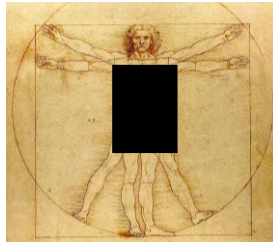
Upon his/her third truancy within the same school year, a student shall be classified as a habitual truant. Students who are habitual truants, or habitually insubordinate or disorderly during attendance at school may be referred to their district of residence, and required to attend an attendance review 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.
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~~one-inch strap. **Under garments may not be seen.** Shorts may not have holes or frays above the ~~3-4-inch~~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~~3-4-inch length. (see images on next page)
5. Clothing must be appropriate for activity and movement.
6. Sunglasses are to be worn outside only.
7. Hair color and style, make- up, jewelry and clothing must not disrupt learning. Spiked jewelry accessories of any kind are not allowed.
8. Shoes must be worn and should be activity specific. **No slides or flip flops.**
9. 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. Headwear for religious, medical or other reason approved by administration is permissible.
11. See through clothing of any kind must have under clothes that “cover the core.”
12. All forms of tattoos or body art must be kept covered.
13. Makeup must be minimal and applied at home.
14. For student safety, only pierced ears with appropriate earrings are acceptable. Facial jewelry must be minimal in quantity and size.
15. Flip flops and slides are unsafe on playground and not permitted at school.

Consequences for Dress Code Violations

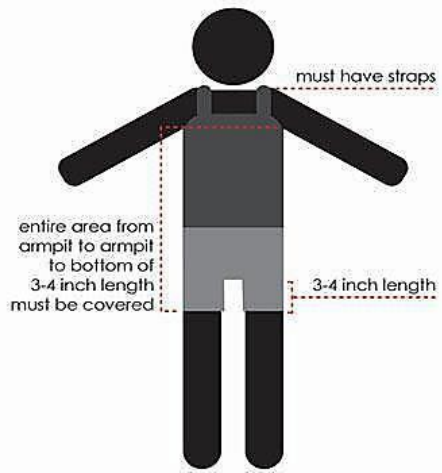
Students who violate RSA School Dress Code will be sent to the office to ~~make arrangements~~change clothes provided by the school or call home for more appropriate clothes. Repeated violations will be considered defiant behavior and the student will be disciplined accordingly. The school dress code 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

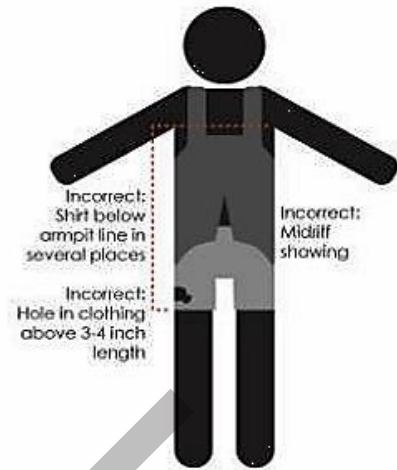
administration before it is worn to school.

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Appropriate



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, or profane~~ **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	1 st Potential Consequence(s)	2 nd 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 ExclusionExclusion 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 withdrawalwithdrawal- (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 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 ~~check~~ 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~~ **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~~ **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~~ **Do not** copy other people's work. ~~The student~~ **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 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-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.

RSA-Safe School in- Person Learning Plan 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 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 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 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:
 - o Scholastic and health records
 - o Test scores and grades
 - o Discipline and classroom behavior
 - o Character traits of children
 - o 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

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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 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.

~~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 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~~[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, or profane~~ 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 easescases, 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
- Regional Occupational Centers and Programs
- School Plans For Student Achievement
- School Safety Plans
- 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
- 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~~(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* <i>*Suspended until further notice</i>
CAASPP- Smarter Balanced ELA and Math	3rd-8th	March-June*
CAST- Calif. Science Test	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	
Child will be or is absent	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. Uhleman
Student Information updates — address, phone #, etc.	Mrs. Uhleman or Mrs. Vernon
Admission and Lottery	Mrs. Uhleman
Pick up Authorization when not on card (signed permission needed)	Mrs. Vernon and Teacher
After School YMCA Program	Denise, YMCA (application on RSA website) 530-440-5952
School and State Testing results	Administration, or child's teacher
Accessing Aeries.net Portal for reviewing student grades	Mrs. Uhleman
Schedule questions	Mrs. Uhleman
Elective Fees, Lunch Fees or Donations	Mrs. Uhleman or Mrs. Vernon
General educational concerns with my child's homework, academic progress or report cards	1 st request a meeting with your child's teacher. If additional meetings are needed request a Student Study Team meeting through your child's teacher or intervention office 530-255-8614
Established IEP questions or concerns	Contact 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 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 child with the school nurse.
I have concerns about peer interactions in the classroom.	Request a meeting with your child's teacher.
I have concerns about peer interactions on the playground.	Request a meeting with your child's teacher.

	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 child's teacher. If additional meetings are needed request a meeting with school administration.
Riding RABA—bus passes, locations	School Office
Library books and fines	Mrs. 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 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 2022-2023

Adopted:

Redding School of the Arts High School

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. — To be determined by Staff

The vision of Redding School of the Arts high school, is to educate 9-12 grade students who have an interest in the arts and who desire to cultivate their knowledge and skills for the betterment of their local and global community through higher education. Students will earn college credits that will be transferable to a two or four-year college, in addition to a high school diploma. Students will learn to read, write, speak, problem solve, and use technology, and be encouraged to use sustainable practices.

RSA H.S. seeks to accomplish its goal of high academic and behavioral standards through a student-centered educational program. This charter school will enable students to become literate, self-motivated, and lifelong learners, who are prepared to move forward with their lives. (draft)

Redding School of the Arts (“RSA” or “the High 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.

2nd Read

RSA STUDENT CODE OF CONDUCT

Trustworthiness	Blue: Think True Blue	<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	Yellow/Gold: Think the Golden Rule	<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	Green: Think being responsible for a garden, reliable like an oak tree	<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	Orange: Think of dividing an orange into equal sections to share	<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	Red: Think of the heart	<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	Purple: Think regal purple as representing the state	<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	Blue: Think True Blue	<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	Yellow/Gold: Think the Golden Rule	<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	Green: Think being responsible for a garden, reliable like an oak tree	<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	Orange: Think of dividing an orange into equal sections to share	<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	Red: Think of the heart	<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	Purple: Think regal purple as representing the state	<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 students 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 students who attend RSA, as well as those who have graduated from our programs. Those who go through our program for any length of time 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

Students 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

The high school graduation requirements include all of the UC/CSU recommended courses (a-g). The ninth through twelfth grade curriculum encompasses language arts, math, science, social studies, visual and performing arts, foreign language and P.E. using a combination of traditional onsite classes with articulated, facilitated, dual-enrollment and concurrent enrollment classes in partnership with Shasta College.

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.

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:

- 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

Students who have some of the immunizations above may be conditionally admitted. (See Shots For Schools Website: <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/School/shotsforschool.aspx>)

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 or above.

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.

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 maybe 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 (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/>
- <http://da.co.la.ca.us/operations/human-trafficking>

Guidelines for the First Days

Classroom Supplies

Please see your student's teacher's websites for a list of materials the student will be expected to have for their class.

Breakfast/Lunch

**Will be offered to all families at no cost for the 2022-2023 School Year.*

Current ~~lunch~~ menus are posted on the RSA website. We do our best to educate and encourage your child to make healthy choices. 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.

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. – 8:30-20 a.m.):

Students are to report directly to either the Activity Center (7:40-8:10) for breakfast or their classrooms (if after 8:10) 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 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- Pull into a parking spot to unload students. Students may walk to the cross walks. **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.

Pick Up Procedures (2:50-45 p.m. – 4:30-40 p.m.)

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 2:50-45 p.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 grade level). 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 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 to RSA with arrival @ 7:40am. RABA Pick Up –RSA students ride the bus back to the terminal. Students taking bus home will need to be at the bus stop @ 3:15. Subsidized monthly passes are available as RSA front Desk, payable to RSA (\$20 1st child, \$10 for siblings) full price monthly passes and Pay-as-you-go cards are available at the RABA Terminal and City Hall Permit Center.

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.

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 remain at the office and do not proceed to the classroom. 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 arrangements to make up missed work.
7. Appropriate clothing is expected at all times. Follow the RSA dress code.
8. Students must take personal academic responsibility; if a student needs assistance or help, see a teacher, administrator, or other staff member.
9. 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.
10. Abuse of technology, on or off campus, may result in loss of technology privilege at school.

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.
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 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.

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

As a general rule, cell phones are not to be seen or heard during the school day.

1. No phones out during class or passing periods. Only before and after school and during lunch may it be turned on or if a teacher allows all students to get them out for a reason.
2. 1st phone removal- teacher gives it back at the end of class
3. 2nd phone removal- teacher gives it to the front office, students may have it returned to them at the end of the day, parents are notified
4. 3rd phone removal- Parents must pick up the phone at the end of school.
5. 4th phone removal, students must either check it in every day to the front office and pick it up at the end of the day, or not bring it to school at all.

~~The school day is defined as beginning upon the students' arrival on campus and ending with the students' last class. 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 their last class, 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.

Electronic devices (i.e., earPODS) are very easy to steal and virtually impossible to prove ownership. Students are encouraged to leave these valuable items at home. RSA is not responsible for lost, damaged, or stolen items.

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 RSA programs come from the public monies generated by the attendance of enrolled students 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. 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 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. 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.

Missed, incomplete or lost work 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 weekend, and Spring Break. 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 (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:

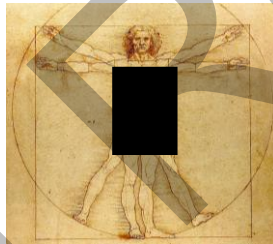
1. Punctuality is valued at RSA. After school detentions will be assigned to students who have five or more tardies of any length of time. Multiple lunch recess detentions may be substituted in place of an after

school detention at Administration's discretion. For more information on detention procedures check with the Student Information System Registrar.

2. **School Start Times: School begins promptly at 8:~~30~~-20 a.m.** The first bell rings at 8:~~25~~-15 a.m. and students are considered tardy if they are not inside their classroom at 8:~~30~~-20 a.m. Students who are tardy disrupt and deter the education of others in the class.
3. 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.
4. 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.
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. Sunglasses are to be worn outside only.
7. Hair color and style, make- up, jewelry and clothing must not disrupt learning. Spiked jewelry accessories of any kind are not allowed.
8. Shoes must be worn and should be activity specific. **No slides or flip flops.**
9. 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. Headwear for religious, medical or other reason approved by administration is permissible.
11. See through clothing of any kind must have under clothes that “cover the core.”
12. All forms of tattoos or body art must be kept covered.
13. Makeup must be minimal and applied at home.
14. For student safety, only pierced ears with appropriate earrings are acceptable. Facial jewelry must be minimal in quantity and size.

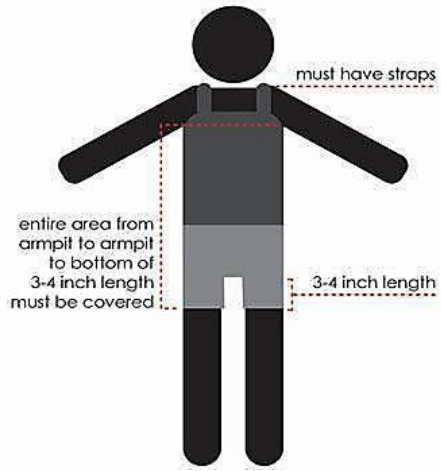
~~15.- Flip flops are not permitted at school-~~

Consequences for Dress Code Violations

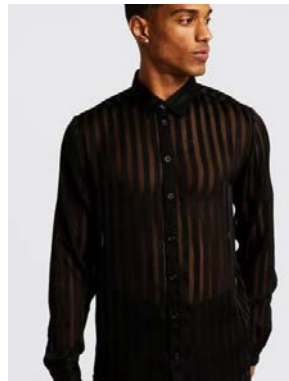
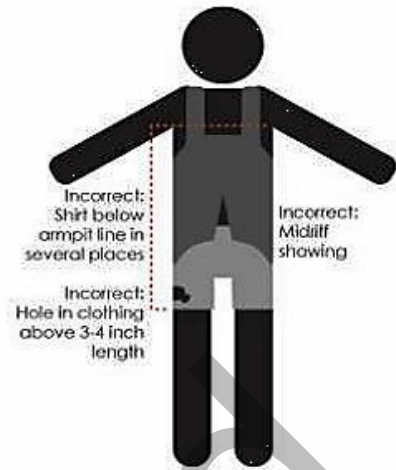
Students who violate RSA School Dress Code will be sent to the office to make arrangements for more appropriate clothes. Repeated violations will be considered defiant behavior and the student will be disciplined accordingly. The school dress code applies at all school functions and events, unless otherwise 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.

Appropriate



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, ~~or~~ 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.

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. Parents and students must sign Technology Use policy prior to using any electronics, including cell phones, at school.

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 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.
- 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.

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, if needed, 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 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, Robotics, Academic challenges and Mountain Biking.

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 a minimum 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 are representatives 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.

Academic Grades, Report Cards and Conferences

Redding School of the Arts will inform parents of the progress of all students. Report cards are issued four times during the school year. In addition, if a student is doing failing work or work is below his/her ability, a warning notice called a Progress Report will be sent to the parents at the middle of each quarter. Academic grades are recorded on the permanent record ("transcript") on a semester basis.

For the purposes of establishing a student's grade point average and his/her rank in the class, all courses taken, including physical education, will be computed on the traditional 4 point scale: A=4, B=3, C=2, D=1, F=0 13 scale. Plus or minus grades (e.g. A-, B+) do not factor into the Grade Point Average. This average is computed for each student at the end of each quarter. Please refer to the Course Guide for more information related to assessment of student learning and grading scales.

Quarter Grades: Report cards will be issued to students in the middle of each semester (exact dates are on the yearly calendar). These grades are formal reports on student progress; they do not carry any credit and are not part of the permanent record. Quarter and semester grades count for athletic eligibility.

Progress Reports/Deficiency Notices: Deficiency Notices are sent home in the middle of each quarter to those students whose work indicates the need for improvement (students earning a D, F, or Incomplete). These notices assist the student in correcting deficiencies before the end of the grading period. With this information parents can help the student raise his/her grade to passing by the end of the quarter.

Semester Grades: Semester report cards are issued at the end of each semester. These grades reflect final credit and are considered permanent grades. These grades become part of the student's official transcript. Semester and quarter grades count for extracurricular eligibility.

Incomplete Grades: Students may receive an incomplete grade when a teacher determines that assignments, tests, projects or other requirements of the course have not been completed by the end of the grading period due to extenuating circumstances. Incomplete grades must be made up by the end of the next grading period or they will become "F" grades.

Academic Conferences: Academic conferences are scheduled during the fall and spring semester. Priority is

given to students in greatest need based on report card performance (e.g. D, F). The Academic Conference Bell Schedule is followed on Academic Conference days. Appointments for these conferences are scheduled by the Registrar. Conferences are encouraged to minimize the possibility of failure by the student. Parents may wish to have their student complete weekly or monthly progress checks with teachers to monitor student progress. Arrangements for progress reports can be made by contacting the student's counselor. Parents are encouraged to contact teachers directly if they have questions about a student's progress. Email addresses for every teacher is available on our website (www.rsarts.org). Parents may also monitor student progress through the online Aeries program.

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 students 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 student(s) 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 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 with field trips. Parents/guardians are encouraged to support the work of the school by volunteering when they can.

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 students 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 teacher or principal/school leader.
- Seek clarification of unusual situations that occur in the school or at school activities 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 requirement.
- 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 students
 - 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

Individual conferences are may be scheduled to discuss your student's progress. ~~To assure your student'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 student's education;
- to assess, at all times, whether this program is the right program for his/her student;
- to give feedback about their student to the teacher to help improve the classroom, including responding to the annual feedback survey;
- to be responsible for transporting their student 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 students in front of their own student 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 The data collected 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-
outside~~ 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 students ~~the children~~ follow school expectations ~~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 school ~~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.

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.

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, 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 an ~~parent only~~ evening when your ~~child's student's~~ instructors ~~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 12th 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
- 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
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans For Student Achievement
- School Safety Plans
- School Site Councils

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:

**Lane Carlson, Executive
Director 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	9-12th	Initial: August-May Summative: March-May
PFT- Physical Fitness Test	9th	February-April
CAASPP- Smarter Balanced ELA and Math	10th	March-June*
CAST- Calif. Science Test	TBD	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 will be or is absent	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. Uhleman
Student Information updates – address, phone #, etc.	Mrs. Uhleman or Mrs. Vernon
Admission and Lottery	Mrs. Uhleman
Pick-up Authorization when not on card (signed permission needed)	Mrs. Vernon
<u>After School YMCA Program High School Counselor</u>	<u>Sarah Spaschak</u>
School and State Testing results	Administration
Accessing Aeries.net Portal for reviewing student grades	Mrs. Uhleman
Schedule questions	Mrs. Uhleman
Elective Fees or Donations	Mrs. Uhleman or Mrs. Vernon
General educational concerns with student's homework, academic progress or report cards	1 st request a meeting with your student's teacher. If additional meetings are needed request a Student Study Team meeting through your student's teacher or intervention office
Established IEP questions or concerns	Contact 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'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 with the school nurse.

I have concerns with instructional program occurring in the classroom, i.e. Electives, Curriculum, Special Education.	Request a meeting with your student's teacher. If additional meetings are needed request a meeting with school administration.
Riding RABA – bus passes, locations	School Office
Library books and fines	Mrs. 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, Mr. Carlson
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 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

HOMESCHOOL AND VIRTUAL INDEPENDENT STUDY

Family Handbook

~~2021~~2022-~~2022~~2023

Board Approved: ~~6/22/2021~~

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 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 is at least five years old by September 2nd of the year in which they enroll. TK students are admitted once they become 5 after September 2nd and up until December 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.
- ❖ 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, 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~~contract~~ 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 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 completed and meeting attendance.
- ❖ Report cards may include: attendance as determined by work completion and student progress as determined by both formal and ~~in~~ informal assessments.

Teacher of Record

- ❖ The 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 contracts master agreements and discuss both student and parent needs regarding the student's progress.

Available Curricula: examples

❖ Saxon Math	❖ <u>Singapore Math</u>
❖ <u>-ReadworksAll About Reading</u>	❖ Wordly Wise
❖ Mobymax	❖ Explode the Code
❖ <u>Studies Weekly-Science</u>	❖ <u>Words their Way</u>
❖ Literature novels	❖ Everyday Spelling
❖ <u>Step up to WritingHandwriting without Tears</u>	❖ <u>All about ReadingScholastic magazines</u>
<u>Building Writers</u>	❖ GUM
<u>History based Writing</u>	<u>Studies Weekly – Social Studies (I’d like this to be after the other Studies weekly entry, but I’m afraid of messing up the formatting too much to move it.)</u>

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 intermural sports) (Should we put a COVID mention here? Or wait for the legislature to make a decision?)
- ❖ 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.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160SB277

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)

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 ~~(beginning in winter term)~~–8 (Fall, Winter) (I believe with the new NWEA K-2 test we are going to test everyone both fall and 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 student from portions of the test must be submitted to 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

- ❖ 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.

Weekly Enrichment

- ❖ Enrichment is offered to support students' social interaction ~~are posted at the beginning of the year 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.

Blended Learning Classroom Learning Labs

- ❖ Writing, math and science labs ~~are offered weekly~~ 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.) *Fieldtrips 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)
- ❖ RSA's Independent Study program additionally ~~runs a separate~~ offers get togethers/ field trip schedule opportunities during ~~for~~ 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/~~and Virtual~~ 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/~~and Virtual~~ 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 _____

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

Consent Agenda

SUBJECT: Agenda Item 1.3 – 2022/23 RSA/MTSS Special Education Service Agreements

- 1.3.1 RSA/Black Butte Union Elementary School District MOU (Psych Services)
- 1.3.2 RSA/Chrysalis Charter School MOU (Nurse Services)
- 1.3.3 *RSA/Growing Healthy Children Therapy Services MOU July – Dec 2022 (OT & SL Services)
- 1.3.4 RSA/Kinetic Academy MOU (Admin/Clerical Services)
- 1.3.5 *RSA/Mountain Valley SpEd JPA MOU Jan 2023 (Occupational Therapy Services)
- 1.3.6 RSA/Pacheco Union School District MOU (Nurse Services)
- 1.3.7 RSA/Redding STEM Academy MOU (Nurse Services)
- 1.3.8 RSA/Shasta Charter Academy MOU (Speech & Language Services)

PREPARER: Wendy Sanders

RECOMMENDATION: Action to Approve 2022/23 MOU's

BACKGROUND:

RSA/MTSS is seeking approval to enter into annual contracts with the following educational entities for the purpose of providing and receiving special education services. Services include: occupational therapy services, speech & language services, nursing services, and psych services.

**Vendors providing educational services to RSA.*

- See Attached MOU's

REFERENCE:

**Agreement Between the Redding School of the Arts and
BLACK BUTTE UNION ELEMENTARY SCHOOL DISTRICT
7946 Ponderosa Way, Shingletown CA 96088**

2022-2023

This agreement is entered into for the 2022-2023 school year between BLACK BUTTE UNION ELEMENTARY SCHOOL DISTRICT (referred hereafter as "DISTRICT") and the REDDING SCHOOL OF THE ARTS (referred hereafter as "RSA").

Background Information: Section 56369 of California Education Code provides that a public school district may contract with another public agency to fulfill its obligation to provide special education or related services to individuals with exceptional needs. Thus, RSA agrees to provide the special education ancillary services as described herein on behalf of DISTRICT for the 2022-2023 school year.

SPECIAL EDUCATION SERVICES PROVIDED BY THE REDDING SCHOOL OF THE ARTS: SCHOOL PSYCHOLOGIST (referred hereafter as "EMPLOYEE").

1. Attend Individualized Education Program (IEP) meetings, as appropriate.
2. Provide assessments for the purposes of: (1) determining initial eligibility for special education services, (2) satisfying triennial assessment requirements, and (3) gaining additional information regarding already-eligible students' educational needs.
3. Provide school-related services to special education students whose Individual Education Programs (IEPs) specify educational need for this service.
4. Advise school staff regarding the implementation of special education programs in compliance with state, federal, and local requirements, including:
 - a. Free and Appropriate Public Education (FAPE) determination, documentation, and implementation.
 - b. Academic instructional programs and interventions that could be used in providing resource program IEP services and Response to Intervention Tier 2 and 3 student support services.
5. Attend pre-evaluation meetings to determine which tests will be used for evaluation on eligibility for special education identification.
6. Advise regarding issues related to Section 504 of the Rehabilitation Act, including eligibility and plan development.
7. The parties agree that DISTRICT may request that certain personnel conduct the assessments or provide the services set forth in this Agreement. RSA shall, to the fullest extent possible, attempt to secure the requested person to conduct the assessment and/or provide the services as requested by DISTRICT. If the requested person is unavailable, RSA shall work with DISTRICT in determining a mutually agreeable replacement. If the parties are unable to mutually agree upon another person, then DISTRICT may use another company or agency to provide said assessment(s) or service(s).

Obligations:

1. **REDDING SCHOOL OF THE ARTS shall:**

- a. Retain qualified personnel to render the services identified herein;
- b. Bill DISTRICT monthly for the cost of services identified herein;
- c. Not change, add to, or reduce the services agreed upon herein without the approval of an appropriate DISTRICT designee;
- d. Provide all standard tests and associated protocols necessary to perform typical school psychological assessments;
- e. Ensure that all employees providing services under this MOU have been cleared for employment through the Department of Justice in compliance with applicable law; and has not been convicted of a serious or violent felony (as defined by Penal Code §§ 667.5 and 1192.7);
- f. Remain the sole and exclusive employer of those performing services under this MOU;
- g. RSA shall have full and sole legal control over and responsibility for payment of all compensation and benefits to its employees, including retirement benefit system contributions (e.g., STRS, as applicable), as well as the full and sole responsibility for ensuring compliance with any and all applicable state and federal income tax withholding, state and federal unemployment and disability insurance withholding and contributions, wage and hour obligations, social security tax withholding and contributions, and other applicable employment law requirements;
- h. RSA is responsible for compliance with workers' compensation coverage obligations, wage and hour obligations, and any other applicable federal or state employment laws. Pursuant to Labor Code section 3602, RSA agrees to retain workers' compensation coverage for all of its employees working under this MOU.

2. **DISTRICT shall:**

- a. Reimburse RSA for services identified herein during the period of this agreement;
- b. Provide RSA personnel with appropriate, designated workspace for the delivery of services within DISTRICT buildings as assigned;
- c. Provide internet data connections in workspaces designated for RSA personnel at the DISTRICT site;
- d. Store confidential files at DISTRICT site;
- e. Ensure appropriate confidentiality by its staff members regarding information related to IEP students;
- f. Schedule all IEP meetings and student study team meetings that RSA personnel needs to attend.
- g. Ensure the attendance of appropriate DISTRICT personnel that are required to attend IEP meetings, including DISTRICT administrator or designee and general education teacher(s);
- h. Implement all general education accommodations, modifications, and services specified in students' IEPs;
- i. Assume sole responsibility for complying with Section 504 of the Rehabilitation Act and provision of related services and accommodation plans;

- j. Atypical protocols or test materials needed for assessing only DISTRICT students will be purchased by DISTRICT and remain the property of DISTRICT. All equipment, materials, and programs used by only DISTRICT students will be purchased by DISTRICT and remain property of DISTRICT.
- k. Provide to RSA written notification of its intent to either renew or not renew this contract for the 2023-2024 school year by March 1, 2023;

3. Mutual agreements

- a. Purpose. This Agreement is being entered into for the purpose of providing required special education ancillary services to DISTRICT students.
- b. Entire Agreement Amendment. This Agreement constitutes the entire understanding between parties and supersedes any prior or concurrent Agreement, oral or written, of RSA and DISTRICT concerning its subject matter. Any modification to this Agreement shall be effective only if in writing and signed by both parties.
- c. Partial Invalidity: Should any term of this Agreement be held to be invalid or unenforceable, the remaining provisions of this Agreement shall remain in full force and shall stand as if the unenforceable provision did not exist.
- d. Dispute Resolution: In the event that either party disputes the meaning of the terms of this agreement, both parties shall attempt to resolve the dispute in good faith first through a joint meeting of a representative or representative from DISTRICT and RSA. If an agreement can not be reached, either party may seek remedy through the El Dorado County Charter SELPA using the SELPA Director as mediator, and then in the appropriate court of law if an agreement can not be reached.
- e. Compliance with Law. RSA and DISTRICT agree they will comply with all federal, state, and local laws applicable to them in the performance of this Agreement.
- f. Due Process and/or Litigation: DISTRICT as the responsible LEA will assume full responsibility for the provision of special education services to its students. DISTRICT has sole responsibility for any expenses that might accrue in response to special education due process proceedings or litigation related to the provision of special education services or failure to provide special education services.
- g. Indemnification: DISTRICT shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless RSA, its officers, directors, employees, attorneys, agents, representatives, volunteers, and successors and assigns (collectively hereinafter "RSA and RSA personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against RSA and RSA personnel that may be asserted or claimed by any person, firm, entity arising out of or in connection with the RSA's performance under this agreement or any acts or errors or omissions by RSA, its council, its administrators, employers, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assignees. Notwithstanding anything to the contrary contained in this agreement, no indemnification shall be provided under this agreement from RSA to DISTRICT based on, arising out of, or relating to any of the following:
 - 1. Any liability expressly assumed by DISTRICT in writing expressly referencing this indemnity provision;

- 2. Any negligent or intentional misconduct of a DISTRICT officer, director, employee, agent, attorney, representative, volunteer, successor or assignee; or
- 3. Any violation by DISTRICT, its officers, directors, employees, agents, attorneys, representatives, volunteers, successors, or assignees of any applicable laws of the United States or any state of the United States, including, without limitation, the California Charter Schools Act.
- h. Headings. The headings used in this Agreement are for reference purposes only and shall not be considered a substantive part of this Agreement.
- i. Agreement Term. The term of this agreement shall commence when DISTRICT school year starts on July 1, 2022, and terminate on June 30, 2023, provided that the obligations of the Parties under paragraph 3(g) shall survive the expiration of this agreement.

4. Fees

- a. RSA staff services will be provided both on and off DISTRICT site, as RSA and DISTRICT personnel determine appropriate. The estimated cost to perform the Special Education services outlined above is \$49,800 for the fiscal year 2022-2023 (equal to 0.50 FTE of estimated employee payroll costs and benefits, plus RSA’s indirect rate.) Fees include all employer indirect costs.
- b. RSA shall invoice DISTRICT quarterly all travel mileage costs involved in commuting round trip between RSA and DISTRICT at the current rate of \$0.585 per mile. DISTRICT shall reimburse RSA for mileage costs quarterly commencing October 1, 2022. Should this mileage rate change per Internal Revenue Service adjustments, DISTRICT shall reimburse RSA at the adjusted rate.
- c. RSA shall invoice DISTRICT monthly for the cost of services provided through the date of invoice commencing September 1, 2022. DISTRICT agrees to pay all invoices within 30 days of receipt.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as of the date and year first above written.

On behalf of REDDING SCHOOL OF THE ARTS:

DocuSigned by:

 Lane Carlson
 Executive Director

5/26/2022

 Date

On behalf of BLACK BUTTE UNION ELEMENTARY SCHOOL DISTRICT:

DocuSigned by:

 Thomas Safford
 Superintendent/Principal

5/27/2022

 Date

**Agreement Between the Redding School of the Arts and
CHRYSALIS CHARTER SCHOOL
21945 Old 44 Drive, Palo Cedro CA 96073 / PO Box 709, Palo Cedro CA 96073**

2022-2023

This agreement is entered into for the 2022-2023 school year between CHRYSALIS CHARTER SCHOOL (referred hereafter as DISTRICT) and the REDDING SCHOOL OF THE ARTS (referred hereafter as RSA).

Background Information: Section 56369 of California Education Code provides that a public school district may contract with another public agency to fulfill its obligation to provide special education or related services to individuals with exceptional needs. Thus, RSA agrees to provide the special education ancillary services as described herein on behalf of DISTRICT for the 2022-2023 school year.

SPECIAL EDUCATION SERVICES PROVIDED BY THE REDDING SCHOOL OF THE ARTS: **School Nurse (referred hereafter as EMPLOYEE).**

1. Attend Individualized Education Program (IEP) meetings, as appropriate.
2. Provide assessments for the purposes of: (1) determining initial eligibility for special education services, (2) satisfying triennial assessment requirements, and (3) gaining additional information regarding already-eligible students' educational needs.
3. Provide school-related services to special education students whose Individual Education Programs (IEPs) specify educational need for this service.
4. Advise school staff regarding the implementation of special education programs in compliance with state, federal, and local requirements, including:
 - a. Free and Appropriate Public Education (FAPE) determination, documentation, and implementation.
 - b. Academic instructional programs and interventions that could be used in providing resource program IEP services and Response to Intervention Tier 2 and 3 student support services.
5. Attend pre-evaluation meetings to determine which tests will be used for evaluation on eligibility for special education identification.
6. Advise regarding issues related to Section 504 of the Rehabilitation Act, including eligibility and plan development.
7. The parties agree that DISTRICT may request that certain personnel conduct the assessments or provide the services set forth in this Agreement. RSA shall, to the fullest extent possible, attempt to secure the requested person to conduct the assessment and/or provide the services as requested by DISTRICT. If the requested person is unavailable, RSA shall work with DISTRICT in determining a mutually agreeable replacement. If the parties are unable to mutually agree upon another person, then DISTRICT may use another company or agency to provide said assessment(s) or service(s).

Obligations:

1. **REDDING SCHOOL OF THE ARTS shall:**

- a. Retain qualified personnel to render the services identified herein;
- b. Bill DISTRICT monthly for the cost of services identified herein;
- c. Not change, add to, or reduce the services agreed upon herein without the approval of an appropriate DISTRICT designee;
- d. Provide all standard tests and associated protocols necessary to perform typical school psychological assessments;
- e. Ensure that all employees providing services under this MOU have been cleared for employment through the Department of Justice in compliance with applicable law; and has not been convicted of a serious or violent felony (as defined by Penal Code §§ 667.5 and 1192.7);
- f. Remain the sole and exclusive employer of those performing services under this MOU;
- g. RSA shall have full and sole legal control over and responsibility for payment of all compensation and benefits to its employees, including retirement benefit system contributions (e.g., STRS, as applicable), as well as the full and sole responsibility for ensuring compliance with any and all applicable state and federal income tax withholding, state and federal unemployment and disability insurance withholding and contributions, wage and hour obligations, social security tax withholding and contributions, and other applicable employment law requirements;
- h. RSA is responsible for compliance with workers' compensation coverage obligations, wage and hour obligations, and any other applicable federal or state employment laws. Pursuant to Labor Code section 3602, RSA agrees to retain workers' compensation coverage for all of its employees working under this MOU.

2. **DISTRICT shall:**

- a. Reimburse RSA for services identified herein during the period of this agreement;
- b. Provide RSA personnel with appropriate, designated workspace for the delivery of services within DISTRICT buildings as assigned;
- c. Provide internet data connections in workspaces designated for RSA personnel at the DISTRICT site;
- d. Store confidential files at DISTRICT site;
- e. Ensure appropriate confidentiality by its staff members regarding information related to IEP students;
- f. Schedule all IEP meetings and student study team meetings that RSA personnel needs to attend.
- g. Ensure the attendance of appropriate DISTRICT personnel that are required to attend IEP meetings, including DISTRICT administrator or designee and general education teacher(s);
- h. Implement all general education accommodations, modifications, and services specified in students' IEPs;
- i. Assume sole responsibility for complying with Section 504 of the Rehabilitation Act and provision of related services and accommodation plans;

- j. Atypical protocols or test materials needed for assessing only DISTRICT students will be purchased by DISTRICT and remain the property of DISTRICT. All equipment, materials, and programs used by only DISTRICT students will be purchased by DISTRICT and remain property of DISTRICT.
- k. Provide to RSA written notification of its intent to either renew or not renew this contract for the 2023-2024 school year by March 1, 2023;

3. Mutual agreements

- a. Purpose. This Agreement is being entered into for the purpose of providing required special education ancillary services to DISTRICT students.
- b. Entire Agreement Amendment. This Agreement constitutes the entire understanding between parties and supersedes any prior or concurrent Agreement, oral or written, of RSA and DISTRICT concerning its subject matter. Any modification to this Agreement shall be effective only if in writing and signed by both parties.
- c. Partial Invalidity: Should any term of this Agreement be held to be invalid or unenforceable, the remaining provisions of this Agreement shall remain in full force and shall stand as if the unenforceable provision did not exist.
- d. Dispute Resolution: In the event that either party disputes the meaning of the terms of this agreement, both parties shall attempt to resolve the dispute in good faith first through a joint meeting of a representative or representative from DISTRICT and RSA. If an agreement can not be reached, either party may seek remedy through the El Dorado County Charter SELPA using the SELPA Director as mediator, and then in the appropriate court of law if an agreement can not be reached.
- e. Compliance with Law. RSA and DISTRICT agree they will comply with all federal, state, and local laws applicable to them in the performance of this Agreement.
- f. Due Process and/or Litigation: DISTRICT as the responsible LEA will assume full responsibility for the provision of special education services to its students. DISTRICT has sole responsibility for any expenses that might accrue in response to special education due process proceedings or litigation related to the provision of special education services or failure to provide special education services.
- g. Indemnification: DISTRICT shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless RSA, its officers, directors, employees, attorneys, agents, representatives, volunteers, and successors and assigns (collectively hereinafter "RSA and RSA personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against RSA and RSA personnel that may be asserted or claimed by any person, firm, entity arising out of or in connection with the RSA's performance under this agreement or any acts or errors or omissions by RSA, its council, its administrators, employers, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assignees. Notwithstanding anything to the contrary contained in this agreement, no indemnification shall be provided under this agreement from RSA to DISTRICT based on, arising out of, or relating to any of the following:
 - 1. Any liability expressly assumed by DISTRICT in writing expressly referencing this indemnity provision;

- 2. Any negligent or intentional misconduct of a DISTRICT officer, director, employee, agent, attorney, representative, volunteer, successor or assignee; or
- 3. Any violation by DISTRICT, its officers, directors, employees, agents, attorneys, representatives, volunteers, successors, or assignees of any applicable laws of the United States or any state of the United States, including, without limitation, the California Charter Schools Act.
- h. Headings. The headings used in this Agreement are for reference purposes only and shall not be considered a substantive part of this Agreement.
- i. Agreement Term. The term of this agreement shall commence when DISTRICT school year starts on July 1, 2022, and terminate on June 30, 2023, provided that the obligations of the Parties under paragraph 3(g) shall survive the expiration of this agreement.

4. Fees

- a. RSA staff services will be provided both on and off DISTRICT site, as RSA and DISTRICT personnel determine appropriate. The estimated cost to perform the Special Education services outlined above is \$10,300 for the fiscal year 2022-2023 (equal to 0.10 FTE of estimated employee payroll costs and benefits, plus RSA’s indirect rate.) Fees include all employer indirect costs.
- b. RSA shall invoice DISTRICT quarterly all travel mileage costs involved in commuting round trip between RSA and DISTRICT at the current rate of \$0.585 per mile. DISTRICT shall reimburse RSA for mileage costs quarterly commencing October 1, 2022. Should this mileage rate change per Internal Revenue Service adjustments, DISTRICT shall reimburse RSA at the adjusted rate.
- c. RSA shall invoice DISTRICT monthly for the cost of services provided through the date of invoice commencing September 1, 2022. DISTRICT agrees to pay all invoices within 30 days of receipt.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as of the date and year first above written.

On behalf of REDDING SCHOOL OF THE ARTS:

DocuSigned by:

 Lane Carlson
 Executive Director

5/26/2022

 Date

On behalf of CHRYSALIS CHARTER SCHOOL:

DocuSigned by:

 Catherine Thompson
 Administrator

5/26/2022

 Date

*Nonpublic, Nonsectarian
School/Agency Services*

MASTER CONTRACT

2022-2023

Master Contract

GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA REDDING SCHOOL OF THE ARTS

Contract Year 2022-2023

 Nonpublic School
 X Nonpublic Agency

Type of Contract:

 X Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

 Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

 Interim Contract: an extension of the previous fiscal year's approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA. Expiration Date:

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract

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2022-2023**CONTRACT NUMBER:** **LOCAL EDUCATION AGENCY: REDDING SCHOOL OF THE ARTS****NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: GROWING HEALTHY CHILDREN THERAPY SERVICES, INC.****NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES**
MASTER CONTRACT**AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS****1. MASTER CONTRACT**

This Master Contract (or "Contract") is entered into on July 1, 2022, between REDDING SCHOOL OF THE ARTS, hereinafter referred to as the local educational agency ("LEA"), a member of the El Dorado Charter SELPA and GROWING HEALTHY CHILDREN THERAPY SERVICES, (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or "CONTRACTOR" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all relevant services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of a student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for ISA development, including invoicing.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 *et seq.* and within the professional scope of practice of each provider's license, certification and/or credential. A current copy of CONTRACTOR's NPS/A certification or a waiver of such certification issued by the CDE

pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2022 to December 31, 2022 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any

subsequent Master Contract is to be re-negotiated prior to December 31, 2022. In the event the contract negotiations are not agreed to by December 31st, the most recently executed Master Contract will remain in effect for 90 days. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

6. INDIVIDUAL SERVICES AGREEMENT ("ISA")

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the “stay-put” requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term “CONTRACTOR” means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents and employees.
- b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.
- c. The term “credential” means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term “qualified” means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate

degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

- e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).
- f. “Parent” means:
 - i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,
 - ii. a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child,
 - iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare,
 - iv. a surrogate parent,
 - v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child’s behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

- g. The term “days” means calendar days unless otherwise specified.
- h. The phrase “billable day” means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase “billable day of attendance” means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term “Master Contract” also means “Contract” and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications by-laws; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

This Master Contract or ISA may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. INSURANCE

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

\$2,000,000 per occurrence
\$ 500,000 fire damage
\$ 5,000 medical expenses
\$1,000,000 personal & adv. Injury
\$3,000,000 general aggregate
\$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

\$1,000,000 per occurrence
\$2,000,000 general aggregate

- E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.
- F. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

- G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")

When CONTRACTOR is a NPS affiliated with a **residential treatment center (NPS/RTC)**, the following insurance policies are required:

- A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

\$3,000,000 per occurrence
\$6,000,000 in General Aggregate.

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of the LEA.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.
- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors (“LEA Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master *Contract* or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors (“CONTRACTOR Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA’s indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principle, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA

elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 45 Clearance Requirements and Section 46 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

When CONTRACTOR is a NPA, CONTRACTOR acknowledges that its authorized representative has read and understands Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who is or was an employee of LEA within the three hundred and sixty-five (365) days prior to executing this contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student's IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.*

When CONTRACTOR is a NPS, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student's IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

24. CLASS SIZE

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

When CONTRACTOR is a NPS, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915.

CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s), **unless otherwise agreed upon between LEA and CONTRACTOR.**

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the IEP team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies **require** a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following: (1) any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock; (2) an intervention that involves the release of noxious, toxic, or otherwise unpleasant

sprays, mists, or substances in proximity to the face of the individual; (3) an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities; (4) an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma; (5) restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention; (6) locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room; (7) an intervention that precludes adequate supervision of the individual; (8) an intervention that deprives the individual of one or more of his or her senses.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10th) day of suspension.

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract, **unless otherwise agreed upon between LEA and CONTRACTOR.**

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall comply with LEA surrogate parent assignments. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756*. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and

pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence as specified in LEA Procedures. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

39. WITHDRAWAL OF STUDENT FROM PROGRAM

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including

student's change of residence to a residence outside of LEA service boundaries, and student's discharge against professional advice from a NPS/RTC.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situation. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns reported to parents, both verbal and written, shall also be provided, in writing, to the LEA.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1(b), AB 1858 (2004), AB490 (Chapter 862, Statutes of 2003), AB 1261 (2005), AB 1166 Chapter 171 (2015), AB 167 Chapter 224 (2010), AB 216 Chapter 324 (2013), AB 379 Chapter 772 (2015), AB 1012 Chapter 703 (2015), and the procedures set forth in the LEA Procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1412(a)(1)(A) and Education Code section 56000, et seq.; amended and reorganized by the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), 20 U.S.C. section 1401(29); Education Code section 56031; Cal. Code Regs., Title 5, section 3001 et seq., regarding the provision of counseling services, including residential care for students to receive a FAPE as set forth in the LEA student's IEPs. CONTRACTOR shall meet all monitoring requirements as noted in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education

eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49530, 49530.5 and 49550.

43. MONITORING

When CONTRACTOR is a NPS, the LEA (or SELPA) shall conduct at least one onsite monitoring visit during each school year to the NPS at which the LEA has a pupil attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to, a review of services provided to the pupil through the ISA between the LEA and the NPS, a review of progress the pupil is making toward the goals set forth in the pupil's individualized education program, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA (or SELPA) shall report the findings resulting from the monitoring visit to the California Department of Education within 60 calendar days of the onsite visit.

The LEA (or SELPA) shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the

California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

When CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional

leader, and be able to provide leadership, oversight and professional development • The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5))

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

47. STAFF ABSENCE

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by NPS/A providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.* and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

50. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each

administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

52. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

53. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

54. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher

qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

57. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10th) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5th) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent, **unless otherwise agreed upon between LEA and CONTRACTOR.**

60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

- a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.
- b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing his/her regular attendance, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.
- c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of July, 2022 and terminates at 5:00 P.M. on December 31, 2022, unless sooner terminated as provided herein.

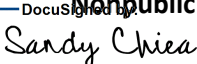
CONTRACTOR

LEA

Growing Healthy Children Therapy Services

Redding School of the Arts

Nonpublic School/Agency

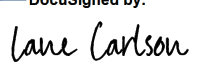
DocuSigned by:

 Sandy Chiea
 2022.05.18 12:21:07 -0700 5/18/2022

Signature **Date**

Sandy Chiea, Administrative Director

Name and Title of Authorized Representative

LEA Name

DocuSigned by:

 Lane Carlson 5/18/2022

Signature **Date**

Lane Carlson, Director

Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Notices to LEA shall be addressed to:

Name and Title
Sandy Chiea, Administrative Director

Nonpublic School/Agency/Related Service Provider
Growing Healthy Children Therapy Services

Address
3498 Green Valley Rd

City **State** **Zip**
Rescue, CA 95672

Phone **Fax**
(530) 391-8670 **(888) 538-0573**

Email
admin@ghcot.com

Name and Title
Lane Carlson, Director

LEA
Redding School of the Arts

Address
955 Inspiration Place

City **State** **Zip**
Redding, CA 96003

Phone **Fax**
530-247-6933 **530-247-3741**

Email

**Additional LEA Notification
 (Required if completed)**

Name and Title
Wendy Sanders, Speical Education Director

Address
955 Inspiration Place

City **State** **Zip**
Redding, CA 96003

Phone **Fax**
530-255-8614 **530-247-3741**

Email
wsanders@rsarts.org

EXHIBIT A: 2022-2023 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: GROWING HEALTHY CHILDREN THERAPY SERVICES

The CONTRACTOR CDS NUMBER: 9900037

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: _____

Maximum Contract Amount:

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate: _____

- 2) Inclusive Education Program
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student’s IEP.) DAILY RATE: _____

- 3) Related Services
Rates to Include: Treatment, Consultations, Evaluations, IEP attendance, Cancellations less than 24hrs and Report writing

<u>SERVICE</u>	<u>RATE</u>	<u>PERIOD</u>
<u>Intensive Individual Services (340)</u>	_____	_____
<u>Language and Speech (415)</u>	<u>\$108</u>	<u>Per Hour</u>
<u>Adapted Physical Education (425)</u>	_____	_____
<u>Health and Nursing: Specialized Physical Health Care (435)</u>	_____	_____
<u>Health and Nursing: Other Services (436)</u>	_____	_____
<u>Assistive Technology Services (445)</u>	_____	_____
<u>Occupational Therapy (450)</u>	<u>\$108</u>	<u>Per Hour</u>
<u>Physical Therapy (460)</u>	_____	_____
<u>Individual Counseling (510)</u>	_____	_____
<u>Counseling and Guidance (515)</u>	_____	_____
<u>Parent Counseling (520)</u>	_____	_____
<u>Social Work Services (525)</u>	_____	_____
<u>Psychological Services (530)</u>	_____	_____
<u>Behavior Intervention Services (535)</u>	_____	_____

<u>Specialized Services for Low Incidence Disabilities (610)</u>	_____	_____
<u>Specialized Deaf and Hard of Hearing (710)</u>	_____	_____
<u>Interpreter Services (715)</u>	_____	_____
<u>Audiological Services (720)</u>	_____	_____
<u>Specialized Vision Services (725)</u>	_____	_____
<u>Orientation and Mobility (730)</u>	_____	_____
<u>Specialized Orthopedic Services (740)</u>	_____	_____
<u>Reader Services (745)</u>	_____	_____
<u>Transcription Services (755)</u>	_____	_____
<u>Recreation Services, Including Therapeutic (760)</u>	_____	_____
<u>College Awareness (820)</u>	_____	_____
<u>Work Experience Education (850)</u>	_____	_____
<u>Job Coaching (855)</u>	_____	_____
<u>Mentoring (860)</u>	_____	_____
<u>Travel Training (870)</u>	_____	_____
<u>Other Transition Services (890)</u>	_____	_____
<u>Other (900)</u>	_____	_____
<u>Other (900)</u>	_____	_____

MEMORANDUM OF UNDERSTANDING

Between Redding School of the Arts and KINETIC ACADEMY 721 Utica Avenue, Huntington Beach CA 92648

2022-2023

This agreement is entered into between KINETIC ACADEMY (referred hereafter as DISTRICT) and the REDDING SCHOOL OF THE ARTS (referred hereafter as RSA).

Background Information: Section 56369 of California Education Code provides that a public school district may contract with another public agency to fulfill its obligation to provide special education or related services to individuals with exceptional needs. Thus, RSA agrees to provide the special education ancillary and/or related services as described herein on behalf of DISTRICT and DISTRICT agrees to reimburse the RSA for these services for the period of this agreement as indicated below.

Service Provided	Service Dates	Projected Cost
Special Education Administrative and Clerical Consulting	July 1, 2022 – June 30, 2023	TOTAL FEE FOR TERM OF CONTRACT: <u>\$5,000.00</u> To be billed September 1, 2022

RSA will provide special education administrative and clerical support to the DISTRICT via remote technology. Costs shown above do not include additional expenses incurred for site visits. If site visits are requested by DISTRICT, indirect costs and travel expenses will be billed to DISTRICT separately.

Administrative and Consulting Services shall include:

1. Representation of DISTRICT with EDCOE Professional Learning Network (PLN) Meetings, CEO / ACCS;
2. Assist in the development of Mental Health plans, as needed;
3. Assist with OCR and OAH complaints, as requested;
4. Advise DISTRICT staff regarding the implementation of special education programs in compliance with state, federal, and local requirements, including:
 - a. Timelines for all required steps, including documentation, parent notification, and service delivery;
 - b. CALPADS electronic data maintenance and reporting related to State and SELPA requirements;
 - c. Child Find process and requirements;
 - d. Compliance and/or compliance reviews;
 - e. Free and Appropriate Public Education (FAPE) determination, documentation, and implementation;
 - f. Issues related to Due Process, if necessary;

5. Attend Individualized Education Program (IEP) meetings, as needed, either online or by phone conference;
6. Manifestation Determination: Assist in the writing of Manifestation Determinations;
7. Advise regarding the writing of Prior Written Notifications;

Special Education Clerical Services shall include:

1. Direct services related to special education office function, including monitoring of SEIS, CALPADS reporting, and assisting with contracts with NPA/NPS service providers, as needed.

OBLIGATIONS:

1. **RSA shall:**

- a. Retain qualified personnel to render the services identified herein;
- b. Bill DISTRICT annually for the cost of services identified herein;
- c. Not change, add to, or reduce the services agreed upon herein without the approval of an appropriate DISTRICT designee;
- d. Ensure that all employees providing services under this MOU have been cleared for employment through the Department of Justice in compliance with applicable law; and have not been convicted of a serious or violent felony (as defined by Penal Code §§ 667.5 and 1192.7);
- e. Remain the sole and exclusive employer of those performing service under this MOU;
- f. RSA shall have full and sole legal control over and responsibility for payment of all compensation and benefits to its employees, including retirement benefit system contributions (e.g., STRS, as applicable), as well as the full and sole responsibility for ensuring compliance with any and all applicable state and federal income tax withholding, state and federal unemployment and disability insurance withholding and contributions, wage and hour obligations, social security tax withholding and contributions, and other applicable employment law requirements;
- g. RSA is responsible for compliance with workers' compensation coverage obligations, wage and hour obligations, and any other applicable federal or state employment laws. Pursuant to Labor Code section 3602, RSA agrees to retain workers' compensation coverage for all of its employees working under this MOU.

2. **DISTRICT CHARTER SCHOOL shall:**

- a. Reimburse RSA for services identified herein during the period of this agreement. DISTRICT will be billed annually. DISTRICT agrees to pay all invoices within 30 calendar days of receipt.
- b. Provide RSA personnel with appropriate, designated workspace for the delivery of services within DISTRICT buildings as assigned if on-site visit is requested.
- c. Store confidential files at DISTRICT site.
- d. Ensure appropriate confidentiality by its staff members regarding information related to IEP students.

- e. Ensure the attendance of appropriate DISTRICT personnel that are required to attend IEP meetings, including DISTRICT administrator or designee and general education teacher(s).
- f. Implement all general education accommodations, modifications, and services specified in students' IEPs.
- g. Assume sole responsibility for complying with Section 504 of the Rehabilitation Act and provision of related services and accommodation plans.
- h. Provide RSA written notification of its intent to either renew or not renew this contract for special education ancillary and/or related services for the 2023/2024 year by March 1, 2023.

3. **Mutual agreements**

- a. **Purpose:** This Agreement is being entered into for the purpose of providing required special education ancillary and/or related services to DISTRICT students.
- b. **Entire Agreement Amendment:** This Agreement constitutes the entire understanding between parties and supersedes any prior or concurrent Agreement, oral or written, of RSA and DISTRICT concerning its subject matter. Any modification to this Agreement shall be effective only if in writing and signed by both parties.
- c. **Partial Invalidity:** Should any term of this Agreement be held to be invalid or unenforceable, the remaining provisions of this Agreement shall remain in full force and shall stand as if the unenforceable provision did not exist.
- d. **Dispute Resolution:** In the event that either party disputes the meaning of the terms of this agreement, both parties shall attempt to resolve the dispute in good faith first through a joint meeting of a representative or representative from DISTRICT and RSA. If an agreement can not be reached, either party may seek remedy through the El Dorado County Charter SELPA using the SELPA Director as a mediator, and then in the appropriate court of law if an agreement can not be reached.
- e. **Compliance with Law.** RSA and DISTRICT agree they will comply with all Federal, State, and local laws applicable to them in the performance of this Agreement.
- f. **Due Process and/or Litigation:** DISTRICT as the responsible LEA will assume full responsibility for the provision of special education and related services to its students. DISTRICT has sole responsibility for any expenses that might accrue in response to special education due process proceedings or litigation related to the provision of special education services or failure to provide special education services.
- g. **Indemnification:** DISTRICT shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless RSA, its officers, directors, employees, attorneys, agents, representatives, volunteers, and successors and assigns (collectively hereinafter "RSA and RSA personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against RSA and RSA personnel that may be asserted or claimed by any person, firm, entity arising out of or in connection with the RSA's performance under this agreement or any acts or errors or omissions by RSA, its council, its administrators, employers, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assignees. Notwithstanding anything to the contrary contained in this agreement, no indemnification shall be provided under this agreement from RSA to DISTRICT based on, arising out of, or relating to any of the following:

1. Any liability expressly assumed by DISTRICT in writing expressly referencing this indemnity provision;
 2. Any negligent or intentional misconduct of a DISTRICT officer, director, employee, agent, attorney, representative, volunteer, successor or assignee; or
 3. Any violation by DISTRICT, its officers, directors, employees, agents, attorneys, representatives, volunteers, successors, or assignees of any applicable laws of the United States or any state of the United States, including, without limitation, the California Charter Schools Act.
- h. Headings: The headings used in this Agreement are for reference purposes only and shall not be considered a substantive part of this Agreement.
- i. Agreement Term: The term of this agreement shall commence when DISTRICT school year starts on July 1, 2022 and terminate on June 30, 2023, provided that the obligations of the Parties under paragraph 3(g) shall survive the expiration of this agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as of the date and year first above written.

On behalf of REDDING SCHOOL OF THE ARTS:

DocuSigned by:

 B435D3687429483...
 Lane Carlson
 Executive Director

5/26/2022

 Date

On behalf of KINETIC ACADEMY:

DocuSigned by:

 1EFF9BB23CDA4B7...
 Bre Lionetti
 Executive Director

6/13/2022

 Date

Agreement Between the REDDING SCHOOL OF THE ARTS and THE MOUNTAIN VALLEY SPECIAL EDUCATION JPA

10140 Old Oregon Trail
Redding, CA 96003
2022-2023

This agreement (“Agreement”) is entered into for the 2022-2023 school year between Redding School of the Arts (referred hereafter as RSA) and the Mountain Valley Special Education JPA (referred hereafter as JPA).

Background Information: Section 56369 of California Education Code provides that a local education agency may contract with another public agency to fulfill its obligation to provide special education or related services to individuals with exceptional needs. Thus, the JPA agrees to provide the special education ancillary services as described herein on behalf of RSA for the 2022-2023 school year.

SPECIAL EDUCATION SERVICES PROVIDED BY THE JPA: Occupational Therapist (“Employee”)

1. Attend Individualized Education Program (IEP) team meetings, as appropriate.
2. Provide assessments for the purposes of: (1) determining initial eligibility for special education and related services, (2) satisfying triennial assessment requirements, and (3) gaining additional information regarding already-eligible students’ educational needs.
3. Provide school-related services to special education students whose Individual Education Programs specify educational need for this service.
4. Advise school staff regarding the implementation of special education programs in compliance with state, federal, and local requirements, including:
 - a. Free and Appropriate Public Education (FAPE) determination, documentation, and implementation.
 - b. Academic instructional programs and interventions that could be used in providing resource program IEP services and Response to Intervention Tier 2 and 3 student support services.
5. Attend pre-evaluation meetings to determine which tests will be used for evaluation on eligibility for special education identification.
6. Advise regarding issues related to Section 504 of the Rehabilitation Act, including eligibility and plan development.
7. The parties agree that RSA may request that certain personnel conduct the assessments or provide the services set forth in this Agreement. the JPA shall, to the fullest extent possible, attempt to secure the requested person to conduct the assessment and/or provide the services as requested by RSA. If the requested person is unavailable, the JPA shall work with RSA to determine a mutually agreeable replacement. If the parties are unable to mutually agree upon another person, then RSA may use another company or agency to provide said assessment(s) or service(s).

Obligations:

1. **The JPA shall:**
 - a. Hire, supervise, train, and evaluate qualified and competent personnel to render the services identified herein;
 - b. Bill RSA monthly for the cost of services identified herein;

- c. Not change, add to, or reduce the services agreed upon herein without the approval of an appropriate RSA designee;
- d. Provide all standard tests and associated protocols necessary to perform appropriate school academic assessments;
- e. Ensure that all employees or agents providing services or otherwise having any contact with RSA students under this Agreement have been cleared for employment through the Department of Justice in compliance with applicable law; have not been convicted of a serious or violent felony (as defined by Penal Code §§ 667.5 and 1192.7); and have passed a tuberculosis risk assessment and/or examination in accordance with Education Code section 49406.
- f. Remain the sole and exclusive employer of those performing services under this Agreement;
- g. The JPA shall have full and sole legal control over and responsibility for payment of all compensation and benefits to its employees, including retirement benefit system contributions (e.g., PERS, as applicable), as well as the full and sole responsibility for ensuring compliance with any and all applicable state and federal income tax withholding, state and federal unemployment and disability insurance withholding and contributions, wage and hour obligations, social security tax withholding and contributions, and other applicable employment law requirements;
- h. The JPA is responsible for compliance with workers' compensation coverage obligations, wage and hour obligations, and any other applicable federal or state employment laws. Pursuant to Labor Code section 3602, the JPA agrees to retain workers' compensation coverage for all of its employees working under this MOU.
- i. The JPA is responsible for providing human resource services, other employment-related services, and maintaining employee files for the personnel that are the subject of this Agreement, including timesheets and payroll.
- j. With respect to this Agreement, the JPA will maintain insurance as described below:
 - 1) Throughout the term of this Agreement, the JPA at its own cost shall maintain in full force and effect, Workers' Compensation Insurance with Statutory limits for the State of California and Employer's Liability Insurance for any and all persons employed directly or indirectly. The Employer's Liability Insurance must be provided with limits of not less than one million dollars (\$1,000,000.00) per accident.
 - 2) Throughout the term of this Agreement, the JPA at its own cost shall maintain in full force and effect Comprehensive General Liability Insurance or Commercial General Liability Insurance covering bodily injury, personal injury, and property damage, with limits in an amount not less than one million dollars (\$1,000,000.00) per occurrence, professional liability coverage with limits in an amount not less than one million dollars (\$1,000,000.00) per occurrence, automobile liability insurance with limits in an amount not less than one million dollars (\$1,000,000.00) per occurrence, and improper sexual conduct coverage with limits in an amount not less than one million dollars (\$1,000,000.00) per occurrence.
 - 3) The JPA shall provide RSA with a Certificate of Insurance and an endorsement naming RSA, its officers, employees, and agents as an additional insured with regard to the JPA's activities carried out under the terms of this Agreement. The Certificate of Liability Insurance shall be submitted to RSA by July 1 of each year. The policy shall not be cancelled, or coverage reduced without thirty (30) days prior written notice of

such to RSA. The policy shall be endorsed as primary, and no insurance held or owned by RSA shall be called upon to contribute to a loss.

2. RSA shall:

- a. Reimburse the JPA for services identified herein during the period of this agreement;
- b. Provide the JPA personnel with appropriate, designated workspace for the delivery of services within RSA buildings as assigned;
- c. Provide internet data connections in workspaces designated for the JPA personnel at the RSA site;
- d. Store confidential files at RSA site;
- e. Ensure appropriate confidentiality by RSA staff members regarding information related to students with an IEP;
- f. Schedule all IEP team meetings and student study team meetings that the JPA personnel need to attend.
- g. Ensure the attendance of the RSA personnel that are required to attend IEP team meetings, including RSA administrator or designee and general education teacher(s);
- h. Implement all general education accommodations, modifications, and services specified in students' IEPs;
- i. Assume sole responsibility for complying with Section 504 of the Rehabilitation Act and provision of related services and accommodation plans;
- j. Atypical protocols or test materials needed only for assessing RSA students will be purchased by RSA and remain the property of RSA. All equipment, materials, and programs used only by RSA students will be purchased by RSA and remain property of RSA.
- k. Provide to the JPA written notification of RSA's intent to either renew or not renew this contract for the 2023-2024 school year by March 1, 2023;
- l. Request the JPA to consider potential disciplinary action against or reassignment of the JPA employees performing services under this Agreement, to the extent RSA is concerned about the employee's performance under this Agreement.
- m. Upon request, review employee's timesheets for work done for the RSA to confirm the accuracy thereof.

3. Mutual agreements

- a. Purpose: This Agreement is being entered into for the purpose of providing required special education ancillary services to RSA students.
- b. Entire Agreement Amendment: This Agreement constitutes the entire understanding between parties and supersedes any prior or concurrent Agreement, oral or written, of the JPA and RSA concerning its subject matter. Any modification to this Agreement shall be effective only if in writing and signed by both parties.
- c. Partial Invalidity: Should any term of this Agreement be held to be invalid or unenforceable, the remaining provisions of this Agreement shall remain in full force and shall stand as if the unenforceable provision did not exist.

- d. Dispute Resolution: In the event that either party disputes the meaning of the terms of this Agreement and/or whether it has been breached, both parties shall attempt to resolve the dispute in good faith, first through a joint meeting of a representative or representatives from RSA and the JPA. If an agreement cannot be reached, either party may seek remedy through the Shasta County SELPA using the SELPA Director as mediator, and then in the appropriate court of law if an agreement cannot be reached.
- e. Compliance with Law: The JPA and RSA agree they will comply with all federal, state, and local law applicable to them in the performance of this Agreement.
- f. Due Process and/or Litigation: RSA, as the responsible LEA, will assume full responsibility for the provision of special education services to RSA students. RSA has sole responsibility for any expenses that might accrue as a result of special education due process proceedings or litigation related to the provision of special education and related services or failure to provide special education and related services.
- g. Indemnification: Each party shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless the other party, its officers, directors, employees, attorneys, agents, representatives, volunteers, and successors and assigns from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against the other party that may be asserted or claimed by any person, firm, entity arising out of or in connection with the indemnifying party's performance under this agreement or any acts or errors or omissions by indemnifying party, its governing body, its administrators, employers, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assignees. Notwithstanding anything to the contrary contained in this Agreement, no indemnification shall be provided under this Agreement from the indemnifying party to the other party based on, arising out of, or relating to any of the following:
 - 1. Any liability expressly assumed by the other party in writing expressly referencing this indemnity provision;
 - 2. Any negligent or intentional misconduct of the other party's officer, director, employee, agent, attorney, representative, volunteer, successor or assignee; or
 - 3. Any violation by the other party, its officers, directors, employees, agents, attorneys, representatives, volunteers, successors, or assignees of any applicable laws of the United States or any state of the United States, including, without limitation, the California Charter Schools Act.

Acceptance of insurance, if required by this Agreement, does not relieve a party from liability under this provision. This provision shall apply to all claims for damages related to the actions or conduct of a party pursuant to the terms and conditions of this Agreement, regardless of the applicability of any insurance. The insurance policy limits set forth herein shall not act as a limitation upon the amount of indemnification or defense to be provided by a party hereunder.

- h. Headings: The headings used in this Agreement are for reference purposes only and shall not be considered a substantive part of this Agreement.
- i. Agreement Term: The term of this agreement shall commence on July 1, 2022, or when this Agreement is ratified by both parties, whichever is later and terminate on June 30, 2023, provided that the obligations of the Parties under paragraph 3(g) shall survive the expiration

of this Agreement. If either party desires to cancel this Agreement, the cancelling party shall give the other party ninety (90) days written notice of that party's intent to terminate this Agreement. This Agreement shall terminate ninety (90) days after such notice is given unless the parties mutually agree otherwise. Prior to termination of this Agreement, the parties will meet to discuss areas of disagreement in an effort to avoid the termination of this Agreement.

- j. Notices. Any and all notices permitted or required by this Agreement shall be in writing and shall be deemed to have been duly given (a) on the date personally delivered; (b) five business days after being mailed by United States post, certified and return receipt requested; or (c) one business day after being sent by nationally recognized overnight courier, properly addressed as follows or such other address as may later be designated by the party:

RSA:

Redding School of the Arts
955 Inspiration Place
Redding, CA 96003
Attention: Director

The JPA:

Mountain Valley Special Education JPA
10140 Old Oregon Trail
Redding, CA 96003
Attn: Director

- k. Additional Terms: Each party shall notify the other party immediately and no later than within 24 hours should it receive a complaint concerning the other party, its staff, and/or students. The parties agree to work together as necessary to resolve any complaints. It is expressly agreed that neither party shall have authority to make any contract or binding promise of any nature on behalf of the other party, whether oral or written, without the express written consent of both parties. Both parties agree to take their best efforts to ensure that students' records will not in any way be shared or available to unauthorized persons, in compliance with California Education Code's Pupil Records Act and the Federal Educational Records Privacy Act ("FERPA").

4. Fees

- a. The JPA staff services will be provided both on and off RSA sites as The JPA and RSA personnel determine appropriate, commencing January 1, 2023. Special Education services outlined above will be \$663.23 per 7.5 hour day and will be increased accordingly to match personnel costs each year thereafter. This Agreement shall be for 1 day per week. The JPA shall bill RSA monthly for these services commencing January 1, 2023.
- b. Fees shown above include all employer indirect costs.
- c. Notwithstanding subparagraph (b) above, the JPA shall also bill RSA monthly for all travel mileage costs involved in commuting round trip between the JPA and RSA site at the current

rate of \$0.585 per mile. Should this mileage rate change per Internal Revenue Service adjustments, RSA shall reimburse the JPA at the adjusted rate.

- d. The JPA shall invoice RSA monthly for the cost of services provided through the date of invoice. RSA agrees to pay all invoices within 30 days of receipt.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as of the date and year first above written. Each person executing this Agreement represents and warrants that he or she is duly authorized and has legal authority to execute and deliver this Agreement, including Board approval, where required. Each party represents and warrants to the other that the execution and delivery of this Agreement and the performance of such party's obligations hereunder have been duly authorized.

On Behalf of Mountain Valley Special Education JPA:



Ray Witte, Director

May 24, 2022

Date

On Behalf of the Redding School of the Arts:

DocuSigned by:



Lane Carlson, Executive Director

5/26/2022

Date

**Agreement Between the Redding School of the Arts and
PACHECO UNION SCHOOL DISTRICT
7424 Pacheco School Road, Redding CA 96002**

2022-2023

This agreement is entered into for the 2022-2023 school year between PACHECO UNION SCHOOL DISTRICT (referred hereafter as DISTRICT) and the REDDING SCHOOL OF THE ARTS (referred hereafter as RSA).

Background Information: Section 56369 of California Education Code provides that a public school district may contract with another public agency to fulfill its obligation to provide special education or related services to individuals with exceptional needs. Thus, RSA agrees to provide the special education ancillary services as described herein on behalf of DISTRICT for the 2022-2023 school year.

SPECIAL EDUCATION SERVICES PROVIDED BY THE REDDING SCHOOL OF THE ARTS: School Nurse (referred hereafter as EMPLOYEE.)

1. Attend Individualized Education Program (IEP) meetings, as appropriate.
2. Provide assessments for the purposes of: (1) determining initial eligibility for special education services, (2) satisfying triennial assessment requirements, and (3) gaining additional information regarding already-eligible students' educational needs.
3. Provide school-related services to special education students whose Individual Education Programs (IEPs) specify educational need for this service.
4. Advise school staff regarding the implementation of special education programs in compliance with state, federal, and local requirements, including:
 - a. Free and Appropriate Public Education (FAPE) determination, documentation, and implementation.
 - b. Academic instructional programs and interventions that could be used in providing resource program IEP services and Response to Intervention Tier 2 and 3 student support services.
5. Attend pre-evaluation meetings to determine which tests will be used for evaluation on eligibility for special education identification.
6. Advise regarding issues related to Section 504 of the Rehabilitation Act, including eligibility and plan development.
7. The parties agree that DISTRICT may request that certain personnel conduct the assessments or provide the services set forth in this Agreement. RSA shall, to the fullest extent possible, attempt to secure the requested person to conduct the assessment and/or provide the services as requested by DISTRICT. If the requested person is unavailable, RSA shall work with DISTRICT in determining a mutually agreeable replacement. If the parties are unable to mutually agree upon another person, then DISTRICT may use another company or agency to provide said assessment(s) or service(s).
8. Other nursing duties as assigned.

Obligations:

1. **REDDING SCHOOL OF THE ARTS shall:**

- a. Retain qualified personnel to render the services identified herein;
- b. Bill DISTRICT monthly for the cost of services identified herein;
- c. Not change, add to, or reduce the services agreed upon herein without the approval of an appropriate DISTRICT designee;
- d. Provide all standard tests and associated protocols necessary to perform typical school psychological assessments;
- e. Ensure that all employees providing services under this MOU have been cleared for employment through the Department of Justice in compliance with applicable law; and has not been convicted of a serious or violent felony (as defined by Penal Code §§ 667.5 and 1192.7);
- f. Remain the sole and exclusive employer of those performing services under this MOU;
- g. RSA shall have full and sole legal control over and responsibility for payment of all compensation and benefits to its employees, including retirement benefit system contributions (e.g., STRS, as applicable), as well as the full and sole responsibility for ensuring compliance with any and all applicable state and federal income tax withholding, state and federal unemployment and disability insurance withholding and contributions, wage and hour obligations, social security tax withholding and contributions, and other applicable employment law requirements;
- h. RSA is responsible for compliance with workers' compensation coverage obligations, wage and hour obligations, and any other applicable federal or state employment laws. Pursuant to Labor Code section 3602, RSA agrees to retain workers' compensation coverage for all of its employees working under this MOU.

2. **DISTRICT shall:**

- a. Reimburse RSA for services identified herein during the period of this agreement;
- b. Provide RSA personnel with appropriate, designated workspace for the delivery of services within DISTRICT buildings as assigned;
- c. Provide internet data connections in workspaces designated for RSA personnel at the DISTRICT site;
- d. Store confidential files at DISTRICT site;
- e. Ensure appropriate confidentiality by its staff members regarding information related to IEP students;
- f. Schedule all IEP meetings and student study team meetings that RSA personnel needs to attend.
- g. Ensure the attendance of appropriate DISTRICT personnel that are required to attend IEP meetings, including DISTRICT administrator or designee and general education teacher(s);
- h. Implement all general education accommodations, modifications, and services specified in students' IEPs;
- i. Assume sole responsibility for complying with Section 504 of the Rehabilitation Act and provision of related services and accommodation plans;

- j. Atypical protocols or test materials needed for assessing only DISTRICT students will be purchased by DISTRICT and remain the property of DISTRICT. All equipment, materials, and programs used by only DISTRICT students will be purchased by DISTRICT and remain property of DISTRICT.
- k. Provide to RSA written notification of its intent to either renew or not renew this contract for the 2023-2024 school year by March 1, 2023;

3. **Mutual agreements**

- a. **Purpose.** This Agreement is being entered into for the purpose of providing required special education ancillary services to DISTRICT students.
- b. **Entire Agreement Amendment.** This Agreement constitutes the entire understanding between parties and supersedes any prior or concurrent Agreement, oral or written, of RSA and DISTRICT concerning its subject matter. Any modification to this Agreement shall be effective only if in writing and signed by both parties.
- c. **Partial Invalidity:** Should any term of this Agreement be held to be invalid or unenforceable, the remaining provisions of this Agreement shall remain in full force and shall stand as if the unenforceable provision did not exist.
- d. **Dispute Resolution:** In the event that either party disputes the meaning of the terms of this agreement, both parties shall attempt to resolve the dispute in good faith first through a joint meeting of a representative or representative from DISTRICT and RSA. If an agreement can not be reached, either party may seek remedy through the El Dorado County Charter SELPA using the SELPA Director as mediator, and then in the appropriate court of law if an agreement can not be reached.
- e. **Compliance with Law.** RSA and DISTRICT agree they will comply with all federal, state, and local laws applicable to them in the performance of this Agreement.
- f. **Due Process and/or Litigation:** DISTRICT as the responsible LEA will assume full responsibility for the provision of special education services to its students. DISTRICT has sole responsibility for any expenses that might accrue in response to special education due process proceedings or litigation related to the provision of special education services or failure to provide special education services.
- g. **Indemnification:** DISTRICT shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless RSA, its officers, directors, employees, attorneys, agents, representatives, volunteers, and successors and assigns (collectively hereinafter "RSA and RSA personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against RSA and RSA personnel that may be asserted or claimed by any person, firm, entity arising out of or in connection with the RSA's performance under this agreement or any acts or errors or omissions by RSA, its council, its administrators, employers, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assignees. Notwithstanding anything to the contrary contained in this agreement, no indemnification shall be provided under this agreement from RSA to DISTRICT based on, arising out of, or relating to any of the following:
 - 1. Any liability expressly assumed by DISTRICT in writing expressly referencing this indemnity provision;

- 2. Any negligent or intentional misconduct of a DISTRICT officer, director, employee, agent, attorney, representative, volunteer, successor or assignee; or
- 3. Any violation by DISTRICT, its officers, directors, employees, agents, attorneys, representatives, volunteers, successors, or assignees of any applicable laws of the United States or any state of the United States, including, without limitation, the California Charter Schools Act.
- h. Headings. The headings used in this Agreement are for reference purposes only and shall not be considered a substantive part of this Agreement.
- i. Agreement Term. The term of this agreement shall commence when DISTRICT school year starts on July 1, 2022, and terminate on June 30, 2023, provided that the obligations of the Parties under paragraph 3(g) shall survive the expiration of this agreement.

4. Fees

- a. RSA staff services will be provided both on and off DISTRICT site, as RSA and DISTRICT personnel determine appropriate. The estimated cost to perform the Special Education services outlined above is \$48,395 for the fiscal year 2022-2023 (equal to .47 FTE of employee payroll costs and benefits, plus RSA's indirect rate.) Fees include all RSA indirect costs.
- b. RSA shall invoice DISTRICT quarterly all travel mileage costs involved in commuting round trip between RSA and DISTRICT at the current rate of \$0.585 per mile. DISTRICT shall reimburse RSA for mileage costs quarterly commencing October 1, 2022. Should this mileage rate change per Internal Revenue Service adjustments, DISTRICT shall reimburse RSA at the adjusted rate.
- c. RSA shall invoice DISTRICT monthly for the cost of services provided through the date of invoice commencing September 1, 2022. DISTRICT agrees to pay all invoices within 30 days of receipt.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as of the date and year first above written.

On behalf of REDDING SCHOOL OF THE ARTS:

DocuSigned by:

 B435D3687429483...
 Lane Carlson
 Executive Director

5/26/2022

 Date

On behalf of PACHECO UNION SCHOOL DISTRICT:

DocuSigned by:

 12E379A516AD448...
 Cathy Henderson
 Superintendent

6/1/2022

 Date

**Agreement Between the Redding School of the Arts and
REDDING STEM ACADEMY
3711 Oasis Road, Redding CA 96003**

2022-2023

This agreement is entered into for the 2022-2023 school year between REDDING STEM ACADEMY (referred hereafter as DISTRICT) and the REDDING SCHOOL OF THE ARTS (referred hereafter as RSA).

Background Information: Section 56369 of California Education Code provides that a public school district may contract with another public agency to fulfill its obligation to provide special education or related services to individuals with exceptional needs. Thus, RSA agrees to provide the special education ancillary services as described herein on behalf of DISTRICT for the 2022-2023 school year.

SPECIAL EDUCATION SERVICES PROVIDED BY THE REDDING SCHOOL OF THE ARTS: **School Nurse (referred hereafter as EMPLOYEE).**

1. Attend Individualized Education Program (IEP) meetings, as appropriate.
2. Provide assessments for the purposes of: (1) determining initial eligibility for special education services, (2) satisfying triennial assessment requirements, and (3) gaining additional information regarding already-eligible students' educational needs.
3. Provide school-related services to special education students whose Individual Education Programs (IEPs) specify educational need for this service.
4. Advise school staff regarding the implementation of special education programs in compliance with state, federal, and local requirements, including:
 - a. Free and Appropriate Public Education (FAPE) determination, documentation, and implementation.
 - b. Academic instructional programs and interventions that could be used in providing resource program IEP services and Response to Intervention Tier 2 and 3 student support services.
5. Attend pre-evaluation meetings to determine which tests will be used for evaluation on eligibility for special education identification.
6. Advise regarding issues related to Section 504 of the Rehabilitation Act, including eligibility and plan development.
7. The parties agree that DISTRICT may request that certain personnel conduct the assessments or provide the services set forth in this Agreement. RSA shall, to the fullest extent possible, attempt to secure the requested person to conduct the assessment and/or provide the services as requested by DISTRICT. If the requested person is unavailable, RSA shall work with DISTRICT in determining a mutually agreeable replacement. If the parties are unable to mutually agree upon another person, then DISTRICT may use another company or agency to provide said assessment(s) or service(s).

Obligations:

1. **REDDING SCHOOL OF THE ARTS shall:**

- a. Retain qualified personnel to render the services identified herein;
- b. Bill DISTRICT monthly for the cost of services identified herein;
- c. Not change, add to, or reduce the services agreed upon herein without the approval of an appropriate DISTRICT designee;
- d. Provide all standard tests and associated protocols necessary to perform typical school psychological assessments;
- e. Ensure that all employees providing services under this MOU have been cleared for employment through the Department of Justice in compliance with applicable law; and has not been convicted of a serious or violent felony (as defined by Penal Code §§ 667.5 and 1192.7);
- f. Remain the sole and exclusive employer of those performing services under this MOU;
- g. RSA shall have full and sole legal control over and responsibility for payment of all compensation and benefits to its employees, including retirement benefit system contributions (e.g., STRS, as applicable), as well as the full and sole responsibility for ensuring compliance with any and all applicable state and federal income tax withholding, state and federal unemployment and disability insurance withholding and contributions, wage and hour obligations, social security tax withholding and contributions, and other applicable employment law requirements;
- h. RSA is responsible for compliance with workers' compensation coverage obligations, wage and hour obligations, and any other applicable federal or state employment laws. Pursuant to Labor Code section 3602, RSA agrees to retain workers' compensation coverage for all of its employees working under this MOU.

2. **DISTRICT shall:**

- a. Reimburse RSA for services identified herein during the period of this agreement;
- b. Provide RSA personnel with appropriate, designated workspace for the delivery of services within DISTRICT buildings as assigned;
- c. Provide internet data connections in workspaces designated for RSA personnel at the DISTRICT site;
- d. Store confidential files at DISTRICT site;
- e. Ensure appropriate confidentiality by its staff members regarding information related to IEP students;
- f. Schedule all IEP meetings and student study team meetings that RSA personnel needs to attend.
- g. Ensure the attendance of appropriate DISTRICT personnel that are required to attend IEP meetings, including DISTRICT administrator or designee and general education teacher(s);
- h. Implement all general education accommodations, modifications, and services specified in students' IEPs;
- i. Assume sole responsibility for complying with Section 504 of the Rehabilitation Act and provision of related services and accommodation plans;

- j. Atypical protocols or test materials needed for assessing only DISTRICT students will be purchased by DISTRICT and remain the property of DISTRICT. All equipment, materials, and programs used by only DISTRICT students will be purchased by DISTRICT and remain property of DISTRICT.
- k. Provide to RSA written notification of its intent to either renew or not renew this contract for the 2023-2024 school year by March 1, 2024;

3. **Mutual agreements**

- a. **Purpose.** This Agreement is being entered into for the purpose of providing required special education ancillary services to DISTRICT students.
- b. **Entire Agreement Amendment.** This Agreement constitutes the entire understanding between parties and supersedes any prior or concurrent Agreement, oral or written, of RSA and DISTRICT concerning its subject matter. Any modification to this Agreement shall be effective only if in writing and signed by both parties.
- c. **Partial Invalidity:** Should any term of this Agreement be held to be invalid or unenforceable, the remaining provisions of this Agreement shall remain in full force and shall stand as if the unenforceable provision did not exist.
- d. **Dispute Resolution:** In the event that either party disputes the meaning of the terms of this agreement, both parties shall attempt to resolve the dispute in good faith first through a joint meeting of a representative or representative from DISTRICT and RSA. If an agreement can not be reached, either party may seek remedy through the El Dorado County Charter SELPA using the SELPA Director as mediator, and then in the appropriate court of law if an agreement can not be reached.
- e. **Compliance with Law.** RSA and DISTRICT agree they will comply with all federal, state, and local laws applicable to them in the performance of this Agreement.
- f. **Due Process and/or Litigation:** DISTRICT as the responsible LEA will assume full responsibility for the provision of special education services to its students. DISTRICT has sole responsibility for any expenses that might accrue in response to special education due process proceedings or litigation related to the provision of special education services or failure to provide special education services.
- g. **Indemnification:** DISTRICT shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless RSA, its officers, directors, employees, attorneys, agents, representatives, volunteers, and successors and assigns (collectively hereinafter "RSA and RSA personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against RSA and RSA personnel that may be asserted or claimed by any person, firm, entity arising out of or in connection with the RSA's performance under this agreement or any acts or errors or omissions by RSA, its council, its administrators, employers, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assignees. Notwithstanding anything to the contrary contained in this agreement, no indemnification shall be provided under this agreement from RSA to DISTRICT based on, arising out of, or relating to any of the following:
 - 1. Any liability expressly assumed by DISTRICT in writing expressly referencing this indemnity provision;

- 2. Any negligent or intentional misconduct of a DISTRICT officer, director, employee, agent, attorney, representative, volunteer, successor or assignee; or
- 3. Any violation by DISTRICT, its officers, directors, employees, agents, attorneys, representatives, volunteers, successors, or assignees of any applicable laws of the United States or any state of the United States, including, without limitation, the California Charter Schools Act.
- h. Headings. The headings used in this Agreement are for reference purposes only and shall not be considered a substantive part of this Agreement.
- i. Agreement Term. The term of this agreement shall commence when DISTRICT school year starts on July 1, 2022, and terminate on June 30, 2023, provided that the obligations of the Parties under paragraph 3(g) shall survive the expiration of this agreement.

4. Fees

- a. RSA staff services will be provided both on and off DISTRICT site, as RSA and DISTRICT personnel determine appropriate. The estimated cost to perform the Special Education services outlined above is \$13,385 for the fiscal year 2022-2023 (equal to .13 FTE of estimated employee payroll costs and benefits, plus RSA's indirect rate.) Fees include all RSA indirect costs.
- b. RSA shall invoice DISTRICT quarterly all travel mileage costs involved in commuting round trip between RSA and DISTRICT at the current rate of \$0.585 per mile. DISTRICT shall reimburse RSA for mileage costs quarterly commencing October 1, 2022. Should this mileage rate change per Internal Revenue Service adjustments, DISTRICT shall reimburse RSA at the adjusted rate.
- c. RSA shall invoice DISTRICT monthly for the cost of services provided through the date of invoice commencing September 1, 2022. DISTRICT agrees to pay all invoices within 30 days of receipt.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as of the date and year first above written.

On behalf of REDDING SCHOOL OF THE ARTS:

DocuSigned by:


 Lane Carlson
 Executive Director

5/26/2022

 Date

On behalf of REDDING STEM ACADEMY:

DocuSigned by:


 John Husome
 Director

5/26/2022

 Date

**Agreement Between the Redding School of the Arts and
SHASTA CHARTER ACADEMY
307 Park Marina Circle, Redding CA 96001**

2022-2023

This agreement is entered into for the 2022-2023 school year between SHASTA CHARTER ACADEMY (referred hereafter as DISTRICT) and the REDDING SCHOOL OF THE ARTS (referred hereafter as RSA).

Background Information: Section 56369 of California Education Code provides that a public school district may contract with another public agency to fulfill its obligation to provide special education or related services to individuals with exceptional needs. Thus, RSA agrees to provide the special education ancillary services as described herein on behalf of DISTRICT for the 2022-2023 school year.

SPECIAL EDUCATION SERVICES PROVIDED BY THE REDDING SCHOOL OF THE ARTS: Speech-Language Pathologist (referred hereafter as "EMPLOYEE").

1. Attend Individualized Education Program (IEP) meetings, as appropriate.
2. Provide assessments for the purposes of: (1) determining initial eligibility for special education services, (2) satisfying triennial assessment requirements, and (3) gaining additional information regarding already-eligible students' educational needs.
3. Provide school-related services to special education students whose Individual Education Programs (IEPs) specify educational need for this service.
4. Advise school staff regarding the implementation of special education programs in compliance with state, federal, and local requirements, including:
 - a. Free and Appropriate Public Education (FAPE) determination, documentation, and implementation.
 - b. Academic instructional programs and interventions that could be used in providing resource program IEP services and Response to Intervention Tier 2 and 3 student support services.
5. Attend pre-evaluation meetings to determine which tests will be used for evaluation on eligibility for special education identification.
6. Advise regarding issues related to Section 504 of the Rehabilitation Act, including eligibility and plan development.
7. The parties agree that DISTRICT may request that certain personnel conduct the assessments or provide the services set forth in this Agreement. RSA shall, to the fullest extent possible, attempt to secure the requested person to conduct the assessment and/or provide the services as requested by DISTRICT. If the requested person is unavailable, RSA shall work with DISTRICT in determining a mutually agreeable replacement. If the parties are unable to mutually agree upon another person, then DISTRICT may use another company or agency to provide said assessment(s) or service(s).

Obligations:

1. **REDDING SCHOOL OF THE ARTS shall:**

- a. Retain qualified personnel to render the services identified herein;
- b. Bill DISTRICT monthly for the cost of services identified herein;
- c. Not change, add to, or reduce the services agreed upon herein without the approval of an appropriate DISTRICT designee;
- d. Provide all standard tests and associated protocols necessary to perform typical school psychological assessments;
- e. Ensure that all employees providing services under this MOU have been cleared for employment through the Department of Justice in compliance with applicable law; and has not been convicted of a serious or violent felony (as defined by Penal Code §§ 667.5 and 1192.7);
- f. Remain the sole and exclusive employer of those performing services under this MOU;
- g. RSA shall have full and sole legal control over and responsibility for payment of all compensation and benefits to its employees, including retirement benefit system contributions (e.g., STRS, as applicable), as well as the full and sole responsibility for ensuring compliance with any and all applicable state and federal income tax withholding, state and federal unemployment and disability insurance withholding and contributions, wage and hour obligations, social security tax withholding and contributions, and other applicable employment law requirements;
- h. RSA is responsible for compliance with workers' compensation coverage obligations, wage and hour obligations, and any other applicable federal or state employment laws. Pursuant to Labor Code section 3602, RSA agrees to retain workers' compensation coverage for all of its employees working under this MOU.

2. **DISTRICT shall:**

- a. Reimburse RSA for services identified herein during the period of this agreement;
- b. Provide RSA personnel with appropriate, designated workspace for the delivery of services within DISTRICT buildings as assigned;
- c. Provide internet data connections in workspaces designated for RSA personnel at the DISTRICT site;
- d. Store confidential files at DISTRICT site;
- e. Ensure appropriate confidentiality by its staff members regarding information related to IEP students;
- f. Schedule all IEP meetings and student study team meetings that RSA personnel needs to attend.
- g. Ensure the attendance of appropriate DISTRICT personnel that are required to attend IEP meetings, including DISTRICT administrator or designee and general education teacher(s);
- h. Implement all general education accommodations, modifications, and services specified in students' IEPs;
- i. Assume sole responsibility for complying with Section 504 of the Rehabilitation Act and provision of related services and accommodation plans;

- j. Atypical protocols or test materials needed for assessing only DISTRICT students will be purchased by DISTRICT and remain the property of DISTRICT. All equipment, materials, and programs used by only DISTRICT students will be purchased by DISTRICT and remain property of DISTRICT.
- k. Provide to RSA written notification of its intent to either renew or not renew this contract for the 2023-2024 school year by March 1, 2023;

3. **Mutual agreements**

- a. **Purpose.** This Agreement is being entered into for the purpose of providing required special education ancillary services to DISTRICT students.
- b. **Entire Agreement Amendment.** This Agreement constitutes the entire understanding between parties and supersedes any prior or concurrent Agreement, oral or written, of RSA and DISTRICT concerning its subject matter. Any modification to this Agreement shall be effective only if in writing and signed by both parties.
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- d. **Dispute Resolution:** In the event that either party disputes the meaning of the terms of this agreement, both parties shall attempt to resolve the dispute in good faith first through a joint meeting of a representative or representative from DISTRICT and RSA. If an agreement can not be reached, either party may seek remedy through the El Dorado County Charter SELPA using the SELPA Director as mediator, and then in the appropriate court of law if an agreement can not be reached.
- e. **Compliance with Law.** RSA and DISTRICT agree they will comply with all federal, state, and local laws applicable to them in the performance of this Agreement.
- f. **Due Process and/or Litigation:** DISTRICT as the responsible LEA will assume full responsibility for the provision of special education services to its students. DISTRICT has sole responsibility for any expenses that might accrue in response to special education due process proceedings or litigation related to the provision of special education services or failure to provide special education services.
- g. **Indemnification:** DISTRICT shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless RSA, its officers, directors, employees, attorneys, agents, representatives, volunteers, and successors and assigns (collectively hereinafter "RSA and RSA personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against RSA and RSA personnel that may be asserted or claimed by any person, firm, entity arising out of or in connection with the RSA's performance under this agreement or any acts or errors or omissions by RSA, its council, its administrators, employers, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assignees. Notwithstanding anything to the contrary contained in this agreement, no indemnification shall be provided under this agreement from RSA to DISTRICT based on, arising out of, or relating to any of the following:
 - 1. Any liability expressly assumed by DISTRICT in writing expressly referencing this indemnity provision;

2. Any negligent or intentional misconduct of a DISTRICT officer, director, employee, agent, attorney, representative, volunteer, successor or assignee; or
 3. Any violation by DISTRICT, its officers, directors, employees, agents, attorneys, representatives, volunteers, successors, or assignees of any applicable laws of the United States or any state of the United States, including, without limitation, the California Charter Schools Act.
- h. Headings. The headings used in this Agreement are for reference purposes only and shall not be considered a substantive part of this Agreement.
 - i. Agreement Term. The term of this agreement shall commence when DISTRICT school year starts on July 1, 2022, and terminate on June 30, 2023, provided that the obligations of the Parties under paragraph 3(g) shall survive the expiration of this agreement.
4. Fees
- a. RSA staff services will be provided both on and off DISTRICT site, as RSA and DISTRICT personnel determine appropriate. Special Education services outlined above will total \$21,550 (equal to .20 FTE of employee payroll costs and benefits, plus RSA's indirect rate) for the fiscal year 2022-2023. This amount may be increased for any salary adjustments during the year and will be increased accordingly to match personnel costs each year thereafter. RSA shall bill DISTRICT monthly for these services commencing September 1, 2022. Fees include all employer indirect costs.
 - b. RSA shall bill DISTRICT quarterly all travel mileage costs involved in commuting round trip between RSA and DISTRICT at the current rate of \$0.585 per mile. DISTRICT shall reimburse RSA for mileage costs quarterly commencing October 1, 2022. Should this mileage rate change per Internal Revenue Service adjustments, DISTRICT shall reimburse RSA at the adjusted rate.
 - c. RSA shall invoice DISTRICT monthly for the cost of services provided through the date of invoice. DISTRICT agrees to pay all invoices within 30 days of receipt.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as of the date and year first above written.

On behalf of REDDING SCHOOL OF THE ARTS:

DocuSigned by:
Lane Carlson 5/26/2022
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Lane Carlson Date
Executive Director

On behalf of SHASTA CHARTER ACADEMY

DocuSigned by:
Matthew Wahlman 6/1/2022
210587F884144A8...

Matt Wahlman Date
Chief Business Official

DocuSigned by:
Benjamin Claassen 6/1/2022
F528A668764E477...

Ben Claassen Date
Director

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

Financial Reporting

SUBJECT: Agenda Item 2.1 – 2022/23 Annual Budget & MYP – 2nd
Read

PREPARER: Robyn Stamm

RECOMMENDATION: Discussion/Action to Approve the 2022/23 Annual Budget &
MYP

BACKGROUND:

The Governing Board will review the final draft of the 2022/23 Annual Budget & MYP before taking action to approve. The budget will reflect current financial data projections for 2022/23.

- See Attached 2022/23 Annual Budget & MYP

REFERENCE:

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



REDDING SCHOOL of the ARTS
WHERE EDUCATION AND THE ARTS CONNECT

2022-2023 ADOPTED BUDGET

**Presented to the Board of Trustees
June 7, 2022**

**REDDING SCHOOL OF THE ARTS
2022-2023
ADOPTED BUDGET
RECOMMENDED FOR BOARD APPROVAL
JUNE 7, 2022**

BUDGET DEVELOPMENT AND OVERVIEW

The Adopted Budget for 2022/2023 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, 2022:

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 and assign designated reserves associated with ending fund balance.
5. Review proposed COLA salary placeholder for 2023-2024.

The school is expected to end the 2021/22 year with a decrease in ending fund balance of approximately \$263,318.

ENROLLMENT AND ADA ASSUMPTIONS

Enrollment is projected to be 622 for 2022/2023.

2021/22:	549
2022/23:	622
2023/24:	709
2024/24:	798

Charter ADA has been estimated at approximately 96% of enrollment. This includes approximately 64 in Home School ADA for 2022/2023.

2021/22:	527.04
2022/23:	597.12
2023/24:	680.64
2024/25:	766.08

STAFFING ASSUMPTIONS

Classroom certificated staffing is 30.0 FTE for 2022/23, 3.4 admin 1.0 high school counselor and 5.6 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 24.98 FTE plus 1 admin for 2022/23.

CONTRIBUTIONS to RESTRICTED PROGRAMS

RSA is projected to contribute \$273,901 of unrestricted funds to restricted programs. Of this amount, \$241,932 is for special education and \$4,626 for Title I.

OTHER ASSUMPTIONS

COLAs are projected as follows:

2022/23:	6.56%
2023/23:	5.38%
2024/25:	4.02%

Ongoing mandated block grant revenue of \$12,360 has been projected for the current year \$17,047 and \$22,085 for the subsequent years.

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

MULTI-YEAR PROJECTION AND CASH FLOW

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

2022/23:	-308,516
2023/24:	+535,777
2024/25:	+1,125,023

The estimated deficit spending is due to one-time funds received in prior years that are now being expended in 2022/23 and estimated ongoing cost associated with design of the high school.

The cash flow projection for 2022/23 shows sufficient cash for most of the fiscal year.

CHANGES ASSUMED IN THE MYP

1. Add 3 additional High School Teachers in the first subsequent year 2024-23.
Add an additional three high school teachers the second subsequent year.
2. Assumes two staff members to retire over the next MYP cycle and replaced with less experienced staff members.
3. Changes in the special education model will impact the local contribution funding and is the best guess at this time.
4. Assume using portables purchased in 2022-23 for two years then starting construction of the high school in 2024-25.
5. 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 \$6,029,662. This is an increase of \$1,222,869 for 2021/22. This reflects the 6.56% COLA, an increase in ADA and the 5.76% Base Grant Proration Factor.

FEDERAL REVENUE

The Federal Revenue projection at this time is \$547,383, an increase of \$281,870 over 2021/22 Unaudited Actuals. This is mostly due to budgeting one-time CARES Act revenue received in 2022/23.

STATE REVENUE

State Revenue is projected to be \$1,038,415, which is \$52,024 less than the 2021/22 Unaudited Actuals. This decrease is due to one-time AB86 funds received in 2021/22.

LOCAL REVENUE

Local Revenue is projected to be \$364,739, which is \$913,782 less than the 2021/22 Unaudited Actuals. This amount reflects the restatement of the Payroll Protection Program loan of \$841,742, which was forgiven in 2021/22.

EXPENDITURES

CERTIFICATED SALARIES

Certificated salaries are projected to be \$2,860,834, which is an increase of \$102,358 when compared to the 2021/22 Unaudited Actuals. This difference includes the additional staff vacancies for 2022/23 associated with the high school expansion.

CLASSIFIED SALARIES

Classified salaries are projected to be \$957,705, which is \$56,513 more than the 2021/22 Unaudited Actuals. This includes a Registrar position associated with the high school.

EMPLOYEE BENEFITS

Employee benefits are projected to be \$1,989,423, which is an increase of \$355,126 compared to the 2021/22 Unaudited Actuals. This is mainly due to the hiring of additional staff associated with the high school.

BOOKS AND SUPPLIES

Books and supplies are projected to be \$635,934, which is an increase of \$357,871 over the 2021/22 Unaudited Actuals. This is primarily due expending one-time funds.

CONTRACTED SERVICES AND OTHER OPERATING EXPENSES

Services and other operating expenses are projected to be \$1,844,816, which is a decrease of \$287,737 compared to the 2021/22 Unaudited Actuals. 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 2022/23 Ending Balance includes the following:

Restricted Reserve	\$	207,740
Reserve for Net Assets		28,828
5% Economic Uncertainties		414,435
2 months Payroll Board Assigned		1,004,164
High School Building Reserve		500,000
Reserved for Deferred Maintenance		86,550
Reserved for Technology Replacement		86,550

Total Estimated Ending Fund Balance, June 30, 2022 \$2,328,267

*Includes One-time restricted Federal and State funds

**COMPARISON OF REVENUES AND EXPENDITURES
2022-2023 ADOPTED BUDGET**

		2021/22 TRUE UP BUDGET			2022/23 ADOPTED BUDGET					
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted Variance	Restricted Variance	Total Variance
REVENUES										
LCFF Revenue Sources	8010 - 8099	4,806,793	0	4,806,793	6,029,662	0	6,029,662	1,222,869	0	1,222,869
Federal Revenues	8100 - 8299	0	265,513	265,513	0	547,383	547,383	0	281,870	281,870
Other State Revenues	8300 - 8599	98,762	991,677	1,090,439	114,344	924,071	1,038,415	15,582	(67,606)	(52,024)
Other Local Revenues	8600 - 8799	974,481	304,040	1,278,521	123,800	240,939	364,739	(850,681)	(63,101)	(913,782)
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	(237,897)	237,897	0	(262,488)	262,488	0	(24,591)	24,591	0
TOTAL REVENUES		5,642,139	1,799,127	7,441,266	6,005,318	1,974,881	7,980,199	363,179	175,754	538,933
EXPENDITURES										
Certificated Salaries	1000 - 1999	2,161,914	596,562	2,758,476	2,322,592	538,242	2,860,834	160,678	(58,320)	102,358
Classified Salaries	2000 - 2999	622,559	278,633	901,192	773,671	184,034	957,705	151,112	(94,599)	56,513
Employee Benefits	3000 - 3999	1,024,740	609,557	1,634,297	1,225,670	763,753	1,989,423	200,930	154,196	355,126
Books and Supplies	4000 - 4999	147,206	130,857	278,063	304,861	331,073	635,934	157,655	200,216	357,871
Services, Other Operating Expenses	5000 - 5999	1,878,171	254,385	2,132,556	1,643,200	201,619	1,844,819	(234,971)	(52,766)	(287,737)
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	(10,928)	10,928	0	(4,800)	4,800	0	6,128	(6,128)	0
Interfund Transfers Out	7610 - 7629	0	0	0	0	0	0	0	0	0
Other Uses	7630 - 7699	0	0	0	0	0	0	0	0	0
TOTAL EXPENDITURES		5,823,662	1,880,922	7,704,584	6,265,194	2,023,521	8,288,715	441,532	142,599	584,131
NET INCREASE/DECREASE IN FUND BALANCE		(181,523)	(81,795)	(263,318)	(259,876)	(48,640)	(308,516)	(78,353)	33,155	(45,198)
BEGINNING BALANCE		2,561,926	338,175	2,900,101	2,380,403	256,380	2,636,783	(181,523)	(81,795)	(263,318)
Audit/Other Restatement Adjustments		0	0	0	0	0	0	0	0	0
ENDING BALANCE		2,380,403	256,380	2,636,783	2,120,527	207,740	2,328,267	(259,876)	(48,640)	(308,516)

Funded LCFF ADA

510.23

597.12

**2022-23 PRELIMINARY BUDGET
MULTI-YEAR PROJECTION
Redding School of the Arts**

		2022-23 Adopted Budget			2023-24 Projected			2024-25 Projected		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
REVENUES	Object									
LCFF Revenue Sources	8010 - 8099	6,029,662	0	6,029,662	7,344,414	0	7,344,414	8,716,687	0	8,716,687
Federal Revenues	8100 - 8299	0	547,383	547,383	0	415,040	415,040	0	245,886	245,886
Other State Revenues	8300 - 8599	114,344	924,071	1,038,415	132,923	890,928	1,023,851	152,507	896,729	1,049,236
Other Local Revenues	8600 - 8799	123,800	240,939	364,739	125,480	253,783	379,263	127,174	278,911	406,085
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	(262,488)	262,488	0	(300,344)	300,344	0	(324,762)	324,762	0
TOTAL REVENUES		6,005,318	1,974,881	7,980,199	7,302,473	1,860,095	9,162,568	8,671,606	1,746,288	10,417,894
EXPENDITURES	Object									
Certificated Salaries	1000 - 1999	2,322,592	538,242	2,860,834	2,508,061	544,643	3,052,704	2,738,592	531,173	3,269,765
Classified Salaries	2000 - 2999	773,671	184,034	957,705	856,628	186,134	1,042,762	890,469	167,456	1,057,925
Employee Benefits	3000 - 3999	1,225,670	763,753	1,989,423	1,329,652	763,752	2,093,404	1,418,390	748,573	2,166,963
Step and Column		0	0	0	9,834	2,109	11,943	10,120	2,171	12,291
STRS		0	0	0	0	0	0	0	0	0
PERS		0	0	0	(308)	(113)	(421)	(1,085)	(397)	(1,482)
Books and Supplies	4000 - 4999	304,861	331,073	635,934	272,736	305,803	578,539	353,901	220,123	574,024
Services, Other Operating Expenses	5000 - 5999	1,643,200	201,619	1,844,819	1,689,441	158,419	1,847,860	2,054,966	158,419	2,213,385
Capital Outlay	6000 - 6599	0	0	0	0	0	0	0	0	0
Other Outgo	7100 - 7499	0	0	0	0	0	0	0	0	0
Direct Support / Indirect Costs	7300 - 7399	(4,800)	4,800	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		6,265,194	2,023,521	8,288,715	6,659,959	1,966,832	8,626,791	7,459,495	1,833,376	9,292,871
NET INCREASE/DECREASE IN FUND BALANCE		(259,876)	(48,640)	(308,516)	642,514	(106,737)	535,777	1,212,111	(87,088)	1,125,023
BEGINNING BALANCE		2,380,403	256,380	2,636,783	2,120,527	207,740	2,328,267	2,763,041	101,003	2,864,044
Audit Adjustment		0	0	0	0	0	0	0	0	0
ENDING BALANCE		2,120,527	207,740	2,328,267	2,763,041	101,003	2,864,044	3,975,152	13,915	3,989,067

Components of Ending Fund Balance

Restricted Reserve		207,740	207,740		101,003	101,003		13,915	13,915	
Reserve for Net Assets	28,828		28,828	30,269	-	30,269	31,782	-	31,782	
7.5% Economic Uncertainties	621,654		621,654	647,009	-	647,009	696,965	-	696,965	
2 months Payroll Board Assigned	1,004,164		1,004,164	1,240,078		1,240,078	1,301,092		1,301,092	
High School Building Reserve	380,000		380,000	607,411		607,411	1,367,187		1,367,187	
Reserved for Deferred Maintenance	42,940		42,940	119,137		119,137	289,063		289,063	
Reserved for Technology Replacement	42,941		42,941	119,137		119,137	289,063		289,063	
*Unassigned/Unappropriated	-	-	-	-	-	-	-	-	-	
Total Ending Fund Balance		2,120,527	207,740	2,328,267	2,763,041	101,003	2,864,044	3,975,152	13,915	3,989,067

Funded LCFF ADA

597.12

680.64

766.08

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	4,806,793.00	6,029,662.00	25.4%
2) Federal Revenue		8100-8299	265,513.00	547,383.00	106.2%
3) Other State Revenue		8300-8599	1,090,439.00	1,038,415.00	-4.8%
4) Other Local Revenue		8600-8799	1,278,521.00	364,739.00	-71.5%
5) TOTAL, REVENUES			7,441,266.00	7,980,199.00	7.2%
B. EXPENSES					
1) Certificated Salaries		1000-1999	2,758,476.00	2,860,834.00	3.7%
2) Classified Salaries		2000-2999	901,192.00	957,705.00	6.3%
3) Employee Benefits		3000-3999	1,634,297.00	1,989,423.00	21.7%
4) Books and Supplies		4000-4999	278,063.00	635,934.00	128.7%
5) Services and Other Operating Expenses		5000-5999	2,132,556.00	1,845,667.00	-13.5%
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			7,704,584.00	8,289,563.00	7.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(263,318.00)	(309,364.00)	17.5%
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)			(263,318.00)	(309,364.00)	17.5%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	3,612,517.00	2,636,783.00	-27.0%
b) Audit Adjustments		9793	(756,875.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			2,855,642.00	2,636,783.00	-7.7%
d) Other Restatements		9795	44,459.00	0.00	-100.0%
e) Adjusted Beginning Net Position (F1c + F1d)			2,900,101.00	2,636,783.00	-9.1%
2) Ending Net Position, June 30 (E + F1e)			2,636,783.00	2,327,419.00	-11.7%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	13,321.00	0.00	-100.0%
b) Restricted Net Position		9797	339,961.00	290,473.00	-14.6%
c) Unrestricted Net Position		9790	2,283,501.00	2,036,946.00	-10.8%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,507,790.47		
1) Fair Value Adjustment to Cash in County Treasury		9111	5,659.00		
b) in Banks		9120	101,970.83		
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	65,972.53		
4) Due from Grantor Government		9290	154,510.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	250.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets					
a) Land		9410	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	40,719.00		
e) Accumulated Depreciation - Buildings		9435	(28,685.96)		
f) Equipment		9440	207,643.19		
g) Accumulated Depreciation - Equipment		9445	(206,355.29)		
h) Work in Progress		9450	0.00		
10) TOTAL, ASSETS			2,849,673.77		
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	361,396.64		
2) Due to Grantor Governments		9590	0.00		
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) Net Pension Liability		9663	0.00		
b) Total/Net OPEB Liability		9664	0.00		
c) Compensated Absences		9665	0.00		
d) COPs Payable		9666	0.00		
e) Leases Payable		9667	0.00		
f) Lease Revenue Bonds Payable		9668	0.00		
g) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			361,396.64		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
(G10 + H2) - (I7 + J2)			2,488,277.13		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	3,790,038.00	5,043,059.00	33.1%
Education Protection Account State Aid - Current Year		8012	105,408.00	119,424.00	13.3%
State Aid - Prior Years		8019	0.00	0.00	0.0%
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	911,347.00	867,179.00	-4.8%
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			4,806,793.00	6,029,662.00	25.4%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	79,093.00	79,093.00	0.0%
Special Education Discretionary Grants		8182	3,178.00	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	59,422.00	59,422.00	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%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	10,000.00	10,000.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	102,681.00	387,729.00	277.6%
TOTAL, FEDERAL REVENUE			265,513.00	547,383.00	106.2%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	350,565.00	350,565.00	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	10,015.00	12,360.00	23.4%
Lottery - Unrestricted and Instructional Materials		8560	124,137.00	142,652.00	14.9%
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	605,722.00	532,838.00	-12.0%
TOTAL, OTHER STATE REVENUE			1,090,439.00	1,038,415.00	-4.8%
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	28,000.00	28,000.00	0.0%
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	299,100.00	228,439.00	-23.6%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	951,421.00	108,300.00	-88.6%
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			1,278,521.00	364,739.00	-71.5%
TOTAL, REVENUES			7,441,266.00	7,980,199.00	7.2%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	2,002,694.00	2,096,725.00	4.7%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Certificated Pupil Support Salaries		1200	344,093.00	396,592.00	15.3%
Certificated Supervisors' and Administrators' Salaries		1300	411,689.00	367,517.00	-10.7%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			2,758,476.00	2,860,834.00	3.7%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	272,200.00	272,008.00	-0.1%
Classified Support Salaries		2200	217,933.00	224,921.00	3.2%
Classified Supervisors' and Administrators' Salaries		2300	57,770.00	58,344.00	1.0%
Clerical, Technical and Office Salaries		2400	320,144.00	359,077.00	12.2%
Other Classified Salaries		2900	33,145.00	43,355.00	30.8%
TOTAL, CLASSIFIED SALARIES			901,192.00	957,705.00	6.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	697,754.00	998,391.00	43.1%
PERS		3201-3202	202,156.00	247,207.00	22.3%
OASDI/Medicare/Alternative		3301-3302	105,425.00	115,291.00	9.4%
Health and Welfare Benefits		3401-3402	563,008.00	575,300.00	2.2%
Unemployment Insurance		3501-3502	18,520.00	18,891.00	2.0%
Workers' Compensation		3601-3602	37,896.00	34,343.00	-9.4%
OPEB, Allocated		3701-3702	9,538.00	0.00	-100.0%
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			1,634,297.00	1,989,423.00	21.7%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	29,772.00	85,500.00	187.2%
Books and Other Reference Materials		4200	531.00	1,500.00	182.5%
Materials and Supplies		4300	185,673.00	357,034.00	92.3%
Noncapitalized Equipment		4400	62,087.00	191,900.00	209.1%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			278,063.00	635,934.00	128.7%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	28,105.00	23,848.00	-15.1%
Travel and Conferences		5200	43,801.00	85,758.00	95.8%
Dues and Memberships		5300	5,538.00	5,210.00	-5.9%
Insurance		5400-5450	196,700.00	256,535.00	30.4%
Operations and Housekeeping Services		5500	93,435.00	117,765.00	26.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	230,322.00	251,850.00	9.3%
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	1,413,879.00	930,357.00	-34.2%
Communications		5900	120,776.00	174,344.00	44.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			2,132,556.00	1,845,667.00	-13.5%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense—Lease Assets		6910	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					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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			7,704,584.00	8,289,563.00	7.6%
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%
(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%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
2600	Expanded Learning Opportunities Program	47,489.00	47,489.00
6266	Educator Effectiveness, FY 2021-22	117,063.00	81,519.00
6300	Lottery: Instructional Materials	117,471.00	115,639.00
7425	Expanded Learning Opportunities (ELO) Grant	9,027.00	0.00
8210	Student Activity Funds	34,195.00	34,195.00
9010	Other Restricted Local	14,716.00	11,631.00
Total, Restricted Net Position		339,961.00	290,473.00

Description	2021-22 Estimated Actuals			2022-23 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	510.23	510.23	510.23	597.12	597.12	597.12
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)	510.23	510.23	510.23	597.12	597.12	597.12
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)]						

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
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)	510.23	510.23	510.23	597.12	597.12	597.12

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			2,507,790.00	3,344,220.00	2,450,423.00	2,092,742.00	1,445,792.00	1,456,552.00	1,456,599.00	1,652,349.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		252,153.00	252,153.00	483,731.00	453,875.00	453,875.00	483,731.00	453,875.00	453,875.00
Property Taxes	8020-8079									
Miscellaneous Funds	8080-8099			61,245.00	122,491.00	81,660.00	150,198.00	71,555.00	71,554.00	71,555.00
Federal Revenue	8100-8299		446,063.00	41,630.00	6.00	21,739.00	0.00	14,711.00	22,232.00	3,922.00
Other State Revenue	8300-8599		39,693.00	35,241.00	51,263.00	57,213.00	146,808.00	144,452.00	242,659.00	78,126.00
Other Local Revenue	8600-8799		215,925.00	94.00	36,230.00	5,469.00	9,175.00	13,681.00	11,166.00	20,399.00
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			953,834.00	390,363.00	693,721.00	619,956.00	760,056.00	728,130.00	801,486.00	627,877.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		0.00	278,507.00	283,271.00	285,628.00	284,030.00	290,424.00	289,515.00	288,085.00
Classified Salaries	2000-2999		3,615.00	48,961.00	113,508.00	105,560.00	105,356.00	98,667.00	74,176.00	111,957.00
Employee Benefits	3000-3999		3,203.00	174,235.00	206,810.00	203,943.00	197,997.00	203,875.00	193,985.00	207,176.00
Books and Supplies	4000-4999		0.00	125,719.00	97,110.00	166,748.00	41,865.00	22,987.00	11,658.00	48,773.00
Services	5000-5999		0.00	364,707.00	281,712.00	483,728.00	121,448.00	66,685.00	33,819.00	141,490.00
Capital Outlay	6000-6599									
Other Outgo	7000-7499									
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			6,818.00	992,129.00	982,411.00	1,245,607.00	750,696.00	682,638.00	603,153.00	797,481.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199	(5,326.00)	(5,508.00)	28.00	(29.00)	29.00	19.00	11.00	11.00	9.00
Accounts Receivable	9200-9299	(587,004.00)	(128,951.00)	(294,113.00)	(78,221.00)	(27,224.00)	(3,656.00)	(48,037.00)	(7,367.00)	773.00
Due From Other Funds	9310									
Stores	9320									

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
Prepaid Expenditures	9330	42,305.00	42,402.00							
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL		(550,025.00)	(92,057.00)	(294,085.00)	(78,250.00)	(27,195.00)	(3,637.00)	(48,026.00)	(7,356.00)	782.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	(47,669.00)	18,629.00	(2,054.00)	(9,259.00)	(5,896.00)	(5,037.00)	(2,581.00)	(4,773.00)	(5,987.00)
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650		(100.00)							
Deferred Inflows of Resources	9690									
SUBTOTAL		(47,669.00)	18,529.00	(2,054.00)	(9,259.00)	(5,896.00)	(5,037.00)	(2,581.00)	(4,773.00)	(5,987.00)
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		(502,356.00)	(110,586.00)	(292,031.00)	(68,991.00)	(21,299.00)	1,400.00	(45,445.00)	(2,583.00)	6,769.00
E. NET INCREASE/DECREASE (B - C + D)			836,430.00	(893,797.00)	(357,681.00)	(646,950.00)	10,760.00	47.00	195,750.00	(162,835.00)
F. ENDING CASH (A + E)			3,344,220.00	2,450,423.00	2,092,742.00	1,445,792.00	1,456,552.00	1,456,599.00	1,652,349.00	1,489,514.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	Beginning Balances (Ref. Only)	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			1,489,514.00	1,381,736.00	1,389,108.00	584,736.00				
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		483,731.00	453,875.00			937,589.00		5,162,463.00	5,162,483.00
Property Taxes	8020-8079								0.00	0.00
Miscellaneous Funds	8080-8099		118,443.00	59,239.00	59,239.00				867,179.00	867,179.00
Federal Revenue	8100-8299		(3,625.00)	0.00	705.00				547,383.00	547,383.00
Other State Revenue	8300-8599		60,571.00	136,509.00	45,880.00				1,038,415.00	1,038,415.00
Other Local Revenue	8600-8799		17,120.00	17,727.00	17,753.00				364,739.00	364,739.00
Interfund Transfers In	8910-8929								0.00	0.00
All Other Financing Sources	8930-8979								0.00	0.00
TOTAL RECEIPTS			676,240.00	667,350.00	123,577.00	0.00	937,589.00	0.00	7,980,179.00	7,980,199.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		286,726.00	289,858.00	284,790.00		0.00		2,860,834.00	2,860,834.00
Classified Salaries	2000-2999		92,121.00	95,075.00	108,709.00				957,705.00	957,705.00
Employee Benefits	3000-3999		198,131.00	198,366.00	201,702.00				1,989,423.00	1,989,423.00
Books and Supplies	4000-4999		54,519.00	23,685.00	34,921.00	7,949.00			635,934.00	635,934.00
Services	5000-5999		158,156.00	68,709.00	306,985.00	10,240.00		(192,012.00)	1,845,667.00	1,845,667.00
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
TOTAL DISBURSEMENTS			789,653.00	675,693.00	937,107.00	18,189.00	0.00	(192,012.00)	8,289,563.00	8,289,563.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199	(5,326.00)	85.00	18.00	0.00	0.00		5,327.00	0.00	
Accounts Receivable	9200-9299	(587,004.00)	(193.00)	(193.00)	178.00	0.00		1,283,732.00	696,728.00	
Due From Other Funds	9310								0.00	
Stores	9320								0.00	
Prepaid Expenditures	9330	42,305.00			(97.00)			38,425.00	80,730.00	

Description	Object	Beginning Balances (Ref. Only)	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
Other Current Assets	9340								0.00	
Deferred Outflows of Resources	9490								0.00	
SUBTOTAL		(550,025.00)	(108.00)	(175.00)	81.00	0.00	0.00	1,327,484.00	777,458.00	
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	(47,669.00)	(5,743.00)	(15,890.00)	(9,077.00)	0.00		47,668.00	0.00	
Due To Other Funds	9610								0.00	
Current Loans	9640								0.00	
Unearned Revenues	9650								(100.00)	
Deferred Inflows of Resources	9690							647,545.00	647,545.00	
SUBTOTAL		(47,669.00)	(5,743.00)	(15,890.00)	(9,077.00)	0.00	0.00	695,213.00	647,445.00	
<u>Nonoperating</u>										
Suspense Clearing	9910								0.00	
TOTAL BALANCE SHEET ITEMS		(502,356.00)	5,635.00	15,715.00	9,158.00	0.00	0.00	632,271.00	130,013.00	
E. NET INCREASE/DECREASE (B - C + D)			(107,778.00)	7,372.00	(804,372.00)	(18,189.00)	937,589.00	824,283.00	(179,371.00)	(309,364.00)
F. ENDING CASH (A + E)			1,381,736.00	1,389,108.00	584,736.00	566,547.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									2,328,419.00	

Section I - Expenditures	Funds 01, 09, and 62			2021-22 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	7,704,584.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	270,300.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	0.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100, 9200	7699, 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	268,998.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				268,998.00
D. Plus additional MOE expenditures:			1000-7143, 7300-7439	
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				7,165,286.00
Section II - Expenditures Per ADA				2021-22 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, Line C9)				510.23
B. Expenditures per ADA (Line I.E divided by Line II.A)				14,043.25

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
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.)	6,011,730.73	10,330.32
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	6,011,730.73	10,330.32
B. Required effort (Line A.2 times 90%)	5,410,557.66	9,297.29
C. Current year expenditures (Line I.E and Line II.B)	7,165,286.00	14,043.25
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2023-24 may be reduced by the lower of the two percentages)	0.00%	0.00%
SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

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

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

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 259,697.00
- 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) 5,024,730.00

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 5.17%

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)	560,826.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	63,714.00
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)	71,185.01
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)	9,564.50
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)	705,289.51
9. Carry-Forward Adjustment (Part IV, Line F)	219,520.24
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	924,809.75

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	3,833,586.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	922,259.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	536,377.00
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)	179,947.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	12,000.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	5,884.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	1,305,700.99
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)	175,435.50
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	6,971,189.49

C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment

(For information only - not for use when claiming/recovering indirect costs)

(Line A8 divided by Line B19)

10.12%

D. Preliminary Proposed Indirect Cost Rate

(For final approved fixed-with-carry-forward rate for use in 2023-24 see www.cde.ca.gov/fg/ac/ic)

(Line A10 divided by Line B19)

13.27%

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)

705,289.51

B. Carry-forward adjustment from prior year(s)

1. Carry-forward adjustment from the second prior year

57,286.40

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 (7.79%) times Part III, Line B19); zero if negative

219,520.24

2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (7.79%) times Part III, Line B19) or (the highest rate used to recover costs from any program (7.77%) times Part III, Line B19); zero if positive

0.00

D. Preliminary carry-forward adjustment (Line C1 or C2)

219,520.24

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)

219,520.24

Approved indirect cost rate: 7.79%
 Highest rate used in any program: 7.77%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
62	3212	53,827.00	3,065.00	5.69%
62	3310	63,053.00	4,900.00	7.77%
62	5810	40,939.00	75.00	0.18%
62	7422	153,189.00	2,888.00	1.89%

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	194,635.00		83,581.00	278,216.00
2. State Lottery Revenue	8560	88,747.00		35,390.00	124,137.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		283,382.00	0.00	118,971.00	402,353.00
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	0.00		1,500.00	1,500.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			0.00	0.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		0.00	0.00	1,500.00	1,500.00
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	283,382.00	0.00	117,471.00	400,853.00
D. COMMENTS:					

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
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Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	4,806,793.00	6,029,662.00	25.4%
2) Federal Revenue		8100-8299	265,513.00	547,383.00	106.2%
3) Other State Revenue		8300-8599	1,090,439.00	1,038,415.00	-4.8%
4) Other Local Revenue		8600-8799	1,278,521.00	364,739.00	-71.5%
5) TOTAL, REVENUES			7,441,266.00	7,980,199.00	7.2%
B. EXPENSES					
1) Certificated Salaries		1000-1999	2,758,476.00	2,860,834.00	3.7%
2) Classified Salaries		2000-2999	901,192.00	957,705.00	6.3%
3) Employee Benefits		3000-3999	1,634,297.00	1,989,423.00	21.7%
4) Books and Supplies		4000-4999	278,063.00	635,934.00	128.7%
5) Services and Other Operating Expenses		5000-5999	2,132,556.00	1,845,667.00	-13.5%
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			7,704,584.00	8,289,563.00	7.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(263,318.00)	(309,364.00)	17.5%
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)			(263,318.00)	(309,364.00)	17.5%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	3,612,517.00	2,636,783.00	-27.0%
b) Audit Adjustments		9793	(756,875.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			2,855,642.00	2,636,783.00	-7.7%
d) Other Restatements		9795	44,459.00	0.00	-100.0%
e) Adjusted Beginning Net Position (F1c + F1d)			2,900,101.00	2,636,783.00	-9.1%
2) Ending Net Position, June 30 (E + F1e)			2,636,783.00	2,327,419.00	-11.7%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	13,321.00	0.00	-100.0%
b) Restricted Net Position		9797	339,961.00	290,473.00	-14.6%
c) Unrestricted Net Position		9790	2,283,501.00	2,036,946.00	-10.8%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,507,790.47		
1) Fair Value Adjustment to Cash in County Treasury		9111	5,659.00		
b) in Banks		9120	101,970.83		
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	65,972.53		
4) Due from Grantor Government		9290	154,510.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	250.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets					
a) Land		9410	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	40,719.00		
e) Accumulated Depreciation - Buildings		9435	(28,685.96)		
f) Equipment		9440	207,643.19		
g) Accumulated Depreciation - Equipment		9445	(206,355.29)		
h) Work in Progress		9450	0.00		
10) TOTAL, ASSETS			2,849,673.77		
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	361,396.64		
2) Due to Grantor Governments		9590	0.00		
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) Net Pension Liability		9663	0.00		
b) Total/Net OPEB Liability		9664	0.00		
c) Compensated Absences		9665	0.00		
d) COPs Payable		9666	0.00		
e) Leases Payable		9667	0.00		
f) Lease Revenue Bonds Payable		9668	0.00		
g) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			361,396.64		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
(G10 + H2) - (I7 + J2)			2,488,277.13		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	3,790,038.00	5,043,059.00	33.1%
Education Protection Account State Aid - Current Year		8012	105,408.00	119,424.00	13.3%
State Aid - Prior Years		8019	0.00	0.00	0.0%
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	911,347.00	867,179.00	-4.8%
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			4,806,793.00	6,029,662.00	25.4%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	79,093.00	79,093.00	0.0%
Special Education Discretionary Grants		8182	3,178.00	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	59,422.00	59,422.00	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%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	10,000.00	10,000.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	102,681.00	387,729.00	277.6%
TOTAL, FEDERAL REVENUE			265,513.00	547,383.00	106.2%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	350,565.00	350,565.00	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	10,015.00	12,360.00	23.4%
Lottery - Unrestricted and Instructional Materials		8560	124,137.00	142,652.00	14.9%
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	605,722.00	532,838.00	-12.0%
TOTAL, OTHER STATE REVENUE			1,090,439.00	1,038,415.00	-4.8%
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	28,000.00	28,000.00	0.0%
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	299,100.00	228,439.00	-23.6%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	951,421.00	108,300.00	-88.6%
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			1,278,521.00	364,739.00	-71.5%
TOTAL, REVENUES			7,441,266.00	7,980,199.00	7.2%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	2,002,694.00	2,096,725.00	4.7%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Certificated Pupil Support Salaries		1200	344,093.00	396,592.00	15.3%
Certificated Supervisors' and Administrators' Salaries		1300	411,689.00	367,517.00	-10.7%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			2,758,476.00	2,860,834.00	3.7%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	272,200.00	272,008.00	-0.1%
Classified Support Salaries		2200	217,933.00	224,921.00	3.2%
Classified Supervisors' and Administrators' Salaries		2300	57,770.00	58,344.00	1.0%
Clerical, Technical and Office Salaries		2400	320,144.00	359,077.00	12.2%
Other Classified Salaries		2900	33,145.00	43,355.00	30.8%
TOTAL, CLASSIFIED SALARIES			901,192.00	957,705.00	6.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	697,754.00	998,391.00	43.1%
PERS		3201-3202	202,156.00	247,207.00	22.3%
OASDI/Medicare/Alternative		3301-3302	105,425.00	115,291.00	9.4%
Health and Welfare Benefits		3401-3402	563,008.00	575,300.00	2.2%
Unemployment Insurance		3501-3502	18,520.00	18,891.00	2.0%
Workers' Compensation		3601-3602	37,896.00	34,343.00	-9.4%
OPEB, Allocated		3701-3702	9,538.00	0.00	-100.0%
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			1,634,297.00	1,989,423.00	21.7%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	29,772.00	85,500.00	187.2%
Books and Other Reference Materials		4200	531.00	1,500.00	182.5%
Materials and Supplies		4300	185,673.00	357,034.00	92.3%
Noncapitalized Equipment		4400	62,087.00	191,900.00	209.1%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			278,063.00	635,934.00	128.7%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	28,105.00	23,848.00	-15.1%
Travel and Conferences		5200	43,801.00	85,758.00	95.8%
Dues and Memberships		5300	5,538.00	5,210.00	-5.9%
Insurance		5400-5450	196,700.00	256,535.00	30.4%
Operations and Housekeeping Services		5500	93,435.00	117,765.00	26.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	230,322.00	251,850.00	9.3%
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	1,413,879.00	930,357.00	-34.2%
Communications		5900	120,776.00	174,344.00	44.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			2,132,556.00	1,845,667.00	-13.5%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense—Lease Assets		6910	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					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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			7,704,584.00	8,289,563.00	7.6%
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%
(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%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
2600	Expanded Learning Opportunities Program	47,489.00	47,489.00
6266	Educator Effectiveness, FY 2021-22	117,063.00	81,519.00
6300	Lottery: Instructional Materials	117,471.00	115,639.00
7425	Expanded Learning Opportunities (ELO) Grant	9,027.00	0.00
8210	Student Activity Funds	34,195.00	34,195.00
9010	Other Restricted Local	14,716.00	11,631.00
Total, Restricted Net Position		339,961.00	290,473.00

Description	2021-22 Estimated Actuals			2022-23 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	510.23	510.23	510.23	597.12	597.12	597.12
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)	510.23	510.23	510.23	597.12	597.12	597.12
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)]						

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
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)	510.23	510.23	510.23	597.12	597.12	597.12

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			2,507,790.00	3,344,220.00	2,450,423.00	2,092,742.00	1,445,792.00	1,456,552.00	1,456,599.00	1,652,349.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		252,153.00	252,153.00	483,731.00	453,875.00	453,875.00	483,731.00	453,875.00	453,875.00
Property Taxes	8020-8079									
Miscellaneous Funds	8080-8099			61,245.00	122,491.00	81,660.00	150,198.00	71,555.00	71,554.00	71,555.00
Federal Revenue	8100-8299		446,063.00	41,630.00	6.00	21,739.00	0.00	14,711.00	22,232.00	3,922.00
Other State Revenue	8300-8599		39,693.00	35,241.00	51,263.00	57,213.00	146,808.00	144,452.00	242,659.00	78,126.00
Other Local Revenue	8600-8799		215,925.00	94.00	36,230.00	5,469.00	9,175.00	13,681.00	11,166.00	20,399.00
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			953,834.00	390,363.00	693,721.00	619,956.00	760,056.00	728,130.00	801,486.00	627,877.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		0.00	278,507.00	283,271.00	285,628.00	284,030.00	290,424.00	289,515.00	288,085.00
Classified Salaries	2000-2999		3,615.00	48,961.00	113,508.00	105,560.00	105,356.00	98,667.00	74,176.00	111,957.00
Employee Benefits	3000-3999		3,203.00	174,235.00	206,810.00	203,943.00	197,997.00	203,875.00	193,985.00	207,176.00
Books and Supplies	4000-4999		0.00	125,719.00	97,110.00	166,748.00	41,865.00	22,987.00	11,658.00	48,773.00
Services	5000-5999		0.00	364,707.00	281,712.00	483,728.00	121,448.00	66,685.00	33,819.00	141,490.00
Capital Outlay	6000-6599									
Other Outgo	7000-7499									
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			6,818.00	992,129.00	982,411.00	1,245,607.00	750,696.00	682,638.00	603,153.00	797,481.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199	(5,326.00)	(5,508.00)	28.00	(29.00)	29.00	19.00	11.00	11.00	9.00
Accounts Receivable	9200-9299	(587,004.00)	(128,951.00)	(294,113.00)	(78,221.00)	(27,224.00)	(3,656.00)	(48,037.00)	(7,367.00)	773.00
Due From Other Funds	9310									
Stores	9320									

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
Prepaid Expenditures	9330	42,305.00	42,402.00							
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL		(550,025.00)	(92,057.00)	(294,085.00)	(78,250.00)	(27,195.00)	(3,637.00)	(48,026.00)	(7,356.00)	782.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	(47,669.00)	18,629.00	(2,054.00)	(9,259.00)	(5,896.00)	(5,037.00)	(2,581.00)	(4,773.00)	(5,987.00)
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650		(100.00)							
Deferred Inflows of Resources	9690									
SUBTOTAL		(47,669.00)	18,529.00	(2,054.00)	(9,259.00)	(5,896.00)	(5,037.00)	(2,581.00)	(4,773.00)	(5,987.00)
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		(502,356.00)	(110,586.00)	(292,031.00)	(68,991.00)	(21,299.00)	1,400.00	(45,445.00)	(2,583.00)	6,769.00
E. NET INCREASE/DECREASE (B - C + D)			836,430.00	(893,797.00)	(357,681.00)	(646,950.00)	10,760.00	47.00	195,750.00	(162,835.00)
F. ENDING CASH (A + E)			3,344,220.00	2,450,423.00	2,092,742.00	1,445,792.00	1,456,552.00	1,456,599.00	1,652,349.00	1,489,514.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	Beginning Balances (Ref. Only)	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			1,489,514.00	1,381,736.00	1,389,108.00	584,736.00				
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		483,731.00	453,875.00			937,589.00		5,162,463.00	5,162,483.00
Property Taxes	8020-8079								0.00	0.00
Miscellaneous Funds	8080-8099		118,443.00	59,239.00	59,239.00				867,179.00	867,179.00
Federal Revenue	8100-8299		(3,625.00)	0.00	705.00				547,383.00	547,383.00
Other State Revenue	8300-8599		60,571.00	136,509.00	45,880.00				1,038,415.00	1,038,415.00
Other Local Revenue	8600-8799		17,120.00	17,727.00	17,753.00				364,739.00	364,739.00
Interfund Transfers In	8910-8929								0.00	0.00
All Other Financing Sources	8930-8979								0.00	0.00
TOTAL RECEIPTS			676,240.00	667,350.00	123,577.00	0.00	937,589.00	0.00	7,980,179.00	7,980,199.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		286,726.00	289,858.00	284,790.00		0.00		2,860,834.00	2,860,834.00
Classified Salaries	2000-2999		92,121.00	95,075.00	108,709.00				957,705.00	957,705.00
Employee Benefits	3000-3999		198,131.00	198,366.00	201,702.00				1,989,423.00	1,989,423.00
Books and Supplies	4000-4999		54,519.00	23,685.00	34,921.00	7,949.00			635,934.00	635,934.00
Services	5000-5999		158,156.00	68,709.00	306,985.00	10,240.00		(192,012.00)	1,845,667.00	1,845,667.00
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
TOTAL DISBURSEMENTS			789,653.00	675,693.00	937,107.00	18,189.00	0.00	(192,012.00)	8,289,563.00	8,289,563.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199	(5,326.00)	85.00	18.00	0.00	0.00		5,327.00	0.00	
Accounts Receivable	9200-9299	(587,004.00)	(193.00)	(193.00)	178.00	0.00		1,283,732.00	696,728.00	
Due From Other Funds	9310								0.00	
Stores	9320								0.00	
Prepaid Expenditures	9330	42,305.00			(97.00)			38,425.00	80,730.00	

Description	Object	Beginning Balances (Ref. Only)	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
Other Current Assets	9340								0.00	
Deferred Outflows of Resources	9490								0.00	
SUBTOTAL		(550,025.00)	(108.00)	(175.00)	81.00	0.00	0.00	1,327,484.00	777,458.00	
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	(47,669.00)	(5,743.00)	(15,890.00)	(9,077.00)	0.00		47,668.00	0.00	
Due To Other Funds	9610								0.00	
Current Loans	9640								0.00	
Unearned Revenues	9650								(100.00)	
Deferred Inflows of Resources	9690							647,545.00	647,545.00	
SUBTOTAL		(47,669.00)	(5,743.00)	(15,890.00)	(9,077.00)	0.00	0.00	695,213.00	647,445.00	
<u>Nonoperating</u>										
Suspense Clearing	9910								0.00	
TOTAL BALANCE SHEET ITEMS		(502,356.00)	5,635.00	15,715.00	9,158.00	0.00	0.00	632,271.00	130,013.00	
E. NET INCREASE/DECREASE (B - C + D)			(107,778.00)	7,372.00	(804,372.00)	(18,189.00)	937,589.00	824,283.00	(179,371.00)	(309,364.00)
F. ENDING CASH (A + E)			1,381,736.00	1,389,108.00	584,736.00	566,547.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									2,328,419.00	

Section I - Expenditures	Funds 01, 09, and 62			2021-22 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	7,704,584.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	270,300.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	0.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100, 9200	7699, 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	268,998.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				268,998.00
D. Plus additional MOE expenditures:			1000-7143, 7300-7439	
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				7,165,286.00
Section II - Expenditures Per ADA				2021-22 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, Line C9)				510.23
B. Expenditures per ADA (Line I.E divided by Line II.A)				14,043.25

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
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.)	6,011,730.73	10,330.32
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	6,011,730.73	10,330.32
B. Required effort (Line A.2 times 90%)	5,410,557.66	9,297.29
C. Current year expenditures (Line I.E and Line II.B)	7,165,286.00	14,043.25
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2023-24 may be reduced by the lower of the two percentages)	0.00%	0.00%
SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

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

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

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
 (Functions 7200-7700, goals 0000 and 9000) 259,697.00
- 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) 5,024,730.00

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 5.17%

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)	560,826.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	63,714.00
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)	71,185.01
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)	9,564.50
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)	705,289.51
9. Carry-Forward Adjustment (Part IV, Line F)	219,520.24
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	924,809.75

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	3,833,586.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	922,259.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	536,377.00
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)	179,947.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	12,000.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	5,884.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	1,305,700.99
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)	175,435.50
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	6,971,189.49

C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment

(For information only - not for use when claiming/recovering indirect costs)

(Line A8 divided by Line B19)

10.12%

D. Preliminary Proposed Indirect Cost Rate

(For final approved fixed-with-carry-forward rate for use in 2023-24 see www.cde.ca.gov/fg/ac/ic)

(Line A10 divided by Line B19)

13.27%

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)

705,289.51

B. Carry-forward adjustment from prior year(s)

1. Carry-forward adjustment from the second prior year

57,286.40

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 (7.79%) times Part III, Line B19); zero if negative

219,520.24

2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (7.79%) times Part III, Line B19) or (the highest rate used to recover costs from any program (7.77%) times Part III, Line B19); zero if positive

0.00

D. Preliminary carry-forward adjustment (Line C1 or C2)

219,520.24

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)

219,520.24

Approved indirect cost rate: 7.79%
 Highest rate used in any program: 7.77%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
62	3212	53,827.00	3,065.00	5.69%
62	3310	63,053.00	4,900.00	7.77%
62	5810	40,939.00	75.00	0.18%
62	7422	153,189.00	2,888.00	1.89%

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	194,635.00		83,581.00	278,216.00
2. State Lottery Revenue	8560	88,747.00		35,390.00	124,137.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		283,382.00	0.00	118,971.00	402,353.00
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	0.00		1,500.00	1,500.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			0.00	0.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		0.00	0.00	1,500.00	1,500.00
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	283,382.00	0.00	117,471.00	400,853.00
D. COMMENTS:					

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
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Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

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

Financial Reporting

SUBJECT: Agenda Item 2.2 – High School Building Update

PREPARER: Lane Carlson

RECOMMENDATION: Discussion

BACKGROUND:

Administration will provide the board with an update on the high school & theater building plans & construction.

REFERENCE:

RSA Policies & Procedures/Facility-Operations Policies/Capital Expenditures

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

General Reporting

SUBJECT: Agenda Item 2.3 – Local Control & Accountability Plans

- 2.3.1 2022/2023 Local Control & Accountability Plan Federal Addendum
- 2.3.2 2022/2023 Local Control & Accountability Plan – 2nd Read

PREPARER: Margaret Johnson

RECOMMENDATION: Discussion/Action to Approve Federal Addendum
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.

- 2022/2023 Local Control & Accountability Plan Federal Addendum – 2nd Read
- 2022/2023 Local Control & Accountability Plan – 2nd Read

REFERENCE:

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

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template**

LEA Name

Redding School of the Arts

CDS Code:

45699480134122

Link to the LCAP:

(optional)

https://rsarts.org/about_rsa/l_c_a_p

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

2nd Read

Redding School of the Arts (RSA) has three overarching strategies for the students: Academic success for all students in Mathematics, Academic success for all students in English Language Arts, and ensuring student engagement at school by providing opportunities for students and families to participate in the educational process so that students will be successful in the future. 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. These test 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 %ile between two and twelve percent for an overall increase of students scoring below the 21st %ile by 4.2% per grade. Fifth grade indicated a decrease of one percent of students scoring below the 21st %ile. 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 %ile 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 %ile 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 %ile by 2.4%. The LCAP goal to measure effective intervention was an overall decrease of 1% of students scoring below the 21st %ile in Mathematics and ELA which RSA achieved.

English Learners make progress toward English language proficiency- however, the ELPAC has not been completed for this year to determine the outcome of progress for these learners.

Currently, the school utilizes 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 the first two LCAP goals. These strategies work together to align successful access and instruction for students so that they will achieve grade-level state academic standards. 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. 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 focused 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.

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.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Federal funds will be used for staff development to familiarize themselves with the testing format and better understand reports that provide detailed information to target instruction. The Instructional Leadership Team comprised of a representative from the various grade levels, Home school, and special education review collective data and recommend small group intervention groups that are fluid in nature. These identified mentors will work within their Professional Learning Communities (PLC) to train others on administration and analysis of testing data. The PLC will focus curriculum and instruction in relevant areas as determined by student progress. The purpose of the PLC is to enhance the implementation of mathematics and ELA instruction, share new teaching ideas from various teacher workshops, and collaboratively encourage best practices between similar grades. The school will be intentional to monitor students' social-emotional learning by including monthly SEL goals during staff Monday meetings and beginning for the school year training. Teachers, parents, and administrators can measure progress against grade-level standards and expectations for student academic achievement to adjust course offerings and instruction. These additional assessments will support effective and differentiated instruction and as well as adding academic enrichment opportunities for the students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

2nd Read

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

2nd Read

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

2nd Read

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

RSA uses the SNAP and county direct certify as the criteria to determine poverty.

2nd Read

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Redding School of the Arts will use the State dashboard information by student group performance as one indicator to determine any disparities that result in low-income students or other student groups when compared to all students in the school. This assessment information will be cross-referenced with the local assessments used at the school to determine specific needs such as performance tasks or non-fiction reading for comprehension. RSA will ensure all teachers are teaching within their credentialed area.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

RSA will carry out its responsibility of keeping parents and families informed in a variety of ways. Teachers will be using google suites so that students and parents are aware of assignments and assignment completion by their child's teachers and their grades. Teachers can be reached via email for a timely response to questions they may have. Parent, Student, Teacher conferences are held in the fall to discuss student learning goals for the year and can be repeated as needed through out the year. Parents receive copies of NWEA tests and CAASPP. Parents complete a spring survey providing feedback and information to the administration.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

- Redding School of the Arts (RSA) will involve parents and family members at identified school functions to develop a Comprehensive Support and Improvement Plan. RSA includes parents in several ways. The development, updates, and information gathering occur at a variety of stakeholder parent meetings. At the meetings, a review of student testing data is presented and the State Dashboard (when it becomes available) on student groups is included. Additionally, the LCAP goals, actions, and outcomes are shared with parents. These stakeholder meetings occur monthly.
- RSA will involve parents and family members in jointly developing the Targeted Support and Improvement plans: During the informational various stakeholder meetings, a public forum is available for exchange of information, implementation questions, and suggestions to improve meeting the needs of students. Additionally, a spring survey is sent out to all families that include open-ended questions where comments and suggestions are encouraged.
- In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed – Does not apply to RSA.
- RSA parents/ guardians annually update enrollment information through the Aeries web portal. They also are encouraged to attend monthly stakeholder meetings (Parent Teacher Club, Theater Booster Club and Governance Board meetings) as notified through phone calls, text messages, emails, website and evening events such as evening performances, Back to School and Open House.
- RSA provides assistance and general information to parents during Parent-Student-Teacher Conferences and through the monthly newsletter so that parents can develop a better understanding of such topics as the challenging State academic standards, State, local academic assessments, and importance of CAASPP testing. RSA also sends home NWEA MAPS progress monitoring reports for parents to stay informed of their student's academic progress.
- RSA will provide materials and training to help parents to work with their children to improve their children's achievement, such as using technology programs, as appropriate, to foster parental involvement. These links will be provided through teacher websites, at Back to School Night, and during Parent-Student-Teacher Conferences.
- RSA's teachers, specialized instructional support personnel, administrators, and other staff, including the Governance Board members, seek opportunities to communicate with and work with parents as equal partners by implementing and coordinating parent programs that build connections between parents and the school. To build connections, a variety of events during the year provide opportunities for parents to be involved in their child's education such as science and history theme days, volunteering in the library, movie night, as well as performances and art shows.
- RSA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs by providing a computer and internet for home use, encouraging parents to be present while their child participated in the before or after school intervention programs using phone calls, text messages, teacher emails, school emails, and letters.
- RSA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in several formats: letters, phone calls, email and text. When sent as an email, parents have access to google translate to access understandable notices.
- RSA will provide such other reasonable support for parental involvement activities as parents may request such a teacher conference with an interpreter available for Mandarin and Spanish. RSA has also contacted other parents who speak an additional language to build connections with parents with similar languages to foster parental involvement through our parent stakeholder groups.
- RSA will diligently seek ways to provide opportunities for participation of parents and family members including family members who have limited English proficiency through various small group meetings that ensure parents and family members with disabilities can access the building and parents and family members of migratory children), including providing information and school reports in a format and to the extent practicable, in a language such parents understand. Many state documents are already provided in a second language and RSA will include those documents to parents when requested.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

RSA Homelessness Liaison will maintain contact with families and county programs when the school receives notification of a child in need or a teacher reports a concern as expressed by a student in the class. The school maintains a list of county agencies who can provide supports.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Currently RSA does not have any Targeted School population that applies to Targeted Assistance Schools where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

RSA will provide homeless children and youth with transportation using monthly city bus passes or taxi services to attend school, other educational functions or field trips when appropriate. When necessary the school will provide for other arrangements as needed to assist students with daily attendance, connections to onsite services or outside agencies that provide services such as medical, dental, vision or emotional. Students remain enrolled regardless of the change of address. The school provides all supplies needed to be successful in the classroom. A staff mentor is assigned to a student and to communicate with parents to build connections at school. In some cases, communication takes the form of a daily note, other times it is an email or phone call. A school counselor is made available to students as needed.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

RSA does not have early childhood education programs - not applicable.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Although RSA does not continue through high school, the LEA does implement strategies to facilitate an effective transition from middle grades to the various comprehensive high schools in our area. One strategy is to invite the various area high schools to the school to present to students and parents. Another strategy is to have high school perform for students at an assembly. Many of the 8th graders will be included in a freshman orientation sponsored by the identified high school prior to school ending. This year, students in 7th and 8th grade were engaged in a newly implemented career educational piece that included planning for future professions and institutions of higher education.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

RSA currently does not identify gifted and talented students;

RSA participates in the library training programs offered in the county to ensure that RSA has an effective school library program that provides students opportunities to develop digital literacy skills or reserve library books to improve academic achievement through connections with the city library, access to digital educational materials through Ebsco and when possible extend the operating hours beyond the school day. The Ebsco platform included tutoring help for all subjects should a student needs additional help with school work after school hours.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

- RSA continually invests in the professional growth and improvement of the teachers, administrators, and other school leaders. Administrators frequently meet with staff through an evaluation process that includes State Teaching Standards that includes professional growth as well as a list of resources to best and guide professional learning priorities, design, and assessments needed for that staff member and to meet the needs of the school. Teachers with less than three years of experience participate in New Teacher Induction - Alliance for Teacher Excellence. All new employees are provided mentors to support them through their first year. RSA implements an Instructional Leadership Team (ILT) that includes 6 teachers and two administrators to review student results, provide feedback for school progress for student groups, and enhance staff leadership at the school. Staff members serve for two years before transitioning to other potential leaders.
- Collaboratively, the administration and the ILT suggest content training and pedagogy that will enhance the RSA's educators' expertise and increase students' capacity to learn and thrive. These suggestions that were included in the 2021- LCAP have been subject-focused or intervention focused with results reviewed after the intervention.
- The Professional Development (PD) system of staff improvement addresses equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups. After staff members attend their training, time is spent sharing the information with the larger group or department so that all can learn more about the topic. Topics and information are also shared through google documents where student accountability is collected and reviewed so that all staff can benefit.
- Collaboration and shared accountability is considered to be a very important part of staff development especially for the shared purpose of monitoring student progress. This will be occurring through ILT, PLC, Department, and Staff Monday meetings. Through these different collaborative groups learning and collective responsibility for student achievement are encouraged by everyone including those whose students are not taking the state tests. Teachers meet with grade-level teachers below and above their content area to discuss standards for the next grade level and student progress for incoming students.
- Resources: the dedicated resources for PD are allocated based on the overall needs of the students and staff through surveys and student achievement tests. Staff members serving a high number of identified student groups are encouraged to priorities their PD and meet to discuss the implementation of learning outcomes.
- RSA established priorities and focused needs through surveys, students' data results from various tests, and input from ILT to develop a coherent system of educator learning and support that aligns school priorities and needs with state and federal requirements and resources.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Since RSA is the LEA , the school has identified targeted groups with improvement activities that have designated funds to support the programs. These funds will add additional basic instruction support to students in English Language Arts and Mathematics. As the annual goals are reviewed adjustments to budgets are identified to meet the financial programming of the school.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

RSA uses four types of data to collect information on students beginning in kindergarten and new students to the school.

1. Kindergarten students receive a general skills assessment to ensure that the school has met the 'search and serve' state criteria and can immediately offer support if needed.
2. To identify at-risk readers, the school uses the CBM test to monitor fluency; This test is an indicator of potential reading struggles; All first and second graders are post-tested along with other identified or new students in spring to measure growth by paraprofessional support in the classrooms.
3. NWEA MAPS for grades kindergarten through eighth; this occurs two times per year. The NWEA monitors four strands of math skills and three reading comprehension skills. Comparison data is shared with PLC so that adjustments to instruction can be made to support the learners and monitor them over months and grades.
4. Final test is the CAASPP given in the spring.

Students who are low or identified as at risk in 2 of the three tests are provided intervention or paraprofessional support in the classrooms during the identified subject area of need. The information gleaned from the tests and the ongoing teacher assessments provides continual updates and ways to provide activities for students learning.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

- (A) ESSA Plans for RSA occur over several meetings with a variety of educational partners from staff, to parents to governance and county support. With gathered partner information from meetings and surveys, plans to support student groups were reviewed. Some areas of need included keyboarding skills, writing proficiency, and addressing performance tasks in math. RSA administration participates in the Reach High Shasta consortium that addresses early literacy issues and students in middle school through high school to discuss data and curriculum that will improve learning for all students in the greater Redding area.
- (B) RSA will continue to partner with the Shasta County Office of Education which offers high caliber and affordable PD and to stay informed of changes at the State Department of Education. The school will work with Northern Valley Social Services and the El Dorado Charter County Office of Education as a resource for the students. PD will be provided to certificated and paraprofessionals at a variety of intervention levels and subjects.
- (C) Funds will be used for activities related to supporting safe and healthy students. Teachers will be trained on the appropriate age approaches to social-emotional learning to enhance communication among peers and learn problem-solving skills.
- (D) Funds will be used for monitoring and developing activities related to supporting the effective use of technology in schools by exploring typing programs, google chrome documents, spreadsheets, slides, and forms. The school uses a robust content filter to ensure student work and access to websites are limited. All students have access to their own Chromebook which can be used for educational purposes at school or at home.
- (E) The LEA will periodically evaluate the effectiveness of the activities carried out based on such objectives set out as pre and post-tests and other outcomes such as a reduction in office referrals related to issues on the playground or cafe.



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LCFF Budget Overview for Parents

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

CDS Code: 45699480134122

School Year: 2022-23

LEA contact information:

Lane Carlson

Executive Director

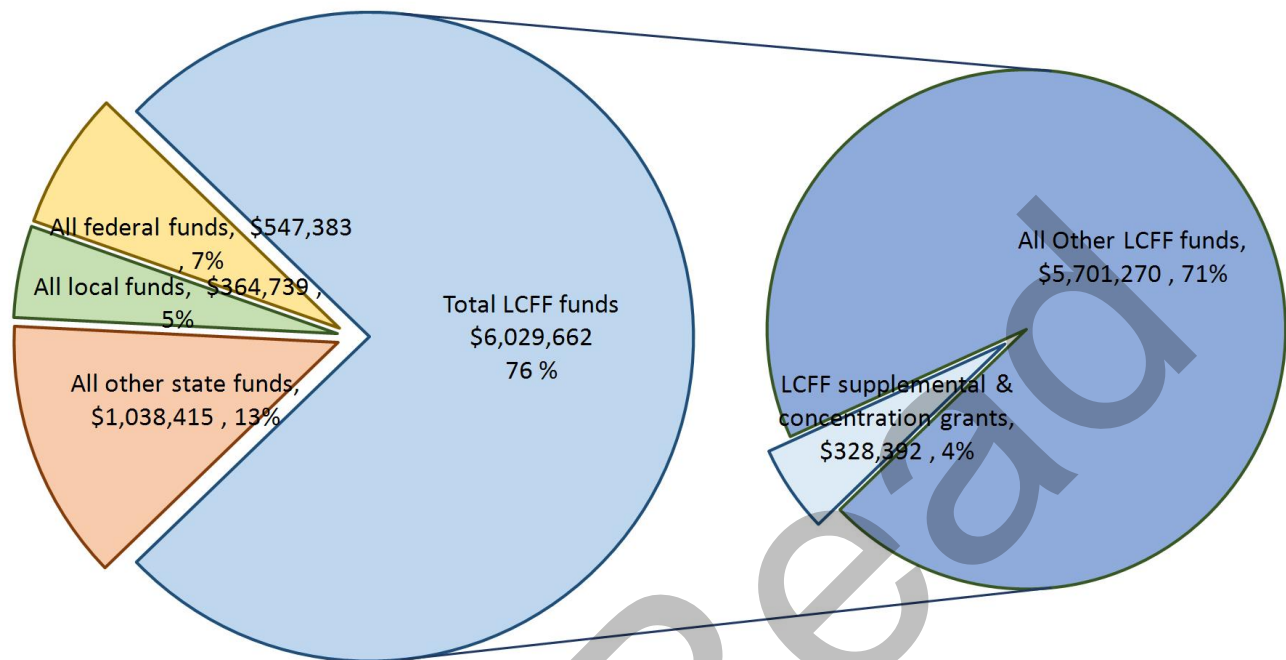
lcarlson@rsarts.org

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 2022-23 School Year

Projected Revenue by Fund Source

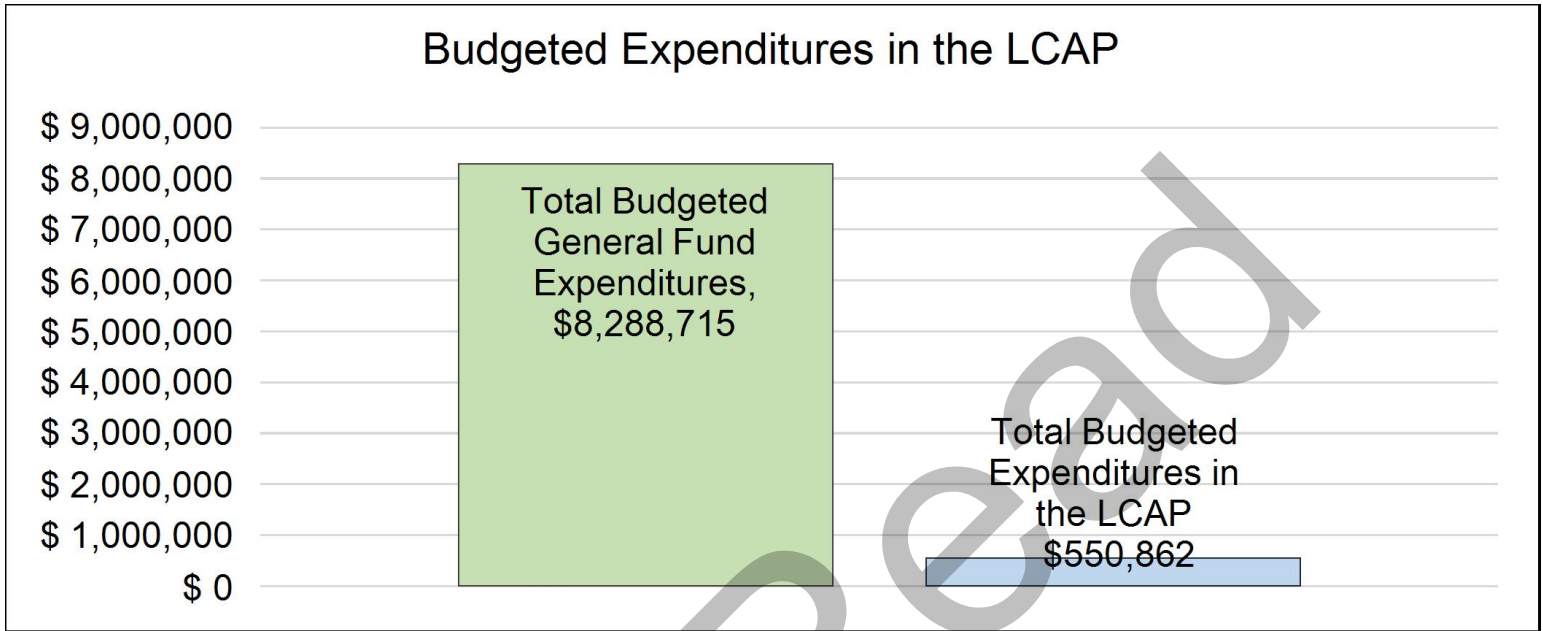


This chart shows the total general purpose revenue Redding School of the Arts expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Redding School of the Arts is \$7,980,199, of which \$6,029,662 is Local Control Funding Formula (LCFF), \$1,038,415 is other state funds, \$364,739 is local funds, and \$547,383 is federal funds. Of the \$6,029,662 in LCFF Funds, \$328,392 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 2022-23. 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 \$8,288,715 for the 2022-23 school year. Of that amount, \$550,862 is tied to actions/services in the LCAP and \$7,737,853 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Redding School of the Arts plans to spend \$7,737,853 for the 2022-23 school year. The budgeted expenditures that are not included in the LCAP total \$550,862

will be used for the following categories:

Expenditures that are not included in the LCAP are primarily operational costs that contribute to the school's overall function.

1. Certificated staff salaries for regular and special education teachers;
2. Administrative staff salaries;
3. Classified staff salaries such as custodians, secretaries, and aides;
4. Benefit costs of salaries such as PERS, STRS, Medical, Dental & Vision Insurance;
5. Instructional and general supplies such as paper, pencils, toner, mechanical parts, and other miscellaneous items;
6. Contracted services, liability insurance, travel and conference, communications, and utility costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Redding School of the Arts is projecting it will receive \$328,392 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 \$372,194 towards meeting this requirement, as described in the LCAP.

RSA has an enrollment of unduplicated pupils that is less than 40 percent of the school site's total enrollment. RSA had an unduplicated pupil count of 27% and an estimated unduplicated count of 30% in the 2022-2023 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 report 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 the school's 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.

RSA will provide intervention and remediation for identified unduplicated students in the before, during, and after school intervention so that all students will be able to access the services based on need. There will be an increase in services through the use of paraprofessionals and certificated staff. Efforts will be made to ensure the unduplicated are included in the intervention groups. Specifically, RSA will implement reading and writing skills during math lessons during instructional time with the teachers using guided practice on test-taking strategies and writing responses to build confidence in all students.

Technology will be used in Google Suite Enterprise to enhance communication with parents so that they may monitor completed student assignments.

Access to the school counselor who will support attendance, college/ career lessons, and SEL lessons.

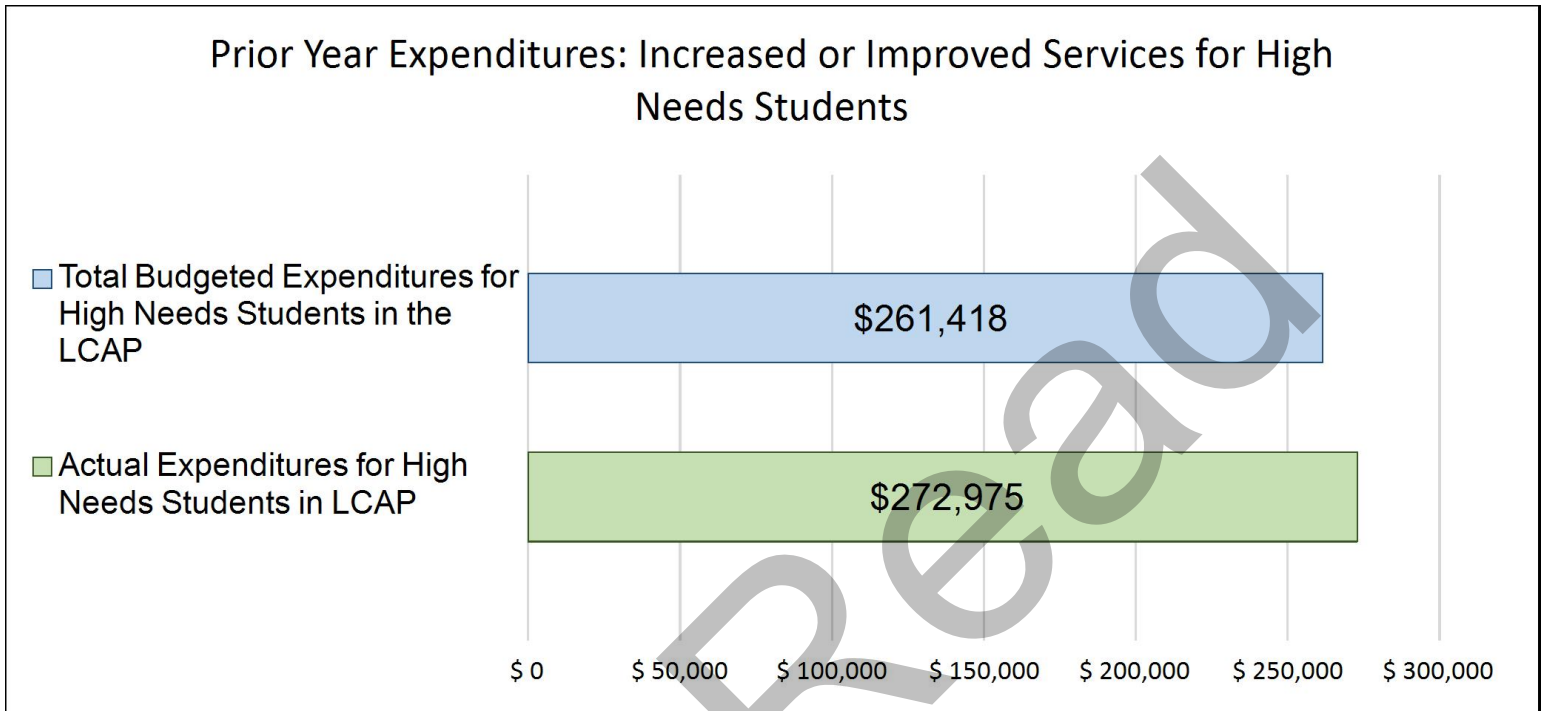
Continue to participate in the free meal subsidy for breakfast and lunch.

Offer supports through push-in or pull-out for the EL students by the English Learner Coordinator.

Attend training for the Homeless/Foster Youth Coordinator to ensure the school is offering services to meet the needs of the students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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 2021-22, Redding School of the Arts's LCAP budgeted \$261,418 for planned actions to increase or improve services for high needs students. Redding School of the Arts actually spent \$272,975 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$11,557 had the following impact on Redding School of the Arts's ability to increase or improve services for high needs students:

It is estimated that RSA will be contributing general fund dollars to ensure services for high needs students. Increased personnel costs has established the overage.



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Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

RSA strives to provide for a variety of stakeholder meetings to ensure a quality engagement and ample opportunities in several formats to achieve meaningful input for strategic planning goals. Although parent involvement opportunities were limited due to onsite limitations parent-run committees interfaced indirectly with RSA teachers and staff through 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.

Ways that our parents are engaged and are informed of the LCAP achievements, goals, and 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 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 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.

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 from participation areas, safety at school, school's mission, and educational programming Quarterly, the administration reports on the school's LCAP goals relative to student progress, and time is allocated at the PTC and TBC meetings to discuss and offer suggestions as a means to include as many stakeholders as possible. Evidence of these discussions can be found on the agendas and minutes.

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, PD, and PLC. Four times during the year there is an All Staff meeting that includes updates for student progress and includes discussion time. Both types of meetings have an agenda and

minutes. Another staff member stakeholder 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.

Ways that students are engaged and 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 Humane Animal Shelter. They also organized two separate spirit week activities for the entire school to engage in together.

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

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Redding School of the Arts does not receive a concentration grant or the concentration grant add-on based on the CA Education Code Section 42238.02 of unduplicated students that are equal or greater than 55%.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Redding School of the Arts engaged its educational partners through discussions at a variety of meetings to ensure there was quality engagement and ample opportunities for feedback. Several formats were used to achieve meaningful input for strategic planning goals. Although parent involvement opportunities were limited due to onsite limitations, parent-run committees interfaced indirectly with RSA teachers and staff through Zoom meetings and shared documents to determine the best use of one-time federal funds to provide intentional support for learning recovery from the COVID-19 pandemic and the impact of distance learning on students. These supports included Learning supports –

before/after school programs focused on addressing learning loss; Expanded learning by increasing instructional minutes 4 days a week by 10 minutes (40 minutes/ week) for the Kinder - 2nd and 3rd increasing instructional minutes 4 days a week by 30 minutes (120 minutes/ week); Additional academic services – diagnostic assessments, intensive instruction, additional instructional materials; Integrated pupil supports – health, counseling, mental health services, social and emotional learning.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Due to having ESSER II funds available to meet the health and safety of our students, educators and continuity of services as required by the federal American Rescue Plan Act of 2021, Redding School of the Arts has established a planned to expend ESSER III funds as outlined in the federal requirements in 2022-2023. The expenditure plan for 2021 - 2022 included expenses such as PPE, air filters, replacing technology, etc. The ESSER III will align with the current ESSER II plans and continue to build on student and educator safety and continuity of services as more students return to the classroom in 2022-2023 year.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Redding School of the Arts used its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP and the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER II Expenditure Plan. These items included: replacement of 7th/8th CPM Math Books or other textbooks that were lost or not returned from the previous year so that each student would have their own textbook (LCAP goal 1 and 2), Purchase of additional computer memory for teacher and classroom computers to ensure access to online class lessons when students were out due to isolation or quarantine (Safe In-Person Learning Plan), the purchase of masks for students who may have forgotten their masks or need a replacement (Safe In-Person Learning Plan), Staff voice amplifier so that while masked the students can hear the staff member providing instruction to them in the classroom, Purchase of Air Purifier, air filters and fans to ensure rooms are well ventilated and cleaned after someone has been identified as COVID positive (Safe In-Person Learning Plan).

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



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Local Control 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 [2022-23]

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

2nd Read

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.

RA 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 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 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.

2nd Read

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.	maintain			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	maintain			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				students in all subjects
Priority 1 Basic Services - Appropriate Teacher Placement/Credential	100% of teachers appropriately assigned and credentialed.	maintain			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.	maintain			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%.	waiting for CASPP test results to report desire to maintain the goal.			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.
Priority 7 – Course Access - Programs	Participation in push in/pull out or extra	maintain			Maintain participation rates for targeted

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	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.				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 COVID restrictions of -4%.	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, -1%; 6th Grade, 7%; 7th Grade, -4%; 8th Grade, 8%; 8th Grade, 5%. Overall school improvement of 2%.			The overall number of students scoring below the 21st percentile in Math 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
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.			

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, and other resources as needed.	\$164,729.00	Yes
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.	\$95,696.00	No
1.3	Implement a system of local performance assessments	Expand the use NWEA K-10 as a school wide benchmark testing. Provide PD for CAASPP interim assessments.	\$7,815.00	No
1.4	Ensure each classroom has adequate math	Purchase additional math manipulatives so that each child has a set to use during the lessons.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	manipulatives and support units.			
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.	\$6,290.00	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.	\$2,500.00	No
1.7	Review math curriculum for the middle and high school 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.	\$60,000.00	No

Goal Analysis [2021-22]

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.

The overarching goal of students demonstrating increased math proficiency using mathematical reasoning skills was achieved schoolwide. Actions were set up as a tier 1 intervention of: Leveled math classes, One grade level per teacher, Research-based curriculum programs. Tier 2 interventions included: Paraprofessionals push-in to math classes, most grade levels, iReady online Math program providing intervention and leveled learning, Early morning Math Lab, Middle school study skills elective, Middle school 'working lunch' with teachers for struggling students. Tier 3 interventions consisted of: IEP students - Individual and small group instruction , 504 students provided accommodations to the general education curriculum, and additional Before and after school support using certificated staff and paraprofessionals.

There were no substantive differences in planned actions and actual implementation of actions for the 2021 - 2022 school year.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures. RSA will continue to improve upon these established practices and target students' deficit learning areas as noted in the Winter NWEA and CAASPP testing.

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

When reviewing NWEA winter to winter scores, the school met the goal of at least 1% decrease in the number of students scoring below the 21stile. In fact, the school has an overall 3% decrease in the number of students scoring below the 21stile. This would indicate that the professional development of writing across the curriculum as related to the math performance tasks, direct instruction of reading for specific information, leveled math classes as well as the before school program offered to the lower-achieving students supported academic growth for all students.

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.

When testing results were analyzed for specific math skills it was noted that particular mathematic concepts may not be served by Go Math or covered to mastery. These topics include Operations and algebraic thinking, statistic and probability (middle school), Geometry and measurement and data. A review of the curriculum by grade level will occur with additional supplemental units or skills-driven programs that will be implemented in the following year. A comparison of topics will occur later this year to see if NWE and CAASPP align with the same results. The school schedule will be reviewed to see if additional math minutes can be added to the elementary math period. When using preliminary CAASPP information it is evident that the students are still struggling with the performance tasks. Providing instruction nto the students on how to prepare written responses to mathematic situations is an identified growth area and fits with the writing across the curriculum goal 2.

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.	maintained			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.	maintained			Maintain 100% of teachers appropriately assigned and credentialed.
Priority 2 Implementation of State Standards -	100% of teachers will use English Language Arts, VAPA and	maintained			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.				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.	maintained			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.	maintain			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 unduplicated pupils and individuals with	Participation in push in/pull out or extra support services before/after school as measured by attendance sheets for students with	maintained			Maintain participation rates for targeted students, and Monitoring records will show a decrease in the number of students scoring

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	exceptional needs or unduplicated categories. ILT Monitoring records of all students scoring below the 21st percentile in ELA using local NWEA assessment data.				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%.			Number of students scoring below the 21st percentile in ELA will decrease by at least 1st each year and show continual improvement.

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 Instructional Leadership Team. ILT will be instrumental in analyzing data and working with grade level teams to implement data driven instruction practices school wide.	\$32,000.00	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.	\$44,110.00	Yes
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.	\$24,392.00	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.	\$34,000.00	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.	\$13,000.00	No

Goal Analysis [2021-22]

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 administrative team and intervention staff worked together to identify students through multiple measures who would participate in before, during, and after school intervention small groups using certificated and paraprofessional staff members. The school will purchase a school license for Lexia, and supplemental reading materials for monitoring the progress of intervention- Read Naturally, iReady licenses, [SIPPS], etc. The Instructional Leadership Team was unable to meet during the school day due to the shortage of substitute teachers being available. However, the team did meet four times on minimum day Mondays to review student progress data and provide feedback on serving students in the classrooms, progress towards LCAP goal 2 as measured by NWEA test results and reading fluency measures such as iReady and CBM measures, as well as a future intervention plan which included ELO funds. It was not anticipated that a partial cost of the Teacher Induction program would be paid for using LCAP PD for the new teachers.

Prior to school starting and during the course of the year, sixteen staff members (teachers and paraprofessionals) participated in SIPPS training which complimented the current reading anthologies by strengthening the various reading strategies based on grade levels and abilities. This intervention was utilized in the before and after school small group sessions as well.

RSA extended the daily minutes for the third grades by 20 minutes each day. This provided for additional writing time in the classroom or Mandarin language enrichment.

Although funds and time were allocated for professional development and planning for writing across the curriculum, no specific time was allocated in the daily schedule for additional English Language Arts minutes by reducing specific minutes in another subject. Instead, time and lessons were allocated to using writing skills in mathematics, science and social studies.

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.

The difference in anticipated and actual were as followed: 1. Decrease in substitute teachers costs for the ILT teachers to be out of their classrooms. These meetings occurred during Monday planning time after school.
2. To ensure that all teachers are qualified teachers, RSA used professional development funds to pay for the Teacher Induction Program.

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

Specific actions demonstrated progress toward the goal of fewer students scoring below the 21stile on the winter NWEA tests. Overall grade level the comparison of winter 2021 to winter 2022 demonstrated that students made significant growth. The school purchased additional

reading supports and interventions that included a supplemental phonics program which included training. With the addition of para time in the primary rooms and expanded the online remediation programs, students were offered before and after school individual or small group intervention during class. Additionally, a certificated staff member provided push in reading and writing support to the classroom teacher's instruction three times a week.

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.

RSA will continue to offer PD on writing across the curriculum and strengthening reading informational text at the various grade levels with a focus on the middle school grades. For the fourth - eighth grade students, new novels and high-interest reading materials that encourage independent reading and analysis will be included as support text to build on informational reading and academic vocabulary. Teachers will complete training for interim assessments and NWEA benchmark tests as a way to better prepare their students and to provide instruction based on student needs. Staff will continue training in the implementation of SIPPS. Trained paraprofessionals will be utilized in the primary rooms for reinforcement of reading and writing skills. The school will continue the elective reading clubs to provide extra practice during the school day for students unable to arrive or stay after school for the extra help.

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.

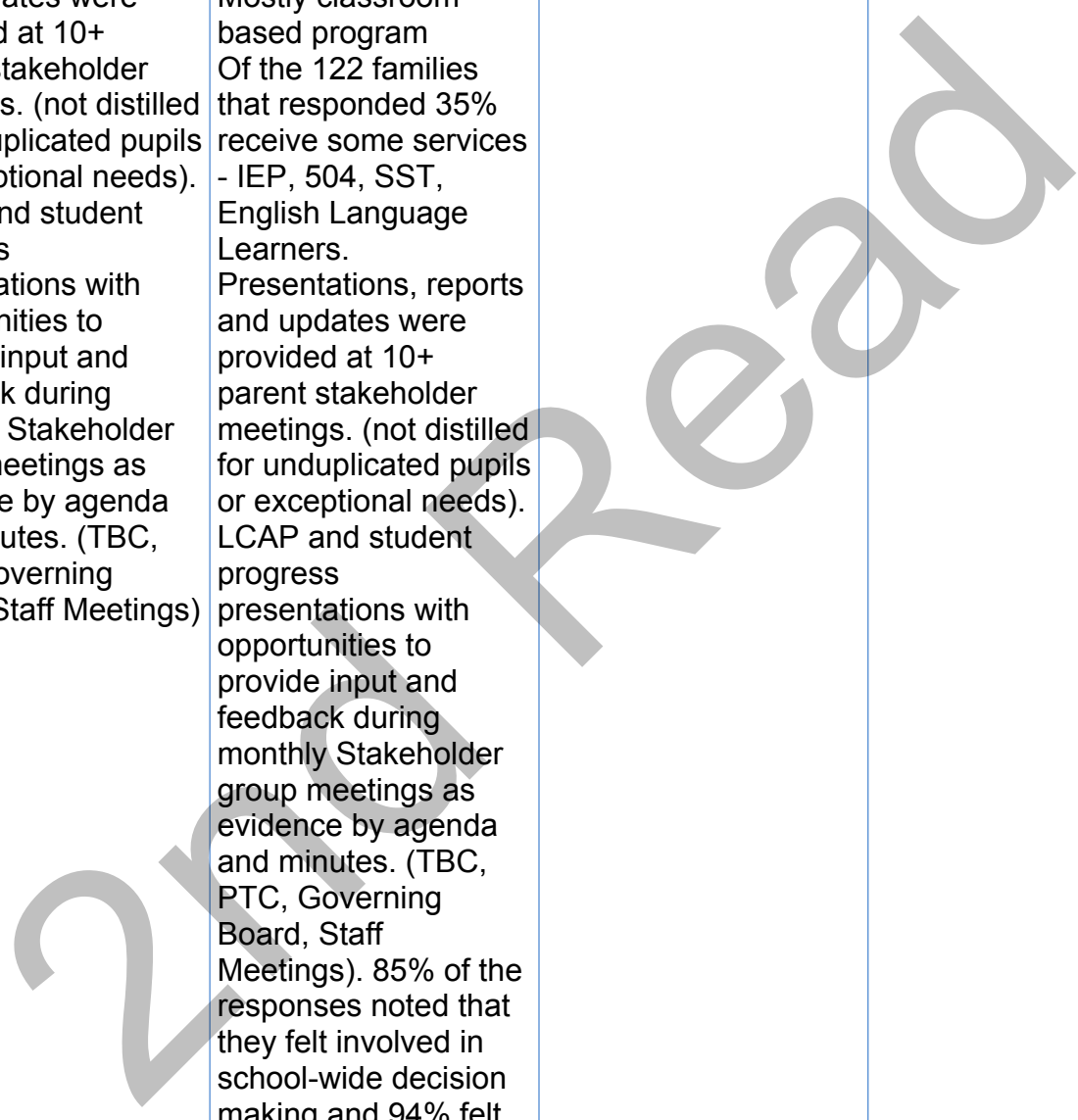
An explanation of why the LEA has developed this goal.

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			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			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
<p>Priority 3 Parental Involvement - Promote parental participation for unduplicated pupils and those with exceptional needs.</p>	<p>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</p>	<p>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</p>			<p>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.</p>

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,			
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.			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.			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			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>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 5 Pupil Engagement as measured by participation in SEL lessons, pre and post assessments, implementation of screeners.</p>	<p>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.)</p>	<p>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</p>			<p>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.</p>

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.	\$3,200.00	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.	\$47,000.00	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.	\$30,500.00	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-Registrar 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, Capturing Kids Hearts, * Connect families with local resources and community partners to reduce barriers to attending school, and 	\$29,535.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* Implement an attendance campaign using Attendance Works resources.		
3.5	College and Career supports for middle school students	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. 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 Fieldtrip(Ashland) with nearby College visit and Shasta College Career Day Event), career survey to develop future educational interests.	\$17,207.00	Yes
3.6	Increase Student engagement & attendance through VAPA and sports competition	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.	\$71,000.00	No
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

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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.

Overall RSA made the target growth to increase student engagement and participation in events. These actions were measured by the positive responses from students in their Social Emotional Learning groups where students participated in in-class activities and/or met with the school counselor. The school counselor provided daily ideas for teachers on her website and provided training to the teachers. Using these lessons, teachers could offer SEL check-ins and lessons tailored to the various classes and grade levels based on the teacher's assessment of student SEL needs through observations and teacher-student interactions. Behavior plans were developed for students struggling socially and behaviorally in the classroom after returning from COVID at-home learning and/or starting kindergarten without preschool experience. The MTSS team developed and implemented a sensory room with protocols and training for students based on their need to learn self-regulation strategies and increased the classroom sensory calming center materials to keep students engaged in learning and feeling safe at school. By adding these supports (SEL lessons, increased counselor accessibility, behavior plans, and sensory materials, either in the classroom or specific sensory room) into the students' day, a reduction in referrals to the office was noted.

RSA increased in offering additional competitive sports through the direction of the Fox Activities Advisor. Cross Country was offered to the Kinder - 8th-grade students and competitive co-ed team sports for middle school occurred in fall, winter, and spring. Visual and performing arts students were eager to engage in the spring musical and art competitions in our area. According to the family handbook, positive attendance, good citizenship, and passing grades are required to participate which ensured students were coming to school and making academic progress.

Tracking the career and college instruction for middle school students was minimal this year partly due to COVID restrictions on allowing visitors into the classrooms and field trips. Restrictions for field trips were permitted until spring. An assigned middle school teacher and counselor will be providing the college and career piece during the year which will include benchmarks of pre and post-knowledge of student interests and skills surveys.

RSA did not see a reduction in truancy this year. It has been noted that it was difficult for students who were recovering from COVID to attend classes or complete homework which contributed to the absence rate. The school anticipates this attendance issue to resolve itself as students are immunized and staff members become more familiar with adjusting to students in the classroom and online.

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.

There was no material differences between budgeted expenditures and estimated actual expenditures. RSA will continue with the planned counseling services to support social emotional learning and self regulation using the school counselor, and the organized school activities with support from the FACT advisor for performance and athletic competitions. VAPA electives were successful using the cohort experiential learning and the self-selecting that occurred during the winter.

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

Based on survey results by students, staff, and families, the noted specific actions to improve Priority 4, student achievement, Priority 5, Student Engagement, and Priority 6 School climate were accomplished. In grades 3-8 RSA implemented the Kelvin SEL screener offered through the 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 the Positive effect (48%). The positive effect measured how worried students felt 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. In summary, SEL universal screener was implemented as a larger Shasta county project (Kelvin screener). RSA's favorability scores as measured by the Kelvin screener for instructional environment indicate that teachers did have high expectations and that they cared about students. RSA's decrease in favorability scores as measured by the Kelvin screener in the areas of Positive effect indicates that students are feeling anxiety and worry and do not yet have the skills to manage those feelings. Additional intervention is needed.

Professional Development for teachers, paraprofessionals, and specialists occurred before school began to ensure everyone was aware of the students' needs. Time was allocated each month so that all parties could collaborate prior to referrals to SSTs as noted in regularly scheduled student staffing meeting notes.

Sensory items were carefully selected, and distributed in classrooms. Students were trained on how to use the sensory items. Additionally, a sensory room was established for students needing additional time outside the classroom to regulate their emotions and behaviors. This was a positive use of resources with favorable outcomes for the students so that they could successfully rejoin the class to finish their day.

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.

RSA will maintain the practices currently in place for staffing arrangements and meeting state priorities. However, with the expansion into high school, more counseling time will be added to meet the college and career education courses. In addition, for the 2022-2023 school year, RSA will offer the Coping Cat program to interested students and their families, as a way to teach effective coping strategies and build resilience (reducing anxiety). Kelvin will again be used to measure the effectiveness of intervention. Because the minimal or no growth indicated for seat based grades 2-3 and 4-5 on the RSA Teacher SEL Survey may not reflect actual change in SEL skills, there is some concern that teachers completed the surveys too early in the fall, before they knew students well, and too late in the spring, when the teachers were overwhelmed with end-of-the-year activities. For the 2022-2023 school year, the survey will be sent out later, closer to parent-teacher-student conference time in October, and will be completed earlier, while many of the students are working on state testing.

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.

2nd Review

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

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.

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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

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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	

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$458,768.00	\$148,206.00		\$86,000.00	\$692,974.00	\$474,034.00	\$218,940.00

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	\$51,208.00	\$113,521.00			\$164,729.00
1	1.2	Staff Meetings and Agenda for PD and PLC	All	\$95,696.00				\$95,696.00
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	\$5,000.00				\$5,000.00
1	1.5	Implement reading and writing skills during math lessons.	All	\$6,290.00				\$6,290.00
1	1.6	Use Google Suite Enterprise	All	\$2,500.00				\$2,500.00
1	1.7	Review math curriculum for the middle and high school to make recommendations to adopt.	All				\$60,000.00	\$60,000.00
2	2.1	Data Driven Instruction in ELA	All	\$2,000.00	\$30,000.00			\$32,000.00
2	2.2	PD for Staff on Reading and Writing across the curriculum	English Learners Foster Youth Low Income	\$13,425.00	\$4,685.00		\$26,000.00	\$44,110.00
2	2.3	EL Learners access to achievable	English Learners	\$24,392.00				\$24,392.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		academic skills that will increase their English language.						
2	2.4	Provide intervention and remediation for students.	English Learners Foster Youth Low Income	\$34,000.00				\$34,000.00
2	2.5	Purchase novels, non-fiction books, online lessons, and periodicals.	All	\$13,000.00				\$13,000.00
3	3.1	SEL screening and supports	All	\$3,200.00				\$3,200.00
3	3.2	Emotional Support Tools and Materials for Self Regulation	All	\$47,000.00				\$47,000.00
3	3.3	Increase positive School Culture	All	\$30,500.00				\$30,500.00
3	3.4	Increase Student Engagement : Reduce Chronic Absenteeism	English Learners Foster Youth Low Income	\$29,535.00				\$29,535.00
3	3.5	College and Career supports for middle school students	English Learners Foster Youth Low Income	\$17,207.00				\$17,207.00
3	3.6	Increase Student engagement & attendance through VAPA and sports competition	All	\$71,000.00				\$71,000.00
3	3.7	Increase Parental Involvement	All	\$5,000.00				\$5,000.00

2022-23 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%	\$174,767.00	3.08%	6.15 %	Total:	\$174,767.00
								LEA-wide Total:	\$63,392.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$111,375.00

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	\$51,208.00	.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	\$5,000.00	.09%
2	2.2	PD for Staff on Reading and Writing across the curriculum	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$13,425.00	.24%
2	2.3	EL Learners access to achievable academic skills that will increase their English language.	Yes	LEA-wide	English Learners	All Schools	\$24,392.00	.43%
2	2.4	Provide intervention and remediation for students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,000.00	.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	\$29,535.00	.52%
3	3.5	College and Career supports for middle school students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$17,207.00	.30%

2nd Read

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$583,015.00	\$559,576.00

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.	No	\$108,554.00	66,908
1	1.2	Staff Meetings and Agenda for PD and PLC	No	\$153,955.00	77,434
1	1.3	Implement a system of local performance assessments	No	\$18,925.00	26,005
1	1.4	Ensure each classroom has adequate math manipulatives.	Yes	\$5,000.00	
1	1.5	Implement reading and writing skills during math lessons.	No	\$6,290.00	2,923
1	1.6	Use Google Suite Enterprise	No	\$2,232.00	2,232
2	2.1	Data Driven Instruction in ELA	No	\$36,023.00	31,210
2	2.2	PD for Staff on Reading and Writing across the curriculum	No	\$29,972.00	16,258
2	2.3	EL Learners	Yes	\$8,435.00	5,598
2	2.4	Provide intervention and remediation for students.	Yes	\$24,000.00	34,569

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	2.5	Increase instructional time for the third graders.	No		
3	3.1	SEL screening and supports	No	\$34,850.00	19,005
3	3.2	Emotional Support Tools and Materials for Self Regulation	No	\$23,000.00	23,663
3	3.3	Increase positive School Culture	No	\$23,175.00	27,349
3	3.4	Increase Student Engagement : Reduce Chronic Absenteeism	No	\$5,660.00	5,110
3	3.5	College and Career supports for middle school students	Yes	\$15,386.00	15,314
3	3.6	Increase Student engagement & attendance through VAPA and competition	No	\$87,558.00	205,998
3	3.7	Increase Parental Involvement	No		

2021-22 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)
261,418	\$52,821.00	\$63,376.00	(\$10,555.00)	3.90%	5.43%	2.00%

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	1.4	Ensure each classroom has adequate math manipulatives.	Yes	\$5,000.00	7,995	.63%	0%
2	2.3	EL Learners	Yes	\$8,435.00	5,498	1.53%	2.89%
2	2.4	Provide intervention and remediation for students.	Yes	\$24,000.00	34,569	.69%	1.42%
3	3.5	College and Career supports for middle school students	Yes	\$15,386.00	15,314	1.05%	1.12%

2021-22 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	261,418	0	5.95%	\$63,376.00	5.43%	6.87%	\$0.00	0.00%

2nd Review

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

2nd Read

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

General Reporting

SUBJECT: Agenda Item 2.4 – School Site Safety Committee Update

PREPARER: Lane Carlson

RECOMMENDATION: Discussion

BACKGROUND:

The School Site Safety Committee will provide the board with an update from their 6/9/2022 meeting.

- See Attached Meeting Minutes

REFERENCE:
School Site Safety Committee Minutes

School Site Safety Committee

Redding School of the Arts
June 9th, 2022 9:00am
RSA Community Room



REDDING SCHOOL of the ARTS

Attendees: Lane Carlson, Carol Wahl, Blake Schack, Sophia Zaniroli, Candice Percia, Wendy Sanders, Elsa Carcamo, Brock Redding

Absent: Gavin deBree, Margaret Johnson, Andrew McCurdy, Wendy Ruloph, Jonathan Sheldon

Minutes

Old Business

1. **Pick Up /Drop Off Plan for High School-** Re-discussed plan for next year. Plan would be for HS students to be Picked up and Dropped off on South side of building. Drop off limited conflict with HS start time of 8:20am, pick up still to be defined. (join siblings?)
2. **Storage areas/Food in classrooms-** Rodents. During an all staff meeting in August we will discuss cleanliness expectations for closets and food storage. – Further discussed the possibility of discussing the Harvesting of pests, 1st Aide/CPR training and Stop the Bleed Training.

New Business

1. **Surveillance System:** The committee discussed adding additional cameras to the surveillance system. Blake and Carol were assigned as lead to group who will review current cameras (see if they need to be relocated due to tree growth) and where to add cameras to cover HS and other areas around the building for safety. Blake had a meeting scheduled with current vendor and would discuss what would be needed if we added additional cameras, etc.
2. **Perimeter Barriers:** The committee discussed installing fencing around the playground/building. The area in front on Northside of building offers little protection from walk on intruders. Look at securing with esthetically appealing fencing. On southeast corner of building doors are regularly left ajar from students returning from recess or homeschool families coming or going. Discussed putting fencing (cyclone) in this area as a deterrent. During the walk of building it was also noted that the current fencing entering the library courtyard/activity center are all push handled doors with fencing that could easily be opened (as demonstrated by team). It was recommended that we place plexiglass or other barrier to prevent access to these areas and addition of cameras.
3. **Other:** Community Building- need to build back post COVID. Families are reporting that they feel disconnected from the happenings at school- Start with Meet and Greet (Picnic) next year- Carol to contact PTC.

Next meeting:

September 2, 2022 8:00am in the Community Room

Submitted by: Blake Schack 6/14/2022- Edit and details added by Carol Wahl 6/15/22

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

General Reporting

SUBJECT: Agenda Item 2.5 –2022/33 New Governing Board Member Elections

PREPARER: Margaret Johnson

RECOMMENDATION: Discussion/Action to Approve Tiffany Blasingame, Antonio Cota, and Daria O’Brien

BACKGROUND:

The Governing Board will review current member terms and approve new members for the upcoming school year.

2022/23 Governing Board Members & Terms:

Jean Hatch – (Founder)

Tiffany Blasingame – PTC Parent Member – NEW 8/18/2022 (2 yr.)

Antonio Cota – Community Member – New 8/18/2022 (2 yr.)

Andrew McCurdy – PTC Parent Member - Ending 6/30/2023

Daria O’Brien – Community Member - RENEW 8/18/2022 (1 yr.)

Jonathan Sheldon – Community Member - Ending 6/30/2023

Lisa Stewart – Community Member - Ending 6/30/2023

Vacancy – Community Member

REFERENCE:

Governing Board Operations

Governing Board Policies/Board Duties & Responsibilities/Board Internal Business

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

Policy Review & Amendments

SUBJECT: Agenda Item 2.6 – Policy Amendments
2.6.1 2022/23 Employee Handbook

PREPARER: Lane Carlson

RECOMMENDATION: Discussion/Action to Approve the 2022/23 Employee Handbook

BACKGROUND:

RSA has amended the employee handbook to reflect changes to Paid Time Off.

- See Attached Employee Handbook

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



Redding School of the Arts

2021/2022 Employee Personnel Handbook



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

Adopted: 6/22/2021

**The Personnel Handbook is updated on a continuous basis as new policies are adopted and revised.*



Welcome new employee!

On behalf of your colleagues, we welcome you to RSA INC. and wish you every success here.

We believe that each employee contributes directly to RSA INC.'s growth and success, and we hope you will take pride in being a member of our team.

This handbook was developed to describe some of the expectations of our employees and to outline the policies, programs, and benefits available to eligible employees. Employees should familiarize themselves with the contents of the employee handbook as soon as possible, for it will answer many questions about employment with RSA INC.

We hope that your experience here will be challenging, enjoyable, and rewarding. Again, welcome! Sincerely,

A handwritten signature in blue ink that reads "Margaret Johnson".

A handwritten signature in blue ink, which is mostly illegible but appears to be "John".

DRAFT



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Introductory Statement

This handbook is designed to acquaint you with RSA INC., referred to herein as “Employer” or “School”, and provide you with information about working conditions, employee benefits, and some of the policies affecting your employment. You should read, understand, and comply with all provisions of the handbook. It describes many of your responsibilities as an employee and outlines the programs developed by RSA INC. to benefit employees. One of our objectives is to provide a work environment that is conducive to both personal and professional growth.

This Handbook is intended only as a guide to the School’s personnel policies, outlining and highlighting those policies and practices. It is not, therefore, intended to create any expectations of continued employment, or an employment contract, express or implied. This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein.

With the exception of the at-will employment status of its employees, the School reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general work place policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without notice to you. Only the Director(s) may alter the at-will employment status of any of its employees.

No employee handbook can anticipate every circumstance or question about policy. As RSA INC. continues to grow, the need may arise and RSA INC. reserves the right to revise, supplement, or rescind any policies or portion of the handbook from time to time as it deems appropriate, in its sole and absolute discretion. The only exception to any changes is our employment-at-will policy permitting you or RSA INC. to end our relationship for any reason at any time. Employees will, of course, be notified of such changes to the handbook as they occur.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to any employee in connection with his/her employment shall require the School to have “cause” or reason to terminate an employee or otherwise restrict the School’s right to terminate an employee at any time for any reason. No School representative is authorized to modify this policy for any employee, unless in writing, signed by both the Director(s) and approved in writing by the Board of Directors.

Once you have reviewed this Handbook, please sign the two employee acknowledgement forms in this Handbook, keep one for your files and provide the other to the office. This signed acknowledgement demonstrates to the School that you have read, understand and agree to comply with the policies outlined in the Handbook.



Employee Acknowledgement Form

The employee handbook describes important information about RSA INC., and I understand that I should consult the Executive Director regarding any questions not answered in the handbook.

I have entered into my employment relationship with RSA INC. voluntarily and acknowledge that there is no specified length of employment. Accordingly, either I or RSA INC. can terminate the relationship at will, with or without cause, at anytime, so long as there is no violation of applicable federal or state law.

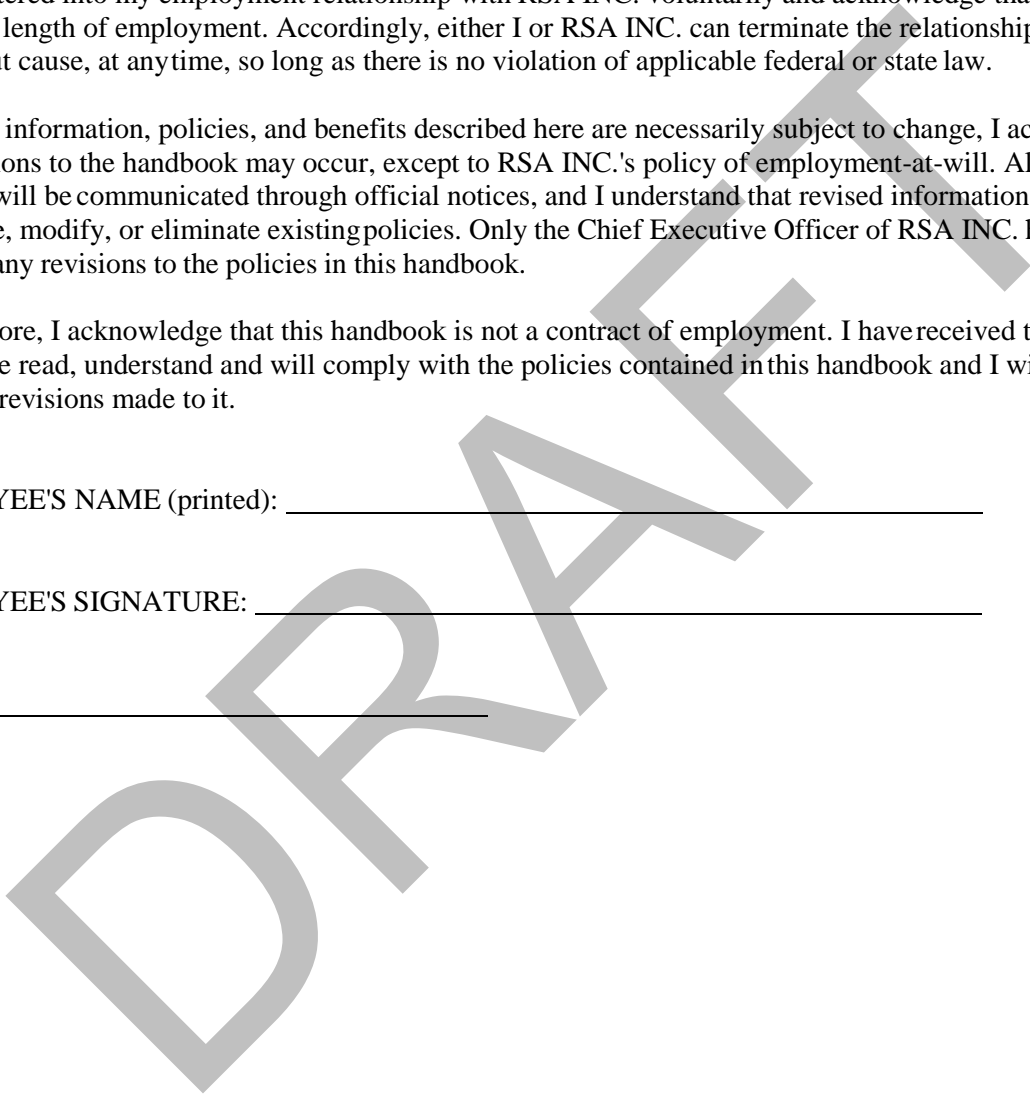
Since the information, policies, and benefits described here are necessarily subject to change, I acknowledge that revisions to the handbook may occur, except to RSA INC.'s policy of employment-at-will. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies. Only the Chief Executive Officer of RSA INC. has the ability to adopt any revisions to the policies in this handbook.

Furthermore, I acknowledge that this handbook is not a contract of employment. I have received the handbook, and I have read, understand and will comply with the policies contained in this handbook and I will comply with any revisions made to it.

EMPLOYEE'S NAME (printed): _____

EMPLOYEE'S SIGNATURE: _____

DATE: _____





101 Nature of Employment

Employment at RSA INC. is at-will. Employment at-will may be terminated with or without cause and with or without notice at any time by the employee or RSA INC. Similarly, your status (for example, position, duties, salary, promotions, demotions, etc.) may be changed at-will, with or without cause and with or without notice at any time. Nothing in this handbook or in any document or statement shall limit the right to terminate employment at-will or limit RSA INC.'s right to transfer, demote or promote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. No supervisor or employee of RSA INC. has authority to enter into an agreement for employment for any specified period of time or to make an agreement for employment other than at-will. Any agreement that alters the "at-will" nature of employment must be approved by the Board.

102 Business Ethics and Conduct

The successful school operation and reputation of RSA INC. is built upon the principles of fair dealing and ethical conduct of our employees. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity.

The continued success of RSA INC. is dependent upon our student and their families' trust and we are dedicated to preserving that trust. Employees owe a duty to the School, its student and families to act in a way that will merit the continued trust and confidence of the public.

RSA INC. will comply with all applicable laws and regulations and expects its directors, officers, and employees to conduct business in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

In general, the use of good judgment, based on high ethical principles, will guide you with respect to lines of acceptable conduct. If a situation arises where it is difficult to determine the proper course of action, the matter should be discussed openly with your immediate supervisor and, if necessary, with the Executive Director for advice and consultation.

Compliance with this policy of business ethics and conduct is the responsibility of every School employee. Disregarding or failing to comply with this standard of business ethics and conduct could lead to disciplinary action, up to and including possible termination of employment.

103 Personal Relationships in the Workplace

The employment of relatives or individuals involved in a romantic relationship within an organization may cause serious conflicts and problems with favoritism and employee morale. In addition to claims of partiality in treatment at work, personal conflicts from outside the work environment can be carried over into day-to-day working relationships. For purposes of this policy, "relatives" are defined to include spouses, registered domestic partners, children, siblings, parents, in-laws, and step-relatives.



Relatives may not be employed in a direct supervisory relationship. Individuals involved in a romantic relationship may not be employed in a direct supervisory relationship. RSA INC. also reserves the right to take prompt action if an actual or potential conflict arises involving relatives or individuals involved in a romantic relationship who occupy positions at any level (higher or lower) in the same line of authority that may affect the review of employment decisions.

If a relative relationship or romantic relationship is established after employment between employees who are in a supervisory relationship, it is the responsibility and obligation of the supervisor involved in the relationship to disclose

the existence of the relationship to management. The individuals concerned will be given the opportunity to decide who is to be transferred to another available position. If that decision is not made within 30 calendar days, management will decide who is to be transferred or, if necessary, terminated from employment.

In other cases where a conflict or the potential for conflict arises because of the relationship between employees, even if there is no supervisory relationship or reporting involved, the employees may be separated by reassignment or terminated from employment. Employees in a close personal relationship should refrain from public workplace displays of affection or excessive personal conversation.

104 Conflicts of Interest

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest. This policy establishes only the framework within which RSA INC. wishes the business and school to operate. The purpose of these guidelines is to provide general direction so that employees can seek further clarification on issues related to the subject of acceptable standards of operation. Contact the Human Resources Director for more information or questions about conflicts of interest.

Transactions with outside entities must be conducted within a framework established and controlled by the executive level of the School Business dealings with outside firms shall not result in bribes, kickbacks or gifts. The receipt of occasional flowers, candy or gifts worth less than \$250.00 from students or parents fall outside the intent of this policy and acceptance of such items is permissible.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of the school business or school dealings. For purposes of this policy, the School will follow the adopted Conflict of Interest policy as required by law.

No "presumption of guilt" is created by the mere existence of a relationship between an employee and an outside entity with which the School does business. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose to an officer of RSA INC. as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.



105 Outside Employment

Employees may hold outside jobs as long as they meet the performance standards of their job with RSA INC. and as long as outside employment does not create an actual or apparent conflict of interest. All employees will be judged by the same performance standards and will be subject to School's scheduling demands, regardless of any existing outside work requirements.

If RSA INC. determines that an employee's outside work interferes with performance, or the employee's ability to meet the requirements of his/her position with the School as they may be modified from time to time, or creates an actual or potential conflict of interest, the employee may be required to terminate the outside employment in order to remain with the School.

Employees may not use the School's name, logo, supplies, equipment, or other property in connection with any outside employment.

106 Conditions of Employment

Examinations

To help ensure that employees are able to perform their duties safely, medical examinations may be required.

After an offer has been made to an applicant entering a designated job category, a medical examination will be performed at RSA INC.'s expense by a health professional of RSA INC.'s choice. The offer of employment and assignment to duties is contingent upon satisfactory completion of the exam.

Tuberculosis Testing

No person shall be employed by the School unless the employee has submitted proof of having undergone a risk assessment or examination within the past 60 days showing that the employee is free of infectious tuberculosis or risk factors. Employees transferring from other public or private schools within the State of California must either provide proof of a risk assessment or examination within the previous 60 days or a certification from their prior employer that it has a certificate on file that contains the showing that the employee was that shows the employee was found to be free of infectious TB within 60 days of initial hire and/or within the past four years, as applicable.

The tuberculosis examination, if required, shall consist of an approved intradermal tuberculin test, which if positive shall be followed by an X-ray of the lungs.

All employees shall be required to undergo the foregoing risk assessment or examination if risk factors are identified, at least once every four (4) years or more often if required by the local health officer. After such examination, each employee shall cause to be on file with the School a certificate from the examining physician showing the employee was found free from infectious tuberculosis or risk factors.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the School's reimbursement procedures.

The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this testing may be announced by the School.



Criminal Background Checks

As a condition of employment, the School requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. The School will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. The School will not employ any applicant until the Department of Justice verifies the applicant's criminal history. The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

Immigration Law Compliance

RSA INC. is committed to employing only United States citizens and aliens who are authorized to work in the United States and does not unlawfully discriminate on the basis of citizenship or national origin.

In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired must also complete the form if they have not completed an I-9 with RSA INC. within the past three years, or if their previous I-9 is no longer retained or valid.

Employees with questions or seeking more information on immigration law issues are encouraged to contact the Human Resources Director. Employees may raise questions or complaints about immigration law compliance without fear of reprisal.

111 Mandated Reporter

Any employee who knows or reasonably suspects a child has been the victim of child abuse or neglect shall immediately report the instance to an appropriate local law enforcement or county child welfare agency. A report to the employee's supervisor or other School official is not sufficient to meet an employee's duties as a mandated reporter.

"Child abuse or neglect" is broadly defined as physical injury or death inflicted by other than accidental means upon a child by another person, sexual abuse, negligent treatment or maltreatment by a person responsible for the child's welfare, the willful harming or injuring of a child or the endangering of the person or health of a child, and unlawful corporal punishment or injury. "Child abuse or neglect" does not include a mutual affray between minors or an injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment as a peace officer. School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect.

Child abuse should be reported immediately by phone to the Site Administrator and Shasta County Children's Services (530-225-5144). The phone call is to be followed by written report prepared by the employee within thirty-six (36) hours, which may be sent by fax to 530-245-6939. The Suspected Child Abuse Report form can



be accessed online (www.caag.state.ca.us/childabuse/forms.htm). There is no duty for the reporter to contact the child's parents.

112 Boundaries – Student/Staff Interaction Policy

Disciplinary Physical Contact With Students

It is the policy of Redding School of the Arts that no teacher or other staff member will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior.

Staff-Student Interactions

While the use of appropriate touching is part of daily life and is important for student development, teachers and other staff members must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that he or she not be touched, then that request must be honored without question. RSA recognizes that some staff members are also parents of students on campus. RSA further recognizes that these staff members may show affection towards their recognized family members during the course of their day at school which does not constitute inappropriate touching.

Additionally, there may be times during the educational day when the most appropriate delivery of education, counseling or assessment services are performed 1 on 1. This may require a separate setting to ensure confidentiality. In most cases parents have agreed to the services provided by the school staff members.

Boundaries Defined

For the purposes of this policy the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member's perspective but may be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.” Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Violations could subject the teacher or staff member to discipline up to and including termination. *Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.* Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior we intend to address by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or



School Leader. It is recommended that any such gifts be filtered through the Executive Director or their designee along with the rationale therefor.

- Kissing of ANY kind
- Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 plan.]
- Full frontal or rear hugs and lengthy embraces
- Sitting students on one's lap (grades 3 and above)
- Touching buttocks, thighs, chest or genital area
- Wrestling with students or other staff member except in the context of a formal wrestling program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Furnishing alcohol, tobacco products, or drugs or failing to report knowledge of such
- "Dating" or "going out with" a student
- Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
- Taking photographs or videos of students for personal use or posting online
- Undressing in front of a student
- Leaving campus alone with a student for lunch
- Sharing a bed, mat, or sleeping bag with a student
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling stories that are sexually oriented
- Discussing your personal troubles or intimate issues with a student
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without the express, advance written permission of the Executive Director or their designee and the student's parent or legal guardian



-
- Purposely being alone in a room with a student at school with the door closed and/or windows blocked from view (staff members are expected to have at least 2 windows blinds in the center hallway up at all times)
 - Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer. Employees are required to submit a Field-Trip Form to administration for approval, prior to any pre-planned event.
 - Staff mirroring the immature behavior of minors
 - Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

Acceptable Behaviors

- Pats on the shoulder or back
- Handshakes
- “High-fives” and hand slapping
- Touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
- Placing TK through second grade students on one’s lap for purposes of comforting the child for a short duration only
- Holding hands while walking with small children or children with significant disabilities
- Assisting with toileting of small or disabled children in view of another staff member
- Touch required under an IEP or 504 Plan
- Reasonable restraint of a violent person to protect self, others, or property
- Obtaining formal written pre-approval from Executive Director or their designee to take students off school property for activities such as field trips or competitions, including parent’s written permission and waiver form for any sponsored after-school activity whether on or off campus
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment)
- Keeping the door wide open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
- Keeping parents informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
- Keeping after-class discussions with a student professional and brief



- Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
- Involving your direct supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
- Recognizing the responsibility to stop Unacceptable Behaviors of students and/or co-workers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Prioritizing professional behavior during all moments of student contact
- *Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.*

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, he or she must report the suspicion to the Executive Director or their designee promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Child Abuse / Sexual Abuse Reporting (Mandatory Reporting)

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse, or you reasonably suspect it, California Penal Code Section 11166 requires you to immediately report this information or suspicion directly to a child protective agency or the police. The report shall be made by phone as soon as possible and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Internal reporting to the Executive Director or their designee occurs after the phone-in report. Failure to meet these obligations can result in a monetary fine and/or jail.

Investigating

The Executive Director or their designee will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the Governing Board in closed session of the existence and status



of any investigations. Upon completion of any such investigations, the Executive Director or their designee shall report to the Governing Board any conclusions reached. The investigating administrator shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

114 Disability Accommodations

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, RSA INC. will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the School. An applicant or employee who believes he or she requires an accommodation in order to perform the essential functions of the job should contact the Executive Director and request such an accommodation, specifying what accommodation he or she needs to perform the job. The Company will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

116 Job Posting

RSA INC. provides employees an opportunity to indicate their interest in open positions and advance within the organization according to their skills and experience. In general, notices of all regular, full-time job openings are publically posted, although the School reserves its discretionary right to not post a particular opening.

Job openings will be posted through Ed-Join or another online reputable platform depending on the position and normally remain open for five to ten days. Each job posting notice will include the dates of the posting period, job title, department, location, grade level, job summary, essential duties, and qualifications (required skills and abilities).

To be eligible to apply for a posted job, employees must have performed competently for at least 30 calendar days in their current position. Eligible employees can only apply for those posted jobs for which they possess the required skills, competencies, and qualifications.

To apply for an open position, employees should submit a job posting application to the Human Resources Director listing job-related skills and accomplishments. It should also describe how their current experience with RSA INC. and prior work experience and/or education qualifies them for the position. Additionally, employees are encouraged to complete the application process through the Ed-Join web site.

RSA INC. recognizes the benefit of developmental experiences and encourages employees to talk with their supervisors about their career plans. Supervisors are encouraged to support employees' efforts to gain experience and advance within the organization.

An applicant's supervisor may be contacted to verify performance, skills, and attendance. Any staffing limitations or other circumstances that might affect a prospective transfer may also be discussed.



Job posting is a way to inform employees of openings and to identify qualified and interested applicants who might not otherwise be known to the hiring manager. Other recruiting sources may also be used to fill open positions in the best interest of the organization.

201 Employment Categories

Each employee is designated as either NONEXEMPT or EXEMPT from federal and state wage and hour laws. NONEXEMPT employees are entitled to overtime pay under the specific provisions of federal and state laws. EXEMPT employees are excluded from specific provisions of federal and state wage and hour laws. An employee's EXEMPT or NONEXEMPT classification may be changed only upon written notification by RSA INC. management.

In addition to the above categories, each employee will belong to one other employment category:

REGULAR FULL-TIME employees are those who are not in a temporary or introductory status and who are regularly scheduled to work RSA INC.'s full-time schedule. Generally, they are eligible for RSA INC.'s benefit package, subject to the terms, conditions, and limitations of each benefit program.

REGULAR PART-TIME employees are those who are not assigned to a temporary or introductory status and who are regularly scheduled to work less than the full-time work schedule, but at least 30 hours per week. Regular part-time employees are eligible for some benefits sponsored by RSA INC., subject to the terms, conditions, and limitations of each benefit program and eligible for hourly payment plan.

PART-TIME employees are those who are not assigned to a temporary or introductory status and who are regularly scheduled to work less than 30 hours per week. While they do receive all legally mandated benefits (such as Social Security and workers' compensation insurance), they are ineligible for all of RSA INC.'s other benefit programs.

INTRODUCTORY employees are those whose performance is being evaluated to determine whether further employment in a specific position or with RSA INC. is appropriate. Employees who satisfactorily complete the introductory period will be notified of their new employment classification.

TEMPORARY employees are those who are hired as interim replacements, to temporarily supplement the work force, or to assist in the completion of a specific project. Employment assignments in this category are of a limited duration.

Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain that status unless and until notified of a change. All legally mandated benefits (such as Social Security and workers' compensation insurance) are provided to temporary employees. Some other RSA INC.-sponsored benefits may also be available, subject to the terms, conditions, and limitations of each benefit program.

202 Introductory Period

The introductory period is intended to give new employees the opportunity to demonstrate their ability to achieve a satisfactory level of performance and to determine whether the new position meets their expectations. RSA INC. uses this period to evaluate employee capabilities, work habits, and overall



performance. Either the employee or RSA INC. may end the employment relationship at will at any time during or after the introductory period, with or without cause or advance notice.

All certificated new hires work on an introductory basis for the first instructional year after their date of hire. All other new hires work on an introductory basis for the first 90 calendar days after their date of hire. Any significant absence, absences or leave totaling more than 10 workdays (whether or not consecutive) will automatically extend an introductory period by the length of the absence. If RSA INC. determines that the designated introductory period does not allow sufficient time to thoroughly evaluate the employee's performance, the introductory period may be extended for a specified period.

Upon satisfactory completion of the introductory period, employees enter the "regular" employment classification.

203 Employment Applications

RSA INC. relies upon the accuracy of information contained in the employment application, as well as the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in the exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

204 Employment Reference Checks

To ensure that individuals who join RSA INC. are well qualified and have a strong potential to be productive and successful, it is the policy of the School to check the employment references of all applicants.

The Executive Director or their designee will respond to all reference check inquiries from other employers; no other employees may provide employment references on behalf of RSA, INC. Responses to such inquiries will be limited to factual information that can be substantiated by RSA INC.'s records.

205 Access to Personnel Files

Employee personnel files are confidential. Employees who wish to review their personnel file should contact the Payroll and Human Resources Technician. With reasonable advance notice, employees may review their personnel files in the School's offices and in the presence of an individual appointed by the School to maintain the files.

206 Personnel Data Changes

It is the responsibility of each employee to promptly notify the Payroll and Human Resource Technician of any changes in the following personnel data: personal mailing addresses, telephone numbers, individuals to be contacted in the event of an emergency, earned educational units, as this information should be accurate and current at all times. If any personnel data has changed, notify the Executive Director Services

207 Performance Evaluation



Supervisors and employees are strongly encouraged to discuss job performance and goals on a regular, basis. A formal written performance evaluation will be conducted at the end of an employee's introductory period. Additional formal performance evaluations are conducted to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

The performance of all employees is generally evaluated according to an ongoing 12 month cycle for the first two years of employment and then transitioning to every other year beginning at the fiscal-year end.

208 Job Descriptions

RSA INC. makes every effort to create and maintain accurate job descriptions for all positions within the organization. Each description includes a job information section, a job summary section (giving a general overview of the job's purpose), an essential duties and responsibilities section, a supervisory responsibilities section, a qualifications section (including education and/or experience, language skills, mathematical skills, reasoning ability, and any certification required), a physical demands section, and a work environment section.

RSA INC. maintains job descriptions to aid in orienting new employees to their jobs, identifying the requirements of each position, establishing hiring criteria, setting standards for employee performance evaluations, and establishing a basis for making reasonable accommodations for individuals with disabilities.

Existing job descriptions are also reviewed and revised in order to ensure that they are up to date. Job descriptions may also be rewritten periodically to reflect any changes in the position's duties and responsibilities. All employees will be expected to help ensure that their job descriptions are accurate and current, reflecting the work being done.

Employees should remember that job descriptions do not necessarily cover every task or duty that might be assigned, and that additional responsibilities may be assigned as necessary and may not be reflected in the written job description. Contact the Executive Director or immediate supervisor if you have any questions or concerns about your job description.

209 Salary Placement/Unit Implementation

The salary administration program at RSA INC. was created to achieve consistent pay practices, comply with federal and state laws, mirror our commitment to Equal Employment Opportunity, and offer competitive salaries within our labor market. Because recruiting and retaining talented employees is critical to our success, the School is committed to paying its employees equitable wages that reflect the requirements and responsibilities of their positions and are comparable to the pay received by similarly situated employees in other similar schools in the area.

In placing a new employee, credit for K-12 national (U.S.) public school certificated experience prior to employment by RSA will be recognized on a year for year basis and placed on the equivalent step according to year of experience, not plus one step, up to a maximum of ten (10) years for experience during the preceding ten (10) years. However, the Executive Director may allow for more years of experience or negotiate a signing bonus, up to 10% of proposed salary, for specialty, hard to fill positions to meet the mission of the School.

Adjustments for earned units towards salary placement for the following year will be considered and/or approved



if received by the current school year, but no later than August 1st.

***Professional development units funded by RSA are not considered eligible for salary advancement.*

Compensation for every position is determined by several factors, including the essential duties and responsibilities of the job, and salary survey data on pay practices of other similar schools. The School periodically reviews its salary administration program and restructures it as necessary.

Employees should bring their pay-related questions or concerns to the attention of the Executive Director to answer specific questions about the salary administration program.

301 Employee Benefits

Eligible employees at RSA INC. are provided a wide range of benefits. A number of the programs (such as Social Security, workers' compensation, state disability, and unemployment insurance) cover all employees in the manner prescribed by law.

Benefits eligibility is dependent upon a variety of factors, including employee classification. Your payroll department can identify the programs for which you are eligible. Details of many of these programs can be found elsewhere in the employee handbook.

302 Vacation Benefits and Personal Time Off

Vacation time off with pay is available to eligible employees to provide opportunities for rest, relaxation, and personal pursuits. Employees in the following employment classification(s) are eligible to earn and use vacation time as described in this policy:

- * 12-month non-exempt (full-time) employee

The amount of paid vacation time employees receive each year increases with the length of their employment as shown in the following schedule:

- *Upon initial eligibility the employee is entitled to 0 vacation days each year.
- *At the commencement of year two of eligible service, the employee is entitled to accrue 5 vacation days each year (40 hours) at an accrual rate of 3.334 hours per month, subject to a cap of 60 hours.
- *After 5 years of eligible service the employee is entitled to 10 vacation days each year (80 hours) at an accrual rate of 6.667 hours per month, subject to a cap of 120 hours.
- *After 10 years of eligible service the employee is entitled to 15 vacation days each year (120 hours) at an accrual rate of 10 hours per month, subject to a cap of 180 hours.

The length of eligible service is calculated on the basis of a "benefit year." This is the 12-month period that begins when the employee starts to earn vacation time. An employee's benefit year may be extended for any significant leave of absence, except military leave of absence. Military leave has no effect on this calculation.

(See individual leave of absence policies for more information.)



Employees can request use of vacation time after it is earned.

Paid vacation time can be used in minimum increments of one hour. To take vacation, employees must request advance approval from their supervisors. Requests will be reviewed based on a number of factors, including business needs and staffing requirements.

Vacation time off is paid at the employee's base pay rate at the time of vacation. It does not include overtime or any special forms of compensation such as incentives, commissions, bonuses, or shift differentials.

As stated above, employees are encouraged to use available paid vacation time for rest, relaxation, and personal pursuits. In the event that available vacation is not used by the end of the benefit year, employees may carry unused time forward to the next benefit year subject to the "cap" applicable to the employee's rate of accrual. If the total amount of unused vacation time reaches the "cap" applicable to their rate of accrual, further vacation accrual will stop. When the employee uses paid vacation time and brings the available amount below the cap, vacation accrual will begin again.

Upon termination of employment, employees will be paid for unused vacation time that has been earned through the last day of work.

303 Paid Time Off (PTO)

Paid Time Off (PTO) is an all-purpose time-off policy for eligible employees to use for vacation, illness or injury, and personal business. Employees in the following employment classification(s) are eligible to earn and use PTO as described in this policy:

- * Regular full-time employees
- * Regular part-time employees (30 hours/ week either Hourly payment plan or Time sheet)

** Exception Full time 12 month employees are not eligible to accrue PTO.

Once employees enter an eligible employment classification, they begin to earn PTO according to the schedule below. Earned PTO is available for use in the year following its accrual.

The amount of PTO employees receives each year is shown in the following schedule:

*After 1 year of eligible service the employee is entitled to 2 PTO days each year, given at the beginning of the school calendar year. The length of eligible service is calculated on the basis of a "benefit year." This is the 12-month period that begins when the employee starts to earn PTO. An employee's benefit year may be extended for any significant leave of absence except military leave of absence. Military leave has no effect on this calculation. (See individual leave of absence policies for more information.)

Employees who have an unexpected need to be absent from work should notify their direct supervisor before the scheduled start of their workday, if possible. The direct supervisor must also be contacted on each additional day of unexpected absence.

To schedule planned PTO, employees should request advance approval from their supervisors a minimum of 48 hours prior to the date requested. Requests will be reviewed based on a number of factors, including business needs, availability of substitutes, and staffing requirements. [PTO Absence From Duty within the first two weeks \(10 days\) of instruction and/or the last two weeks \(10 days\) of instruction during the school calendar year will be denied.](#)



PTO is paid at the employee's base pay rate at the time of absence. It does not include overtime or any special forms of compensation such as incentives, commissions, bonuses, or shift differentials.

In the event that available PTO is not used by the end of the benefit year, employees may carry over unused PTO up to a cap of 3 days. Once the employee's PTO time reaches the maximum 3 days, further allotment of PTO is suspended until the employee has reduced the PTO balance below this limit.

Upon termination of employment, employees will be paid for unused PTO that has been earned through the last day of work.

304 Holidays

RSA INC. will grant holiday time off to all eligible employees on the holidays listed below:

- * New Year's Day (January 1)
- * Martin Luther King, Jr. Day (third Monday in January)
- * Lincoln's Birthday (second Monday in February)
- * Presidents' Day (third Monday in February)
- * Memorial Day (last Monday in May)
- * Independence Day (July 4)
- * Labor Day (first Monday in September)
- * Veterans' Day (November 11)
- * Thanksgiving (fourth Thursday in November)
- * Day after Thanksgiving
- * Christmas Eve (December 24)
- * Christmas (December 25)

RSA INC. will grant paid holiday time off to all eligible employees immediately upon assignment to an eligible employment classification. Holiday pay will be calculated based on the employee's straight-time pay rate (as of the date of the holiday) times the number of hours the employee would otherwise have worked on that day. Employees in the following classification(s) and assigned calendar are eligible for paid holiday time off:

- * Regular full-time employees
- * Regular part-time employees (30 hours/ week)
- * Introductory employees working 30 to 40 hours/ week

A recognized holiday that falls on a Saturday will be observed on the preceding Friday. A recognized holiday that falls on a Sunday will be observed on the following Monday.

The employee will be ineligible for holiday pay if a recognized holiday falls during an eligible employee's paid absence (e.g., vacation, sick leave), or if that holiday is not contained in their work calendar.

305 Workers' Compensation Insurance

RSA INC. provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or



hospital treatment. Subject to applicable legal requirements, workers' compensation insurance provides benefits after a short waiting period or, if the employee is hospitalized, immediately.

Employees who sustain work-related injuries or illnesses must inform their supervisor as soon as possible. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage as quickly as possible.

Neither RSA INC. nor the insurance carrier will be liable for the payment of workers' compensation benefits for injuries that occur during an employee's voluntary participation in any off-duty recreational, social, or athletic activity sponsored by RSA INC.

306 Sick Leave Benefits

RSA INC. provides paid sick leave ("PSL") benefits to all eligible employees for periods of temporary absence due to illnesses or injuries. All employees (including part-time and temporary) who work for RSA INC. for more than 30 days within a year in California are eligible to accrue PSL beginning on the first day of employment under the accrual rate and cap set forth in this policy

Accrual Rate, Cap and Carryover

Eligible exempt employees will accrue sick leave benefits at the rate of 1 day per assigned calendar work month, up to twelve (12) days per school year (8 hrs. for full time day/12 months per year), which will be allowed to accumulate and carry over with no cap. Employees working less than one FTE will accrue a prorated portion of sick leave benefits.

Eligible nonexempt employees will accrue sick leave benefits at the rate of 1 day per assigned calendar work month, up to twelve (12) days per year (8 hrs. for full time day/ 40 hours per week service); Nonexempt employees working less than 40 hours per week will accrue a prorated portion of sick leave benefits

All temporary and substitute employees will accrue sick leave at the rate of one hour for every 30 hours worked, up to a cap of 48 hours of PSL. Once the employee's PSL reaches the maximum, further accrual of PSL is suspended until the employee has reduced the PSL balance below this limit. In such a case, no PSL will be earned for the period in which the employee's PSL was at the maximum. Accrued but unused PSL will carry over from year to year, subject to this maximum accrual.

Sick leave benefits are calculated on the basis of a "benefit year," the 12-month period that begins when the employee starts to earn sick leave benefits. PSL accrues on an as-worked basis and does not accrue during any non-working time or unpaid leave of absence.

Limits on Use of Paid Sick Leave

New employees may use accrued paid sick days beginning on the 90th day of employment. Employees may determine how much paid sick leave he or she needs to use; provided that any leave taken is no less than one hour. An employee who absents himself or herself from work for part or all of a workday for a reason covered by this policy, will be required to use accrued PSL to make up for the absence.

Reason for Use of Paid Sick Leave



Eligible employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee or the employee's family member. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. "Spouse" means a legal spouse, as defined by California law.

Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault and for the purposes described in Labor Code sections 230(c) and 230.1(a) relating to obtaining relief therefor.

Notification

An employee must provide reasonable advance notification to the School Secretary or direct supervisor before the scheduled start of their workday if possible, as well as submit an Absence from Duty form. Certificated staff must submit a substitute request in FrontLine or other designated platform. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable.

If an employee is absent for three (3) or more consecutive days due to illness or injury, verification from a healthcare provider may be required to continue leave or to return to work.

Termination

Unused sick leave benefits will not be paid out to employees while they are employed or upon termination of employment.

No Discrimination or Retaliation

Retaliation or discrimination against an employee who requests paid sick days or uses paid sick days or both is prohibited. An employee can file a complaint with the Labor Commissioner against an employer who retaliates or discriminates against the employee.

307 Voluntary Sick Leave Donation

The following leave donation program is meant to provide assistance to employees who are suffering from a crisis event that has resulted in a need for additional time off in excess of their available sick or other paid time. The program allows eligible employees to voluntarily donate time from their available sick leave to their co-workers in accordance with the policy.

This policy is strictly voluntarily. The policy does not guarantee any employee the right to extended leave beyond what is provided for by the School's stated policy and its legal obligations. Final approval of receipt of any sick leave donation and of the ability to donate accrued leave rests with the Director.

Donations made under this policy shall be deemed to be equivalent one hour increments and are not based on the job classification or salary of the donating employee or the recipient employee.



Eligibility to Donate:

In order for you to donate sick leave to another employee you must:

- Be employed by RSA, INC.
- Donate sick leave in units of 4 hours.
- Maintain a sick leave balance of at least 24 hours after donation.
- Not be currently on an approved leave of absence

Employees who donate leave are not permitted to exhaust their own sick leave balance because they may experience their own need for time off.

Guidelines for Receipt of Leave Donation:

Employees who would like to receive donated sick time from co-workers, must have a crisis event as determined by the Executive Director such as:

- A catastrophic injury or illness of an employee or immediate family member. Immediate family member is defined as a child (including step-child or legal ward), spouse, parent, domestic partner, domestic partner's child, or other relationship in which the employee is the legal guardian or sole caretaker.
- A death of an immediate family member as defined above.
- A crisis of a severe nature that directly impacts the employee, such as a catastrophic casualty loss due to natural disaster.

The donated time can only be used for time off related to the approved crisis event. Recipient employees must use their own available paid leave time prior to using any donated time. Employees who receive donated sick time may receive no more than 480 hours (12 weeks) within a rolling 12 month period.

Any donated sick time that is in excess of the time used by the recipient for the approved crisis event will be returned to the donor. There is no "cash" value to the recipient of the donated sick time.

Procedure:

Employees who wish to donate sick time to a co-worker must make a written request to Director of Business who will confirm eligibility. The request must be approved by Director of Business. The identity of all participating employees will remain confidential.

Donations under the program are voluntary and no employee will be subject to intimidation or disparate treatment for participating in or declining to participate in the leave donation program. Misrepresenting or falsifying the need to receive donated leave under this program is grounds for discipline, including termination.

308 Time Off to Vote

RSA INC. encourages employees to fulfill their civic responsibilities by participating in elections. Generally, employees are able to find time to vote either before or after their regular work schedule. If employees are unable to vote in an election during their nonworking hours, RSA INC. will grant up to 2 hours of paid time off to vote.



Employees should request time off to vote from their supervisor at least two working days prior to the Election Day. Advance notice is required so that the necessary time off can be scheduled at the beginning or end of the work shift, whichever provides the least disruption to the normal work schedule.

Employees must submit a voter's receipt on the first working day following the election to qualify for paid time off.

309 Bereavement Leave

Employees who wish to take time off due to the death of an immediate family member should notify their supervisor immediately. RSA INC. defines "immediate family" as the employee's spouse, parent, child, sibling; the employee's spouse's parent, child, or sibling; the employee's child's spouse; grandparents or grandchildren. Up to 5 days of paid bereavement leave will be provided to eligible employees in the following classification(s):

- * Regular full-time employees
- * Regular part-time employees
- * Part-time employees

Bereavement pay is calculated based on the base pay rate at the time of absence and will not include any special forms of compensation, such as incentives, commissions, bonuses, or shift differentials.

Bereavement leave will normally be granted unless there are unusual business needs or staffing requirements. Employees may, with their supervisors' approval, use any available paid leave for additional time off as necessary.

310 Jury Duty

RSA INC. encourages employees to fulfill their civic responsibilities by serving jury duty when required. Employees in an eligible classification may request up to 3 weeks of paid jury duty leave over any 2 year period.

Jury duty pay will be calculated on the employee's base pay rate times the number of hours the employee would otherwise have worked on the day of absence. Employee classifications that qualify for paid jury duty leave are:

- * Regular full-time employees
- * Regular part-time employees (30 hours/ week and/or hourly payment plan)
- * Part-time employees

If employees are required to serve jury duty beyond the period of paid jury duty leave, they may request to have the jury duty leave of absence extended.

Employees must show the jury duty summons to their supervisor as soon as possible so that the supervisor may make arrangements to accommodate their absence. Of course, employees are expected to report for work whenever the court schedule permits.

Either RSA INC. or the employee may request an excuse from jury duty if, in RSA INC.'s judgment, the employee's absence would create serious operational difficulties.



RSA INC. will continue to provide health insurance benefits for the full term of the jury duty absence. Vacation, sick leave, and holiday benefits will continue to accrue during unpaid jury duty leave.

311 Witness Duty

RSA INC. encourages employees to appear in court for witness duty when subpoenaed to do so.

If employees have been subpoenaed or otherwise requested to testify as witnesses for matters within the course and scope of employment, they will receive paid time off for the entire period of witness duty.

Employees will be granted a maximum of 16 hours of paid time off to appear in court as a witness at the request of a party other than RSA INC. Employees will be paid at their base rate and are free to use any remaining paid leave benefits (such as vacation leave) to receive compensation for any period of witness duty absence that would otherwise be unpaid.

The subpoena should be shown to the employee's supervisor immediately after it is received so that operating requirements can be adjusted, where necessary, to accommodate the employee's absence. The employee is expected to report for work whenever the court schedule permits.

312 Benefits Continuation (COBRA)

The federal Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under RSA INC.'s health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee; a reduction in an employee's hours or a leave of absence; an employee's divorce or legal separation; and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at RSA INC.'s group rates plus an administration fee. RSA INC. provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under RSA INC.'s health insurance plan. The notice contains important information about the employee's rights and obligations.

313 Educational Assistance

RSA INC. recognizes that the skills and knowledge of its employees are critical to the success of the organization. The educational assistance program encourages personal development through formal education so that employees can maintain and improve job-related skills or enhance their ability to compete for reasonably attainable jobs within RSA INC.

RSA INC. will provide educational assistance to all eligible employees who have completed full instructional calendar of service in an eligible employment classification. To maintain eligibility employees must remain on the active payroll and be performing their job satisfactorily through completion of each course. Employees in the following employee classification(s) are eligible for educational assistance:

- * Regular full-time employees
- * Regular part-time employees



* Part-time employees

Individual courses or courses that are part of a degree, licensing, or certification program must be related to the employee's current job duties or a foreseeable-future position in the organization in order to be eligible for educational assistance. RSA INC. will reimburse employees at the successful completion of the training with appropriate documentation. RSA INC. has the sole discretion to determine whether a course relates to an employee's current job duties or a foreseeable-future position. Employees should contact the Executive Director for more information or questions about educational assistance.

While educational assistance is expected to enhance employees' performance and professional abilities, RSA INC. cannot guarantee that participation in formal education will entitle the employee to automatic advancement, a different job assignment, or pay increases.

314 Health Insurance

RSA INC.'s health insurance plan provides employees and their dependents access to medical, dental, and vision care insurance benefits. Employees in the following employment classifications are eligible to participate in the health insurance plan:

- Regular full-time employees (reference policy 201 for definition)
- Regular part-time employees (reference policy 201 for definition)

All Regular Full-Time employees are required to participate in the Health Insurance Program subject to all terms and conditions of the agreement between RSA INC. and the insurance carrier. Regular Part-Time employees may participate in the Health Insurance Program subject to all terms and conditions of the agreement between RSA INC. and the insurance carrier. Regular Part-Time employees who have health coverage through other means may opt for an annual stipend of \$2400 to be divided up and paid on a monthly basis, based on the employees pay schedule, and spent however the employee sees fit. It should be noted that this stipend is subject to all applicable taxes and deductions as any other salary paid. The stipend amount is available upon initial enrollment period. All other health benefits (dental and vision) will be implemented as negotiated annually with the insurance carrier and RSA Governing Board.

An employee who selects an employee only Health Savings Account (HSA) Qualified plan and is eligible to participate in the HSA will receive an employer contribution to an employee's HSA account up to \$1200 annually. It should be noted that this contribution is subject to all applicable taxes and deductions as any other salary paid.

An employee that has selected a HSA Qualified plan but does not qualify to participate in receiving or making contributions to the HSA may instead participate in the FSA program and receive up to \$1200 annually (\$500 plus up to an additional \$700 matching contribution) as employer contribution to their FSA account. It should be noted that this contribution is subject to all applicable taxes and deductions as any other salary paid.

Details of the health insurance plan are described in the Summary Plan Description (SPD). An SPD and information on cost of coverage will be provided in advance of enrollment to eligible employees. Contact Human Resources for more information about health insurance benefits.

315 Flexible Spending Account (FSA)



RSA INC. provides a Flexible Spending Account (FSA) program that allows employees to have pre-tax dollars deducted from their salaries to pay for eligible out-of-pocket expenses. The pre-tax contributions made to the FSA can be used to pay for predictable non-reimbursed health care expenses and dependent care expenses during the plan year. Through the FSA program, you can reduce your taxable income without reducing your real income, so that you can keep more of the money you earn.

Employees in the following employment classifications are eligible to participate in the Flexible Spending Account program:

- Regular full-time employees (reference policy 201 for definition)
- Regular part-time employees (reference policy 201 for definition)
- Other part-time employees

Participation in the Health Care and/or Dependent Care FSA is optional and determined on an annual basis for the plan year. You must enroll for each plan year at renewal or these deductions will not be continued. You determine how much to contribute to the account, up to a specified maximum, based on anticipated expenses during the plan year. The maximum contribution for your Health Care and/or Dependent Care FSA may not exceed the annual contribution limits set forth by federal and state regulations.

An employee that has selected a HSA Qualified plan but does not qualify to participate in receiving or making contributions to the HSA may instead participate in the FSA program and receive up to \$1200 annually (\$500 plus up to an additional \$700 matching contribution) as employer contribution to their FSA account. It should be noted that this contribution is subject to all applicable taxes and deductions as any other salary paid.

Contributions are directed to the account through salary reduction on a pre-tax basis. This tax-free money is then available to you for reimbursement of out-of-pocket expenses. Since the amounts that remain in the account at the end of the plan year are forfeited, you should take care not to over-fund your account.

Details of the Flexible Spending Account program are described in the Summary Plan Description (SPD).
Contact

Human Resources for more information on the Flexible Spending Account program and to obtain enrollment and reimbursement forms and worksheets with examples of reimbursable and non-reimbursable expenses.

316 Parental Leave for School and Day Care Visits

RSA INC. recognizes the value of parental involvement in children's education. For this reason, RSA INC. provides employees who are parents, guardians, or custodians of children in licensed day care facilities or kindergarten through grade 12 unpaid time off for the purpose of school visits. Parental leave for school visits allows employees to participate in activities sponsored, approved, or supervised by the school or daycare such as parent/teacher conferences or fieldtrips, to find, enroll or reenroll your child in a school or with a licensed child care provider and/or to address a child care provider or school emergency.

Employees may request up to 40 hours of parental leave for school and child care activities within any calendar year. There is no set limit to the number of unpaid hours an eligible employee can take off work for required school conferences involving the possible suspension or expulsion of a child from school. Employees must provide their immediate supervisors reasonable advance notice of the need for parental leave for school visits. Upon return from the leave, employees must provide documentation to the Personnel Director from the school



verifying the date and time of the visit. Contact the Personnel Director for more information or questions about and requests for parental leave for school visits.

401 Timekeeping

Accurately recording time worked is the responsibility of every nonexempt employee. Federal and state laws require RSA INC. to keep an accurate record of time worked in order to calculate employee pay and benefits. Time worked is all the time actually spent on the job performing assigned duties.

Nonexempt employees should accurately record the time they begin and end their work, including the start and end of their meal break, and they should also record the beginning and ending time of any split shift or departure from work for personal reasons. Overtime work must always be approved before it is performed.

Altering, falsifying, tampering with time records, or recording time on another employee's time record may result in disciplinary action, up to and including termination of employment.

It is the designated employees' responsibility to accurately record their time sheets to certify the accuracy of all time recorded.

The supervisor will review and approve all employee time records before submitting it for payroll processing. In addition, if corrections or modifications are made to the time record, both the employee and the supervisor must verify the accuracy of the changes. It is the employee's responsibility to review their time cards for accuracy prior to submission of final payroll processing. Any changes or corrections submitted by the employee AFTER the final submission date will be corrected the following pay period.

402 Paydays

All exempt employees are paid monthly on the 26th day of the month. Each paycheck will include earnings for all work performed through the end of the previous payroll period.

All non-exempt employees will be paid twice per month. The first pay-period of the month for non-exempt employees will be from the 1st through the 15th day of the month and will be paid on the 26th day of the same month. The second pay-period of the month will be from the 16th day through the last day of the month and will be paid the following month on the 10th day of the month. Each paycheck will include all hours worked during the pay-period, as well as holiday pay, sick-leave, jury duty, bereavement and PTO as applicable.

In the event that a regularly scheduled payday falls on a day off such as a weekend or holiday, employees will receive pay on what would be the last day of work before the regularly scheduled payday.

If a regular payday falls during an employee's vacation, the employee's paycheck will be mailed to the employee's home address, or direct deposited as regularly scheduled.

All employees will be paid through direct deposit via their bank accounts, unless specifically electing out of direct deposit. Employees will receive an itemized statement of wages when RSA INC. makes direct deposits



on the regularly scheduled payday.

403 Employment Termination

Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are examples of some of the most common circumstances under which employment is terminated:

- * Resignation - voluntary employment termination initiated by an employee.
- * Discharge - involuntary employment termination initiated by the organization.
- * Reduction in workforce/ Layoff - involuntary employment termination initiated by the organization for non-disciplinary reasons.
- * Retirement - voluntary employment termination initiated by the employee meeting age, length of service, and any other criteria for retirement from the organization.

RSA INC. will generally schedule exit interviews at the time of employment termination. The exit interview will afford an opportunity to discuss such issues as employee benefits, repayment of outstanding debts to RSA INC., or return of RSA INC. - owned property. Suggestions, complaints, and questions can also be voiced.

Since employment with RSA INC. is based on mutual consent, both the employee and RSA INC. have the right to terminate employment at will, with or without cause, at any time. Employees who intend to resign or retire are requested to give at least two weeks' notice. Employees will receive their final pay in accordance with applicable state law.

Employee benefits will be affected by employment termination in the following manner. All accrued, vested benefits that are due and payable at termination will be paid. Some benefits may be continued at the employee's expense if the employee so chooses. The employee will be notified in writing of the benefits that may be continued and of the terms, conditions, and limitations of such continuance.

404 Administrative Pay Corrections

RSA INC. takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday.

In the unlikely event that there is an error made by the School in the amount of pay, the employee should promptly bring the discrepancy to the attention of the Payroll and Human Resource Technician so that corrections can be made as quickly as possible.

405 Pay Deductions

The law requires that RSA INC. make certain deductions from every employee's compensation. Among these are applicable federal, state, and local income taxes. If an employee is required to pay Social Security tax, the School must deduct Social Security taxes on each employee's earnings up to a specified limit that is called the Social Security "wage base."

RSA INC. offers programs and benefits beyond those required by law. Eligible employees may voluntarily



authorize deductions from their paychecks to cover the costs of participation in these programs.

If you have questions concerning why deductions were made from your paycheck or how they were calculated, your supervisor can assist in having your questions answered.

501 Safety

To assist in providing a safe and healthful work environment for employees, students, and visitors, RSA INC. has established a workplace safety program. This program is a top priority for the School The Facilities Operations Department has responsibility for implementing, administering, monitoring, and evaluating the safety program. Its success depends on the alertness and personal commitment of all.

RSA INC. provides information to employees about workplace safety and health issues through regular internal communication channels such as supervisor-employee meetings, bulletin board postings, memos, on-line trainings or other written communications.

Employees and supervisors receive periodic workplace safety training. The training covers potential safety and health hazards and safe work practices and procedures to eliminate or minimize hazards. A safety advisory group has been established to assist in these activities and to facilitate effective communication between employees and management about workplace safety and health issues.

Some of the best safety improvement ideas come from employees. Those with ideas, concerns, or suggestions for improved safety in the workplace are encouraged to raise them with their supervisor, or with another supervisor or manager, or bring them to the attention of the Facilities Operations Department. Reports and concerns about workplace safety issues may be made anonymously if the employee wishes. All reports can be made without fear of reprisal.

Each employee is expected to obey safety rules and to exercise caution in all work activities. Employees must immediately report any unsafe condition to the appropriate supervisor. Employees who: violate safety standards, cause hazardous or dangerous situations, or fail to report, where appropriate, to remedy such situations, may be subject to disciplinary action, up to and including termination of employment.

In the case of accidents that result in injury, regardless of how insignificant the injury may appear, employees should immediately notify the Facilities Department or the appropriate supervisor. Such reports are necessary to comply with laws and initiate insurance and workers' compensation benefits procedures.

502 Workday, Workweek and Schedules

For purposes of calculating overtime, RSA INC.'s standard workweek begins on Sunday at 12:01 a.m. and ends on Saturday at 12:00 a.m. (midnight). RSA INC.'s standard workday is 12:01 a.m. to 12:00 a.m. (midnight) each day.

Supervisors will advise employees of their schedule beginning and ending shift. Staffing needs and operational demands may necessitate variations in starting and ending times, as well as variations in the total hours that may be scheduled each day and week.



503 Smoking

In keeping with RSA INC.'s intent to provide a safe and healthful work environment, smoking is prohibited throughout the workplace including school grounds at any time.

This policy applies equally to all employees, clients, and visitors.

504 Rest and Meal Periods

All non-exempt employees must take rest and meal periods consistent with this policy. During meal periods and rest periods, employees may not work at all and are excused from all duties.

Rest Periods: All non-exempt employees are authorized, permitted, and strongly encouraged to take a 10-minute rest period every 4 hours worked or major fraction thereof. Ordinarily, this amounts to two 10-minute rest periods per 8-hour work period. The first rest period should be taken roughly in the middle of the 4-hour work period prior to lunch, and the second rest period should be taken roughly in the middle of the 4-hour work period following lunch. Employees do not need to record the times of these rest periods. Employees will be paid for the time spent on your rest periods.

Meal Periods: All non-exempt employees must take an uninterrupted meal period of at least 30 minutes for each work period in excess of 5 hours. Employees must commence the meal period before they complete their fifth hour of work. Thus, if an employee begins working at 8:30 a.m., for example, they must start their meal period prior to 1:30 p.m. Employees must record the actual times that they stop and start work to take a meal period. All non-exempt employees must take a second uninterrupted meal period of at least 30 minutes for each work period in excess of 10 hours. Employees must commence their second meal period before completing the tenth hour of work. Meal periods are unpaid.

If their workday is no more than six (6) hours the employee may waive their meal period upon administration approval. Employees should contact their direct supervisor to schedule their meal and break periods.

Employees may not join together required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant this policy, employees must notify their direct supervisor in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken. Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

505 Overtime & Make-Up Time

When operating requirements or other needs cannot be met during regular working hours, nonexempt employees will be given the opportunity to volunteer for overtime work assignments. All overtime work must receive the supervisor's prior authorization. Overtime assignments will be distributed as equitably as practical to all employees qualified to perform the required work.

Overtime compensation is paid to all nonexempt employees in accordance with federal and state wage and



hour restrictions. Overtime pay is based on actual hours worked. Time off on sick leave, vacation leave, or any leave of absence will not be considered hours worked for purposes of performing overtime calculations. Employees who work overtime without receiving prior authorization from the supervisor may be subject to disciplinary action, up to and including possible termination of employment.

Overtime is paid at 1.5 times the regular hourly rate for any hours worked in excess of 8 hours and up to 12 hours on the same day, as well as the first 8 hours worked on the seventh consecutive day of work in a workweek. Any time worked in excess of 12 hours will be paid at 2 times the regular hourly rate and for all hours worked in excess of 8 hours on the seventh consecutive day in a workweek. If an employee works in excess of 10 hours, but less than 12 hours the employee is entitled to an additional 30 minute meal break. An employee can agree to waive this second meal break, by letting the immediate supervisor know they are choosing to forego the additional meal break. If an employee is working in excess of 12 hours on a shift a second meal period is mandatory and cannot be waived.

Nonexempt employees may request in writing, using their work email, that they be able to make up work time that is or would be lost as a result of a personal obligation. The hours of that make up work may only be performed in the same work week in which the work time was lost and must not exceed 11 hours of work in one day or 40 hours of work in one week. Employees shall provide a written request on their time card for each occasion that they make a request to make up work time and authorization is at the option of RSA INC. Make up time is strictly voluntary. If granted, make-up time under this policy will be compensated at a straight-time rate.

508 Use of Equipment

Equipment essential in accomplishing job duties is often expensive and may be difficult to replace. When using School property, employees are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards, and guidelines.

Please notify the supervisor if any equipment, machines, or tools appear to be damaged, defective, or in need of repair. Prompt reporting of damages, defects, and the need for repairs could prevent deterioration of equipment and possible injury to employees or others. The supervisor can answer any questions about an employee's responsibility for maintenance and care of equipment used on the job.

The improper, careless, negligent, destructive, or unsafe use or operation of equipment can result in disciplinary action, up to and including termination of employment.

509 Lactation

Employees may use their meal and/or rest periods for the purpose of expressing breast milk. If required, a reasonable amount of additional time will be provided. Such additional time will be unpaid.

A private location to express breast milk will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom; be free from intrusion; be shielded from view; be safe, clean, and free of hazardous materials; contain a surface to place a



breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, RSA INC. shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, RSA INC. may provide another cooling device suitable for storing milk, such as a Company-provided cooler.

To request the above, please contact the Executive Director or your direct supervisor. RSA INC. will respond accordingly, generally within two business days.

If any employee believes that he or she has experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with his or her supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone at 213-897-6595 or visit a local office by finding the nearest one on our website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

510 Emergency Closings

At times, emergencies such as severe weather, fires, power failures, or earthquakes, can disrupt the schools operations. In extreme cases, these circumstances may require a school closure. In the event that such an emergency occurs during nonworking hours, local radio and/or television stations will be asked to broadcast notification of the closing and/or phone notification from the school.

When an employee is unable to report to work due to emergency conditions, which may or may not result in closure of the school, the time off from scheduled work will be unpaid except as otherwise determined by the School's Administration. However, with supervisory approval, employees may use available paid leave time, such as unused vacation benefits (if applicable) or PTO.

Employees in essential operations may be asked to work on a day when school is officially closed. In these circumstances, employees who work will receive regular pay.

511 Business Travel Expenses

RSA INC. will reimburse employees for reasonable business travel expenses incurred while on assignments away from the normal work location. All school business travel must be approved in advance by the School Administrator or Department Supervisor.

Employees whose travel plans have been approved should make all travel arrangements through the School's Administrative Assistant.

Non-exempt employees that travel outside their normally scheduled work shift will be paid travel time. This time is for actual time from the time you leave your residence, or from the school, and is paid until you arrive at your destination. Employees are encouraged to clock in and out using the payroll time management system. If unable to clock in and out, the employee should note the time of travel in the time management system to ensure they are paid appropriately. Travel pay is at the normal hourly rate for the employee, unless it is in excess of 8 hours for the day, or in excess of 40 hours for the week. The 40 hours do not include any hours compensated for sick-leave, personal time, bereavement and leave without pay. Overtime rules will apply in these types of



situations.

When approved, the actual costs of travel, meals, lodging, and other expenses directly related to accomplishing business travel objectives will be reimbursed by RSA INC. Employees are expected to limit expenses to reasonable amounts as listed on the Conference Request form.

Expenses that generally will be reimbursed include the following:

- * Airfare or train fare for travel in coach or economy class or the lowest available fare.
- * Car rental fees, only for compact or mid-sized cars.
- * Fares for shuttle or airport bus service, where available; costs of public transportation for other ground travel.
- * Taxi fares, only when there is no less expensive alternative.
- * Mileage costs for use of personal cars, only when less expensive transportation is not available.
- * Cost of standard accommodations in low to mid-priced hotels, motels, or similar lodgings.
- * Cost of meals, no more lavish than would be eaten at the employee's own expense.
- * Tips not exceeding 15% of the total cost of a meal or 10% of a taxi fare.

Employees should consult the Conference and Mileage Policy for specific information.

When travel is completed, employees should submit completed travel expense reports within 10 days. Reports should be accompanied by receipts for all individual expenses.

Abuse of this business travel expenses policy, including falsifying expense reports to reflect costs not incurred by the employee, can be grounds for disciplinary action, up to and including termination of employment.

512 Communications Systems Usage and Privacy

Every user who is provided access to the School's Communications Systems is responsible for using the Communications Systems in accordance with this policy. Any questions about this policy should be addressed to Human Resources.

The School's electronic communications systems ("Communications Systems") includes, but is not limited to, computers, laptops, e-mail, telephones, cellular phones, tablets, PDAs, text messaging, instant messaging, video conferencing, voice mail, facsimiles, and connections to the Internet and other internal or external networks.

Ownership and Conditions of Use

The Communications Systems is the property of the School. It has been provided by the School for the sole purpose of conducting School-related business as well as other business that is approved by the School Business Director. All communications and information transmitted by, received from, or stored in these systems are School records and the property of the School.

Electronic communications are a means of business communication. The School requires all users to conduct themselves in a professional manner. Users should conduct all electronic communications with the same care,



judgment, and responsibility that they would use when sending letters or memoranda written on School letterhead. Special care must be taken when posting any information on the Internet because of the potentially broad distribution of and access to such information.

To protect the integrity of the School's Communications Systems and the users thereof against unauthorized or improper use of these systems, the School reserves the right, without notice, to limit or restrict any individual's use, and to inspect, copy, remove, or delete any unauthorized use of its Communications Systems upon authorization of the School Business Director. The School also reserves the right periodically to monitor the use of its Communications Systems and to access users' voice mail, Internet access, and e-mail for that purpose or any other business related purpose upon authorization of the School Business Director.

Erasing an e-mail message from a mailbox does not necessarily erase all copies of the message on the network. Archived copies may be stored for substantial periods of time and are subject to the provisions of this policy regarding content, review, access, and disclosure.

Confidentiality and Privileges

Information stored on the Communications Systems is intended to be kept confidential within the School. The School has taken all reasonable steps to assure confidentiality and security. Like other means of communication, however, it is not possible to guarantee complete security of electronic communications either within or outside the School, and care should be exercised when sending or receiving sensitive, privileged, or confidential information electronically. For example, information sent through the Internet can be monitored by external systems en route to its final destination. All users must keep this in mind when forwarding sensitive, confidential, and/or privileged information. Where appropriate, this fact should be disclosed to outside contacts.

Prohibited Use

Users are prohibited from using the Communications Systems for any unauthorized or unlawful purpose, including, but not limited to, the following:

- Users of the Communications Systems are strictly prohibited from using the Communications Systems to deliver a message that is harassing or offensive on the basis of a protected class as identified in the School's policies against discrimination, harassment, and retaliation.
- Users are prohibited from using the Communications Systems for transmitting or making accessible annoying, offensive, defamatory, or harassing material or intentionally damaging or violating the privacy of information of others.
- Users are prohibited from using the Communications Systems to transmit, display, store, publish, or purposely receive any pornographic, obscene, or sexually explicit material.
- Users are prohibited from using the Communications Systems for visiting, or transmitting or receiving data to or from, social networking websites, including, but not limited to, Facebook, Twitter, , LinkedIn, , Instagram and Snapchat.
- Users must respect all copyrights and licenses to software and other online information, and may not upload, download, or copy software or other material through the Communications Systems without the prior written authorization of the School Business Director.
- Users must not alter, copy, transmit, or remove School information, proprietary software, or other files without proper authorization from the School.
- Users are prohibited from reading, copying, recording, or listening to messages and information delivered to another person's e-mail and voice mail mailboxes without proper authorization, based on legitimate business reasons, from the School Business Director. Anyone who receives an electronic communication for which he or she is not the intended recipient must immediately inform the sender that



the message was sent improperly and must delete the message from their e-mail and voice mail mailboxes.

Users may not connect or sync any personal device, including cell phones and flash drives, or download any personal materials, including photographs, to the School's Communications Systems, except with advance approval of the School Business Director. Users should be aware that connecting or downloading any such personal materials could corrupt or damage the School's Communications Systems and could result in the loss or embarrassing publication of the user's sensitive, personal information. The user is solely responsible for any loss or damage caused by such use.

Access and Disclosure

The Communications Systems is provided solely for the purpose of conducting the School business. Incidental and occasional personal use of the Communications Systems is permitted, but such communications must not disrupt School business, and users do not have any expectation of personal privacy in any matters stored in, created, received, or sent over the Communications Systems.

The School, as owner of the Communications Systems, to protect the integrity of its systems from unauthorized or improper use, reserves the right for legitimate business reasons, upon authorization of the School Business Director, to monitor, access, retrieve, download, copy, listen to, or delete anything stored in, created, received, or sent over its Communications Systems without the permission of or prior notice to any user.

Although the School entrusts employees with the use of voice mail, e-mail, computer files, software, or similar School property, employees should keep in mind that these items have been installed and maintained at great expense to the School and are only intended for business purposes. At all times, they remain School property. Likewise, all records, files, software, and electronic communications contained in these systems also are School property. Employees are advised that electronic files, records, and communications on School computer systems, electronic communication systems, or through the use of School telecommunications equipment are not private. Although they are a confidential part of School property, employees should not use this equipment or these systems for confidential messages. The use of passwords to limit access to these systems is only intended to prevent unauthorized access to voice mail, e-mail, and computer systems, files, and records. Additionally, these systems are subject to inspection, search, and/or monitoring by School personnel for any number of business reasons. As a result, employees do not have an expectation of privacy in this regard. Accordingly, these systems and equipment should not be used to transmit personal messages, except in necessary situations or when exceptions are specifically sanctioned by management. Voice mail messages and e-mail messages should be routinely deleted when no longer needed. The School is not responsible for costs incurred when employees use School telephones or e-mail systems for personal matters.

Employees should use voice mail and e-mail as cautiously as they would use any more permanent communication medium such as a memorandum or letter. Employees should realize that e-mail messages:

- May be saved and read by third parties.
- May be retrieved even after "deletion."
- May be accessed by authorized service personnel.
- May be examined by management without notice for business purposes.

There will be times when the School, in order to conduct business, will utilize its ability to access employee e-mail, voice mail, computer files, software, or other School property. The School also may inspect the contents of employee voice mail, e-mail, computers, computer files, or software to monitor job performance, for training or quality control purposes, or when the School suspects that School property is being used in an unauthorized



manner.

The School reserves the right to use and disclose any electronic non-privileged communication on its Communications Systems without the permission of or any prior notice to any user, including disclosure to law enforcement officials.

Discipline for Violations of Policy

Any person who discovers misuse of School Internet access or any of the School's Communications Systems should immediately contact the School Business Director. Any user who violates any part of this policy will be subject to discipline, up to and including immediate termination.

Policy May Be Amended at Any Time

The pace of technological change and growth in electronic communications is rapid. This policy applies to all present and future electronic communications systems and devices and to improvements and innovations to existing systems and devices and to completely new technologies, devices, and systems. The School reserves the right to amend this policy at any time through an authorized writing from an authorized School representative.

513 Social Media

The School has developed the following policy to establish rules and guidelines regarding the appropriate use of social media by employees. This policy applies to situations when employees: (1) make a post to a social media platform that is related to the School; (2) engage in social media activities during working hours; (3) use School equipment or resources while engaging in social media activities; (4) use your School e-mail address to make a post to a social media platform; (5) post in a manner that reveals your affiliation with the School; (6) interact with School students or parents/guardians of School students (regarding School-related business) on the Internet and on social media sites; or (7) create or use a School-affiliated social media account.

For the purposes of this policy, the phrase "social media" refers to the use of a website or other electronic application to connect with other people, including, but not limited to, Facebook, Twitter, Pinterest, LinkedIn, YouTube, Instagram and Snapchat, as well as related web-based media, such as blogs, wikis, and any other form of user-generated media or web-based discussion forums. Social media may be accessed through a variety of electronic devices, including computers, cell phones, smart phones, PDAs, tablets, and other similar devices.

This policy is intended to supplement, not replace, the School's other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with all School policies whenever your social media activities may involve or implicate the School in any way, including, but not limited to, the policies contained in this Handbook.

Standards of Conduct

Employees are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity



that may violate applicable local, state, or federal laws or regulations.

- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of the School's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with the School.
- Do not post confidential information (as defined in this Handbook) about the School, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.
- While limited and incidental social media activities at work may be tolerated, such social media activities may not interfere with your job duties or responsibilities. Do not use your School - authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.
- Be knowledgeable about and comply with the School's background check procedures. Do not "research" job candidates on the Internet or social media websites without prior approval from Administration.
- Be knowledgeable about and comply with the School's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from Administration.
- Always try to be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School. Avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School, or that might constitute harassment or bullying.
- Make sure you always try to be honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Never post any information or rumors that you know to be false about the School, fellow employees, students, parents, vendors, customers, suppliers, people working on behalf of the School, or competitors.
- Express only your personal opinions. Never represent yourself as a spokesperson for the School unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the School, make it clear that you are not speaking on behalf of the School and that your views do not represent those of the School, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of the School. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of the School."
- Never be false or misleading with respect to your professional credentials.

Creating and Using School Social Media

Employees are only permitted to communicate and connect with students on social media that is owned and operated by the School. Employees are only permitted to communicate and connect with students' parents or guardians regarding School-related matters on social media that is owned and operated by the School. All communications with parents or guardians regarding School-related matters on non-School or personal social



media may result in disciplinary action, up to and including termination. Any communication whatsoever with students on non-School or personal social media may result in disciplinary action, up to and including termination.

The Executive Director is responsible for approving requests for School social media, monitoring School social media for inappropriate and unprofessional content, and maintaining the social media account information (including, but not limited to, username and password). The School owns, operates, and controls all School-affiliated social media accounts. The School has final approval over all content and reserves the right to close the social media account at any time, with or without notice. Any unlawful, inappropriate or unprofessional communications may result in disciplinary action, up to and including termination.

Access & Discipline

Employees are reminded that the School's various electronic communications systems, including, but not limited to, its electronic devices, computers, telephones, e-mail accounts, video conferencing, voice mail, facsimiles, internal and external networks, computers, cell phones, smart phones, PDAs, tablets, and other similar devices, are the property of the School. All communications and information transmitted by, received from, or stored in these systems are School records.

As a result, the School may, and does, monitor its employees' use of these electronic communication systems, including for social media activities, from time to time. The School may monitor such activities randomly, periodically, and/or in situations when there is reason to believe that someone associated with the School has engaged in a violation of this, or any other, School policy. As a result, employees do not have a reasonable expectation of privacy in their use of or access to the School's various electronic communications systems.

Any violation of this Social Media Policy may result in disciplinary action, up to and including immediate termination.

Retaliation Is Prohibited

The School prohibits retaliation against any employee for reporting a possible violation of this policy or for cooperating in an investigation of a potential violation of this policy. Any employee who retaliates against another employee for reporting a possible violation of this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

Questions

In the event you have any questions about whether a particular social media activity may involve or implicate the School, or may violate this policy, please contact your immediate supervisor or Executive Director or their designee.

Social media is in a state of constant evolution, and the School recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.



601 Family and Medical Leave

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by RSA INC. for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence, and are employed at a worksite where there are 50 or more employees of RSA INC. within 75 miles.

Ordinarily, employees must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, employees must request the leave as soon as practicable. You should use RSA INC.'s request form, which is available upon request from Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

- (1) the birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;
- (2) the care of the employee's spouse, child (**including an adult child over 18 years of age**), parent, grandparent, grandchild, sibling, or registered domestic partner with a "serious health condition";
- (3) the "serious health condition" of the employee;
- (4) the care of the employee's spouse, registered domestic partner, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
- (5) any qualifying exigency **related to the covered active duty or call to covered active duty of an employee's spouse, registered domestic partner, child, or parent in the United States Armed Forces.**

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. Employees may take a leave under paragraph (2) above only if due to a serious health condition, the employee's spouse, child (**including an adult child over 18 years of age**), parent, grandparent, grandchild, sibling, or registered domestic partner requires your care or assistance as certified in writing by the family member's health care provider. If employees are seeking a leave under paragraph (3) above, employees must provide RSA INC. with a medical certification from a health care provider establishing eligibility for the leave, and must provide RSA INC. with a release to return to work from the health care provider before returning to work. Employees must provide the required medical certification to RSA INC. in a timely manner to avoid a delay or denial of leave. Employees may obtain the appropriate forms from Human Resources.

Family and medical leave may be taken for up to 12 workweeks during the designated 12-month period (with the exception of qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. Qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against the employee's state and federal family and medical leave entitlements to the fullest extent permitted by law.

Employees will be required to use any accrued vacation during unpaid family and medical leave. Employees



will also be required to use any accrued PSL during unpaid family and medical leave that is due to the employee's own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and RSA INC. may mutually agree to supplement such benefit payments with available vacation and/or PSL.

Benefit accrual, such as vacation, PSL, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During a family and medical leave, group health benefits will be maintained as if the employee were continuously employed. However, employees must continue to pay their share of applicable premiums (for the employee and any dependents) during the leave.

If the employee does not return to work on the first workday following the expiration of an approved family and medical leave, the employee will be deemed to have resigned from employment. Upon returning from such a leave, employees will normally be reinstated to their original or an equivalent position and will receive pay and benefits equivalent to those received prior to the leave, as required by law.

Employees with questions or who would like to submit a request for a family and medical leave of absence should contact Human Resources.

603 Personal Leave

RSA INC. provides leaves of absence without pay (LWOP) to eligible employees who wish to take time off from work duties to fulfill personal obligations. Employees in the following employment classification(s) are eligible to request personal leave as described in this policy:

- * Regular full-time employees
- * Regular part-time employees

Eligible employees may request personal leave only after having completed one year of service. As soon as eligible employees become aware of the need for a personal leave of absence, they should request a leave from their supervisor.

Personal leave may be granted for a period of up to one school calendar year in the School's sole discretion.

Requests for personal leave will be evaluated based on a number of factors, including anticipated workload requirements and staffing considerations during the proposed period of absence.

Subject to the terms, conditions, and limitations of the applicable plans, health insurance benefits will be provided by RSA INC. until the end of the month in which the approved personal leave begins. At that time, employees will become responsible for the full costs of these benefits if they wish coverage to continue. When the employee returns from personal leave, benefits will again be provided by RSA INC. according to the applicable plans.

Benefit accruals, such as vacation, sick leave, or holiday benefits, will be suspended during the leave and will resume upon return to active employment.

When a personal leave ends, every reasonable effort will be made to return the employee to the same position, if it is available, or to a similar available position for which the employee is qualified. However, RSA INC. cannot guarantee reinstatement in all cases.



When a certificated employee has requested a personal leave of absence, it is the employee's responsibility to notify their supervisor in writing their intent to return or resign from their position no later than March 1st of the school year that the leave was approved. If an employee fails to report to work promptly at the expiration of the approved leave period, RSA INC. will assume the employee has resigned.

604 Military Leave

A military leave of absence will be granted to employees who are absent from work because of service in the U.S. Uniformed Services in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA). Advance notice of military service is required, unless military necessity prevents such notice or it is otherwise impossible or unreasonable.

The leave will be unpaid. However, employees may use any available paid time off for the absence.

Continuation of health insurance benefits is available as required by USERRA based on the length of the leave and subject to the terms, conditions and limitations of the applicable plans for which the employee is otherwise eligible.

Benefit accruals, such as vacation, sick leave, or holiday benefits, will be suspended during the leave and will resume upon the employee's return to active employment.

Employees on military leave for up to 30 days are required to return to work for the first regularly scheduled shift after the end of service, allowing reasonable travel time. Employees on longer military leave must apply for reinstatement in accordance with USERRA and all applicable state laws.

Employees returning from military leave will be placed in the position they would have attained had they remained continuously employed or a comparable one depending on the length of military service in accordance with USERRA. They will be treated as though they were continuously employed for purposes of determining benefits based on length of service.

Employees may be eligible for as many as 10 unpaid days off when their spouse is on leave from military deployment during a period of military conflict. A qualified employee is one who works more than 20 hours per week and whose spouse is a member of the Armed Forces, National Guard or Reserves who has been deployed during a period of military conflict. In order to qualify for the leave, the employee must notify RSA INC. within two days of receiving official notice that his or her spouse will be on leave from deployment and must provide written documentation certifying that the spouse will be on leave from deployment.

Contact the payroll department for more information or questions about military leave.

605 Pregnancy Disability Leave

RSA INC. complies with the requirements of the California Pregnancy Disability Act, in addition to the other family and medical leaves required by law. RSA INC. will give each female employee an unpaid leave of absence of up to four months, as needed, for the period(s) of time a woman is actually disabled by pregnancy,



childbirth or related medical conditions.

Eligibility

To be eligible, the employee must be disabled by pregnancy, childbirth or a related medical condition and must provide appropriate medical certification concerning the disability.

Length of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full time employee who works forty hours per week, "four months" means 693 hours of leave entitlement, based on 40 hours per week times 17 1/3 weeks. For employees who work more or less than 40 hours per week, or who work on variable work schedules, the number of working days that constitutes "four months" is calculated on a pro rata or proportional basis. For example, for an employee who works 20 hours per week, "four months" means 346.5 hours of leave entitlement. For an employee who normally works 48 hours per week, "four months" means 832 hours of leave entitlement.

Pregnancy disability leave is not counted as leave taken under California Family Rights Act (CFRA).

Periodic absences for pregnancy-related illness of limited duration taken prior to an actual leave may be counted towards the four months of disability leave for pregnancy.

Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider. If an employee requires intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

Pay During Pregnancy Disability

An employee on pregnancy disability leave must use all accrued paid sick leave and may elect to use any or all accrued vacation during the otherwise unpaid leave period. The receipt of vacation pay, sick leave pay or state disability insurance benefits will not extend the length of pregnancy disability leave.

Employee Benefits

An employee on pregnancy disability leave remains an employee of RSA INC.

While an employee is out on pregnancy disability leave, RSA INC. will continue to pay the premiums for eligible employees under RSA INC.'s group health plan for the duration of the pregnancy disability leave taken. Once the pregnancy disability leave has expired, the employee may, depending upon other leave requirements, be expected to pay for her premiums beyond her pregnancy disability leave. Please check with Human Resources to discuss these issues if you anticipate taking leave beyond the four month pregnancy disability leave.

Additionally, if an employee does not return to work after the expiration of the pregnancy disability leave, and the reasons for failure to return to work do not include one of the following: 1) the employee is on CFRA leave; or 2) the continuation, recurrence or onset of a health condition that allowed the employee to take pregnancy disability leave in the first instance or other circumstances beyond the control of the employee, RSA INC. reserves the right to recover from the employee the premium RSA INC. paid for the employee's group health plan coverage while out on leave.



Medical Certifications

An employee requesting a pregnancy disability leave, transfer or reasonable accommodation must provide medical certification from her healthcare provider on a form supplied by RSA INC, which may be obtained from Human Resources. Failure to provide the required certification in a timely manner (within 15 days of the leave request) may result in denial of the leave request until such certification is provided.

Re-certifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required re-certification can result in delaying the employee's continuation of the reasonable accommodation, transfer or pregnancy disability leave.

Requesting and Scheduling Pregnancy Disability Leave

An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Director of Business and Human Resources. An employee asking for a Request for Leave form will be provided a current copy of RSA INC.'s Pregnancy Disability policy.

Employees should provide not less than thirty (30) days or if such notice is not possible, as soon as is practicable if the need for the leave is foreseeable. Failure to provide such notice is grounds to delay granting the reasonable accommodation, transfer or leave, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt RSA INC.'s operation.

In most cases, RSA INC. will respond to a pregnancy disability leave request within two days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within five days of receiving the request. If a pregnancy disability leave request is granted, RSA INC. will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if she had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated.

Before an employee is permitted to return from a pregnancy disability leave, the employee must obtain certification from her healthcare provider that she is able to resume work. If the employee can return to work with limitations, RSA INC. will evaluate those limitations, and if possible, will accommodate the employee as required by law.

606 Organ Donation & Bone Marrow Donor Leave



Employees are given up to 30 business days paid leave of absence, and up to another 30 business days of *unpaid* leave, in any one year period for the purpose of donating an organ to another person. Employees are given a 5 business day paid leave of absence in any one year period for the purpose of donating bone marrow to another person. The one-year period is calculated from the date the employee's leave begins and consists of 12 consecutive months. The leave may be taken in one or more periods. These leaves will not run concurrently with CFRA or FMLA leave.

If the donating employee has any accrued, unused sick or personal days, the employee is required to use up to five of these days for bone marrow donations and up to 10 of these days for organ donations. RSA INC. will maintain and pay for health care coverage for the full duration of the leave as if the employee were still at work.

To qualify for this leave, the employee must have been employed for at least 90 days prior to the commencement of the leave and the employee shall provide verification to RSA INC. that he or she is an organ or bone marrow donor and that there is a medical necessity for the leave. The employee shall notify Human Resources as far in advance of the leave as is practicable.

607 Court Appearance Leave

If an employee is the victim, witness or immediate family member of a victim of a crime, the employee may request unpaid time off to attend court proceedings related to that crime. In this context, a "crime" includes a violent felony, serious felony (as defined by the California Penal Code), felonies related to theft or embezzlement or any crime described in Labor Code section 230.5. Immediate family members include the employee's child, step-child, parent, step-parent, sibling, step-sibling, and spouse or registered domestic partner.

The employee requesting court appearance leave must give advance notice whenever possible of the need for leave to the Human Resources Director, and provide documentation verifying the need for the leave. Acceptable documentation includes:

- a police report indicating that the employee or a member of the employee's family was a victim of a crime;
- a court order protecting or separating the employee from the perpetrator of an act of domestic violence, or other evidence from the court or prosecuting attorney that the employee has appeared in court; or,
- documentation from a medical professional, domestic violence advocate, health care provider, or counselor that the employee was undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence, sexual assault, or other crime.

While this leave is unpaid, the employee may use accrued leave during the leave period. RSA INC. will make every attempt to maintain the confidentiality of any information provided as certification of the need for court appearance leave.

608 Alcohol and Drug Rehabilitation Leave

Pursuant to California law, RSA INC. will reasonably accommodate any eligible employee who wishes to voluntarily enter and participate in an alcohol or drug rehabilitation program, provided that the accommodation does not impose an undue hardship on RSA INC. RSA INC. does not provide paid time off



for participation in an alcohol or drug rehabilitation program. However, employees may utilize accrued vacation if they want compensation for this time off. If employees do not have accrued vacation available, they will be permitted to take the time off without pay. This policy in no way restricts RSA INC.'s right to discipline an employee, up to and including termination of employment, for violation of RSA INC.'s policies on drugs and alcohol.

609 Civil Air Patrol Leave

Pursuant to California law, RSA INC. will provide unpaid leave to employees who are volunteer members of the California Wing of the Civil Air Patrol and who have been duly directed and authorized to respond to an emergency operational mission of the California Wing of the Civil Air Patrol. Employees must be employed for at least 90 days immediately preceding the commencement of leave in order to be eligible. Employees are required to give RSA INC. as much notice as possible of the intended dates upon which the leave would begin and end. RSA INC. will restore the employee to the position he or she held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued vacation.

610 Emergency Duty/Training Leave

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. Employees who are participating in this kind of emergency duty/training, should alert their supervisor so that he or she may be aware of the fact that the employee may have to take unpaid time off for emergency duty/training. Employees who need to take time off for emergency duty/training, must alert their supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year. Emergency Duty/Training Leave is unpaid. Employees may choose to use their accrued vacation if they wish to receive compensation for this time off, but you are not required to do so. Employees who feel they have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, should contact their supervisor or any other manager, as appropriate.

611 Rights for Victims of Domestic Violence, Sexual Assault, and Stalking

Right to Time Off

All employees have the right to take time off from work to get help to protect themselves and their children's health, safety, or welfare. All employees can take time off to get a restraining order or other court order. All employees can take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling or safety planning related to domestic violence, sexual assault, or stalking. Employees may use available vacation (if applicable) or accrued PSL. Otherwise, the time off is unpaid. In general, employees are not required to provide documentation for time off under this policy. However, employees shall provide reasonable advance notice of their intent to take time



off, unless advance notice is not feasible. If employees are unable to provide advance notice for time off under this policy, they can provide certification of their absence (such as a police report, court order, or health care provider certification) within a reasonable time period thereafter. If employees provide reasonable advance notice or provide documentation within a reasonable time period thereafter for an unscheduled absence, they will not be subject to any disciplinary action for time off under this policy.

Right to Reasonable Accommodation

Employees have the right to ask RSA INC. for help or changes in their workplace to make sure they are safe at work. RSA INC. will work with its employees to see what changes can be made. Changes in the workplace may include putting in locks, changing shifts or phone numbers, transferring or reassigning the employee, or help with keeping a record of what happened to the employee. RSA INC. may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for an accommodation. RSA INC. will maintain confidentiality regarding any requests for accommodations under this policy.

Prohibition on Retaliation and Discrimination

RSA INC. is committed to ensuring employees are not treated differently or retaliated against because of any of the following: The employee is a victim of domestic violence, sexual assault, or stalking; The employee asked for time off to get help; the employee asked RSA INC. for help or changes in the workplace to ensure safety at work.

Right to File a Complaint

If any employee believes that he or she has experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with his or her supervisor and/or the Labor Commissioner's Office.

For more information, contact the Labor Commissioner's Office by phone at 213-897-6595 or visit a local office by finding the nearest one on their website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

612 Adult Literacy Leave

Pursuant to California law, RSA INC. will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on RSA INC. RSA INC. does not provide paid time off for participation in an adult literacy education. However, employees may utilize accrued vacation for this time off. If employees do not have accrued vacation available, they will be permitted to take the time off without pay.

701 Employee Conduct and Work Rules

To ensure orderly operations and provide the best possible work environment, RSA INC. expects employees to follow rules of conduct that will protect the interests and safety of all employees and the organization.

It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The



following are examples of infractions of rules of conduct that may result in disciplinary action, up to and including termination of employment:

- * Theft or inappropriate removal or possession of property
- * Falsification of timekeeping records
- * Working under the influence of alcohol or illegal drugs
- * Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on duty, or while operating employer-owned vehicles or equipment
- * Fighting or threatening violence in the workplace
- * Boisterous or disruptive activity in the workplace
- * Negligence or improper conduct leading to damage of employer-owned or customer-owned property
- * Insubordination or other disrespectful conduct
- * Violation of safety or health rules
- * Smoking in prohibited areas
- * Sexual or other unlawful or unwelcome harassment
- * Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace
- * Excessive absenteeism or any absence without notice
- * Unauthorized absence from work station during the workday
- * Unauthorized use of School equipment, time, materials or facilities
- * Unauthorized disclosure of business "secrets" or confidential information
- * Violation of personnel policies
- * Unsatisfactory performance or conduct

Employment with RSA INC. is at the mutual consent of RSA INC. and the employee, and either party may terminate that relationship at any time, with or without cause, and with or without advance notice.

702 Drug Free Workplace

It is RSA INC.'s policy to maintain a drug and alcohol-free workplace. No employee may use, possess, offer for sale or be under the influence of any unauthorized controlled substance, illegal drugs or alcohol during working hours, including lunch and break periods, in the presence of pupils or on school property at any time.

Engaging in any of the activities above shall be considered a violation of RSA INC. policy and the violator will be subject to discipline, up to and including termination, and/or required participation in a substance abuse rehabilitation or treatment program. RSA INC. complies with all federal and state laws and regulations regarding drug use while on the job.

RSA INC. may conduct unannounced searches of school property from time to time for alcohol, illegal drugs, drug paraphernalia and/or unauthorized controlled substances, or to ensure compliance with any other school related policy. This includes desks, storage areas, and rooms normally used to store employees personal property. Employees are expected to keep all prescribed medicine in its original container, which should identify the drug, date of prescription and the prescribing doctor.

RSA INC. may require a test by intoxilator, blood test, urinalysis, medical examination, or other drug/alcohol screening of those persons whom the School reasonably suspects of using, possessing, or being under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee. Such "reasonable suspicion" may exist only if two or more supervisors, employees, or medical personnel



observe an employee acting in such a manner to raise suspicion that the employee is under the influence of a drug or alcohol or is acting in such a manner that they may harm themselves or another employee.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. RSA INC. shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee or other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

703 Anti-Harassment/Discrimination/Retaliation Prevention Policy and Complaint Procedures

RSA INC. is committed to providing a professional work environment free from discrimination, unlawful harassment, and retaliation. Accordingly, RSA INC. has adopted the following policies, which are designed to prevent unlawful conduct in the workplace, encourage professional and respectful behavior in the workplace, promote the reporting of potential violations, and foster taking corrective action where appropriate.

All employees are expected to assume responsibility for maintaining a professional work environment in accordance with the following policies. As such, all employees who experience potential violations of the following policies are strongly encouraged to promptly report so that RSA INC. may have an opportunity to address and resolve any concerns. All other employees (particularly supervisors) are required to immediately report any potential violations of the following policies. RSA INC. is committed to responding to alleged violations of this policy in a timely and fair manner and to taking appropriate action aimed at ending the prohibited conduct.

The following constitute "protected categories" under this policy: race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), religious creed (which includes religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

Equal Employment Opportunity (Discrimination)

Covered Individuals: This policy protects all employees of RSA INC. as well as interns, volunteers, and potential employees (applicants). All employees of RSA INC. are required to abide by this policy, regardless of position or status, including supervisors, management, and co-workers.



Discrimination: As used in this policy, “discrimination” means taking any adverse employment action against an employee or applicant in any aspect of employment, solely or in part based on the individual’s protected category. Discrimination may include, but is not necessarily limited to, factoring an individual’s protected category in hiring, promotion, compensation, or other terms and conditions of employment unless otherwise permitted by law.

Adverse Employment Action: As used in this policy, “adverse employment action” may include, but is not necessarily limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusal to promote or consider for promotion; denial of employment opportunities; change of an employee’s work assignments; failure to provide a workplace accommodation when required (i.e., disability, pregnancy, religion, transgender); failure to provide a leave of absence when required (i.e., medical, pregnancy, workers’ compensation, military, domestic violence); or any other unequal treatment based on the individual’s protected category resulting in an adverse employment action.

Scope of Policy: RSA INC. prohibits discrimination based on any protected categories. RSA INC. is an equal employment opportunity employer and is committed to complying with all applicable laws providing equal employment opportunities. As such, RSA INC. makes employment decisions, including, but not limited to, hiring, recruiting, firing, promotion, demotion, training, compensation, qualifications/job requirements, on the basis of merit and/or business necessity. Employment decisions are based on an individual’s qualifications as they relate to the job under consideration pursuant to legitimate business purposes.

If you believe you have been subjected to, witnessed, or have knowledge about discrimination, please follow the complaint procedure outlined below.

Unlawful Harassment

Covered Individuals: This policy protects all employees of RSA INC. as well as interns, volunteers, and potential employees (applicants). All employees of RSA INC. are required to abide by this policy, regardless of position or status, including supervisors, management, and co-workers. In addition, this policy prohibits unlawful harassment by any third parties. RSA INC. will take all reasonable steps to prevent or eliminate unlawful harassment by non-employees, including customers, clients, vendors, contractors, and suppliers, who have workplace contact with our employees.

Unlawful Harassment: RSA INC. prohibits harassment based on any protected categories. Prohibited unlawful harassment may include, but is not necessarily limited to, the following behavior pertaining to **any of the above protected categories**:

- ***Verbal conduct*** such as flirting, epithets, derogatory jokes or comments, voicemails, slurs or unwanted sexual advances, sexually suggestive innuendos, conversations regarding sexual activities, invitations, or comments (including, but not limited to, threats of deportation against applicants and employees and family members of applicants and employees, derogatory comments about immigration status or disability, or mockery of an accent or a language or its speakers) (“hostile work environment” harassment).
- Disrespectful or unprofessional conduct based on any of the protected categories listed above (“hostile work environment” harassment).



- Comments or conduct that consistently target one gender, even if the content is not sexual (“hostile work environment” harassment).
- **Visual conduct** such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, gestures, text messages, social media, instant messages, e-mails, letters, pictures, or gifts (“hostile work environment” harassment).
- **Physical conduct** such as assault, unwanted touching, blocking normal movement, or interfering with work because of any protected basis (“hostile work environment” harassment).
- Threats and demands to submit to sexual requests as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors (“quid pro quo” harassment).
- Sexually harassing conduct does not need to be motivated by sexual desire and may include situations that began as reciprocal relationships but later ceased to be reciprocal.

Scope of Policy: RSA INC. is committed to providing a work environment free of unlawful harassment. This policy applies to all phases of employment, including, but not limited to, recruiting, testing, hiring, upgrading, promotion, demotion, transfer, layoff, termination, rates of pay, benefits, and selection for training. In addition, this policy extends to conduct with a connection to an employee’s work, even when the conduct takes place away from RSA INC.’s premises, such as a business trip, business-related social function, or social media activity (depending on the circumstances).

If you believe you have been subjected to, witnessed, or have knowledge about unlawful harassment, please follow the complaint procedure outlined below.

Retaliation

Covered Individuals: This policy protects all employees of RSA INC. as well as interns, volunteers, and potential employees (applicants). All employees of RSA INC. are required to abide by this policy, regardless of position or status, including supervisors, management, and co-workers.

Retaliation: As used in this policy, “retaliation” means taking any adverse employment action against an employee because he or she engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, the following: opposing a practice or conduct the employee reasonably believes to be unlawful; reporting or assisting in reporting suspected violations of this policy; cooperating or participating in investigations or proceedings arising out of a violation of this policy; or engaging in any other activity protected by applicable law.

Adverse Employment Action: As used in this policy, “adverse employment action” means conduct or an action that materially affects the terms and conditions of the employee’s employment status or is reasonably likely to deter the employee from engaging in further protected activity. Adverse employment actions may include, but are not limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusing to promote or consider for promotion because of reporting a violation of this policy; harassing another employee for filing a complaint; denying employment opportunities because of making a complaint or for cooperating in an investigation; changing an employee’s work assignments for identifying harassment or other forms of discrimination in the workplace; treating an employee differently such as denying an accommodation; not talking to an employee (the “cold shoulder”) when otherwise required by job duties; or



otherwise excluding the employee from job-related activities because of engagement in activities protected under this policy.

Any retaliatory adverse action because of protected activity may be unlawful and will not be tolerated. If you believe you have been subjected to, witnessed, or have knowledge about retaliation, please follow the complaint procedure outlined below.

Complaint Procedure—Discrimination, Unlawful Harassment, Retaliation

Duty to Report: All employees who believe they have been subjected to discrimination, unlawful harassment, and/or retaliation are **strongly encouraged** to promptly report the alleged violation(s) in accordance with the procedures set forth below. All employees (**particularly supervisors**) who believe they have witnessed or have knowledge of discrimination, unlawful harassment, and/or retaliation are required to immediately report the alleged violation(s) in accordance with the procedures set forth below. Immediate reporting allows RSA INC. to quickly and fairly resolve any complaints in the workplace.

In addition to reporting, any employee who experiences or witnesses conduct that the individual believes is unlawful is encouraged to tell the offending individual that the behavior is inappropriate and must be stopped, if the employee is comfortable doing so.

Where to Report Complaint to RSA INC.: Submit a complaint to your supervisor, Human Resources, the Business Director, School Director, or Director of Special Education. There is no requirement to report your complaint to any designated supervisor within RSA INC.. Select the individual with whom you feel the most comfortable discussing your complaint. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint.

Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to the Business Director, School Director, or Board member, as appropriate. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination.

Contents of Complaint: All complaints submitted pursuant to this policy can be done in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously.

Response to Complaint (Investigation): Upon notice of conduct requiring an investigation, RSA INC. will look into the facts and circumstances of the alleged violation, as appropriate. RSA INC. will attempt to resolve the situation by promptly undertaking an effective, thorough, and objective investigation through the use of “qualified personnel” and using methods that provide all parties with “appropriate due process.” RSA INC.’s investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. All complaints will be handled as confidentially as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter.

RSA INC. may investigate conduct in the absence of a formal complaint if RSA INC. has reason to believe that an individual has engaged in conduct that violates Company policies or applicable law. Further, RSA INC. may continue its investigation even if the original complainant withdraws his or her complaint during the course of the investigation.

All employees are required to fully cooperate with RSA INC.’s investigation, which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not



interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

During the investigation, RSA INC. will provide regular progress updates, as appropriate, to those directly involved. RSA INC. will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses. At the completion of its investigation, RSA INC. will inform the complainant(s) and the accused of its findings and decisions to the extent permitted by applicable law.

Corrective Action: If RSA INC. determines that violations have occurred, RSA INC. will take appropriate corrective action in accordance with the circumstances involved, including appropriate action to deter future conduct. Examples of potential corrective action include, but are not limited to, written or verbal disciplinary action, suspension, reassignment, demotion, or termination, among others. Due to privacy protections, RSA INC. is not able to fully disclose its entire decision regarding corrective action to the complainant.

No Retaliation: There will be no retaliation against any employee who brings a complaint in good faith or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. Please refer to RSA INC.'s Retaliation Policy above for further information.

How to Report Complaint to Government Agencies: Employees who believe that they have experienced unlawful conduct under these policies may also file a complaint with the local office of the California Department of Fair Employment and Housing (“DFEH”) or the Equal Employment Opportunity Commission (“EEOC”). The DFEH and the California Fair Employment and Housing Council (“FEHC”) as well as the EEOC can also order an employer to hire, reinstate, or promote a victim of discrimination, unlawful harassment, and/or retaliation or make other changes in company policies. The address and phone number of the local DFEH and EEOC offices can be found online or dialing 800-FREE-411.

Training Requirements

RSA INC. requires all employees to abide by California’s training requirements, which includes training within six months of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

704 Attendance and Punctuality

To maintain a safe and productive work environment, RSA INC. expects employees to be reliable and to be punctual in reporting for scheduled work. Absenteeism and tardiness place a burden on other employees and on RSA INC. In the rare instances when employees cannot avoid being late to work or are unable to work as scheduled, they should notify their supervisor as soon as possible in advance of the anticipated tardiness or absence.

Poor attendance and excessive tardiness are disruptive. Either may lead to disciplinary action, up to and including termination of employment.

705 Personal Appearance



Dress, grooming, and personal cleanliness standards contribute to the morale of all employees and affect the business image RSA INC. presents to students and visitors. During school hours, business hours or when representing RSA INC., you are expected to present a clean, neat, and professional appearance. You should dress and groom yourself according to the requirements of your position and accepted social standards. Your appearance should contribute to an environment of mutual respect and should not cause distraction. This is particularly true if your job involves dealing with students, parents or visitors in person.

Your supervisor or department head is responsible for establishing a reasonable dress code appropriate to the job you perform. If your supervisor feels your personal appearance is inappropriate, you may be asked to leave the workplace until you are properly dressed or groomed. Under such circumstance, you may be subject to discipline. Consult your supervisor if you have questions as to what constitutes appropriate appearance.

Employees may request an exception to this policy due to a medical condition or for religious or other reasons arising from the employee's status in a legally protected category. The School will consider and grant exceptions and reasonable accommodations on a case by case basis. Any such requests should be directed to Human Resources.

Listed below is a general overview of acceptable attire as well as a listing of some of the more common items that are not appropriate for the school. Obviously, neither group is intended to be all inclusive. Rather, these items should help set the general parameters for proper casual business wear and allow you to make intelligent judgments about items that are not specifically addressed.

- * Jeans or slacks
- * Golf shirts/ blouses
- * T-shirts
- * Sweatshirts
- * Clothing acceptable for job assignment, e.g. athletic attire may be worn if teaching PE, Tumbling, or dance
- * Athletic shoes
- * Shoes must provide safe, secure footing, and offer protection against hazards.
- * Mustaches and beards must be clean, well-trimmed, and neat.
- * Hairstyles are expected to be in good taste and not a distraction to the work environment.
- * Jewelry should not be functionally restrictive, dangerous to job performance, or excessive.
- * All tattoos must be covered.

However, not all casual clothing is appropriate for the school. It is never appropriate to wear dirty, stained, wrinkled, frayed, or revealing clothing to the workplace. If you are considering wearing something and you are not sure if it is acceptable, choose something else or inquire first. Examples of inappropriate clothing or personal items that should not be worn include:

- * Jeans or T-shirts that are excessively worn or faded
- * Sweatpants – unless appropriate for the position
- * Warm-up or jogging suits and pants (except for athletics)
- * Short shorts
- * Bib overalls
- * Spandex or other form fitting pants
- * Miniskirts
- * T-shirts or sweatshirts with offensive messages or images
- * Tank tops
- * Halter tops
- * Tops with bare shoulders unless worn under a blouse or jacket



- * Visible undergarments
- * Slippers
- * Thong slippers
- * Unnaturally colored hair and extreme hairstyles, such as spiked hair do not present an appropriate professional appearance.
- * Torso body piercings with visible jewelry or jewelry that can be seen through or under clothing must not be worn during school business.
- * Excessive makeup is not permitted.
- * Offensive body odor and poor personal hygiene is not professionally acceptable.
- * Perfume, cologne, and aftershave lotion should be used moderately or avoided altogether, as some individuals may be sensitive to strong fragrances.
- * Facial jewelry, such as spiked jewelry, eyebrow rings, nose rings, lip rings, and tongue studs, is not professionally appropriate and must not be worn during business hours.

706 Return of Property

Employees are responsible for all RSA INC. property, materials, or written information issued to them or in their possession or control. Employees must return all RSA INC. property immediately upon request or upon termination of employment.

707 Security Inspections

RSA INC. wishes to maintain a work environment that is free of illegal drugs, alcohol, firearms, explosives, or other improper materials. To this end, RSA INC. prohibits the possession, transfer, sale, or use of such materials on its premises. RSA INC. requires the cooperation of all employees in administering this policy.

Desks, lockers, and other storage devices may be provided for the convenience of employees but remains the sole property of the School. Accordingly, they, as well as any articles found within them, can be inspected by any agent or representative of RSA INC. at any time, either with or without prior notice.

RSA INC. likewise wishes to discourage theft or unauthorized possession of the property of employees, RSA INC., visitors, and customers. To facilitate enforcement of this policy, RSA INC. or its representative may inspect not only desks and lockers but also persons entering and/or leaving the premises and any packages or other belongings. Any employee who wishes to avoid inspection of any articles or materials should not bring such items onto RSA INC.'s premises.

708 Solicitation

In order to maintain and promote efficient operations, discipline, and security, the School maintains rules applicable to all employees that govern solicitation, distribution of written material, and entry onto the premises and work areas. All employees are expected to comply with these rules, which will be strictly enforced. Any employee who is in doubt concerning the application of these rules should immediately consult with Human Resources. These rules are:



1. No employee shall sell merchandise or solicit or promote support for any cause or organization during his or her working time or during the working time of the employee(s) at whom such activity is directed. As used in these rules, working time excludes meal and break periods.
2. No employee shall distribute or circulate any written or printed material, other than those approved by management for business purposes, in work areas at any time or during his or her working time or during the working time of the employee(s) at whom such activity is directed. As used in this section, working areas excludes designated meal and break rooms.
3. No employee shall enter or remain in School work areas for any purpose except to report for, be present during, and conclude a work period. Non-exempt employees must not begin work and clock in at his or her working area more than 10 minutes before they are scheduled to begin and must stop work and clock out from his or her work area no later than 10 minutes after their work scheduled for the day is completed. Work area does not include School parking lots, gates, or other similar outside areas unless an employee is assigned to work in such areas.
4. Under no circumstances will non-employees be permitted to solicit or distribute written material for any purpose on School property.
5. Non-employees must sign in at the front office before entering School property.

Violations of this policy may result in disciplinary action, up to and including termination.

709 Open Door Policy

RSA INC. is committed to providing the best possible working conditions for its employees. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from RSA INC. supervisors and management.

RSA INC. strives to ensure fair and honest treatment of all employees. Supervisors, managers, and employees are expected to treat each other with mutual respect. Employees and volunteers are encouraged to offer positive and constructive criticism and to come forward with credible information on illegal practices or violations of adopted policies of RSA INC.

If employees wish to make a complaint or disagree with established rules of conduct, policies, or practices, they can express their concern through the problem resolution procedure. No employee will be penalized, formally or informally, or retaliated against for voicing a complaint with RSA INC. in a reasonable, business-like manner, or for using the problem resolution procedure.

If a situation occurs when employees believe that a condition of employment or a decision affecting them is unjust or inequitable, they are encouraged to bring the issue first to their immediate supervisor, then if the matter is not resolved, to Human Resources, then if the matter is still not resolved, to the School Administrator. The employee may discontinue the procedure at any step.

Not every problem can be resolved to everyone's total satisfaction, but only through understanding and discussion of mutual problems can employees and management develop confidence in each other. This confidence is important to the operation of an efficient and harmonious work environment, and helps to ensure



everyone's job security.

710 Workplace Etiquette

RSA INC. strives to maintain a positive work environment where employees treat each other with respect and courtesy. Sometimes issues arise when employees are unaware that their behavior in the workplace may be disruptive or annoying to others. Many of these day-to-day issues can be addressed by politely talking with a co-worker to bring the perceived problem to his or her attention. In most cases, common sense will dictate an appropriate resolution. RSA INC. encourages all employees to keep an open mind and graciously accept constructive feedback or a request to change behavior that may be affecting another employee's ability to concentrate and be productive.

The following workplace etiquette guidelines are not necessarily intended to be hard and fast work rules with disciplinary consequences. They are simply suggestions for appropriate workplace behavior to help everyone be more conscientious and considerate of co-workers and the work environment. Please contact the Executive Director if you have comments, concerns, or suggestions regarding these workplace etiquette guidelines.

- * Return copy machine and printer settings to their default settings after changing them.
- * Replace paper in the copy machine and printer paper trays when they are empty.
- * Retrieve print jobs in a timely manner and be sure to collect all your pages.
- * Keep the area around the copy machine and printers orderly and picked up.
- * Be careful not to take or discard others' print jobs or faxes when collecting your own.
- * Avoid public accusations or criticisms of other employees. Address such issues privately with those involved or your supervisor.
- * Try to minimize unscheduled interruptions of other employees while they are working.
- * Be conscious of how your voice travels, and try to lower the volume of your voice when talking on the phone or to others in open areas.
- * Keep socializing to a minimum, and try to conduct conversations in areas where the noise will not be distracting to others.
- * Try not to block walkways while carrying on conversations.
- * Refrain from using inappropriate language (swearing) that others may overhear.
- * Avoid discussions of your personal life/issues in public conversations that can be easily overheard.
- * Monitor the volume when listening to music, voice mail, or a speakerphone that others can hear.
- * Clean up after yourself and do not leave behind waste or discarded papers.

801 Recycling

RSA INC. supports environmental awareness by encouraging recycling and waste management in its business practices and operating procedures. This support includes a commitment to the purchase, use, and disposal of products and materials in a manner that will best utilize natural resources and minimize any negative impact on the earth's environment.

Special recycling receptacles have been set up to promote the separation and collection of the following recyclable materials at RSA INC.:

- * computer paper



-
- * white high grade or bond paper
 - * newspaper
 - * corrugated cardboard
 - * brown paper bags
 - * aluminum
 - * glass
 - * plastics
 - * printer cartridges

The simple act of placing a piece of paper, can, or bottle in a recycling container is the first step in reducing demand on the earth's limited resources. Success of this program depends on active participation by all of us. Employees are encouraged to make a commitment to recycle and be a part of this solution.

RSA INC. encourages reducing and, when possible, eliminating the use of disposable products. Source reduction decreases the consumption of valuable resources through such workplace practices as:

- * communication through computer networks with email
- * posting memos for all employees
- * two-sided photocopying
- * computerized business forms
- * minimum packaging
- * reusing paper clips, folders, and binders
- * reusing packaging material
- * reusing wooden pallets
- * turning off lights when not in use

Whenever possible, employees of RSA INC. are encouraged to purchase products for the workplace that contain recycled or easily recyclable materials. Buying recycled products supports recycling and increases the markets for recyclable materials.

By recycling, RSA INC. is helping to solve trash disposal and control problems facing all of us today. If you have any questions or new ideas and suggestions for the recycling program contact the Office Manager.

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

Personnel Reporting

SUBJECT: Agenda Item 2.7 – Teacher Consent Form – Liqin Hanagan

PREPARER: Margaret Johnson

RECOMMENDATION: Discussion/Action to Approve Liqin Hanagan’s Teacher Consent Form to teach 3rd grade mathematics outside of her current credential authorization for the 2022/23 school year per California Education Code, Section 44258.2

BACKGROUND:

California Education Code, Section 44258.2 may allow a teacher who holds a Single Subject teaching credential to be assigned to teach any single subject class if the teacher consents to the assignment and has completed 12 semester units or 6 upper division semester units of coursework in each subject to be taught.

RSA is seeking board consent for Liqin Hanagan to teach 3rd grade mathematics outside of her current credential authorization for the 2022/23 school year.

➤ See Attached Consent Form

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 2022-2023

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 Grade

Teacher: Liqin Deng Hanagan SS#: _____

Credential Held: Single Subject

Assignment: 3rd Grade Mathematics

Legal Authorization per EC or T5: EC 44258.2 - The Governing Board of a School District, pursuant to

California Education Code, Section 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 coursework in each subject to be taught.

I consent to this assignment.

Printed/Typed Name: Liqin D. Hanagan

Teachers Signature: LIQIN HANAGAN 

Date: 06/15/2022

*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**

Personnel Reporting

SUBJECT: Agenda Item 2.8 – Certificated/Classified At-Will
Employment Agreements - Amended

PREPARER: Lane Carlson

RECOMMENDATION: Discussion/Action to Approve Certificated/Classified At-
Will Employment Agreements

BACKGROUND:

RSA has amended the At-Will Employment Agreements for certificated and classified employees. The agreements reflect changes in language per recommendation from legal counsel and will be implemented beginning 7/1/2022.

REFERENCE:

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

At-Will Employment Agreement

Between

Redding School of the Arts & (Employee Name)

THIS EMPLOYMENT AGREEMENT (“Agreement”) is entered into by and between the above named employee (“Employee”) and the Governing Board (“Board”) of Redding School of the Arts, Inc. a California public charter school approved by the Columbia Elementary School District (the “District”). The Board desires to hire employees who will assist Redding School of the Arts in implementing its purposes, policies, and procedures, and in achieving the goals and meeting the requirements of the charter. The parties recognize that Redding School of the Arts is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992. ~~The Board desires to engage the services of the Employee for purposes of assisting Redding School of the Arts in implementing its purposes, policies, and procedures.~~

WHEREAS, Redding School of the Arts and the Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT

1. Redding School of the Arts has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq.* Redding School of the Arts has been duly approved by the District, according to the laws of the State of California.
2. Pursuant to Education Code section 47604, Redding School of the Arts has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-Profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq.* of the Corporations Code). As such, Redding School of the Arts is considered a separate legal entity from the District, which granted the charter. The District shall not be liable for any debts and obligations of Redding School of the Arts, and the eEmployee signing below expressly recognizes that he/she is being employed by Redding School of the Arts and not the District.
3. Pursuant to Education Code section 47610, Redding School of the Arts must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.
4. Redding School of the Arts shall be deemed the exclusive public-school employer of the employees at Redding School of the Arts for purposes of Government Code section 3540.1.

B. EMPLOYMENT TERMS AND CONDITIONS

1. **Duties**

The Employee shall work in the position of **Teacher**. The Employee will perform such duties as Redding School of the Arts may reasonably assign and the Employee will abide by all Redding School of the Arts policies and procedures as adopted and amended from time to time. The Employee further agrees to abide by Redding School of the Arts charter.

A copy of the job description for the above position is attached hereto and incorporated by reference herein. These duties may be amended from time to time in the sole discretion of Redding School of the Arts.

Duties will be performed at the following location:

Redding School of the Arts, Inc.
955 Inspiration Place
Redding, CA 96003
Main Office (530) 247-6963

2. **Work Schedule**

Workdays and hours for the Employee shall be consistent with the applicable calendar of workdays for this position. The applicable calendar for this position include **182.00** work days per school year. It is expected the ~~e~~Employee will work **7.5** hour(s) per work day equal to a full-time equivalent of **1.0 (FTE)**. Hours per day and FTE estimates may change based on actual hours completed. The current year schedule is attached hereto and incorporated by reference herein.

The duties of this exempt position may require work on weekends, as well as before and after the regular work year or hours of the work day.

The Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with Redding School of the Arts.

3. **Compensation**

The Employee will receive an annual salary of **\$49,252.00** paid in 10 equal monthly payments on the 26th day of the month from which the Board shall withhold all statutory and other authorized deductions. This ~~e~~Employee is ~~being~~ compensated at range **step 5 of column <60 Units on the Certificated Salary**

Schedule. The Employee's compensation may be prorated depending on whether the Employee remains employed, or in active work status, for the entire year. As an exempt employee, the Employee shall not be eligible to earn overtime.

Employees may use direct deposit for salary and other wages. Direct deposit will occur on the 26th day of the month. The eEmployee has the right to choose the institution which will receive the direct deposit on the Eemployee's behalf.

Employees are responsible for timely submitting direct deposit information to Redding School of the Arts prior to their first pay date and for timely submitting any changes to their direct deposit information. To begin, change, or stop automatic payroll deposit, you must complete the Direct Deposit Authorization form (available from Redding School of the Arts main office) and return it to the personnel administrator at least 10 calendar days before the pay period for which you would like the requested action to occur.

You Employees should carefully monitor your-their payroll deposit statements for the first two pay periods after the requested action begins. Redding School of the Arts is not liable for any loss that occurs due to an employee submitting erroneous direct deposit information or for failing to timely provide updated direct deposit information.

4. **Employee Benefits**

The Employee shall be entitled to participate in designated employee benefit programs and plans established by Redding School of the Arts (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be amended and modified by Redding School of the Arts in its sole discretion.

5. **Worker's Compensation**

Worker's Compensation benefits are provided through the following Carrier:
Gallagher Bassett, Inc.
P.O. Box 255397
Sacramento, CA 95865-5397
Claim Reporting Line: (877)263-9904
Permissibly Self Insured – GB Client No. 002023

6. **Performance Evaluation**

The Employee shall receive periodic performance reviews conducted by his/her supervisor. At a minimum, performance evaluations will be conducted annually for the first two years and alternating years thereafter, on or about the anniversary date of employment with Redding School of the Arts. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems. _

Failure to evaluate the Employee shall not prevent Redding School of the Arts from disciplining or dismissing the Employee at-will in accordance with this Agreement.

6. **Employee Rights**

Employment rights and benefits for employment at Redding School of the Arts shall only be as specified in this Employment Agreement, Redding School of the Arts charter, the Charter Schools Act and Redding School of the Arts ~~Personnel~~ Employee Handbook, which from time to time may be amended and modified by Redding School of the Arts. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the California Department of Education or the State Board of Education. During the term of this Agreement, the Employee shall not acquire or accrue tenure, or any employment rights with Redding School of the Arts.

7. **Licensure**

The Employee understands that employment is contingent upon verification and maintenance of any applicable licensure and/or credentials.

8. **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

By executing this Agreement, the Employee acknowledges he or she is a child care custodian and is certifying that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions.

9. **Fingerprinting/TB Clearance**

Fingerprint clearance for the Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. ~~The Employee will be required to assume the cost of all fees related to the fingerprinting process.~~ Employee will be required to submit evidence from a licensed physician and/or licensed entity that he/she was found to be free from active tuberculosis. Both clearances ~~need to~~ must be in place prior to the first day of service.

10. **Conflicts of Interest**

The Employee understands that, while employed at the School, he or she will have access to confidential and proprietary information. The Employee therefore

shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with his/her employment with Redding School of the Arts.

11. **Outside Professional Activities**

Upon obtaining prior written approval of the Executive Director, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. Redding School of the Arts shall in no way be responsible for any expenses attendant to the performance of such outside activities.

C. **EMPLOYMENT AT-WILL**

Redding School of the Arts may terminate this Agreement and the Employee's employment at any time with or without cause, with or without advance notice, at Redding School of the Arts sole and unreviewable discretion. Either party may immediately terminate this Agreement and Redding School of the Arts employment upon written notice to the other party.

The Employee also may be demoted or disciplined and the terms of his or her employment may be altered at any time, with or without cause, at the discretion of Redding School of the Arts. No one other than the Board or Executive Director of Redding School of the Arts has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the term of this Agreement, and any such agreement must be in writing and must be signed by the Board of Redding School of the Arts and by the affected employee and must specifically state the intention to alter this "at-will" relationship.

In the event of charter revocation or non-renewal, all contractual obligations under this Agreement cease immediately upon the effective date of revocation or non-renewal.

D. **GENERAL PROVISIONS**

1. **Waiver of Breach**

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. **Assignment**

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of

the other party.

3. **Governing Law**

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4. **Partial Invalidity**

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions hereof will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

E. ACCEPTANCE OF EMPLOYMENT

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with Redding School of the Arts on the terms specified herein.
2. All information I have provided to Redding School of the Arts related to my employment is true and accurate.
3. A copy of the job description is attached hereto.
4. This is the entire agreement between Redding School of the Arts and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature: _____ Date: _____

Address: _____

Telephone: _____

Redding School of the Arts Approval:

Dated: August 20, 2019

~~Margaret Johnson, Executive Director~~

***This Employment Agreement is subject to ratification
and approval by the Governing Board of Redding School of the Arts, Inc.***

At-Will Employment Agreement

Between

Redding School of the Arts & **(Employee Name)**

THIS EMPLOYMENT AGREEMENT (“Agreement”) is entered into by and between the above named employee (“Employee”) and the Governing Board (“Board”) of Redding School of the Arts, Inc. a California public charter school approved by the Columbia Elementary School District (the “District”). The Board desires to hire employees who will assist Redding School of the Arts in implementing its purposes, policies, and procedures, and in achieving the goals and meeting the requirements of the charter. The parties recognize that Redding School of the Arts is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992. ~~The Board desires to engage the services of the Employee for purposes of assisting Redding School of the Arts in implementing its purposes, policies, and procedures.~~

WHEREAS, Redding School of the Arts and the Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT

1. Redding School of the Arts has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq.* Redding School of the Arts has been duly approved by the District, according to the laws of the State of California.
2. Pursuant to Education Code section 47604, Redding School of the Arts has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-Profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq.* of the Corporations Code). As such, Redding School of the Arts is considered a separate legal entity from the District, which granted the charter. The District shall not be liable for any debts and obligations of Redding School of the Arts, and the Employee signing below expressly recognizes that he/she is being employed by Redding School of the Arts and not the District.
3. Pursuant to Education Code section 47610, Redding School of the Arts must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.
4. Redding School of the Arts shall be deemed the exclusive public-school employer of the employees at Redding School of the Arts for purposes of Government Code section 3540.1.

B. EMPLOYMENT TERMS AND CONDITIONS

1. **Duties**

The Employee shall work in the position of **(Job Title)**. The Employee will perform such duties as Redding School of the Arts may reasonably assign and the Employee will abide by all Redding School of the Arts policies and procedures as adopted and amended from time to time. The Employee further agrees to abide by Redding School of the Arts charter.

A copy of the job description for the above position is attached hereto and incorporated by reference herein. These duties may be amended from time to time in the sole discretion of Redding School of the Arts.

Duties will be performed at the following location:

Redding School of the Arts, Inc.
955 Inspiration Place
Redding, CA 96003
Main Office (530) 247-6963

2. **Work Schedule**

Workdays and hours for the Employee shall be consistent with the applicable calendar of workdays for this position. The applicable calendar for this position is **(Calendar)** and includes **(#) work days** per school year. The total days worked per year will be prorated, based on the Employee's date of hire. It is expected the employee will work **(#)** hour(s) per work day equal to a full-time equivalent of **(0.0000 FTE)**. Hours per day and FTE estimates may change based on actual hours completed. The current year calendar is attached hereto and incorporated by reference herein. The Employee is prohibited from working hours in excess of this work schedule, including overtime, without the prior written consent of Redding School of the Arts.

The Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with Redding School of the Arts.

3. **Compensation**

The Employee will receive an hourly rate of **\$0.00 for the initial 90 work days and increased to \$0.00 upon successful completion of initial period, subject to all regular withholdings.** ~~The employee will be paid on the 10th of the month for any all and time worked and/or earned between the 16 last day of the previous~~

~~month. On the 26th day of the month the employee will be paid for any and all time worked and/or earned between the 1-15 of the month. The Employee shall be paid twice monthly. From each paycheck the Board shall withhold all statutory and other authorized deductions.~~ This employee is being compensated at range **Column X, Step X** on the **Classified Salary Schedule**.

The Employee shall not be permitted to earn overtime compensation without the prior written consent of Redding School of the Arts.

Employees may use direct deposit for salary and other wages. Direct deposit will occur on the 10th & 26th day of the month. The Employee has the right to choose the institution which will receive the direct deposit on the E-employee's behalf.

Employees are responsible for timely submitting direct deposit information to Redding School of the Arts prior to their first pay date, as well as any changes to their direct deposit information. To begin, change, or stop automatic payroll deposit, you must complete the Direct Deposit Authorization form (available from Redding School of the Arts main office) and return it to the personnel administrator at least 10 calendar days before the pay period for which you would like the requested action to occur.

You Employees should carefully monitor your payroll deposit statements for the first two pay periods after the requested action begins. Redding School of the Arts is not liable for any loss that occurs due to an employee submitting erroneous direct deposit information or for failing to timely provide updated direct deposit information.

4. **Employee Benefits**

The Employee shall be entitled to participate in designated employee benefit programs and plans established by Redding School of the Arts (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be amended and modified by Redding School of the Arts in its sole discretion.

5. **Worker's Compensation**

Worker's Compensation benefits are provided through the following Carrier:
Gallagher Bassett, Inc.
P.O. Box 255397
Sacramento, CA 95865-5397
Claim Reporting Line: (877)263-9904
Permissibly Self Insured – GB Client No. 002023

6. **Performance Evaluation**

The Employee shall receive periodic performance reviews conducted by his/her supervisor. At a minimum, performance evaluations will be conducted annually

for the first two years and alternating years thereafter, on or about the anniversary date of employment with Redding School of the Arts. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems. _

Failure to evaluate the Employee shall not prevent Redding School of the Arts from disciplining or dismissing the Employee at-will in accordance with this Agreement.

6. **Employee Rights**

Employment rights and benefits for employment at Redding School of the Arts shall only be as specified in this Employment Agreement, Redding School of the Arts charter, the Charter Schools Act and Redding School of the Arts ~~Personnel~~ Employee Handbook, which from time to time may be amended and modified by Redding School of the Arts. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the California Department of Education or the State Board of Education. During the term of this Agreement, the Employee shall not acquire or accrue tenure, or any employment rights with Redding School of the Arts.

7. **Licensure**

The Employee understands that employment is contingent upon verification and maintenance of any applicable licensure and/or credentials.

8. **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. _

By executing this Agreement, the Employee acknowledges he or she is a child care custodian and is certifying that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions.

9. **Fingerprinting/TB Clearance**

Fingerprint clearance for the Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. ~~The Employee will be required to assume the cost of all fees related to the fingerprinting process.~~ Employee will be required to submit evidence from a licensed physician and/or licensed entity that he/she was found to be free from active tuberculosis. Both clearances ~~need to~~ must be in place prior to the first day of service.

10. **Conflicts of Interest**

The Employee understands that, while employed at the School, he or she will have access to confidential and proprietary information. The Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with his/her employment with Redding School of the Arts.

11. **Outside Professional Activities**

Upon obtaining prior written approval of the Executive Director, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. Redding School of the Arts shall in no way be responsible for any expenses attendant to the performance of such outside activities.

C. **EMPLOYMENT AT-WILL**

Redding School of the Arts may terminate this Agreement and the Employee's employment at any time with or without cause, with or without advance notice, at Redding School of the Arts sole and unreviewable discretion. Either party may immediately terminate this Agreement and Redding School of the Arts employment upon written notice to the other party.

The Employee also may be demoted or disciplined and the terms of his or her employment may be altered at any time, with or without cause, at the discretion of Redding School of the Arts. No one other than the Board or Executive Director of Redding School of the Arts has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the term of this Agreement, and any such agreement must be in writing and must be signed by the Board of Redding School of the Arts and by the affected employee and must specifically state the intention to alter this "at-will" relationship.

In the event of charter revocation or non-renewal, all contractual obligations under this Agreement cease immediately upon the effective date of revocation or non-renewal.

D. **GENERAL PROVISIONS**

1. **Waiver of Breach**

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. **Assignment**

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. **Governing Law**

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4. **Partial Invalidity**

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions hereof will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

E. ACCEPTANCE OF EMPLOYMENT

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with Redding School of the Arts on the terms specified herein.
2. All information I have provided to Redding School of the Arts related to my employment is true and accurate.
3. A copy of the job description is attached hereto.
4. This is the entire agreement between Redding School of the Arts and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature: _____ Date: _____

Address: _____

Telephone: _____

Redding School of the Arts Approval:

Dated: _____

~~Margaret Johnson, Executive Director~~

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

Personnel Reporting

SUBJECT: Agenda Item 2.9 – Personnel Updates

New Hires:

- Julia Maire – Student Supervision Paraprofessional
- Claudia Hazeleur – School Registrar
- Julie Kinder – SpEd Paraprofessional
- Jesse Pyron – Student Supervision Paraprofessional
- Rosanna Redding – SpEd Paraprofessional

- Diana Ruvacalba – Student Supervision Paraprofessional

Employment Updates/Changes:

- Sophia Zaniroli – Vice Principal/Home School Teacher

PREPARER: Lane Carlson

RECOMMENDATION: Discussion/Action to Approve Personnel Updates

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– 2022/23 RSA Personnel Staffing List

PREPARER: Lane Carlson/Wendy Sanders

RECOMMENDATION: Discussion/Action to Approve

BACKGROUND:

The Governing Board will review and approve the list of returning and recently hired RSA employees for the 2022/23 School year.

- See Attached: RSA Personnel List

REFERENCE:

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

2022/23 RSA PERSONNEL LIST

<u>RSA-Administration</u>	<u>Position</u>	<u>FTE</u>	<u>Certificated Teachers (Cont)</u>		
Carlson, Lane	Executive Director	1.0000	Zehnle (Zimmerman), Carla	Primary	1.0000
Wahl, Carol	Principal	1.0000	Zuidema (Song), Cathy	Middle School	1.0000
Zaniroli, Sophia	Vice Principal/Homeschool	1.0000			
Sanders, Wendy	Director Special Ed	0.8000			
Schack, Blake	Facilities Manager	1.00000			
			<u>Classified Personnel</u>	<u>Position</u>	<u>FTE</u>
			Baker, Thomas	Para/Custodian	1.00000
			deBree, Gavin	Facilities Mechanical Technician	1.00000
<u>Certificated Teachers</u>			Dressel, Rachel	Elective Mandarin Teacher	0.75000
Boyd, Sabrina	Primary	1.0000	Hazeleur, Claudia	Registrar	1.00000
Burkett, Tom	Music	1.0000	Hess, Dawn	Elective Instructor - Choir	0.25000
Crew, Rachel	Middle School	1.0000	Holien, Jennifer	Para/Custodian	1.00000
Diskin, Carolyn	HS English	1.0000	Holstein, Silvia	Sp Ed Para	1.00000
Dressel, Mike	Primary Mandarin	1.0000	Iskra, Nicole	Payroll/HR Technician	1.00000
Dunaj, Laura	Homeschool Program Coord.	1.0000	Jacobsen, Bridgette	Library Info Specialist	0.75000
Fan, (Emma) Xiaohe	Primary Mandarin	1.0000	Justice, Jennifer	Special Ed Admin Assistant	0.75000
Freeman, Joshua	HS Math	1.0000	Kinder, Julie	Special Ed Paraprofessional	0.68750
Hanagan, Liqin	Mandarin Teacher	1.0000	Malone, Channon	Lunch/Recess Paraprofessional	0.25000
Kim, Julie	Homeschool	1.0000	Maire, Julia	Paraprofessional	0.43750
Lahey, Rebecca	Primary	1.0000	Millimaki, Steven	Custodian	1.00000
Luo, Na	Mandarin Teacher	1.0000	Morfin, Adel	RSA Admin Assistant	1.00000
Lynam, Melinda	Primary	1.0000	Pyron, Jessie	Paraprofessional	0.46875
Martin, Amy	Primary	1.0000	Ramsour, Bruce	Custodian/Lunch Recess	1.00000
Newham, Paula	Primary	1.0000	Redding, Rosanna	Sp Ed Paraprofessional	0.62500
Nichols, Eleanor	Intermediate	1.0000	Rogerson, Hillary	Elective Instructor - Drama	0.25000
Noble, Sheri	Music	0.9000	Ruloph, Wendy	Lead Paraprofessional	0.87500
Plummer, Cassandra	Art	1.0000	Russo, Teshya	Elective Instructor - Dance	0.18750
Schack, Marilyn	Primary	1.0000	Ruvalcaba, Diana	Lunch/Recess Paraprofessional	0.25000
Scott, Donna	Intermediate	1.0000	Sawyer, Tracy	IT Technician	1.00000
Schmall, Heidi	Middle School	1.0000	Schexnayder, Linda	Receptionist/Health Clerk	0.87500
Sheridan, Dave	Middle School	1.0000	Steffensen, Amberly	Elective Instructor - Dance	0.25000
Spaschak, Sarah	HS Counselor	1.0000	Steffensen, Chelsea	Elective Instructor - Tumbling	0.25000
Thomas, Vanessa	Middle School	1.0000	Uhleman, Lissa	Registrar	1.00000
Wang, Yixing (Estrella)	Mandarin Teacher	1.0000	Vernon, Katie	Secretary	1.00000
Warmington, Erika	Art	1.0000	Wilson, Bryan	Custodian	0.95000
Wylie, Byron	Music/Math	1.0000			

2022/23 RSA PERSONNEL LIST

Certificated - Special Education

Board Approved:

Carcamo, Elsa	School Nurse	1.0000
Percia, Candice	School Counselor	1.0000
Potts, Maryann	Speech/Lang Pathologist	1.0000
Spina, Caitlyn	Psychologist	1.0000
Teig, Dean	Sp Education Specialist Teacher	1.0000