

Redding School of the Arts

Charter Authorizer: Columbia Elementary School District: Clay Ross
Superintendent : www.columbiasd.com : (530)223-1915

ADDRESS: 955 Inspiration Place, Redding, CA 96003
PHONE: (530)247-6933
WEBSITE: www.rsarts.org
DIRECTOR: Lane Carlson (lcarlson@rsarts.org)
CDS CODE: 45699480134122



Basic Facts

- ◆ Confucius Classroom
- ◆ California Green Ribbon School Award
- ◆ Charter school with a focus on visual and performing arts
- ◆ Mandarin Immersion Dual Language program (K-5th) Leveled Mandarin classes (6th-8th)
- ◆ K-8 offerings
- ◆ 4th- 8th VAPA Elective Program & K-3rd VAPA Enrichment
- ◆ Homeschool Program
- ◆ Expanding in 2022-2023 with an Early College High School- 9th/10th grades

The Mission of RSA

The mission of Redding School of the Arts, where education and the arts connect, is to educate 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 life-long learners who participate in the art of their community.

Key Factor	Our School
Student enrollment	540
Number of full-time equivalent teachers	
Average number of students per teacher	26

Our School Defined

In 2021-2022, Redding School of the Arts operated as a K-8 visual and performing arts charter school in Northern California. Redding School of the Arts is a K-8 visual and performing arts charter school in Northern California. The school believes when it comes to young minds, the arts enrich, expand and prepare students to become vibrant, fully contributing members of their communities and the larger society. Children engaged in music and arts programs not only do better in other academic subjects than children not engaged in the arts, but also have better attendance, increased self-esteem, and cooperate more fully with teachers and peers. Additionally, Redding School of the Arts is the only school in the far Northern California region to offer a Mandarin immersion program for its elementary grades. our focus on language and cultural learning broadens our students life experiences and prepares them for a bright future.



Major Achievements



* Annual School Musical – **Aladdin**: The Disney Jr. classic came to life on the stage of RSA’s outdoor amphitheater, as students presented "Aladdin" with all its magic, music, fun and happy endings. Our musical provides audiences with a quality production, orchestrated all by middle school students. From the actors on stage, to the Orffestra in the pit, and the crew running the sets, RSA students learn show production from the inside out.

* Students participated in the Federal Duck Stamp competition. Although there was a glitch in our submissions this year Every grade level received RSA California Junior Duck Stamp Artist Awards– for 1st, 2nd and 3rd place.

- * Our Strings Program competed in the CMEA’s online— 9 students participated and 3 students received excellent ratings..
- * RSA Students competed in the Lions Club Peace Poster Contest. The theme was “We Are All Connected.” There are 3 Lions clubs in Redding and RSA students placed 1st—3rd in every club this year! In addition on special piece (on the right) was produced by an 8th grade student and made it to the Lions Club State competition where only 13 of over 5,000 local submissions were judged.



Mandarin Immersion Program

Fifteen years ago RSA began a Mandarin Immersion program. *Why Mandarin?* Community surveys desired it and our US Government classifies Mandarin Chinese as a Category IV language - one of the most difficult



languages for native English speakers to learn. It is best learned in elementary school. In addition, research suggests that the more difficult the language to learn, the greater the overall cognitive benefits. Through the years RSA has developed and maintained a relationship with a sister school in China. Our sister school is Shijiazhuang Shengshichang'an Primary School. This school is located in the province of Hebei, China.

RSA believes learning a second language occurs best in a variety of settings and styles providing insight into one's first language development. Bilingual learning enhances intellectual development, basic skills, performance, and improves a child's understanding of his or her native language as well as providing positive effects on memory, listening, and critical thinking skills. The goals of the Mandarin Immersion Program are to achieve high levels of listening, speaking, reading, and writing proficiency in both English and Mandarin along with participation in Major Chinese cultural festivals and events, such as Chinese New Year and the Moon Festival.

The immersion program is offered in grades Kindergarten through fifth. In middle school, our students are able to continue with their Mandarin

studies as a period during their regular school day.



Benefits of Learning a second language at an early age:

- ⇒ Has a positive effect on intellectual growth and enriches and enhances a child's mental development
- ⇒ Leaves students with more flexibility in thinking, greater sensitivity to language, and a better ear for listening
- ⇒ Improves a child's understanding of his/her native language
- ⇒ Gives a child the ability to communicate with people s/he would otherwise not have the chance to know
- ⇒ Opens the door to other cultures and helps a child understand and appreciate people from other countries
- ⇒ Gives a student a head start in language requirements for college
- ⇒ Increases job opportunities in many careers where knowing another language is a real asset.

(Center for Applied Linguistics)

Academics

While students attending RSA have a real interest in the arts, they also have specific and individual academic needs. Each year, RSA assesses students in academic disciplines and makes adjustments to class structure to meet student need. For example, students who are not in the same grade level but exhibit similar learning styles or academic aptitude may be placed together in a home-room. Another level of mathematics may be offered if enough students show a need for it. In other words, students at RSA are not constrained by the traditional “grade level.” Instead, more emphasis is placed on “learning levels” and meeting the needs of students as individuals.



One unique draw to RSA is its Theme Days. Theme Days are celebrated by the entire school, K-8, along with parents and community members.

Although, due to Covid restrictions, we were unable to incorporate our parent volunteers and community members, we were proud to have

students participate with their peers within their classrooms. RSA has two Theme Days during the school year. A history focused Theme Day, occurred in the Fall. This year students were actively engaged in culturally and historically rich learning experiences covering Ancient Civilizations, Greece and Roman History. Students started their day with a student produced musical, *Dig It*, and continued their day with classroom based activities. In the Spring, students engaged in a Science & History focused Theme Day, “Greek Discoveries.” Students started the morning with a student performed assembly featuring Greek Discoveries. Then students spent the day experiencing extension activities as they traveled to classrooms, the playground or the adjoining green belt to participate in various theme based activities, games, arts, foods, crafts and general enrichment.

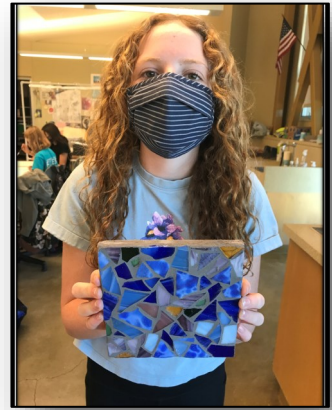


The Arts

In addition to RSA’s academic curriculum, RSA is committed to providing students Visual and Performing Arts education. Students in Kindergarten through third grade receive daily music classes. RSA is the only elementary school in Shasta County to provide this daily instruction. Kindergarten students also benefit from weekly art instruction. An “Exploration Wheel” exposes 1st through 3rd graders to Visual Art, Dance and Tumbling twice weekly, changing focus with each month. In grades 4th through 8th students benefit from alternating daily music/art instruction. Through “hands-on” musical instruction using the Orff instrument system and a piano lab, RSA students learn the basics of music theory, cultural dance, folklore, storytelling, and develop performance skills. RSA’s Visual Art Program focuses on the state strands and standards using a wide variety of media and techniques,



making connections with the historical and cultural context of yearly themes. Students in grades 4th through 8th also participate in RSA's unique Elective Program, where students are able to select one or two art rich classes for additional concentration. Elective classes in tumbling, basic dance, physical education, visual art, choir, drama, guitar, violin and orchestra are available. These opportunities are 45-50 minutes four times weekly.



Special Education RSA utilizes professionals with specific credentials to provide the following services as needed: specialized academic instruction,

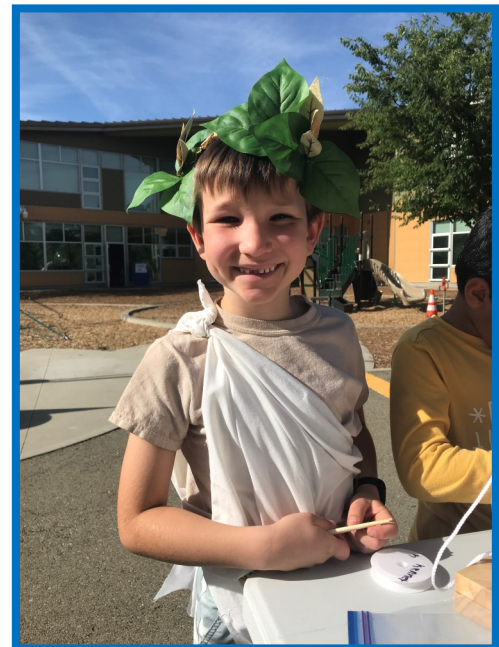


speech and language therapy, psychological services, occupational therapy, adaptive PE, nursing, School Counseling and access to a special day class. In addition, paraprofessionals are utilized to work with students who are struggling to meet particular needs.

RSA has been nationally recognized for its innovative approach to special education. The educational model focuses on identifying students with exceptional needs as early as possible and meeting their educational needs in a proactive, preventive fashion. The school's very design promotes seamless and inconspicuous direct services to children.

Thematic Learning

As a public school, RSA must teach the materials mandated by the State Curriculum Standards for grades K-8. However, as a charter school, RSA has the discretion to teach those materials in innovative ways to increase student learning. RSA's academic instruction is theme-based, meaning that the curriculum in language arts, social studies, science, art, music and math is integrated to support learning across all disciplines. Consequently when students are studying ancient civilizations in social studies, their language arts reading books and vocabulary/spelling words relate to Rome, Greece and other ancient cultures. Likewise, their science will focus on physics, alchemy, astronomy and such. Their studies in art and music further support those themes.



Focus For Improvement

- ✦ Implement, monitor and review school LCAP Goals and manage RSA's In- Person Learning Plan
- ✦ Implement MTSS for student engagement & re-engagement focus on learning loss mitigation and differentiated instruction in academic areas
- ✦ Continue involvement in the school community through a variety of online art, performance, and academic based events and activities



Local Control Accountability (LCAP) Goals/ In-Person Learning Plan

RSA's LCAP was used during the year to address our schoolwide needs/goals and to monitor school improvement in light of the effects of the Pandemic. RSA's In Person Learning Plan help with the safe management of COVID, and focused on Mental Health of all stakeholders. RSA's 2021-2022 LCAP Goals included:

LCAP Goal 1 and 2

Academic excellence for all students; improve student overall achievement and performance in Math and ELA.

In spite of Covid challenges our teachers successfully mitigated learning loss based on assessment results by building mathematical and reading fluency which supported all content learning areas as a focused approach to learning. Students practiced critical reading skills with informational text and build meaningful vocabulary in all subject areas.

LCAP Goal #3

Provide opportunities for students to participate in their education, and engage in leadership experiences that prepare them for the future.

A sub-goal of Goal 3 include: Mental Health, Social and Emotional Well-Being. All staff focused on providing a positive and supportive climate by fostering a sense of belonging in & out of the classroom. Daily all students had access to ongoing social-emotional lessons during homeroom or other designated times. Our school counselors were acces-



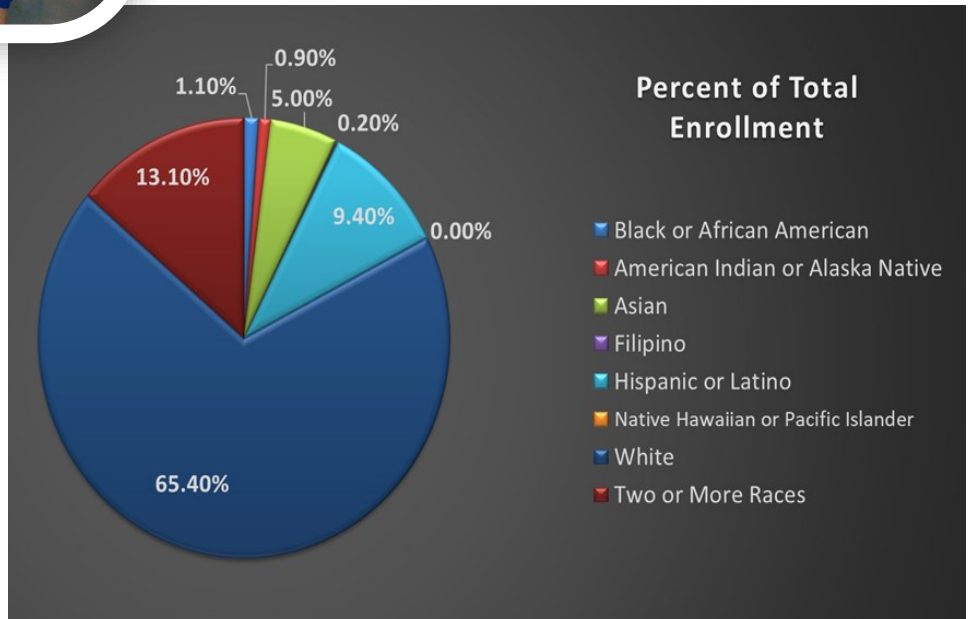
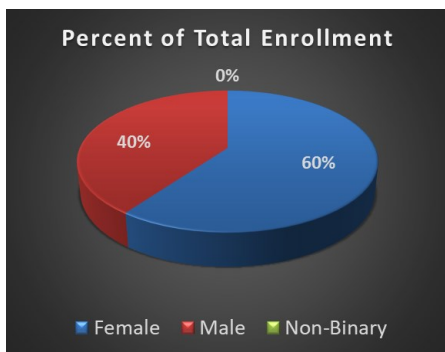
Student Enrollment and Subgroups

Grade Level	Number of Students
Kindergarten	70
Grade 1	65
Grade 2	66
Grade 3	62
Grade 4	66
Grade 5	59
Grade 6	51
Grade 7	46
Grade 8	55
Total Enrollment	540

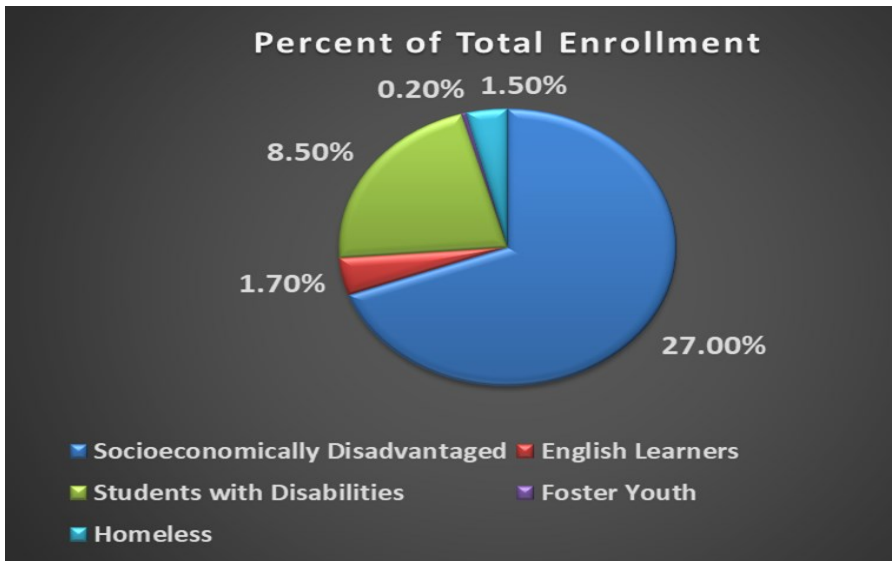


Ethnic Groups	Percent of Total Enrollment
Black or African American	1.10%
American Indian or Alaska Native	0.90%
Asian	5.00%
Filipino	0.20%
Hispanic or Latino	9.40%
Native Hawaiian or Pacific Islander	0.00%
White	65.40%
Two or More Races	13.10%

State Identified Sub-Group	Percent of Total Enrollment
Female	60.00%
Male	40.00%
Non-Binary	0.00%



Student Enrollment and Subgroups Cont.



State Identified Sub-Group	Percent of Total Enrollment
Socioeconomically Disadvantaged	27.00%
English Learners	1.70%
Students with Disabilities	8.50%
Foster Youth	0.20%
Homeless	1.50%

Conditions for Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

Teacher Preparation and Placement

Will populate data when received by the CDE

The data in the tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The Learning Conditions cont.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Will populate data when received by the CDE

Credentialed Teachers Assigned Out-of-Field (considered Out-of-Field under ESSA)

Will populate data when received by the CDE

Class Assignments

Will populate data when received by the CDE

2021-22 Quality, Currency, Availability of Textbooks and Instructional Materials

RSA uses a variety of instructional materials and resources to meet the academic needs of our students. In Mathematics we use Envision Math (K-5th) - adopted in 2012 and College Preparatory Math (CPM) - adopted in 2014 for Middle School. For Language Arts, RSA used the newly adopted curriculum of Wonders (K-1st), and National Geographic’s (2nd -5th). In (6th-8th) we use novels, Scholastic magazine, Newsela, Smithsonian and National Geographic if articles apply to our theme. In History we use Houghton-Mifflin History-Social Science and Glencoe Discovering Our Past. In Science we use Full Option Science System, and Prentice Hall California Science Explorer. As NGS curriculum is made available we will be adopting new materials. In addition, Interacts/Simulations/Experiments are used across the curriculum. One hundred percent of students have access to the most recently adopted textbook and supplemental materials.



The Learning Conditions Cont.

Instructional Minutes

The instructional minutes for the students attending RSA exceed the requirements of the state in all grades. This allows for an extensive academic instruction and enrichment of the visual and performing arts for all students.

Professional Development Days and Minimum Days during the School Year

To facilitate staff development, safety trainings and department coordination, in 2021-2022 RSA implemented Thirty-seven minimum days in which one week was dedicated to parent teacher conferences. The school also provided 5 full days of staff in-service trainings. The main areas of focus for professional development times included, Review of RSA Re-Opening plan, Professional Learning Community work, legal & safety updates/trainings and time for staff collaboration. Goals of professional development are directly linked to the school's LCAP. Staff Development days dedicated to improvement for past three years:

Min. Days		
2020-21	2021-22	2022-23
43	44	43

School Facilities and Planned Improvements

RSA's, state of the art, Platinum LEED Certified, campus was first occupied in September, 2011 and maintains an exemplary facility rating.

Cleanliness of the facility is the responsibility of the Facilities department providing daily cleaning of all interior spaces within the 77,000 square feet. In accordance with the school's "green" philosophy, the least hazardous chemicals are used during the cleaning process. Redding School of the Arts carried out all planned safety improvements which were listed in the school's Reopening Plan.



Year and month in which the data was collected: 2023 January

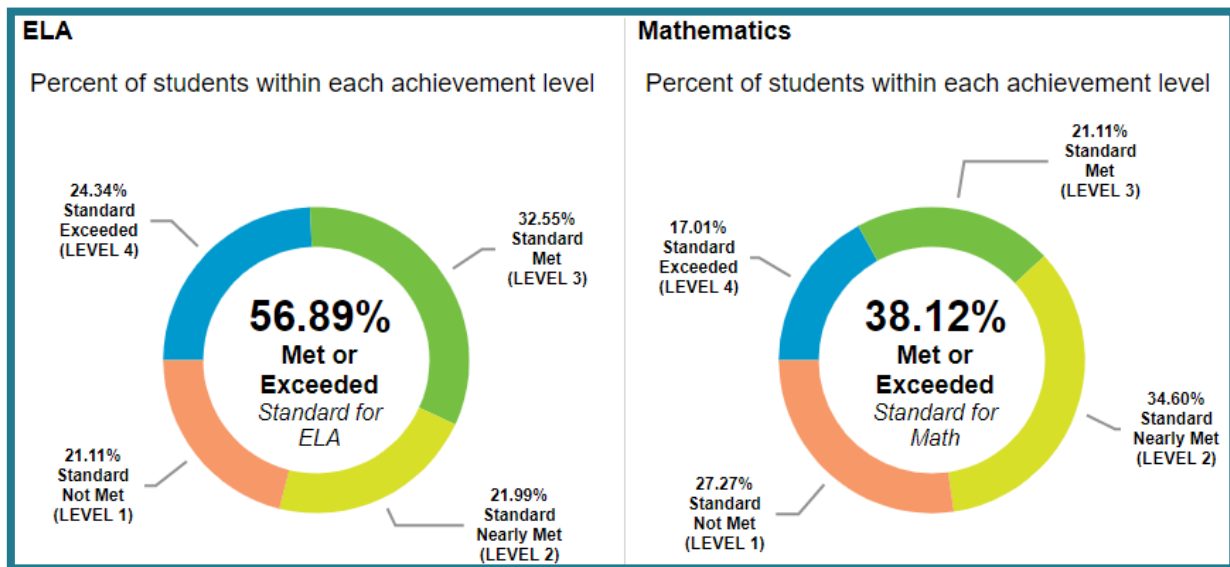
System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	Action
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
Interior: Interior Surfaces	X			N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			N/A
Electrical: Electrical	X			N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			N/A
Safety: Fire Safety, Hazardous Materials	X			N/A
Structural: Structural Damage, Roofs	X			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

Overall Rating	Exemplary	Good	Fair	Poor
	X			

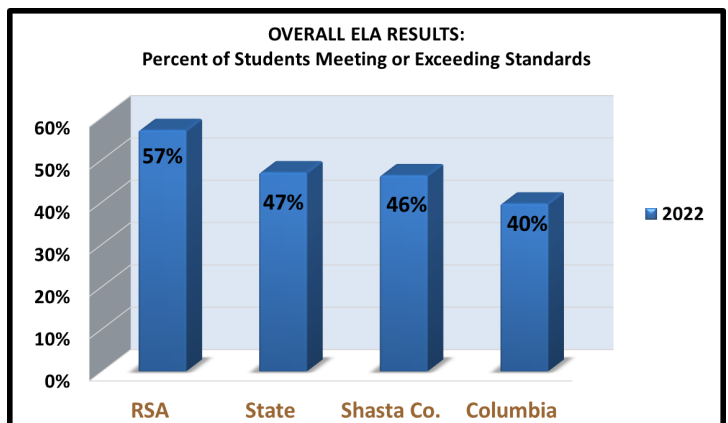
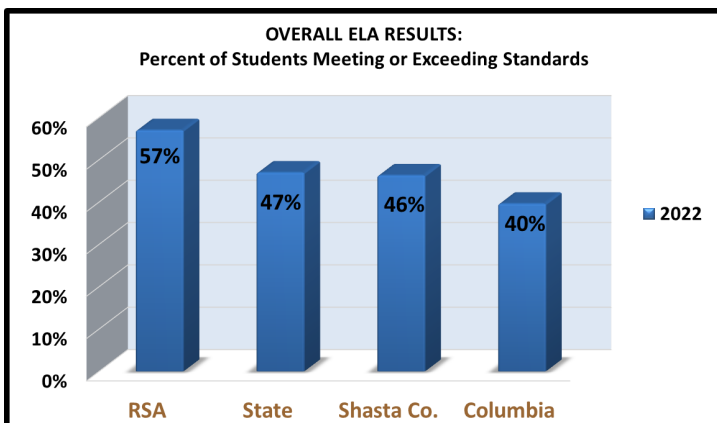
Pupil Outcomes: CAASPP Test Results in ELA, Mathematics- State Priority 4 Pupil Achievement

This section includes RSA’s information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP), Smarter Balanced Summative Assessments, and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight. ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments. For more school specific results: <https://caaspp-elpac.cde.ca.gov/caaspp/>

Percentage of Students Meeting or Exceeding the State Standard on CAASPP 2022 RSA Schoolwide Results:

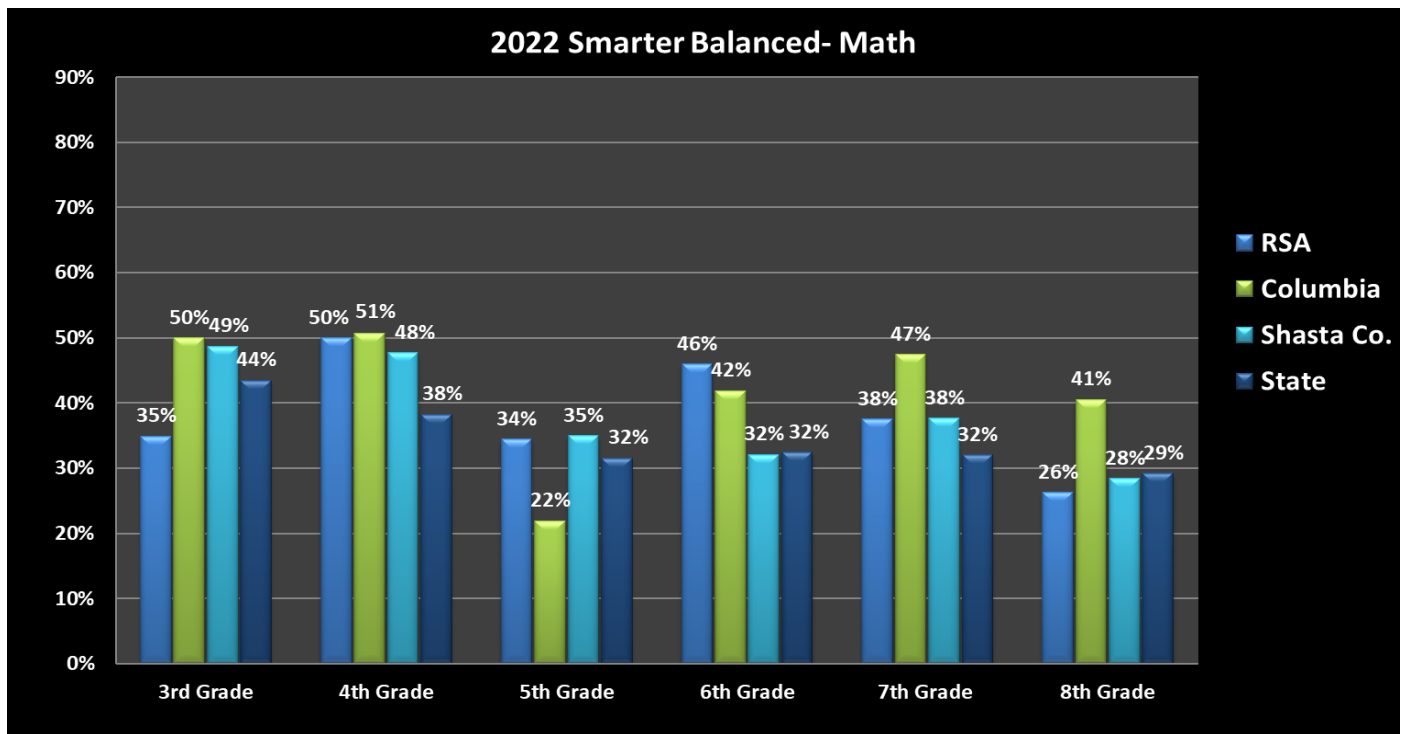
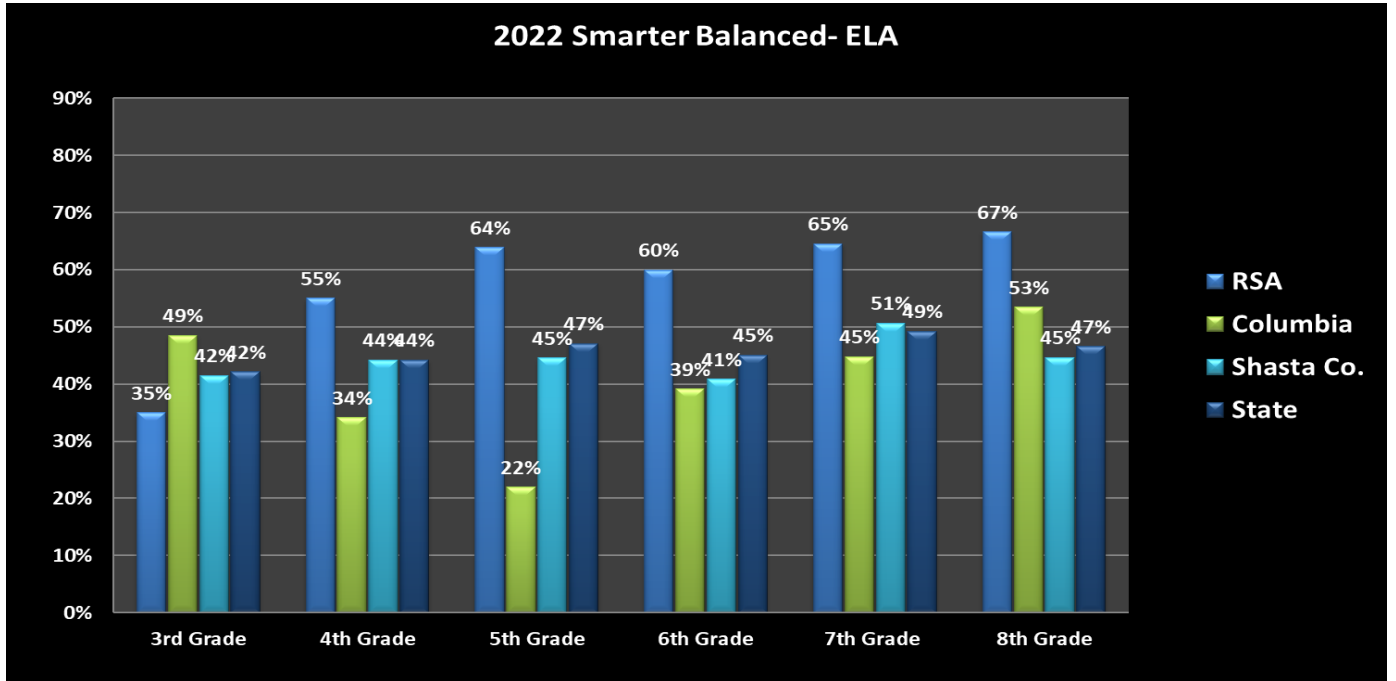


2022 Overall Comparison Data with Authorizing District (Columbia Elementary School District), County and the State.



Pupil Outcomes: CAASPP Test Results in ELA and Mathematics cont.

The Chart's below show our school specific performance percentages for students meeting or exceeding standards by grade level for ELA and Math. We do show comparison data with our Authorizing District, the County and the State for students taking the CAASPP assessments in 2021-2022 school year. These achievement results are reported to the board in Fall /Early Winter of 2022.



Pupil Outcomes: CAASPP Test Results in ELA, Mathematics

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

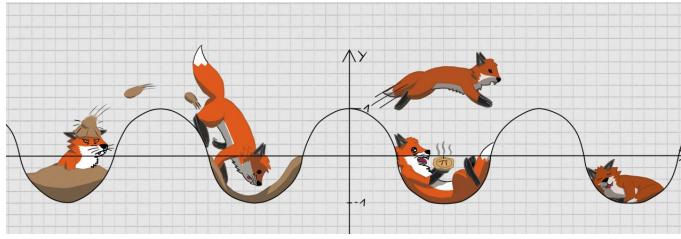
Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	344	343	99.71	0.29	56.56
Female	214	213	99.53	0.47	61.50
Male	130	130	100.00	0.00	48.46
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	61.11
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	29	29	100.00	0.00	58.62
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	47	47	100.00	0.00	63.83
White	244	243	99.59	0.41	55.97
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	84	84	100.00	0.00	50.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	35	35	100.00	0.00	17.14



Pupil Outcomes: CAASPP Test Results in ELA, Mathematics



2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	344	343	99.71	0.29	37.90
Female	214	213	99.53	0.47	35.68
Male	130	130	100.00	0.00	41.54
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	55.56
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	29	29	100.00	0.00	27.59
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	47	47	100.00	0.00	42.55
White	244	243	99.59	0.41	37.86
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	84	84	100.00	0.00	22.62
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	35	35	100.00	0.00	11.43

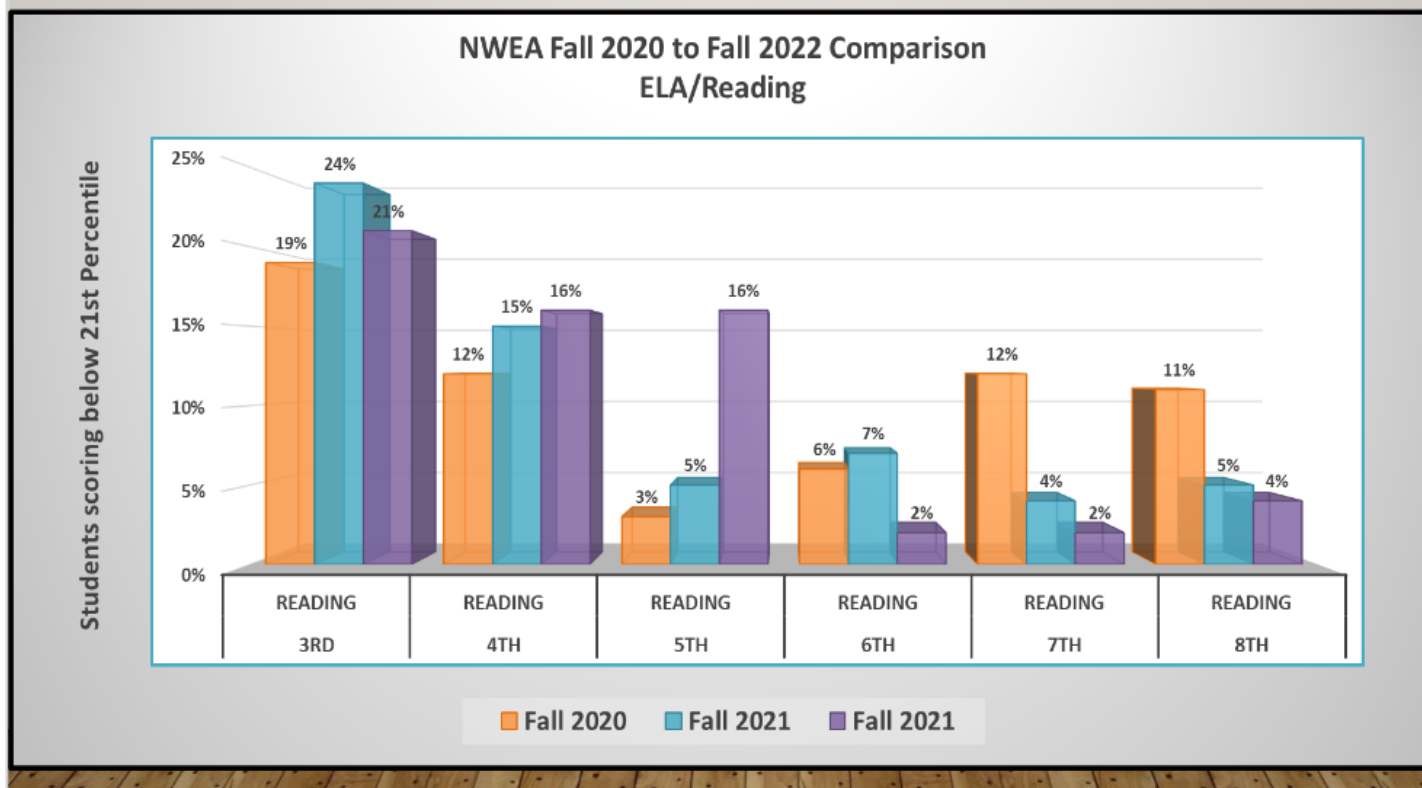
Pupil Outcomes: Local NWEA Test Results in ELA, Mathematics



As part of our LCAP goals to assure student achievement and as a tool to monitor student progress /needs assessments, Redding School of the Arts administers a nationally normed standardized test (NWEA) in the FALL and Winter of the school year for Grades 2nd-8th. We administer both ELA/Reading and Math assessments. In the Tables below you will see achievement over a three year period as reported out to our governing board during the school year.



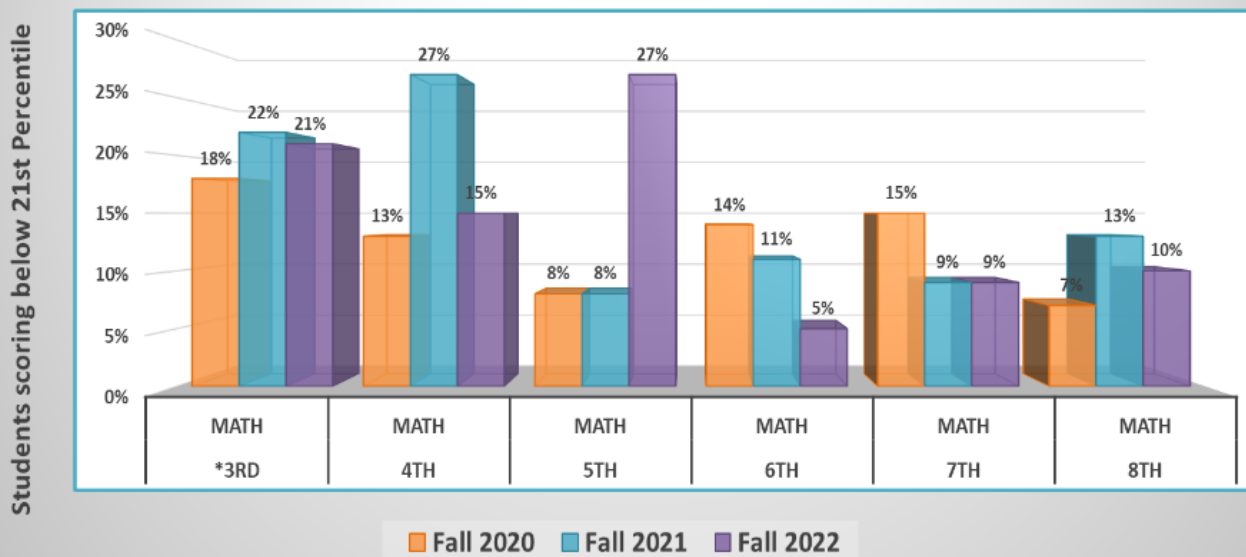
LCAP GOAL MONITORING & LEARNING LOSS MITIGATION: decrease percent of students scoring in 21st percentile or below



Pupil Outcomes: Local NWEA Test Results in ELA, Mathematics

LCAP GOAL MONITORING & LEARNING LOSS MITIGATION:
decrease percent of students scoring in 21st percentile or below

**NWEA Fall 2020 to Fall 2022 Comparison
MATH**

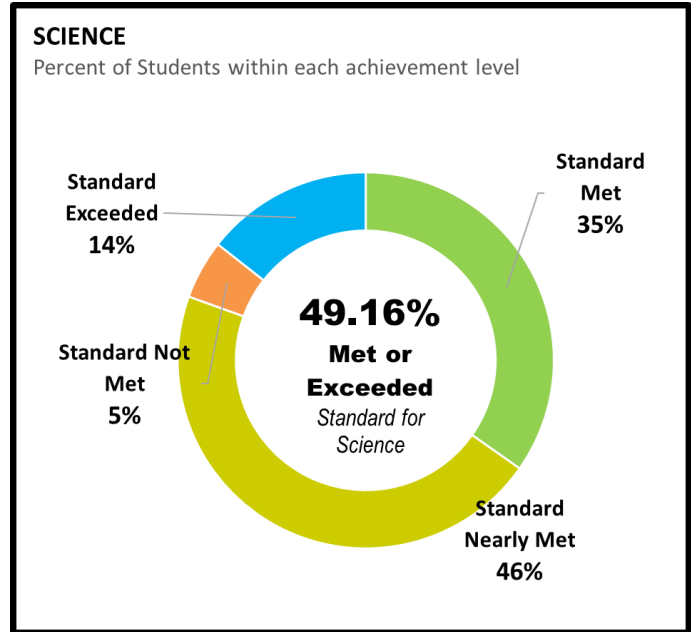


Student Outcomes: CAST California Science Test

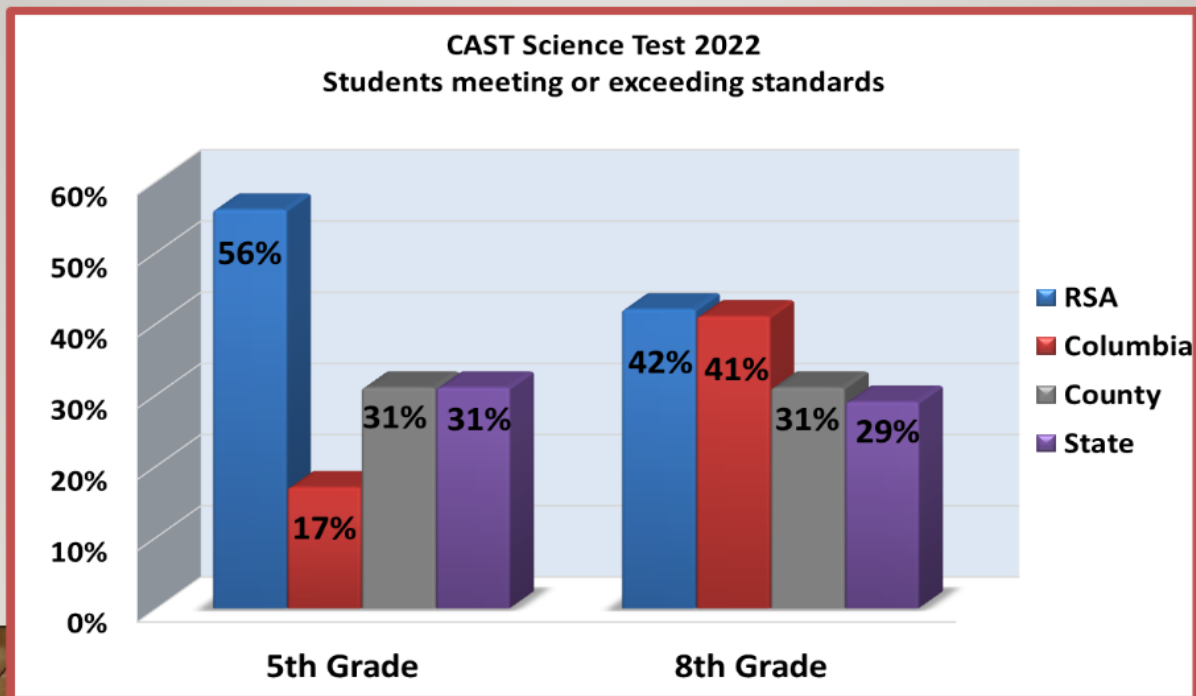
The California Science Test (CAST) measures what students know and can do using the California Next Generation Science Standards (CA NGSS), which focus on understanding the scientific concepts found in the Earth and Space Sciences, Life Sciences, and Physical Sciences. These standards integrate Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students understand how science works in the natural world.

The purposes of the CAST are to assess student knowledge and skills in science, to foster science education at every grade level, to measure the range and depth of the CA NGSS, and to prepare students for college and careers.

The CAST is for eligible students in grades five and eight and one time in high school (i.e., grade ten, eleven, or twelve). Comparison Data for RSA, District, County and State are included below.



CALIFORNIA SCIENCE TEST (CAST) Grade Level School Results: Students Who Met Or Exceeded Standard- Comparison



Pupil Outcomes: PFT Physical Fitness Testing

California Physical Fitness Test Results:

Physical education at RSA is a way to help the students develop lifelong habits and a healthy lifestyle. The students exercise the freedom to use innovation to create PE activities that blend traditional games with student and teacher driven ideas. We also learn and play traditional sports like basketball, volleyball, flag football, etc. When students leave RSA they have the tools and skills for participating in High School physical education and maintaining an active way of life.

Due to the Pandemic, the Physical Fitness Test was administered but only participation rates were submitted to the state in each of 5 fitness areas.



2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96%	96%	96%	96%	96%
Grade 7	98%	98%	98%	98%	98%
Grade 9	N/A	N/A	N/A	N/A	N/A

Engagement State Priority 3: Parent Involvement

2021-2022 Opportunities for Parental Involvement



Parents can become involved in school activities and contribute to the decision making of the school in a variety of ways. RSA believes a major factor in the success of students is the involvement that a significant adult has in their school life. All families are encouraged to serve at least 40 hours of volunteer time per school year. The parent volunteer time is an opportunity to provide enriched experiences for our students. Due to the Covid 19 crisis some traditional volunteer activities were suspended or altered. Past volunteer activities included: classroom volunteering, organizing and prepping classroom work at home, being an art docent in the classroom, theme day organizing and participation, Science Day, maintaining the library, running snack cart, coordinating fund raisers, coordinating extra-curricular clubs and many more. Parent volunteer opportunities are brought to the parent's attention by the monthly newsletter posted on the webpage and sent out via e-mail and phone messaging. In addition, teachers reach out to parents via their teacher webpage or through e-mail regard-

ing volunteer opportunities at the school or in their classrooms.

Parent involvement opportunities are also made available through parent run committees which interface directly with RSA teachers and staff. The Foundation for Promoting Arts Education, (FPAE) a 501c(3) [as of 2016 FPAE is DBA Performing Arts Now (PAN)] is one such group, which raises money to enhance the visual and performing arts and overall education for RSA along with raising money for the children's theater building project. For more information about this parent group see this link: www.promotingartsnow.org

The organization working with and toward the goal of FPAE is the Parent Teacher Council (PTC). The PTC works to promote community within the school through events such as the Back to School Picnic, First Day of School Social, Scholarships for student trips, Funding of Character Counts Awards, Kindergarten Round Up, End of the Year Celebration at Redding Aquatic Center/Waterworks Park and Teacher Appreciation Week. In addition, PTC raised over \$50,000 for the 2020-2021 year through various fundraisers like the Annual Dinner Auction, Fall Jog-a-thon/Fox Trot, and on some occasions a Read-Thon. PTC has established officers, committee bylaws



2021-2022 Opportunities for Parental Involvement-Cont.

and conducts monthly meetings. 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). This parent group supports the 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 back stage activities during performances, promote the musical in the community, work ticket sales, concession sales, and more. TBC has established officers and committees that conduct monthly meetings. You can reach this group at: https://www.rsarts.org/parent_pages/t_b_c_-_theater_booster_club



Lastly, parents also assist on curriculum and committees such as School Site Safety committee, Adoptions and/or reviews of new curriculum, LCAP review and implementation, Governing Board and Finance Committee. RSA encourages and appreciates the input from our parents.

2021-2022 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	568	560	64	11.4
Female	349	341	41	12.0
Male	219	219	23	10.5
American Indian or Alaska Native	5	5	0	0.0
Asian	29	29	0	0.0
Black or African American	6	6	1	16.7
Filipino	1	1	0	0.0
Hispanic or Latino	62	62	13	21.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	72	71	3	4.2
White	371	365	47	12.9
English Learners	11	11	0	0.0
Foster Youth	1	1	0	0.0
Homeless	9	8	0	0.0
Socioeconomically Disadvantaged	168	167	29	17.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	69	69	11	15.9

Engagement- School Climate: State Priority 6

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Engagement- School Climate: State Priority 6

Suspensions/Expulsions

Suspension and Expulsion data is collected between July through June, each full school year respectively. RSA suspension rate for 2021-2022 was .18 percent. There were no expulsions at the school during the 2021-2022 school year.

School Safety Plan

RSA meets regularly with the School Site Safety Team to review site safety concerns. Monthly Fire drills, and The Great Shakeout Drill were planned and executed. A check of facilities and playground occurred monthly with concerns being addressed immediately. The committee worked very closely with administration and our Safe School Plan committee to finalize our final Comprehensive Safe School Plan with REMS (Readiness & Emergency Management System). The Plan was presented to the governing board in February of 2022. In addition, a Safety Committee Team Member presented notes from each safety meeting to the board or other pertinent stakeholder groups.



Positive School Climate and Behavior Plan

RSA continued the implementation of a uniform positive school climate program at RSA. The program has two main components: A Behavior Management system adapted from the No Excuses University philosophy of an explicit management plan where staff members, students and parents all share in the responsibility for good student behavior on campus; and a character education module that focuses on the six pillars of character and a code of expected conduct for staff, students, and parents based on these pillars. All staff members were trained in the implementation of the program and continue to participate in the positive school climate program for the betterment of student behavior at school. RSA also continues to maintain 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. Along with the Positive School Climate program, RSA continues to utilize the board approved disciplinary policies and practices which emphasize natural consequences for student actions. The plan includes levels of classroom and administrative consequences dependent upon the infraction. These disciplinary practices were included in the Family Handbook which is reviewed and revised annually.



School Climate & Engagement Cont.

School Climate Survey (Students) & Annual Parent Survey

In light of the ongoing challenges of the pandemic and RSA's In-Person learning plan changes, RSA utilized multiple Parent Surveys, and a student survey for all 4th-8th graders.



These surveys helped us to engage parents in real time on the schooling options available during the year and provided them an opportunity to provide feedback on school programs, academics, communication and school safety. The Student survey helped us to gauge student engagement and mental health status as well as provide feedback on safety, educational programs, and connectedness to school. Both surveys measured student participation in VAPA activities after school, cultural events, intramural sports/camps, student council, educational field trips, and/or participation in VAPA or aca-

ademic competitions. Stakeholder engagement was 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. The school also participated in a county grant to implement a Social-Emotional Learning (SEL) survey and curriculum using BASE and KELVIN. Highlights of the Surveys include: Parents survey include 122 responses from approximately 378 family groups. 97% of Parents reported that they agreed or strongly agreed that RSA provides a safe and healthy environment for their child at school.

Connectedness at school for students grade 4th – 8th: 90.6% cares about them. 82.7% of students feel their classroom and school grades 4th – 8th feel safe at



of students feel their teachers care about them. 92.2% of students feel like they belong in school. 92.2% students in school.

Other SARC Information Cont.

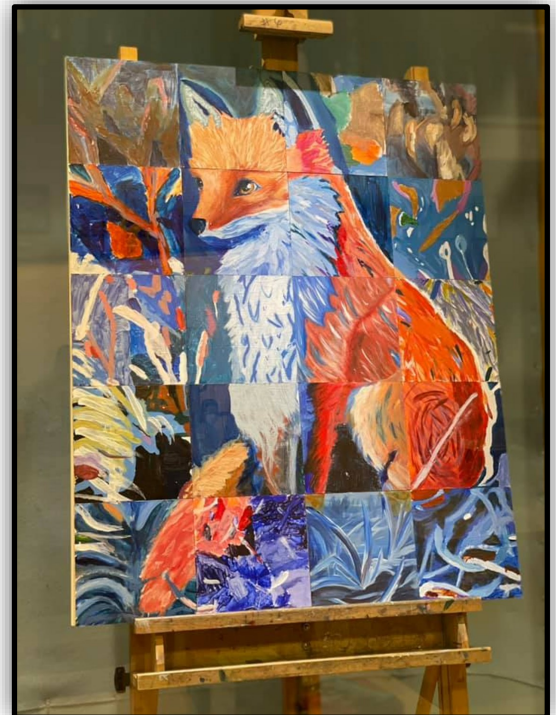
Average Class Sizes: In our academic core classes, RSA maintains Average class sizes of 26:1 in K-3rd grades, and 30:1 in 4th –8th grades. Our enrichment, arts, non academic (such as PE) or elective classes which are taken during a period of the day may include a larger number students. The Table includes the number of classes by grade level, and class size in three groups (1-20 students, 21-32 students, and 33 or more students).

2021-22 Elementary Average Class Size and Class Size Distribution				
This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.				
Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28	1	1	1
1	25	2	1	1
2	23		1	
3	22		1	
4	12	7	1	
5	20	11		2
6	11	25	5	
Other	28	3	9	4

Student Support Services Staff w/ Academic Counselor Info:

In 2021-2022 the table below displays the number of FTE support staff assigned to this school. One full time Equivalent (FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE* Assigned to School
Ratio Pupil to Academic Counselor	N/A
Counselor (Academic, Social/Behavioral or Career)	1.0
Library Media Teacher (librarian)	.75
Library Media Services Staff (paraprofessional)	N/A
Psychologist	.60
Social Worker	N/A
Nurse	.40
Speech/Language/Hearing Specialist	.80
Resource Specialist (non-teaching)	2.0



Other SARC Information Cont.

YMCA After School Care Program (Additional Student Support Services)

RSA offers an after school program 5 days a week. The program is available 1:15-6:00pm. There is a fee for the after school program in which parents prepay for after school daycare for their children. A free daily snack is provided for all the after school students. The program is staffed according to the demand and number of families utilizing the program which can change throughout the school year. The program provides help with homework and academic needs in small group settings. Also, various activities are provided such as: art, crafts, games, sports, and outside play. Another incentive and convenience for parents with students in after school care is the staff accompany students to their on-campus extracurricular activities that their parents have paid for such as strings, dance, guitar lessons, singing lessons and more.



2021-2022 Expenditures Per Pupil and School Site Teacher Salaries:

The table below displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11475.07	3724.98	7750.17	57961.32
District	N/A	N/A	6887.65	\$71,405
Percent Difference - School Site and District	N/A	N/A	11.8	-20.8
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	16.1	-24.4

2021-22 Types of Services Funded

- Title I (Basic Grant)
- Title II (Professional Development)
- Class Size Reduction (CSR)
- School Improvement Program (SIP)
- Special Day Class
- Resource Specialist Program
- SDC Program
- Robotics
- STEM
- Band/Music

Other SARC Information Cont.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,381	\$46,844
Mid-Range Teacher Salary	\$63,096	\$73,398
Highest Teacher Salary	\$85,305	\$93,345
Average Principal Salary (Elementary)	\$105,744	\$116,457
Average Principal Salary (Middle)	\$111,531	\$122,115
Average Principal Salary (High)		
Superintendent Salary	\$144,020	\$136,296
Percent of Budget for Teacher Salaries	28%	30%
Percent of Budget for Administrative Salaries	8%	6%

