

Redding School of the Arts

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

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Basic Facts

- ◆ WASC Accredited
- ◆ 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 (K-8)
- ◆ Grades served: K-10th

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	602
Number of full-time equivalent teachers	
Average number of students per teacher	26

Our School Defined

In 2022-2023, Redding School of the Arts' K-8 visual and performing arts charter school in Northern California, expanded its program into a small, early college high school serving grades 9th and 10th. Although our High School emphasizes a college and career model, RSA's overall vision, *Where Education and the Arts Connect*, is highlighted. RSA 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 – **Moana!** The Disney Jr. classic came to life on the stage of RSA's outdoor amphitheater, as students presented "Moana" 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.

* RSA participated in the Division 1 (4th-6th) and Division 2 (7th & 8th) Shasta County Spelling Bee competition. 1st and 2nd place schoolwide winners went on to participate in the County competition. Our Division 2- 7th grader took 1st place in the county competition and

represented Shasta County at the 2023 California State Junior High Spelling Bee Championship!

- * 11 RSA students competed in the Shasta County Mathcounts competition and an RSA 8th grader placed 9th of 10 winners who moved on to the state competition.
- * 4 RSA Students received awards from the Shasta County Arts Council's Juried Art show. The show featured over 300 middle school submissions from across the county.
- * 3 RSA Mandarin student performances were selected (out of over 2000 works from 47 states) to be the representative works for 2022 National Chinese EXPO of Student Works.



Mandarin Immersion Program

Sixteen 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 K-5th. In middle school, our students continue with Mandarin studies as a period during their 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 homeroom. 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 was celebrated by the entire school, K-10 along with parents and community members.



This year students were actively engaged in culturally and historically rich learning experiences covering Eastern Hemisphere – Africa, Asia and Early European History. RSA has two Theme Days during the school year. In the Fall students learned about different cultures

in Africa, completing crafts and science or social studies-based activities, and playing games. We kicked off the day with an all school assembly put on by our 3rd-5th grade students titled, “The Legend of Stories, a Zulu Tale.” In the Spring our Theme Day focused on the *The Remarkable Renaissance*. Students started their day with an assembly presentation, then they travel 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-10. 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

and purposefully integrated across the curriculum. This means 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.

RSA rotates through three Year-Long Themes that include: (1) Africa, Asia and Early European History; (2) California and American History; and (3) Ancient Civilizations.



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 actions, services and expenditures to support positive student outcomes. RSA's 2022-2023 LCAP Goals included:

LCAP Goal 1 and 2

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

Overall NWEA score comparisons from Winter 2021 to winter 2022 shows an increase in students scoring below the 21st percentile in both Math and ELA. This could be attributed to the general learning loss experienced during the pandemic, as well as the addition of new teachers and curriculum purchases. RSA will continue to address these goals in the 2023-2024 school year.

LCAP Goal #3

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

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.

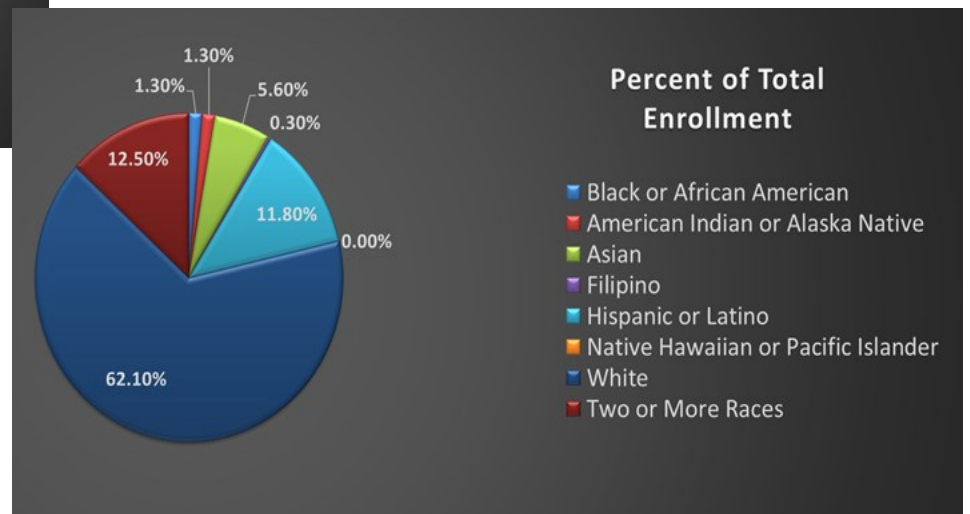
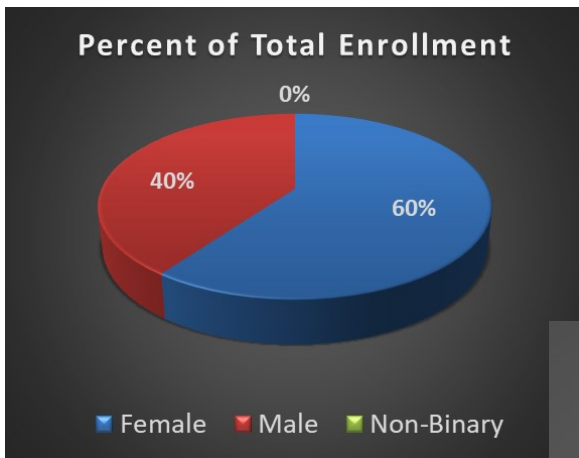


Student Enrollment and Subgroups

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
Grade 9	23
Grade 10	8
Total Enrollment	602

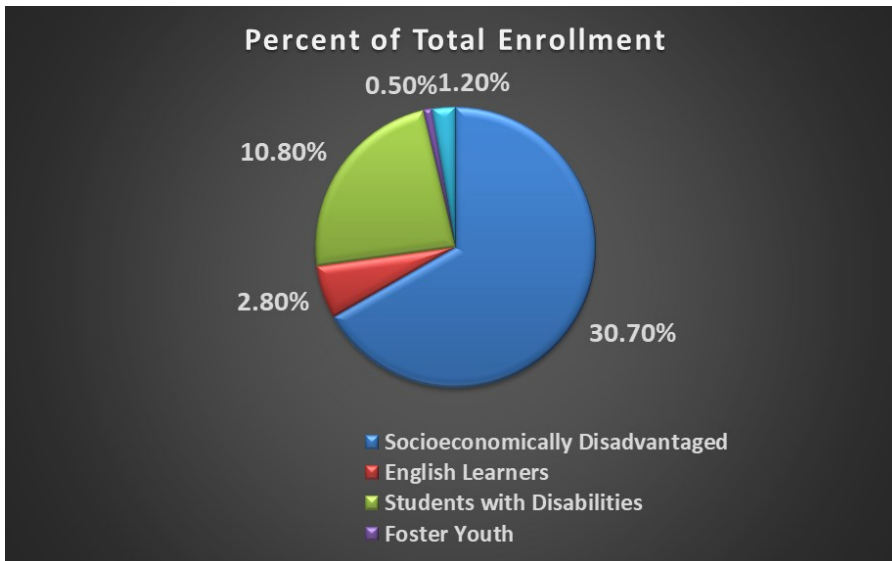


Ethnic Groups	Percent of Total Enrollment
Black or African American	1.3%
American Indian or Alaska	1.3%
Asian	5.6%
Filipino	0.3%
Hispanic or Latino	11.8%
Native Hawaiian or Pacific Islander	0.0%
White	62.1%
Two or More Races	12.5%



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	30.70%
English Learners	2.80%
Students with Disabilities	10.80%
Foster Youth	0.50%
Homeless	1.20%

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>

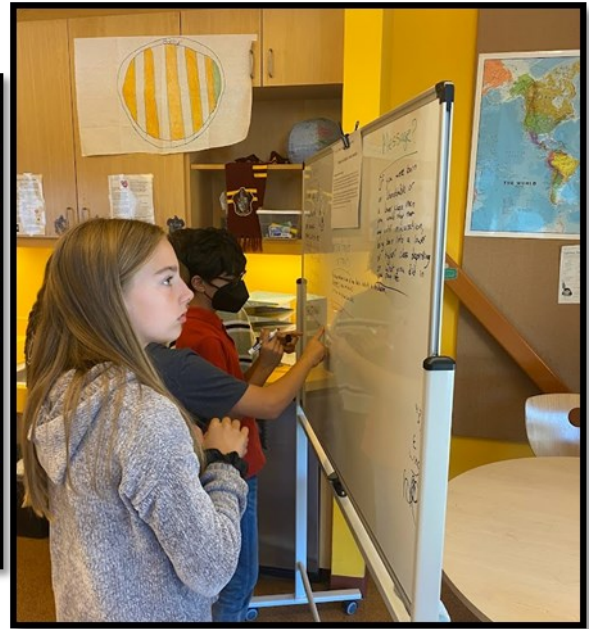
Teacher Preparation and Placement

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.50	81.56	59.00	71.72	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.90	3.87	1.90	2.34	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	4.83	16.20	19.76	12115.80	4.41
Unknown	2.30	9.70	5.00	6.15	18854.30	6.86
Total Teaching Positions	24.00	100.00	82.30	100.00	274759.10	100.00

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.

Conditions for Learning Cont.



Teacher Preparation and Placement

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.80	80.87	58.80	68.87	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	1.93	1.50	1.76	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.29	19.00	22.31	11953.10	4.28
Unknown	3.00	12.87	6.00	7.03	15831.90	5.67
Total Teaching Positions	23.30	100.00	85.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template

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)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.60	0.00
Misassignments	0.30	0.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.90	0.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.10	1.00
Total Out-of-Field Teachers	1.10	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	3.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 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 Go Math (K-5th) - adopted in 2020 and College Preparatory Math (CPM) - adopted in 2014 for Middle School. 9th/10th grade used Integrated Math. For Language Arts, RSA used the 2016 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. In History we use Houghton-Mifflin History-Social Science and Glencoe Discovering Our Past, adopted in 1999, supplemented with online programs, DBQs, Scholastic, Studies Weekly, and National Geographic (2020). In Science we use a variety of NGSS aligned curriculum/materials including Mystery Science/Safari Montage, and GEMS- adopted in 2020.. 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. RSA added 4 portables on the south side of the school as temporary classrooms for our newly expanded 9th and 10th grades. A new building project for the high school is in process and anticipated to be completed in the 2024-2025 school year.



Year and month in which the data was collected: 2024 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			

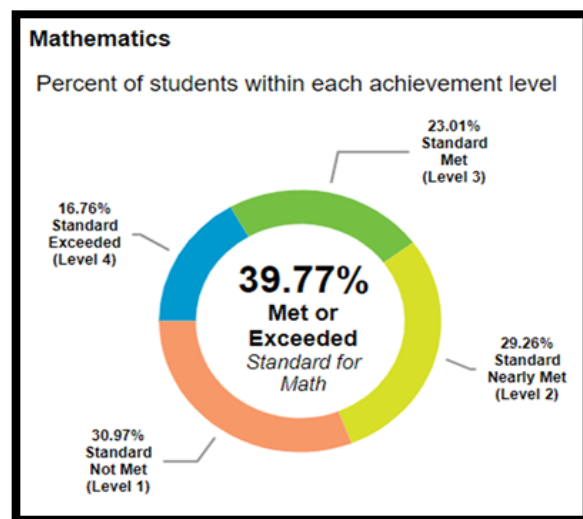
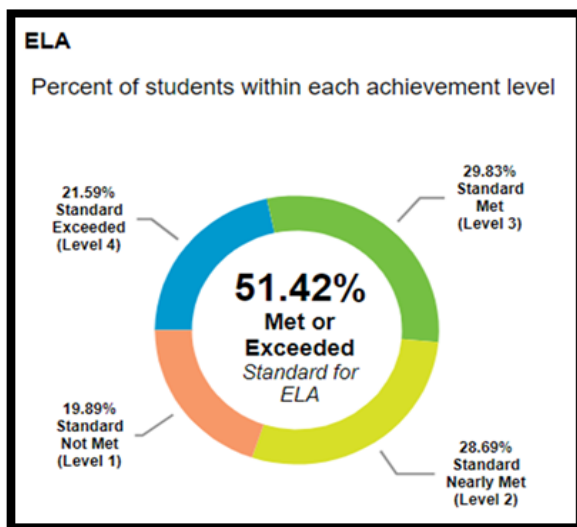
Pupil Outcomes: CAASPP Results in ELA, Math State (Priority 4) Pupil Achievement

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

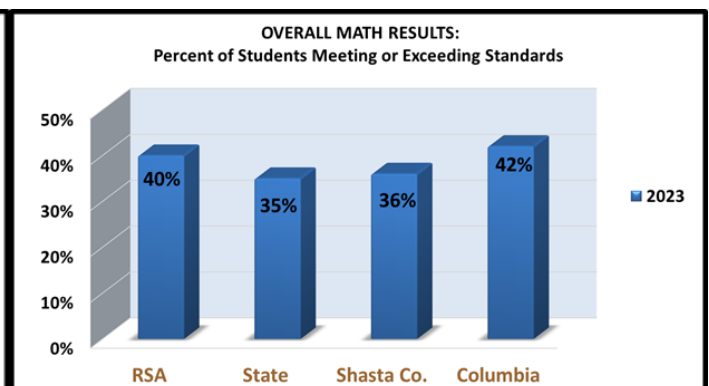
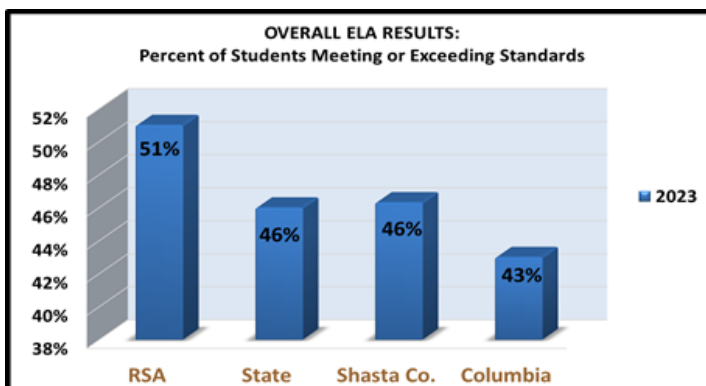
The CAASPP System encompasses the following assessments and student participation requirements: 1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven. 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven. 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready: The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State Universi-

Percentage of Students Meeting or Exceeding State Standard Schoolwide on CAASPP 2023

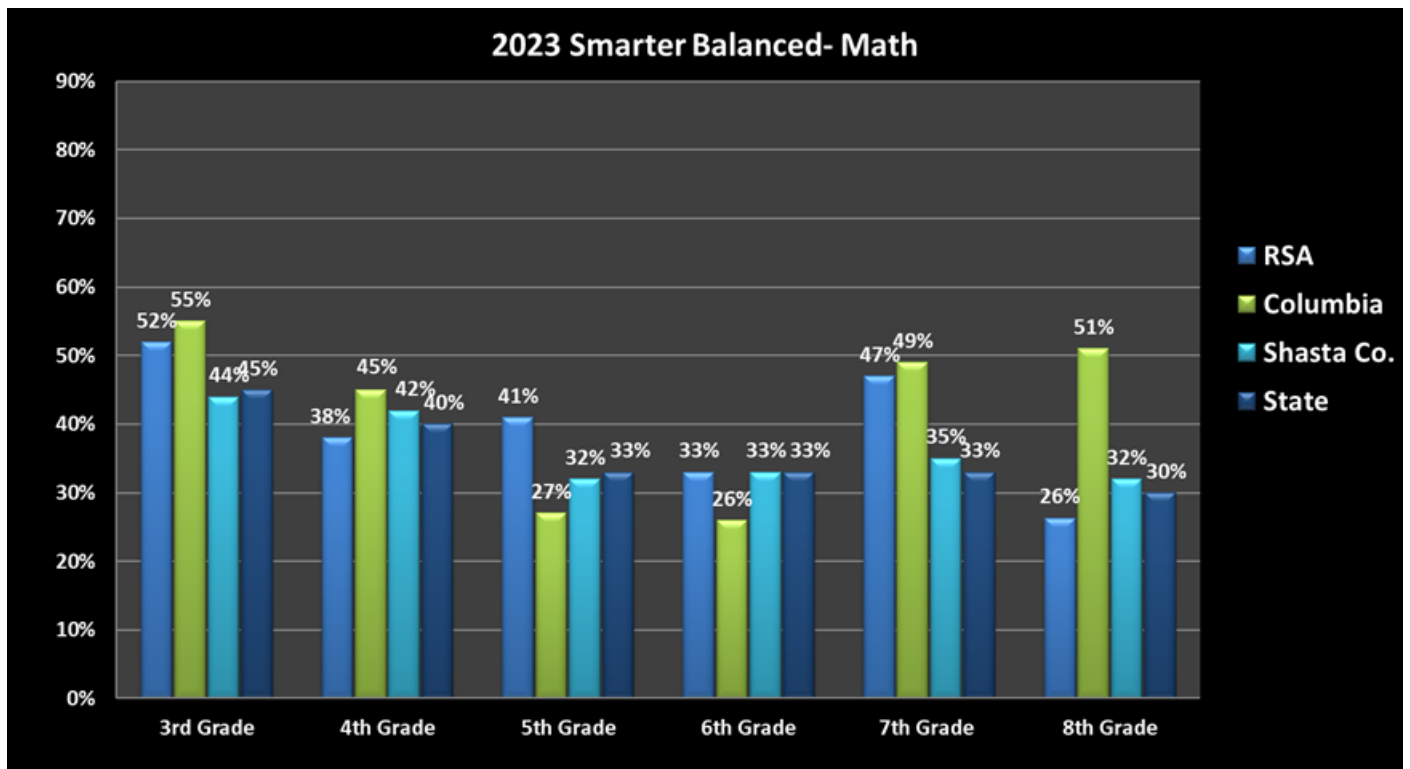
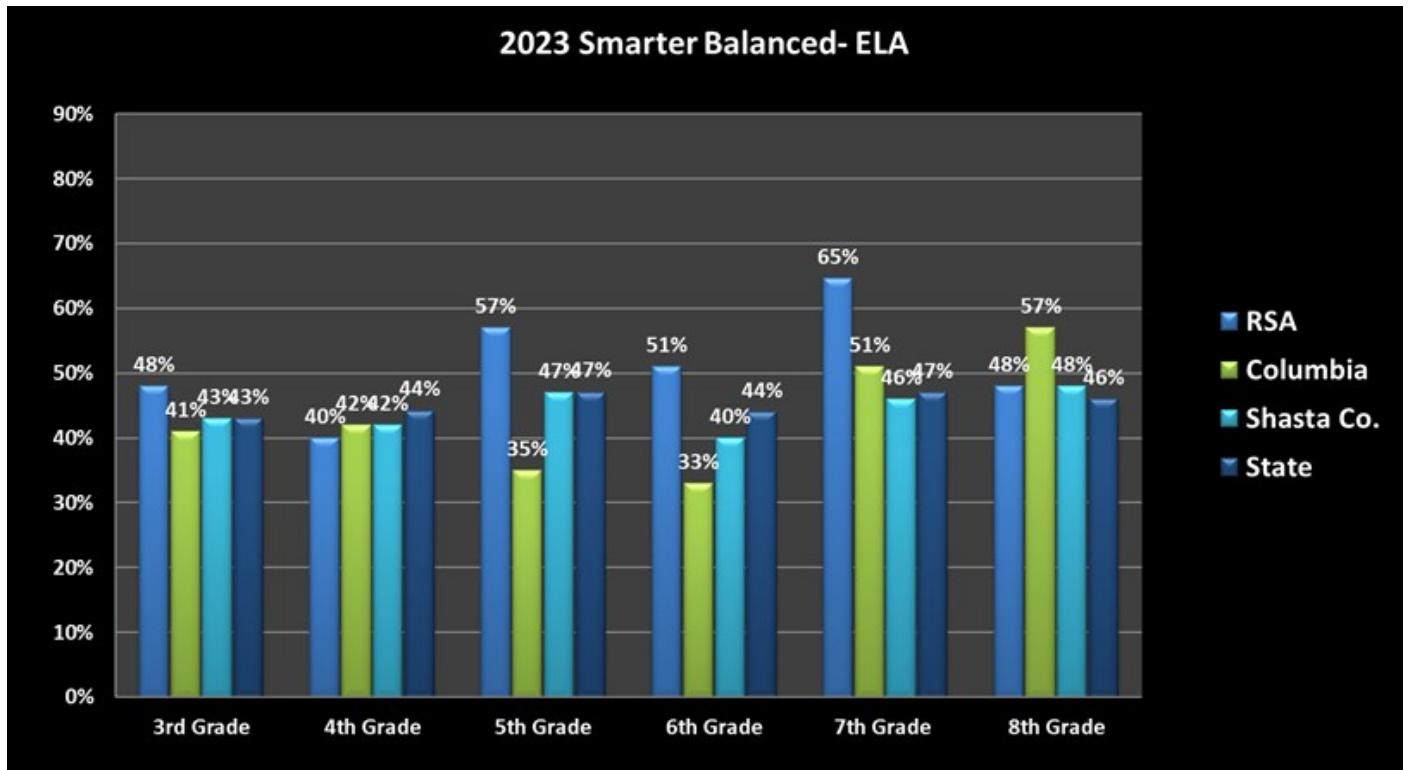


2023 Overall Comparison Data with Authorizing District (Columbia Elementary School District), County and the State.



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 2022-2023 school year. These achievement results are reported to the board in Fall /Early Winter of 2023



Pupil Outcomes: CAASPP Test Results (Priority 4)

2022-23 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.

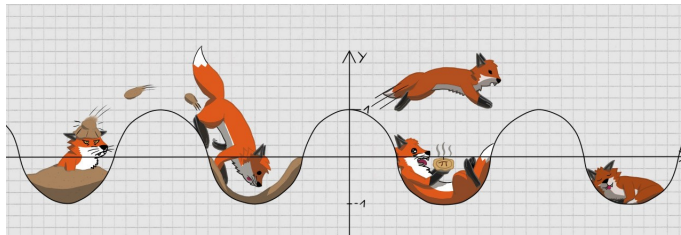
Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	360	353	98.06	1.94	51.56
Female	212	208	98.11	1.89	57.21
Male	148	145	97.97	2.03	43.45
American Indian or Alaska Native	--	--	--	--	--
Asian	23	21	91.30	8.70	57.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	37	100.00	0.00	32.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	49	48	97.96	2.04	58.33
White	240	236	98.33	1.67	52.54
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	102	100	98.04	1.96	36.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	42	93.33	6.67	16.67



Pupil Outcomes: CAASPP Test Results in ELA, Mathematics



2022-23 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.

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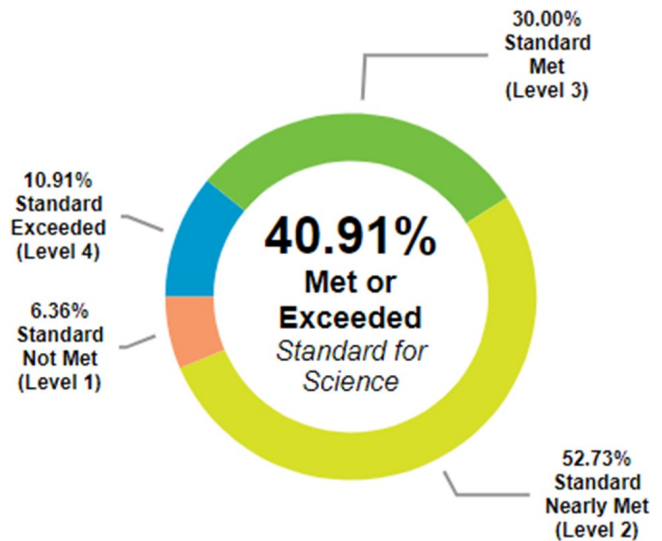
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Female	212	208	98.11	1.89	39.42
Male	148	145	97.97	2.03	40.69
American Indian or Alaska Native	--	--	--	--	--
Asian	23	21	91.30	8.70	57.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	37	100.00	0.00	27.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	49	48	97.96	2.04	50.00
White	240	236	98.33	1.67	39.83
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	102	100	98.04	1.96	31.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	42	93.33	6.67	14.29

Pupil Outcomes: CAST California Science Test

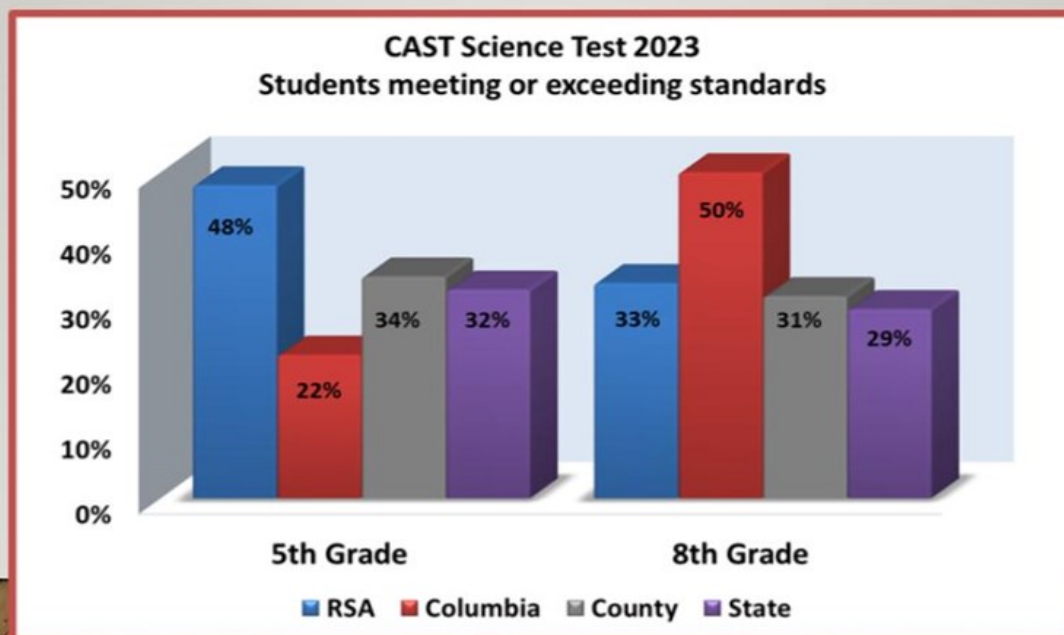
The California Science Test (CAST) measures what students know and can do using the California Next Generation Science Standards (CA NGSS), which focus on understanding the scientific concepts found in the Earth and Space Sciences, Life Sciences, and Physical Sciences. These standards integrate Disciplinary 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. Detailed information regarding the CAST results for RSA in each grade and achievement standards can be found on the CDE CAASPP Results Web page at <https://caaspp-elpac.cde.ca.gov/caaspp/>

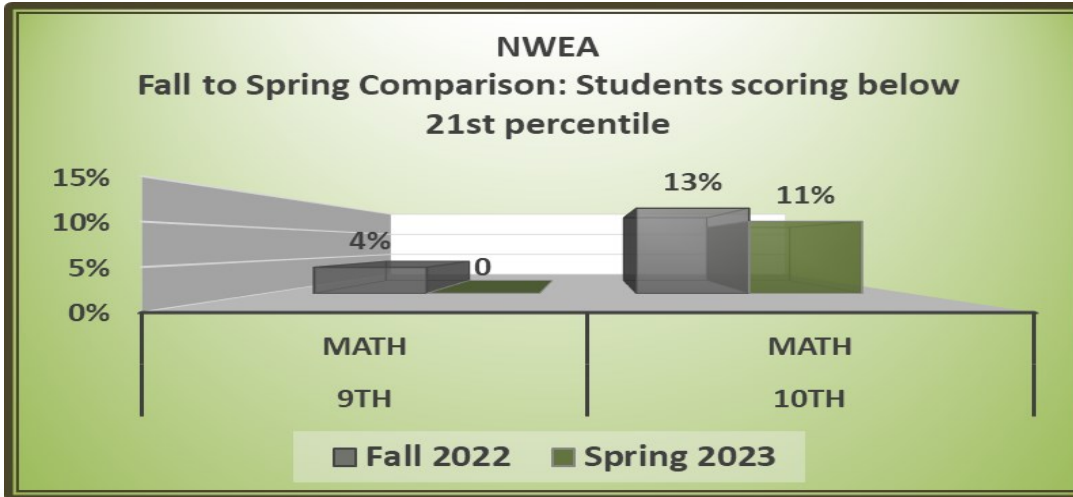
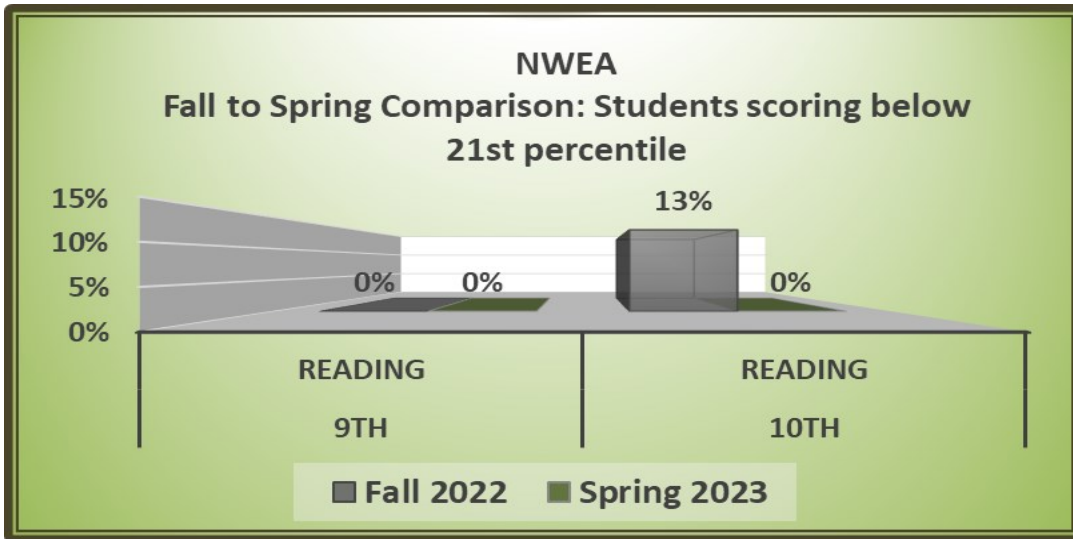


CALIFORNIA SCIENCE TEST (CAST) Grade Level School Results: Students Who Met Or Exceeded Standard- Comparison



Pupil Outcomes: Local NWEA Test Results in ELA, Mathematics

High School Baseline Data for new 9th and 10th grade students (Math and Reading Results)



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. In 2022-2023 we added NWEA data for our 9th and 10th grade students as a baseline measure., as reported out on previous page. We administer both 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 MEASUREMENTS-WINTER TO WINTER COMPARISON OF DATA (RECAP FROM SPRING REPORTING)

LCAP Goal: Percentage of Students scoring below the 21st percentile will decrease by 1%

NWEA ELA Winter Student Scores - Percent of Students Scoring less than the 21st percentile			
Grade	2022	2023	2022-2023 Cohort Change
2nd	13	5	
3rd	27	11	-2
4th	13	11	-16
5th	2	7	-6
6th	4	7	+5
7th	8	6	+2
8th	4	5	-3

NWEA MATH Winter Student Scores - Percent of Students Scoring less than the 21st percentile			
Grade	2022	2023	2022-2023 Cohort Change
2nd	11	26	
3rd	24	17	+6
4th	22	16	-8
5th	8	19	-3
6th	8	13	+5
7th	8	7	-1
8th	11	16	+8

Pupil Outcomes: PFT Physical Fitness Testing

California Physical Fitness Test Results: (School Year 2022-23) Percentage of Students Participating in each of the five Fitness Components

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.

The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. .



Grade	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
5	96.80%	96.80%	95.20%	96.80%	96.80%
7	100%	100%	100%	100%	100%
9	98.60%	98.60%	97.90%	98.60%	98.60%

Pupil Outcomes: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements



Redding School of the Arts high school expansion offers an Early College Model. In 2022-2023 school year launch of 9th and 10th grade students, 100% of our high school students are enrolled in A-G approved courses. We have not had a senior class at RSA and do not have any completion data for UC/CSU Admission Requirements. Our first class will graduate in the Spring of 2025.



UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%



Engagement State Priority 5: Pupil Engagement

**** The 2022-2023 was Redding School of the Arts first year expanding into High School with grades 9 and 10. Since we had no Four-Year Cohort We have no data for:**

- ◆ *High School Dropout Rates*
- ◆ *High School Graduation Rates*

Pupil Outcomes State Priority 5- Career Technical Education Programs and Participation



Redding School of the Arts High School’s Career Technical Education Program for the 2022-2023 school year and future development:

In 2022-2023 school year Redding School of the Arts High School made preparations to launch its CTE program beginning with two pathways. This year, we had one teacher with her Designated Subjects Credential, teaching a Foundational Theater Arts class as part of our Theater Performance Pathway. We also enrolled two more teachers in a CTE program who obtained their Designated Subjects Credentials in Summer 2023. In the Fall of 2023, we will have

two active pathways, Theater Performance and Dance Performance, with plans to add additional Arts, Media and Entertainment pathways as our enrollment grows.



Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	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. Volunteer activities include: classroom volunteering, organizing and prepping classroom work at home, being an art docent in the classroom, theme day organizing and participation, theme days, 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 regarding 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 \$60,000 for the 2022-2023 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, volunteer opportunities, and conducts monthly

2021-2022 Opportunities for Parental Involvement-Cont.

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.



Engagement- School Climate: State Priority 6

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

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



2022-2023 Chronic Absenteeism Data : This report displays the annual K–12 public school Chronic Absenteeism Rate for RSA. Students are determined to be chronically absent if they were eligible to be considered chronically absent at the selected level during the academic year **and** they were absent for 10% or more of the days they were expected to attend.

Name	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Redding School of the Arts	613	72	11.7%
Columbia Elementary	2,227	193	8.7%
Shasta	27,125	5,805	21.4%
Statewide	5,958,889	1,486,302	24.9%

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 .16 percent. There were no expulsions at the school during the 2022-2023 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 2023. 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 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. 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

During the 2022-2023 school year RSA utilized 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 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 academic 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 KELVIN. Highlights of the Surveys:: 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% of students feel their teacher like they belong in 92.2% students in



cares about them. 82.7% of students feel their classroom and school community. grades 4th – 8th feel safe at school.

Other SARC Information Cont.

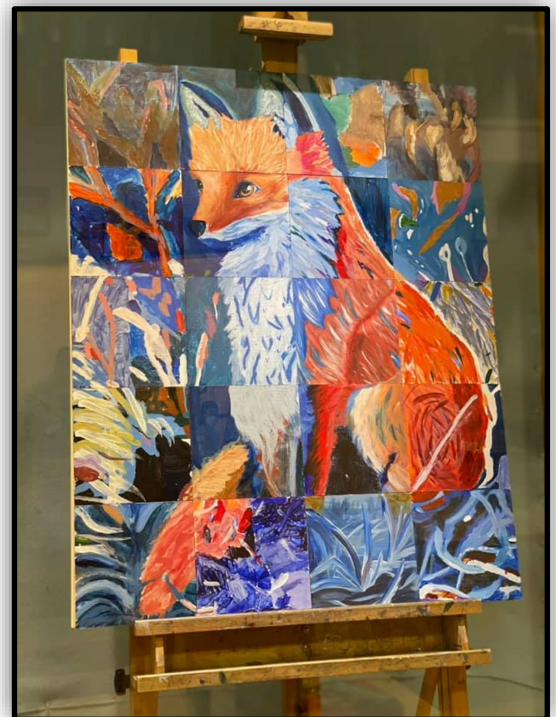
Average Class Sizes: In our academic core classes, RSA maintains Average class sizes of 26:1 in K-3rd grades, and 30:1 in 4th –8th grades. Our enrichment, arts, non academic (such as PE) or elective classes which are taken during a period of the day may include a larger number students. The Table includes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

2022-23 Elementary Average Class Size and Class Size Distribution				
This table displays the 2022-23 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	29	1	2	1
1	34	0	2	1
2	26	2	0	1
3	0	0	0	0
4	13	9	2	0
5	21	10	1	2
6	12	19	7	0
Other	27	4	7	5

Student Support Services Staff w/ Academic Counselor Info:

In 2022-2023 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	301
Counselor (Academic, Social/Behavioral or Career)	2.0
Library Media Teacher (librarian)	.50
Library Media Services Staff (paraprofessional)	N/A
Psychologist	.80
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 extra-curricular 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 teacher salary for this school. Cells with N/A values do not require data.

This table displays the 2021-22 expenditures per pupil and average teacher 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	13,664.95	3,438.72	10,226.23	64,252.67
District	N/A	N/A	8,831.64	64,252.67
Percent Difference - School Site and District	N/A	N/A	14.6	0.0
State	N/A	N/A	16,181.02	88,508.00
Percent Difference - School Site and State	N/A	N/A	-45.1	-31.8

Other SARC Information Cont.

Expenditures Per Pupil and School Site Teacher Salaries: For Fiscal Year 2021–22, the assessment of estimated expenditures per pupil shall reflect the actual salaries of personnel assigned to the school site. The assessment of estimated expenditures per pupil shall be reported in total, shall be reported in subtotal by restricted and unrestricted source, and shall include a reporting of the average of actual salaries paid to certificated instructional personnel at that school site.

Restricted source means money whose use is restricted by legal requirement or by the donor. Examples include, but are not limited to, instructional materials, economic impact aid, and teacher and principal training funds.

Unrestricted source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor. Examples include, but are not limited to, class size reduction, state lottery (not the instructional materials portion), and undesignated local parcel tax funds.

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries				
This table displays the 2021-22 expenditures per pupil and average teacher 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	13,664.95	3,438.72	10,226.23	64,252.67
District	N/A	N/A	8,831.64	64,252.67
Percent Difference - School Site and District	N/A	N/A	14.6	0.0
State	N/A	N/A	16,181.02	88,508.00
Percent Difference - School Site and State	N/A	N/A	-45.1	-31.8

Fiscal Year 2022-23 Types of Services

Funded Using 2022–23 fiscal year data, the description of the programs and services that are provided at the school through all fund sources.:

- ◆ 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.

This table displays the 2021-22 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	\$45,712	\$48,481
Mid-Range Teacher Salary	\$64,989	\$73,129
Highest Teacher Salary	\$90,928	\$99,406
Average Principal Salary (Elementary)	\$111,856	\$117,381
Average Principal Salary (Middle)	\$114,877	\$128,158
Average Principal Salary (High)	\$0	
Superintendent Salary	\$151,307	\$138,991
Percent of Budget for Teacher Salaries	26.7%	29.34%
Percent of Budget for Administrative Salaries	7.57%	5.99%

