

Redding School of the Arts

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Redding School of the Arts
Street	955 Inspiration Place
City, State, Zip	Redding, CA 96003
Phone Number	530-247-6933
Principal	Margaret Johnson
Email Address	mjohnson@rsarts.org
Website	www.rsarts.org
County-District-School (CDS) Code	45699480134122

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Columbia Elementary
Phone Number	530-223-1915
Superintendent	Clay Ross
Email Address	cross@columbiasd.com
Website	www.columbiasd.com

School Description and Mission Statement (School Year 2020-2021)

The Mission of RSA

The mission of Redding School of the Arts, where education and the arts connect, is to educate K-8 students who have an interest in visual and performing arts and cultivate their knowledge and skills for the betterment of their local and global community. Utilizing an inter-disciplinary, theme based approach, students will learn to read, write, speak, problem solve, use technology and sustainable practices.

RSA seeks to accomplish its goal of high academic and behavioral standards through a student centered, multicultural and 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.

Our School Defined

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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	79
Grade 1	72
Grade 2	81
Grade 3	70
Grade 4	75
Grade 5	66
Grade 6	52
Grade 7	53
Grade 8	50
Total Enrollment	598

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	1.2
Asian	4.2
Filipino	0.7
Hispanic or Latino	8.7
White	71.4
Two or More Races	10.7
Socioeconomically Disadvantaged	28.9
English Learners	2
Students with Disabilities	4.7
Foster Youth	0.2
Homeless	0.3

A. Conditions of 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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	100	100		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	.75	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2020, June

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 and a variety of NGSS aligned curriculum where available including Mystery Science. 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. In 2019-2020 RSA prepared for an adoption of and piloted a new K-5th math curriculum, Go Math. Adoption and implementation of Go Math in grades K-5 will proceed in the 2020-2021 school year.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders (K-1st), and National Geographic's (2nd -5th) adopted in 2016	Yes	0
Mathematics	Envision Math (K-5th) - adopted in 2012 and College Preparatory Math (CPM) - adopted in 2014	Yes	0
Science	A variety of NGSS aligned online curriculum/materials were adopted by the board, including mystery science/ Safari Montage, GEMS- adopted in 2020	No	0
History-Social Science	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	No	0
Foreign Language	Mandarin Matrix- Adopted 2019	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Instructional Materials: Kelso's Choices, Second Step, P & G School Program for growth and development	No	0

Note: Cells with N/A values do not require data.

School Facility Conditions 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 the planned safety improvements as advised from our safety committee meetings.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2020 December

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] 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. CAAs 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	57	N/A	58	N/A	50	N/A
Mathematics (grades 3-8 and 11)	44	N/A	48	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	39	N/A	36	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

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 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, 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 email 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: <http://www.promotingartsnow.org>

Our Parent Teacher Council (PTC) works to promote community within the school through events such as the Back to School Picnic, First Day of School Social, Campout Dessert Social, Funding of Character Counts Awards, Kindergarten Round Up, End of the Year Celebration at Waterworks Park, and Teacher Appreciation Week. In addition, PTC raises thousands of dollars through various fundraisers like the Annual Dinner Auction and Jog-A-Thon/Fox Trot. PTC has established officers, committee bylaws and conduct 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). TBC supported our annual spring musical. Parents and community members work with RSA staff to sew or secure costumes, help construct set pieces, work alongside students to run the 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: http://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 of new curriculum, LCAP review and implementation, Governing Board and Finance Committee. RSA encourages and appreciates the input from our parents.

State Priority: School Climate

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.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.3	0.9	0.9	1.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.001		
Expulsions	0.0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

RSA met regularly with the School Site Safety Team to review site safety concerns. Monthly fire drills and the Great Shakeout drill were planned and executed. RSA maintained involvement and training of the ALICE (Alert, Lockdown, Inform, Counter and Evacuate) Program of staff. 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 update our REMS (Readiness & Emergency Management System) and Safe School Plan. The Plan was presented to the governing board in February of 2019, and a Safety Committee Team Member presented notes from each safety meeting to the board or other pertinent stakeholder groups. In March, when COVID hit, we amended our safe school plan procedures for sanitization and other recommended safety precautions as advised by CDPH or CDC.

Positive School Climate and Behavior Plan

RSA continued the implementation of a uniform positive school climate program. 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.

Suspensions/Expulsions

RSA suspension rate for 2019-2020 was less than 1 percent. There were no expulsions at the school.

School Climate Survey (Students) & Annual Parent Survey

During the 2018-19 school year Redding School of the Arts administered a comprehensive School Climate Survey to all 5th thru 8th grade students. Key findings were presented to various stakeholder groups at General meetings (Parent Teacher Council, Theater Booster Club, Instructional Leadership Team meetings, Governing Board Meetings, etc.) as well as reported out in our Annual LCAP Update in June. Highlights of the results include: a.) 83.4% of students Feel Safe at School.; b.) School Connectedness: 86.5% of Students are happy they attend this school & 91.1% of Students believe there is at least one teacher or adult at this school who really wants them to do well; c.) 98% of Students affirmed that they know the school rules for student behavior and what is expected of them; d.) On nine questions regarding character and values related to our character counts program: Overall 93 percent of students believe these values and character traits to be important to them. Overall, the school climate survey reflects that RSA provides it's student body with a safe, positive school environment for learning. RSA conducts student school climate surveys bi-annually and plan to conduct it's next survey in the 2020-2021.

RSA conducted our annual Parent Survey in May of 2020. Key highlights include: 95% of respondents felt that the multiple methods of communication sent from the school to families were helpful, with the Monthly Newsletter, RSA Website, Daily emails, Blackboard Readers and Teacher emails being the most helpful methods for communication. 97.5% of respondents felt their child felt safe at school (in the classroom, on the playground, and safe to talk to at least one adult on campus. 94% of respondents agreed that RSA's Character counts program contributed to a positive learning environment and helped their child take personal responsibility for their actions.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	27	4	3	2	31	3	3	2	33	3		1
1	28	1	2	1	22	1	2		21	1	1	
2	32		2	1	21	1	1		26	1		
3	18	3	3		26	2	4	1	25	1	3	
4	24	2	8		26	3	6	1	16	1		
5	33	1	10	3	31	2	17	2	3	1		
6	21	2	5		23	2	3	1	13	21	5	
Other**	23	2	1	1	25	1	2		35	5	22	7

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	22	1	2	1	22	2	2		28		2	1
Mathematics	15	4	2		16	5	2		18	6		
Science	23	1	3		25	1	3		32		1	2
Social Science	22	1	3		25	1	3		32		1	2

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.60
Library Media Services Staff (Paraprofessional)	.75

Title	Number of FTE* Assigned to School
Nurse	.40
Speech/Language/Hearing Specialist	.80
Resource Specialist (non-teaching)	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,051	\$3,449	\$6,602	\$61,649
District	N/A	N/A	\$7,320	\$67,279
Percent Difference - School Site and District	N/A	N/A	-10.3	-8.7
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	-16.0	-14.7

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

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

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,450	\$46,965
Mid-Range Teacher Salary	\$60,350	\$67,638
Highest Teacher Salary	\$81,592	\$88,785
Average Principal Salary (Elementary)	\$95,895	\$112,524
Average Principal Salary (Middle)	\$106,677	\$117,471
Average Principal Salary (High)		
Superintendent Salary	\$135,714	\$128,853
Percent of Budget for Teacher Salaries	29.0	30.0
Percent of Budget for Administrative Salaries	8.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	35	36	35

To facilitate staff development, safety trainings and department coordination, RSA implemented thirty six minimum days in which one week was dedicated to parent teacher conferences. Due to COVID and the Governor's stay at home order, in March RSA transitioned our professional development trainings to focus on best practices for distance learning. The school also provided 3 full days of staff in-service trainings. The main areas of focus for professional development times included, Professional Learning Community work, legal & safety updates/trainings and time for staff collaboration on schoolwide theme days and curriculum implementation. Goals of professional development are directly linked to the school's LCAP, and our Student Learning Outcomes (SLOs). In addition to the designated professional development days provided by the school, individual teachers/teacher teams attended workshops, conferences, trainings on current best practices in their areas of expertise and then provided feedback at staff meetings or provided individual coaching for other staff members.