

# SCHOOL ACCOUNTABILITY REPORT CARD FOR 2013-2014

## Redding School of the Arts II

Sponsored by Gateway Unified School District ([www.gateway-schools.org](http://www.gateway-schools.org))

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### Basic Facts

- ◆ Six Year Clear WASC Accreditation
- ◆ Confucius Classroom
- ◆ Charter school with a focus on visual and performing arts
- ◆ Mandarin Immersion 50/50 program Kindergarten through fifth grade, Leveled Mandarin classes available for Middle School Students
- ◆ Grades offered: Kindergarten through eighth
- ◆ Extensive Visual and Performing Arts Elective Program



### The Mission of RSA II

The mission of Redding School of the Arts II, 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 II 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	545
Number of full-time equivalent teachers	25.9
Number of students per teacher	21.04

## Our School Defined

Redding School of the Arts II 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 II is the only school in the far Northern California region to offer a Mandarin immersion program for its primary grades.



## Major Achievements

- \* Received official Hanban designation as a YCT/HSK (Youth Chinese Test) testing site
- \* Spring Musical – Shrek with record audience attendance; shared sets, props and costumes with other community entities
- \* Partnership with California Dept. of Resources for implementation of Environmental Education Initiative (EEI)
- \* Student Art work shown at Redding City Hall, Shasta County Library, Shasta County Office of Education
- \* RSA II's Festival Choir won 1st place Gold in the Jr. High Chorale Division. They also received the highest honor of the evening by winning the outstanding chorale award. They tied for first place with a high school level chorale and were invited to sing at Carnegie Hall in 2015.
- \* Students participated in Christmas Parade taking first place in 2013, for most creative float
- \* Community Outreaches: Middle school students completed a mural project at Haven Humane, Student Council participated in Pennies for Patients and a pajama drive for children contributing 75 sets of pajamas
- \* Middle School Students participated in the Lion's Club Peace Poster Contest with 12 students placing
- \* Students participated in the Federal Duck Stamp competition. One student earned an honorable mention for her conservation statement that accompanied her drawing.

## Mandarin Immersion Program

Seven years ago RSA II began a Mandarin Immersion program. For the 2013-14 school year, RSA II continued to be the recipient of a primary grades, HanBan-affiliated guest teacher. We have participated in the guest teacher program for the last four years. This program was driven by both parents and our community who wanted Redding to support Mandarin instruction in the primary and elementary grades.

Another component of our Mandarin Immersion Program is our Confucius Classroom. This program unites us with a sister school in China in addition to providing recognition for RSA II's cohesive program that can be modeled to help other schools begin their own immersion program. There is an active Mandarin Support Committee comprised of teachers and parents to promote the learning of Mandarin and offer support to non-Mandarin speaking participants of the Mandarin Immersion Program. To further the cultural depth, RSA II works with HanBan to employ a guest teacher who brings insights from a variety of regions within China in addition to new contacts, other schools and professionals. RSA II has participated in the guest teacher program for four years.

RSA II 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.

RSA II's Mandarin Immersion Program is a comprehensive immersion program with 50% of the students' instruction in core subjects in English as the target language and 50% in Mandarin as the target language. The immersion program is offered in grades Kindergarten through fifth. Each school year a successive grade level will be offered to expand our Mandarin education immersion program through eighth grade.



### 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)



## Focus For Improvement

- ✦ Develop, Monitor and Implement 2014-2019 Technology Plan
- ✦ Continue to implement assessment tools to focus instruction in academic areas;
- ✦ Continue involvement in the community through a variety of art and performance-based programs;
- ✦ Develop and implement LCAP Goals
- ✦ Continue to implement school-wide Behavior Expectations: Positive School Climate

## Expected School-Wide Learning Results

**Technology:** The school community will demonstrate increased knowledge and use of technology through goal setting and staff development.

**VAPA:** Students will demonstrate their understanding of historical and cultural dimensions while connecting and applying this knowledge across the curriculum as evidenced by formal and informal assessments.( 3.o Historical and cultural context) (5.o connections, relationships and applications)

**Writing:** each year in their writing, students should demonstrate increasing sophistication in all aspects of language, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources as evidenced by scoring of school wide writing prompts.

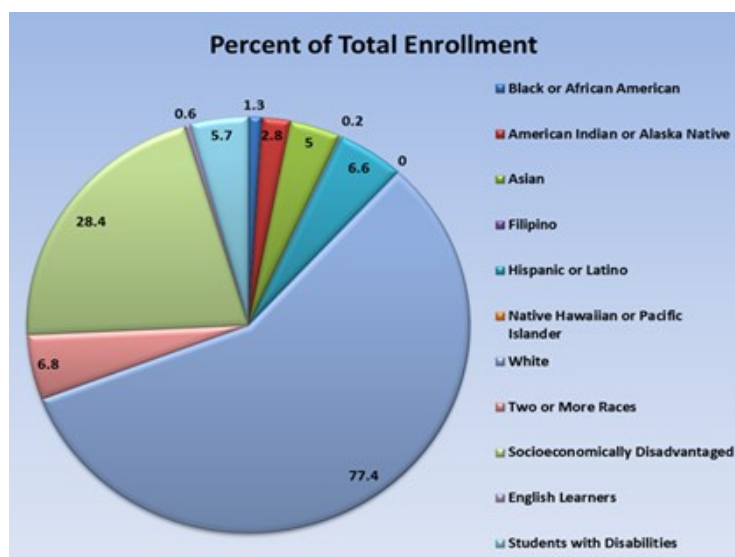
**Math:** Students will demonstrate conceptual understanding and proficiency in mathematics through reasoning, modeling and defending their thinking and solving problems in multiple ways as evidenced through formal and informal assessment.

In addition to our continued focus on current School adopted ESLRs, RSA II maintained focus on our WASC goals and periodically reviewed the associated action plan. Finally, RSA II implemented a transition to LCFF and LCAP goals for 2014-15 by utilizing monies received to purchase necessary technology, textbooks and staff development/training in anticipation of meeting state Common Core implementation and accountability mandates.



## Student Enrollment and Subgroups

Grade Level	Number of Students
Kindergarten	65
Grade 1	65
Grade 2	71
Grade 3	58
Grade 4	67
Grade 5	60
Grade 6	53
Grade 7	53
Grade 8	53
<b>Total Enrollment</b>	<b>545</b>



## The Philosophy and Learning Conditions of RSA II

### Thematic Learning

As a public school, RSA II must teach the materials mandated by the State Curriculum Standards for grades K-8. However, as a charter school, RSA II has the discretion to teach those materials in innovative ways to increase student learning. RSA II'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. This means that 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 will further support those themes.



## Academics

While students attending RSA II have a real interest in the arts, they also have specific and individual academic needs. Each year, RSA II assesses its student-base and makes adjustments to class structure to best meet those needs. 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 II 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 II is its Theme Days. Theme Days are celebrated by the entire school, K-8, 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. During the two Theme Days, the students start their day with presentations. In the fall, students viewed culturally relevant presentations from guest community members. In the spring a musical production, “Joust” was produced by RSA II students. Following these presentations, students participate in various activities, games, arts, foods, crafts and general enrichment.

## Arts

In addition to RSA II’s academic curriculum, RSA II is committed to providing students Visual and Performing Arts education. Students in Kindergarten through third grade receive daily music classes. RSA II 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 1<sup>st</sup> through 3<sup>rd</sup> graders to Visual Art, Dance and Tumbling twice weekly, changing focus with each month. In grades 4<sup>th</sup> through 8<sup>th</sup> students benefit from alternating daily music/art instruction. Through “hands-on” musical instruction using the Orff instrument system and a piano lab, RSA II students learn the basics of music theory, cultural dance, folklore, storytelling, and develop performance skills. RSA II’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 4<sup>th</sup> through 8<sup>th</sup> also participate in RSA II’s unique Elective Program, where students are able to select one or two arts 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 II utilizes professionals with specific credentials to provide the following services as needed: speech and language therapy, psychological services, occupational therapy, adaptive PE, nursing, and access to a special physical therapy day class. In addition, paraprofessionals are utilized to work with students who are struggling to meet particular concepts.

Redding School of the Arts II 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.



RSA II helped create a Special Education Joint Powers Authority (JPA) with other charter schools in the area in order to share these services. The JPA is the first of its kind for charter schools in California and in the nation to provide direct services to children. For its efforts, the school received a California Dissemination grant to share the knowledge of providing services to children in a positive direct model whereby all students are served. RSA II's special education staff participates in professional development opportunities offered by the El Dorado SELPA

### Parental Involvement

RSA II 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. The volunteer activities have included:

classroom volunteering, organizing and prepping classroom work at home, being an art docent in the classroom, theme day organizing and participation, Science Mystery Day, maintaining the library, running snack cart, coordinating fund raisers, coordinating extra-curricular clubs such as Odyssey of the Mind, cross-country club, Girls on the Run, 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 to contact parents regarding volunteer opportunities at the school or in their classrooms. Parent volunteer opportunities are made available through parent run committees and RSA II teachers and staff.

One significant parent group within RSA II is the Foundation for Promoting Arts Education, (FPAE) a 501(c)(3) which raises money to enhance the visual and performing arts and overall education for RSA II along with raising money for the children's theater building, The Raven and the Unicorn. For more information about this parent group follow this link: <http://www.rsarts.org/fpae/index.htm>

The organization working with and towards 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 morning 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 raised over \$60,000 for the 2013-2014 year through various fundraisers like Annual Fall Dinner Auction, Spring Jog-a-thon/Fox Trot, E-scrip, and Box Tops for



Education. PTC has established officers, committee bylaws and conduct monthly meetings. The school receives many educational gifts from this organization from field trips, to science materials, to curriculum, and supporting classroom extras to name a few.

The second significant parent group is Theater Booster Club (TBC). The parent group is instrumental in supporting the annual spring musical. Shrek was the musical performed last year. Parents and community members work with RSA II 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.

The third parent group is the Mandarin Program Support Committee (MPSC). MPSC is a committee formed as collaboration between our Mandarin teachers and parents who are passionate about helping the program improve in concrete ways. The committee meets on an as-needed basis to assist with planning Mandarin program specific activities and special events, such as the Mid-Autumn Moon Festival, the Chinese New Year, and the Dragon Boat Festival. Such events may involve soliciting community support through food donations, organizing participation in the Shasta Lake City Multi-Cultural Day, and extending invitations to other Chinese or Mandarin-speaking community members to attend such events. MPSC teachers and parents, under the direction of the Program Director, work together to help improve the quality of education in Mandarin at the school site level, and work to provide general support to our families whose students are enrolled in the immersion program.

Parents also assist on curriculum and committees such as School Site Safety committee, Adoptions and/or reviews of new curriculum, and Finance Committee. RSA II encourages and appreciates the support of all the many parent organizations.

### Library

Our library continues to grow by leaps and bounds. Since starting our Scholastic Book fairs back in Dec 2011 we have had 6 successful fairs adding about 1200 books to our collection. Our library now has about 18,000 items in our library inventory ranging from books, DVD's, teacher read-a-rounds, and specialized curriculum. Each week we have about 920 kids coming into the library. It is a very busy and productive place.





The librarian works closely with the teachers to determine the types of books needed. She also solicits new book suggestions from students. In addition to student books the library has a teacher reference section which is organized by our librarian. This reference section supports our theme-based teaching model. Each year, books and DVDs are brought out that reflect the current theme cycle.



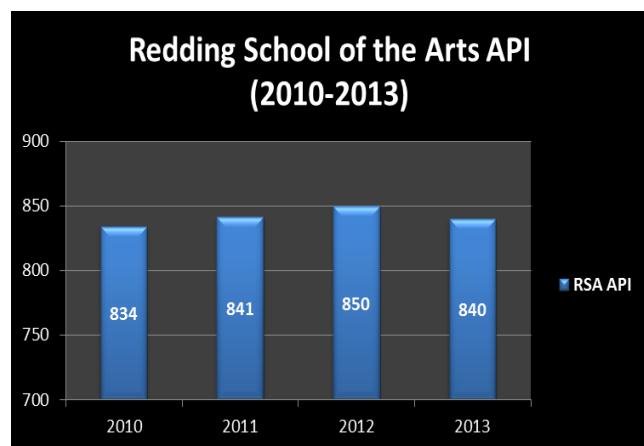
Finally, the library's Chinese and Chinese-English bilingual section of books and resources continue to grow. Each year the librarian works with the Mandarin Program teachers to determine needs and desires for new books to be added for student growth and interest. As a HanBan Confucius Classroom school, RSA II and its library continues to receive, free contributions of books and other Chinese cultural materials directly from HanBan for teachers and students to have access to and be available to borrow for student reference and enhanced educational enrichment.

### **The Academic Performance Index (API)**

As we transition into Common Core State Standards and Smarter Balanced Assessments we can only provide our school's API scores from 2010-2013.

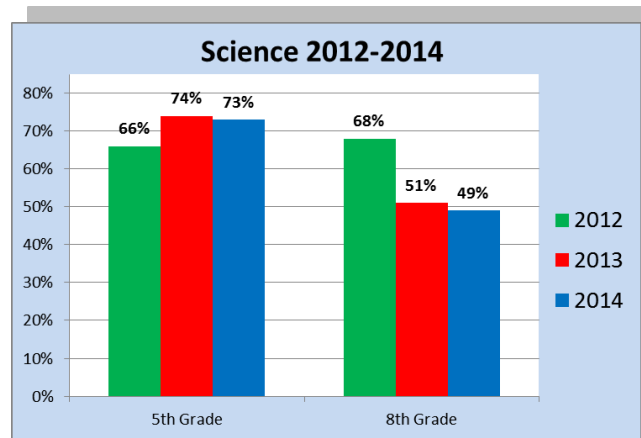
### **Most Recently Available State Data**

The API is a single number, ranging from a low of 200 to a high of 1000, which reflects a school's, an LEA's, or a student group's performance level, based on the results of statewide testing. Its purpose is to measure the academic performance and growth of schools. The API is calculated by converting a student's performance on statewide assessments across multiple content areas into points on the API scale. These points are then averaged across all students and all tests. The result is the API. The CDE expected all schools to eventually obtain APIs of at least 800. Redding School of the Arts II already consistently met this goal for the 4 prior years data was available. For additional information on Redding School of the Arts II Test Results and Present and Past AYP (Annual Yearly Progress) results follow this link: <http://ayp.cde.ca.gov/reports/page2.asp?subject=AYP&level=School&submit=Submit>



### CAASPP/STAR Science Test Data:

All students in 3<sup>rd</sup>- 8<sup>th</sup> grades participated in the Smarter Balanced Practice Assessment in the spring of 2014. Students in 5<sup>th</sup> and 8<sup>th</sup> grade continued to participate in the State's STAR science test. Redding School of the Arts II students performing proficient or advanced are listed below:



### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
English-Language Arts	67%	71%	67%	56%	56%	53%	54%	56%	55%
Mathematics	61%	62%	56%	46%	44%	43%	49%	50%	50%
History-Social Science	64%	55%	55%	40%	41%	39%	48%	49%	49%

As seen above RSA II continued to perform better than both the district and state averages in number of students meeting or exceeding state standards.

## The Learning Environment

### **Class sizes and student requirements**

RSA II maintained class sizes of 25:1 in grades K-3; Grades four through eight averaged 30:1. For students in (K – 5th) classroom based programs, direct instruction during Language Arts is further reduced by half with half the students attending a music class and half the students receiving ELA instruction, allowing for a rate of 10 – 15: 1. In addition, math classes are grouped by math skill rather than grade level or home room divisions. Home room placements are based on student reading abilities with a usual grade span of two grades.

RSA II serves students who reside in or whose parents or legal guardians are employed within the Redding community. It is also open to qualifying students within Shasta County and contiguous counties who agree to the philosophy and meet the admission requirements of RSA II. RSA II offered a homeschool/independent study program with 8 families participating.



In addition to the standard admission requirements of public education schools, Redding School of the Arts II has the following special requirements:

- A commitment by the student to pursue the student's personal interest in an area of visual or performing arts beyond what the school provides;
- Demonstrate positive, regular attendance and prompt arrival;
- A commitment by parents/guardians and student for flexibility in scheduling
- Parents/guardians are asked to serve on committees, share expertise in specific areas of need, help with outreach, assist in classes, and to support the work of the school in the home.

### **Instructional Minutes**

The instructional minutes for the students attending RSA II 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, RSA II implemented thirty-two minimum days in which one week was dedicated to parent teacher conferences. The School also provided 4 Full days of Staff In-Service Trainings. The main areas of focus for Professional Development times included implementation of new math curriculum, training on use and implementation of technology, legal safety updates/trainings and time for teacher collaboration. Goals of Professional Development are directly linked to the School's WASC document and our current ESLRs, which we will amend to better meet LCAP requirements in the future.

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.





## Teacher Compliance and Experience

RSA II is proud to note that 97% of our Core Academic Classes are taught by Highly Qualified Teachers for the (2013-2014) school year. In addition, the school maintains teachers who meet the following standards:

- ♦ Minimum of two years classroom teaching experience.
- ♦ Considered “highly qualified” as defined by the No Child Left Behind Act.
- ♦ 100% meet Cross-cultural, Language and Academic Development (CLAD) or (Bilingual) Cross-cultural, Language and Academic Development (BCLAD) standards.
- ♦ Elective teachers are community professionals actively working in the areas they teach.

In 2013-2014, there were 27 full and part-time teachers and the following Support Staff

Title	Number of FTE* Assigned to School
Academic Counselor	N/A
Counselor	.2
Library Media Teacher (librarian)	N/A
Library Media Services (paraprofessional)	.75
Psychologist	.6
Social Worker	N/A
Nurse	.6
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0



### California Physical Fitness Test Results:

Physical education at RSA II is a way to help the students develop lifelong habits and a healthy lifestyle. The classes are designed in a non-traditional and traditional way. The students get to use their creative skills to create an activity by blending traditional games together to come up with one nontraditional game. We also play traditional sports like basketball, volleyball, flag football, etc. There are activities to help the students think of strategies and solutions. When the students leave RSA II they will have the tools to find ways to be active from being in a gym or walking around the mall. The fifth and seventh grade students also participate in the Physical Fitness Test. We use FITNESSGRAM®.

The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The FITNESSGRAM is designed to assess six key fitness areas that represent three broad components of fitness: (1) aerobic capacity, (2) body composition, and (3) muscle strength, endurance, and flexibility. The third component is further divided into four areas: abdominal strength and endurance, trunk extensor strength and flexibility, upper body strength and endurance, and flexibility.

The main goal of the test is to help students in starting life-long habits of regular physical activity. Students in grades five, seven, and nine take the fitness test. The test has six parts that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents.



Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	11.1%	27.8%	44.4%
7	18.8%	22.9%	41.7%

The FITNESSGRAM uses health-related standards to evaluate performance. The desired performance standard for each fitness-area test is the Healthy Fitness Zone (HFZ). This standard represents the level of fitness associated with good health. Students should strive to achieve a score within the HFZ for each fitness-area test. The FITNESSGRAM performance standards are updated on a regular basis. For more detailed information please see the Healthy Fitness Zone Charts Web page at <http://www.cde.ca.gov/ta/tg/pf/healthfitzones.asp>.

## School Facilities and Planned Improvements

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

For the 2013-2014 school year:

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			There is no gas system at the school site. All HVAC systems are 100% electric and are currently in "like new" condition. Sewer disposal is provided by the Redding City Utility and is functioning normally. Mechanical systems have had minor repair issues which have been resolved without delay.
<b>Interior:</b> Interior Surfaces	X			Because the facility is only three years old all gypsum interior surfaces are in nearly new condition. Regular maintenance is done to repair paint damage. Other surfacing materials include perforated metal, concrete, rubber and sound insulating panels. All these systems are in a "like new" condition.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Because the facility is a unique energy saving type. School staffs have been directed to maintain a high level of cleanliness, so that visiting delegations from other agencies can tour the school at any time. Overall cleanliness is always kept at an acceptable level. There are no problems with pest or vermin infestation other than occasional wasp nest which require physical removal during the time of year when the wasps are active. Because some students are allergic to bee stings, when found, wasp nests are quickly removed
<b>Electrical:</b> Electrical	X			The electrical system and all its components are currently working correctly. There are no reported problems.
<b>Restrooms / Fountains:</b> Restrooms, Sinks/Fountains	X			The plumbing, fixture, kitchen and bathroom systems are currently working correctly. There are no reported problems.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Fire systems including extinguishers, fire sprinkler suppression and notification systems receive inspections by licensed contractors and local fire authorities as required by law. There are currently no deficiencies.
<b>Structural:</b> Structural Damage, Roofs	X			Because the facility is only three years old and all roofing systems are still functioning normally, there is no apparent damage, structural or otherwise.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/ Fences	X			A maintenance program that is in place has identified and corrected several problems within the last year. Approved cushioning bark is used in the playground. A system has been put into place that requires staff to monitor the depth and condition of the bark. All deficiencies found and reported, involving the playground, windows, gates, doors and fences are repaired ASAP to a like new or better condition.



## School Climate

### School Safety Plan

RSA II met regularly with the School Site Safety (SSS) Committee to review site safety concerns. Fire drills and lock-in drills were planned and executed. A check of facilities and playground occurred monthly with concerns being addressed immediately. The SSS committee worked very closely with administration and our Safe School Plan committee, which consisted of key staff, parents, students & community members- Law Enforcement to collaborate, plan and implement our updated Safe School Plan. In October of 2013, two site administrators attended Safe School Plan training meetings provided by the Shasta County Office of Education. After the training, the administrators and Safe School Plan committee met monthly to update our current plan. We provided feedback to the board in February on current and three year trends disciplinary data as well as any Board policies that needed to be amended to adjust for the changes made in our Safe School Plan. We also presented to faculty during a staff meeting in the same month, and advised of any Board policy changes as a result of the new Plan.

### Positive School Climate and Behavior Plan

Based on the WASC review team recommendation in 2012, RSA developed and implemented 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. Redding School of the Arts II 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 II suspension rate for 2013-2014 was .007. There were no expulsions at the school.

### School Climate Survey (Students) & Annual Parent Survey

RSA II conducted a School Climate survey for students in grades 4<sup>th</sup> thru 8<sup>th</sup> to assess how students feel about their school and how students are getting along with one another and their teachers. The survey was anonymous. 96% of student respondents agreed or strongly agreed that overall they feel safe at school. Parents also given the opportunity to complete an annual survey to provide feedback

on school programs, academics, communication and school safety. RSA II used the data collected to improve our Positive School Climate and Behavior Management programs.

### After School Care

RSA II offers an after school program 5 days a week. The program is available 1:30-6:00pm. 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.

In addition, RSA II offers a sibling wait program that is set up for families that have more than one child who attends RSA and dismiss at different times. RSA has three dismissal times and it is offered to parents as a convenience program that is free. The time this program is offered is 2:30-3:00. This program is staffed by teachers and aides. There are approximately 100 students who benefit from this program.



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