

SCHOOL ACCOUNTABILITY REPORT CARD FOR 2016-2017

Redding School of the Arts

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Basic Facts

- ◆ California Creative School Award
- ◆ Confucius Classroom
- ◆ California Green Ribbon School Award
- ◆ Charter school with a focus on visual and performing arts
- ◆ Mandarin Immersion 50/50 program (K-5th) Leveled Mandarin classes (6th-8th)
- ◆ Grades offered: Kindergarten through eighth
- ◆ 4th- 8th VAPA Elective Program & K-3rd VAPA Enrichment
- ◆ Expanding Virtual/Homeschool Program



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.

Key Factor	Our School
Student enrollment	568
Number of full-time equivalent teachers	26.5
Average number of students per teacher	21.4

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.



Major Achievements

- * Successful completion of School Musical – The Music Man: an uplifting, totally transporting show that makes the world seem like a pretty good place after all. Our musical provides audience with a quality production, orchestrated all by middle school students. From the actors on stage, to the band in the pit, and the crew running the lighting, special effects and sets during the show, our kids learn show production from the inside out and do so with an almost professional quality.
- * RSA hosted a group of 21 Chinese students and their leaders from Xiamen, China from January 21st to February 3rd, 2017. Students experienced authentic American classes and activities, and contributed to RSA by joining in and leading Chinese New Year activities in K-8 Mandarin classes.
- * Student Art work displayed at Redding City Hall for “Art in the City” as well as, Shasta County Library and Shasta County Office of Education
- * RSA’s Festival Choir won Gold level rating and second place overall in their Division. They also won the Adjudicators Award for a score of 94 or higher– the highest achievement received since they began competing in the Heritage Festival in 2012.
- * Middle School Students participated in the Lion’s Club Peace Poster Contest with 12 students placing 1st through 3rd grade in 4 Lion’s Clubs and 1 more placing 1st in a 5th Lion’s Club.
- * Students participated in the Federal Duck Stamp competition. One 8th grader, was selected 2nd place finalist from over 2,270 entries for her thoughtful Conservation Message and one 8th grader was awarded a “Young Artist” award for being among the top 50 in the state contest in her age group.
- * Our Strings Program competed in the CMEA’s— 3 student groups received excellent ratings, while one student received a Command Performance in both Chico and Sacramento.

Mandarin Immersion Program

Ten years ago RSA began a Mandarin Immersion program. To further the cultural depth of the program, RSA worked with HanBan and the Asia Society to help support and enhance our program.

In Addition, our Mandarin Immersion Program began a Confucius Classroom. This program unites us with a sister school in China in addition to also providing recognition for RSA's program. Our sister school is Shijiazhuang Shengshichang'an Primary School. This school is located in the province of Hebei, Northeastern 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, read-

ing, and writing proficiency in both English and Mandarin. Participation in Major Chinese cultural festivals and events, such as Chinese New year and the Moon Festival, also contributes to the understanding of the language.

RSA'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. In middle school our students are able to continue with their Mandarin studies as a period during their regular school day.



Benefits of learning a second language at an early age:

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

(Center for Applied Linguistics)

Focus For Improvement

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

Student Learning Objectives (SLOs)

SLO 1: Technology

Students will demonstrate increased proficiency using technology to increase access to Common Core Math, English Language Arts (ELA) and Visual and Performing Arts curricula.

The SLO adopted for technology reflects the school's focus on 21st Century learning and real world applications. Students across all grade levels are exposed to computers and educational programs such as: MobyMax (math, reading, social studies) and Lexia (reading) , Imagine Learning etc. Teachers are able to assess and monitor student learning in basic skills and can communicate this quickly to students and parents. In 2014, all 6th graders received Chromebooks that they will use for their middle school career. Students thus have access to their documents at home, and if students lack computer access at home, time is made available for these students to access Internet at school or after school. Technology is used in math and science classes for graphing information as well as in the music classes for note reading and composition. Students also use technology when participating in the Spring Musical as they act as stage crew hands. Students use technology to create PowerPoint presentations and videos. Middle School students are learning across different platforms and are using Google applications such as Google Docs, Google Slides and Google Sites to create academic products. The school encourages parents and students to use the school website and teacher pages along with the Aeries online grade book to keep current on student grades.



Student Learning Objectives (SLOs) Continued

SLO 2: ELA

Students will demonstrate increasing sophistication in all aspects of language use from vocabulary and syntax to the development and organization of ideas and will address increasingly demanding content and sources.

The SLO adopted for English Language Arts is reflective of the Common Core standards and the language rich environment of RSA. RSA's theme-based instruction incorporates historical fiction as well as non-fiction texts to help students access language arts standards. During the 2016-2017 school year, RSA implemented new state approved, common core aligned, English Language Arts curriculum to increase exposure and depth of knowledge for our students.



SLO 3: 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.

The SLO adopted for math shows that RSA is committed to improving student performance in math.

The school utilized the College Preparatory Math (CPM) program for grades six through eight. This program reflects the Common Core standards for math; the program is set up to encourage active student engagement, group work and collaboration and the development of skills in all math strands.

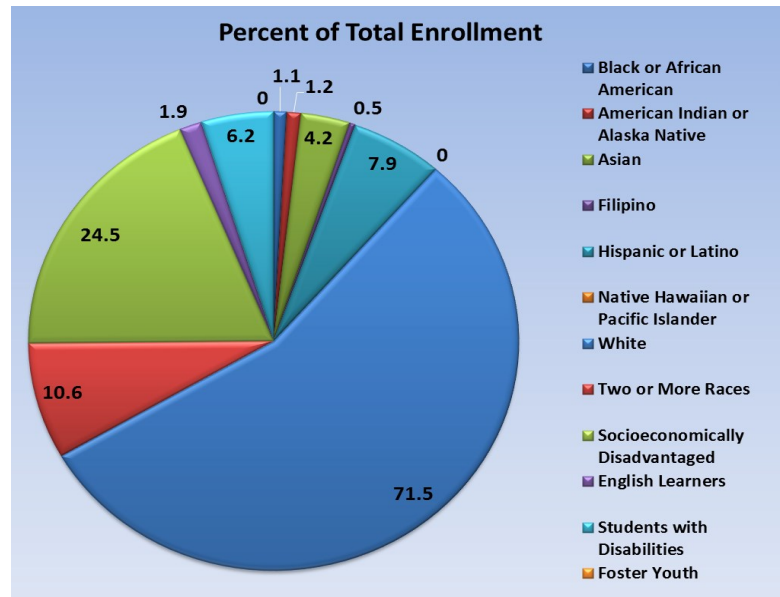
The intermediate grades continued their use of Envision Math and collaborated across grade levels to improve the sequence of the Envision program. Staff felt that the sequence of Envision was not meeting the needs of students for mastery of basic skills and realigned the sequence of lessons to better reflect cognitive abilities of learners.

The school also implemented a Mandarin version of Envision to supplement the math program in the Mandarin immersion program K-5. This program will help to improve math skills in grades K-5, along with the Envision program in English to which all students have access.



Student Enrollment and Subgroups

Grade Level	Number of
Kindergarten	72
Grade 1	75
Grade 2	68
Grade 3	62
Grade 4	64
Grade 5	71
Grade 6	61
Grade 7	41
Grade 8	54
Total Enrollment	568



The Philosophy and Learning Conditions of RSA

Thematic Learning

As a public school, RSA must teach the materials mandated by the State Curriculum Standards for grades K-8. However, as a charter school, RSA has the discretion to teach those materials in innovative ways to increase student learning. RSA's academic instruction is theme-based, meaning that the curriculum in language arts, social studies, science, art, music and math is integrated to support learning across all disciplines. 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 further support those themes.

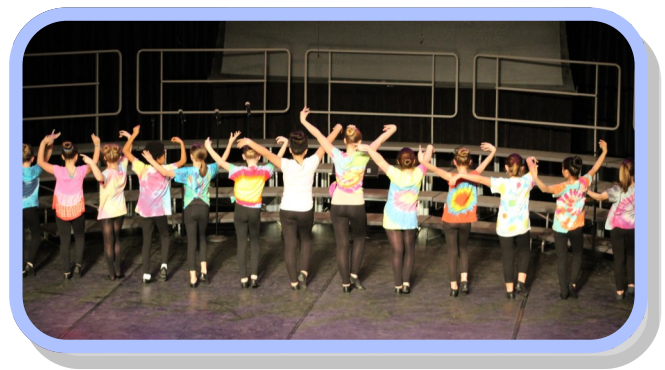


Academics

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 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. RSA has two Theme Days during the school year. A Science focused Theme Day (Sustainability) in the Fall and a History focused Theme Day (Renaissance) in the Spring. Theme Days are celebrated by the entire school, K-8, along with parents and community members. Students start their day with relevant assembly presentations, 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: 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.

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.



RSA 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's special education staff participate in professional development opportunities offered by the El Dorado SELPA

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 included: classroom volunteering, organizing and prepping classroom work at home, being an art docent in the classroom, theme day organizing and participation, Science Day, maintaining the library, running snack cart, coordinating fund raisers, coordinating extra-curricular clubs and many more. Parent volunteer opportunities are brought to the parent's attention by the monthly newsletter posted on the webpage and sent out via e-mail and phone messaging. In addition, teachers reach out to parents via their teacher webpage or through e-mail 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 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 \$50,000 for the 2015-2016 year through various fund-

raisers like Annual Fall Dinner Auction and Spring 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). This parent group supported the annual spring musical, The Lion King. 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 and/or reviews of new curriculum, LCAP review and implementation, Governing Board and Finance Committee. RSA encourages and appreciates the input from our parents.

Library



RSA's library has about 18,000 items in its inventory including: books, DVD's, teacher read-a-rounds, and specialized curriculum. Each week we have over 900 students coming into the library. It is a very busy and productive place. The librarian works closely with teachers to determine the types of books desired. She also solicits new book suggestions from students. In addition to student books, the library has a teacher reference section. 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 continues 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. The Library and parent volunteers organize and implemented two very successful Scholastic Book Fairs. In 2016-2017 our book sales reached over \$13,000. Dollars earned from the sales are used to buy new rugs, books, and supplies.

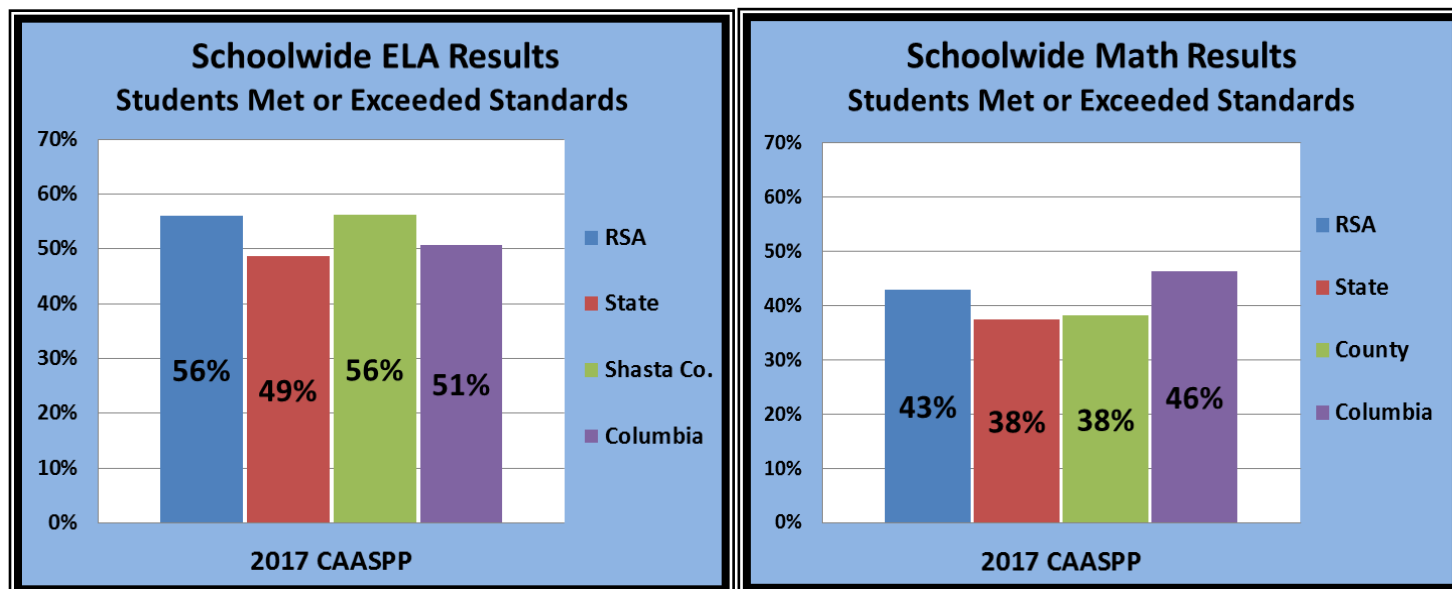


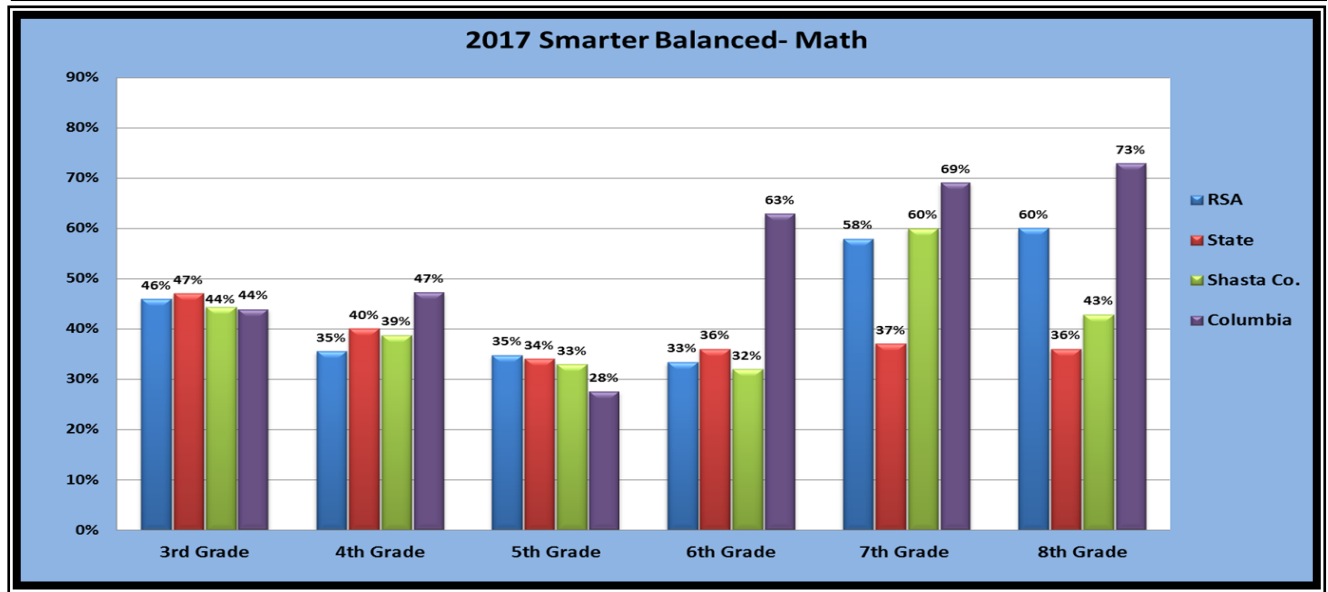
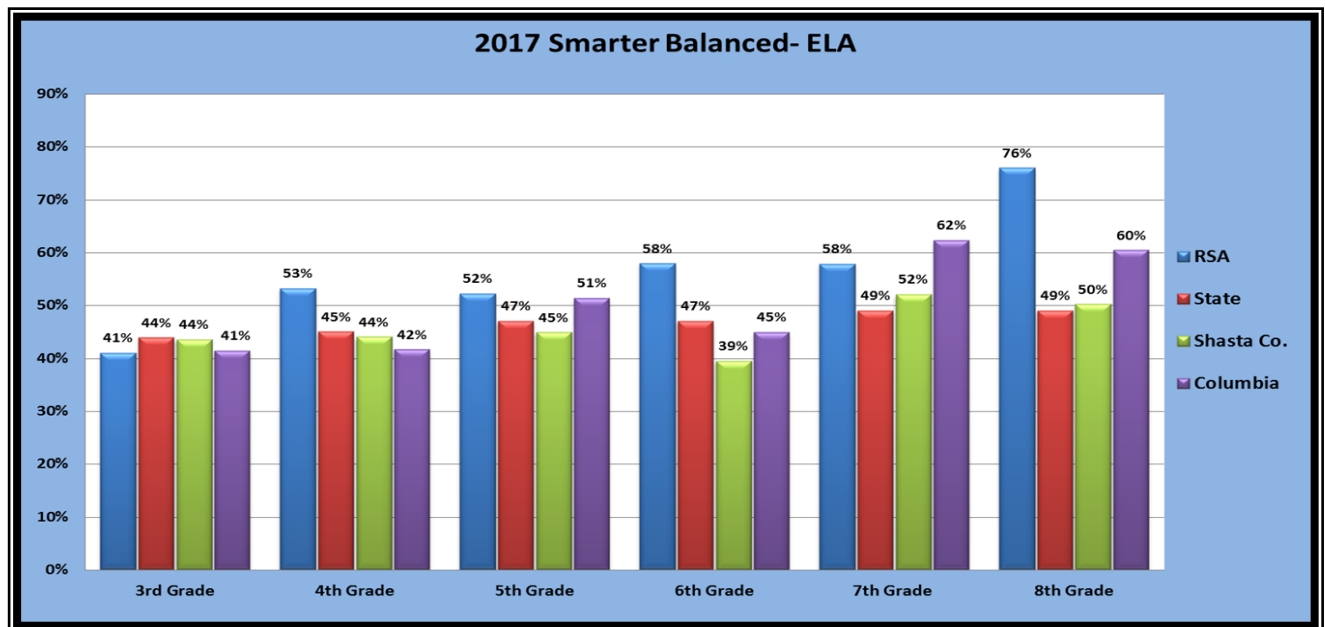
Pupil Outcomes: CAASPP Test Results in ELA, Mathematics and PFT

This section includes the school, LEA, county, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP), Smarter Balanced Summative Assessments, and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. The source of the data is CAASPP test results, including results from the Smarter Balanced Summative Assessments and CAAs for ELA and mathematics in grades three through eight and grade eleven.

New California Science Test Data: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Detailed information regarding the 2017 CAASPP ELA and mathematics results for each grade and achievement standards can be found on the CDE CAASPP Results Web page at <http://caaspp.cde.ca.gov/>





California Physical Fitness Test Results:

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

Fifth and seventh grade students participate in the Physical Fitness Test. The physical fitness test (PFT) for students in California schools is known as 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.

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>.



Grade Level	Students Meeting Four of Six Fitness Standards	Students Meeting Five of Six Fitness Standards	Students Meeting Six of Six Fitness Standards
5	23.2%	18.8%	33.3%
7	31.7%	19.5%	34.1%

The Learning Conditions

Instructional Materials: and Resources:

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

Average Class Sizes

RSA successfully utilizes multi-grade classes in order to meet the needs of students. In those classes RSA maintained class size averages of 26:1 in grades K-3; Grades four through eight averaged 30:1. For students in (K – 5th) classroom based programs, direct instruction during language arts was 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 were 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.

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, RSA implemented thirty-three 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, Professional Learning Community work, legal & safety updates/trainings and time for staff collaboration on schoolwide theme days/ 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.



Teacher Credentials, Misassignments or Vacancies

RSA is proud to note that 100% of our Core Academic Classes are taught by Fully Credentialed and Highly Qualified Teachers for the (2016-2017) school year. There were no teachers misassigned or teaching outside their credential qualifications. There were no vacant teaching positions during the 2016-2017 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.
- ♦ Teachers are all encouraged and supported to maintain a high level of professional development in the areas they teach.

In 2016-2017, 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	.4
Social Worker	N/A
Nurse	.4
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0



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 schools "Green" philosophy, the least hazardous chemicals are used during the cleaning process. In total, 83% of the "most used" chemicals are certified green by a third party certification lab. Redding School of the Arts' has planned safety improvements for windows for the 2017-18 school year.

Year and month in which the data were collected: 2016 December

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			Planned Improvements
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			

School Climate & Engagement

School Safety Plan

RSA met regularly with the School Site Safety Team to review site safety concerns. Fire drills, The Great Shakeout and lock-in drills 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, which consisted of key staff, parents, students & community members- Law Enforcement to collaborate, plan and implement ou updated Safe School Plan. In the fall of 2016, a site administrator and a facility staff member, attended Safe School Plan training meetings provided by the Shasta County Office of Education. After the training the Safety committee and administration met to update our current plan to the new REMS (Readiness & Emergency Management System) template.

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. 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 2016-2017 was less than 1 percent. There were no expulsions at the school.

School Climate Survey (Students) & Annual Parent Survey

RSA conducted a School Climate survey for students in grades 4th thru 8th 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 used the data collected to improve our Positive School Climate and Behavior Management programs.

After School Care

RSA 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 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.

