

SCHOOL ACCOUNTABILITY REPORT CARD FOR 2014-2015

Redding School of the Arts II

Sponsored by: Gateway Unified School District (www.gateway-schools.org)
Superintendent- James Harrell (jharrell@gwusd.org)

ADDRESS: 955 Inspiration Place, Redding, CA 96003
PHONE: (530)247-6933
WEBSITE: www.rsarts.org
DIRECTORS: Jean Hatch (jhatch@rsarts.org)
Margaret Johnson (mjohnson@rsarts.org)

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.

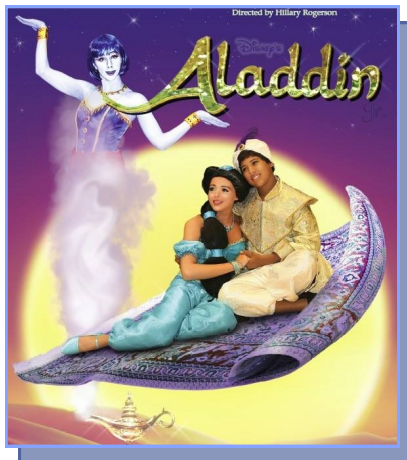
Utilizing an inter-disciplinary, theme based approach, students will learn to read, write, speak, problem solve, use technology and sustainable practices.

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 | 546 |
| Number of full-time equivalent teachers | 27 |
| % of Core Classes Taught by Highly | 100% |

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

- * Official Hanban designation as a YCT/HSK (Youth Chinese Test) testing site.
- * Spring Musical – Aladdin- which highlighted a famous flying carpet. This enchanting musical was brought to life on stage with professional stagecraft Redding had never seen before.
- * Student Art work shown at Redding City Hall, and Shasta County Office of Education.
- * RSA II's Festival Choir won 2nd place Gold in the Heritage Music Festival, and Glee Jr. and Festival Choir groups combined received Sweepstakes for the chorale program.
- * RSA's Aladdin-themed float for the Lighted Christmas Parade won the category of "Entry of the Year!"
- * Community Outreaches: student body participated in Pennies for Pups to support Haven Humane Society, a very successful canned food drive and a "Bake for Good" project where students learned to bake bread & shared over 200 bread products with the Shasta Senior Nutrition Center.
- * Middle School Students participated in the Lion's Club Peace Poster Contest with 12 students placing.
- * In Spring of 2015 –three RSA students were selected for "Young Artist Awards" for the Federal Junior Duck Stamp Design Contest and Conservation Program.

Mandarin Immersion Program

Eight years ago RSA II began a Mandarin Immersion program. To further the cultural depth of the program, 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 five years.

Another component of our Mandarin Immersion Program is our Confucius Classroom. This program unites us with a sister school in China in addition to also providing recognition for RSA II's program. In the fall of this year we hosted a visit from our sister school's principal, a past guest teacher, and parents/students from our sister school; Shijiazhuang Shengshichang'an Primary School. This school is located in the province of Hebei, Northeastern China. In November our dean

of students was able to travel to China for a HanBan and Asia Society sponsored, Chinese Bridge Delegation for American School Administrators. While there she also visit our sister school.

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. In middle school our students are able to continue with their Mandarin studies as a period during their regular school day. Those students who were not part of the immersion program and desire to learn Mandarin can also take a Chinese I class as a period in their regular 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

- ✦ Develop, monitor and implement Student Learning Objectives as ESLRs are phased out.;
- ✦ Continue use of assessment data to focus instruction in academic areas;
- ✦ Continue involvement in the community through a variety of art and performance-based programs;
- ✦ Implement and review LCAP Goals;
- ✦ Continue to implement Positive School Climate Program:



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 through the use of Dreambox (math) and Lexia (reading) programs; 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 continues to encourage 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) Cont.

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 nonfiction texts to help students access language arts standards. As the state has not yet released a list of adopted texts for ELA, the school is not in the process of reviewing new curriculum.

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 adopted 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. This program was selected as the local high schools have adopted the CPM Integrated Math series for their use.

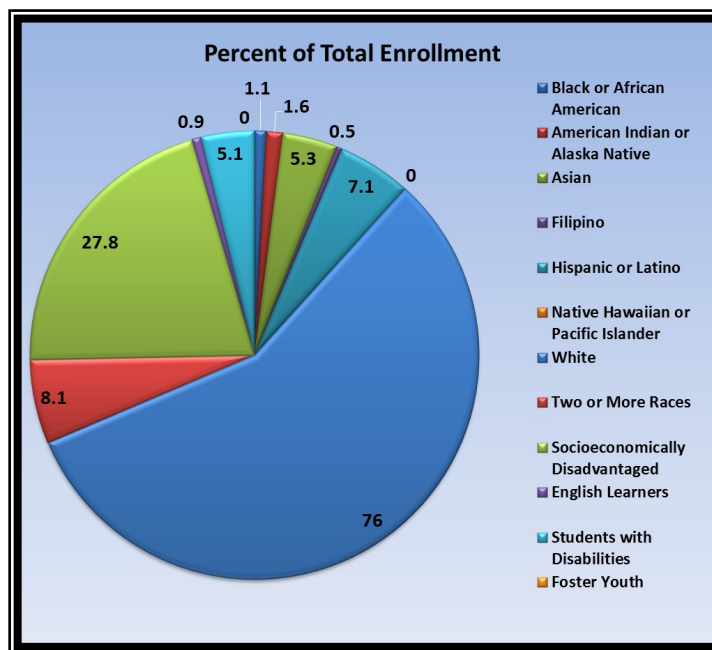


The intermediate grades continue their use of Envision Math but collaborated on a re-structuring of the sequence of the Envision program. Staff felt that the sequence of Envision was not meeting the needs of students for mastery of basic skills and realigned the sequence of lessons to better reflect cognitive abilities of learners.

The school also adopted 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 Students |
|-------------------------|--------------------|
| Kindergarten | 65 |
| Grade 1 | 67 |
| Grade 2 | 64 |
| Grade 3 | 66 |
| Grade 4 | 63 |
| Grade 5 | 65 |
| Grade 6 | 53 |
| Grade 7 | 53 |
| Grade 8 | 50 |
| Total Enrollment | 546 |



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. 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 Californian and American History. During the two Theme Days, the students start their day with presentations. In the fall, students participated in a variety of interactive, classroom based learning experiences within their grade levels. In the spring, a musical production, “Lewis and Clark” was produced by RSA II students. Following these presentations, students participate in various activities, games, arts, foods, crafts and general enrichment as a whole school.

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 1st through 3rd graders to Visual Art, Dance and Tumbling twice weekly. 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 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 4th through 8th 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, resource specialist, nursing, and access to a special 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 and out the area in order to share these services and support the program. 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

Parents can become involved in school activities and contribute to the decision making of the school in a variety of ways. 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 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 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 RSAII teachers and staff. One significant parent group within RSA II is the Foundation for Promoting Arts Education, (FPAE) a 501c(3) [as of 2016 FPAE is DBA Performing Arts Now (PAN)] 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 project. For more information about this parent group follow this link: <http://www.rsarts.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 Desert 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 2014-2015 year through various fundraisers like Annual Fall Dinner Auction, Spring Jog-a-thon/Fox Trot, and Box Tops for Education. PTC has established officers, committee bylaws and conduct monthly meetings. You can reach this group at:

<http://www.rsarts.org/ptc/>.

Another significant parent group is Theater Booster Club (TBC). The parent group was instrumental in supporting the annual spring musical, Aladdin. 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. You can reach this group at: <http://www.rsarts.org/tbc/>.

Another 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. 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 program.

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 II encourages and appreciates the input from our parents.

Library

Our 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 ref-



erence 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.



Accountability Progress Reporting (APR)

The 2015 APR will include the:

Adequate Yearly Progress (AYP) reports for all schools and local educational agencies (LEAs), Program Improvement (PI) reports for all Title I, Part A-funded schools and LEAs, (RSA II is not a PI school), and Cohort graduation rate reports for all schools and LEAs that had grade twelve enrollment or at least one graduate in the 2013-14 graduation cohort.

Annual Yearly Progress (AYP)

The AYP Report used only the participation information from the 2015 Smarter Balanced Summative Assessments and California Alternate Assessment Field Test, not the assessment results. The results from the assessments will be displayed within the percent proficient but will not be used for AYP determinations. The AYP indicators schools and LEAs responsible for meeting include:

Participation Rate: The target is 95 percent and the participation rates are calculated for English language arts/literacy (ELA) and mathematics. The data used to calculate the participation rates was based on the percentage of students enrolled during the time of testing and participated in either the Smarter Balanced Summative Assessments or the California Alternate Assessment Field Test. This indicator is required for all schools and LEAs.

| Content Area | Target | Met |
|--------------------------------------|--------|-----|
| English Language Arts/Literacy (ELA) | 95% | Yes |
| Mathematics | 95% | Yes |

Attendance Rate: The target is 90 percent; this indicator is only applicable for schools or LEAs that enrolled 30 or more students in Transitional Kindergarten through grade eight (TK-8) on Fall Census Day. The attendance data used to calculate the rate are based on data submitted to the California Department of Education (CDE) by LEAs or direct-funded charter schools.

| <u>Average Daily Attendance</u> | <u>School Attendance Enrollment</u> | <u>Met Criteria</u> |
|---------------------------------|-------------------------------------|---------------------|
| 96% | -- | Yes |

Graduation Rate: The target is 90 percent; this indicator is only applicable for schools or LEAs that have grade twelve enrollment or at least one graduate in the graduation cohort. (Does not apply to RSA)

Percent Proficient: Please note that the U.S. Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient. As a result, schools and LEAs are not responsible for meeting the percent proficient target

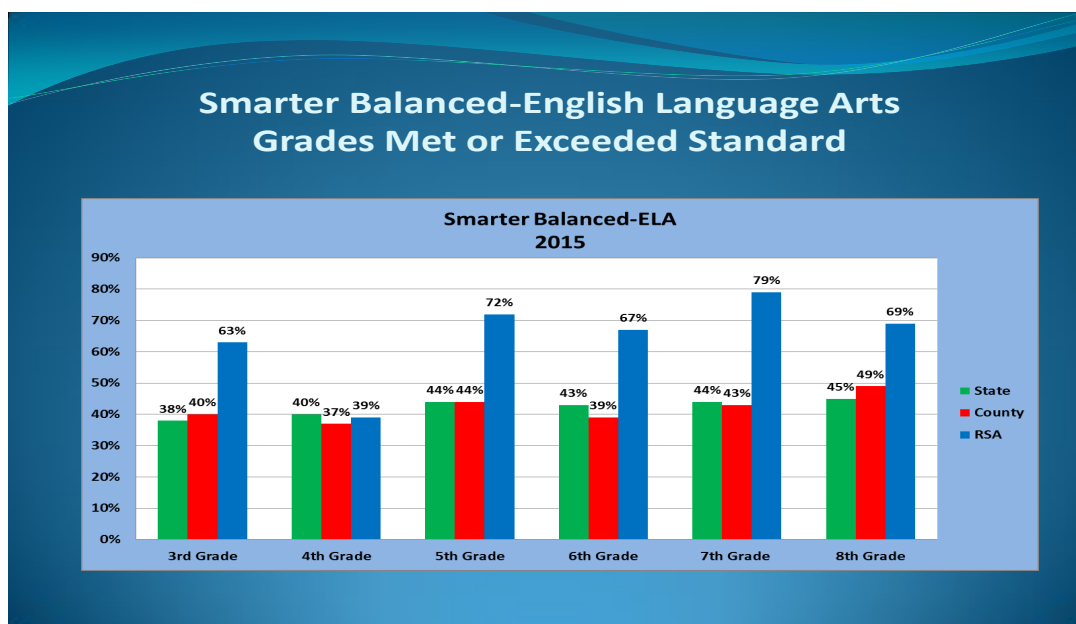
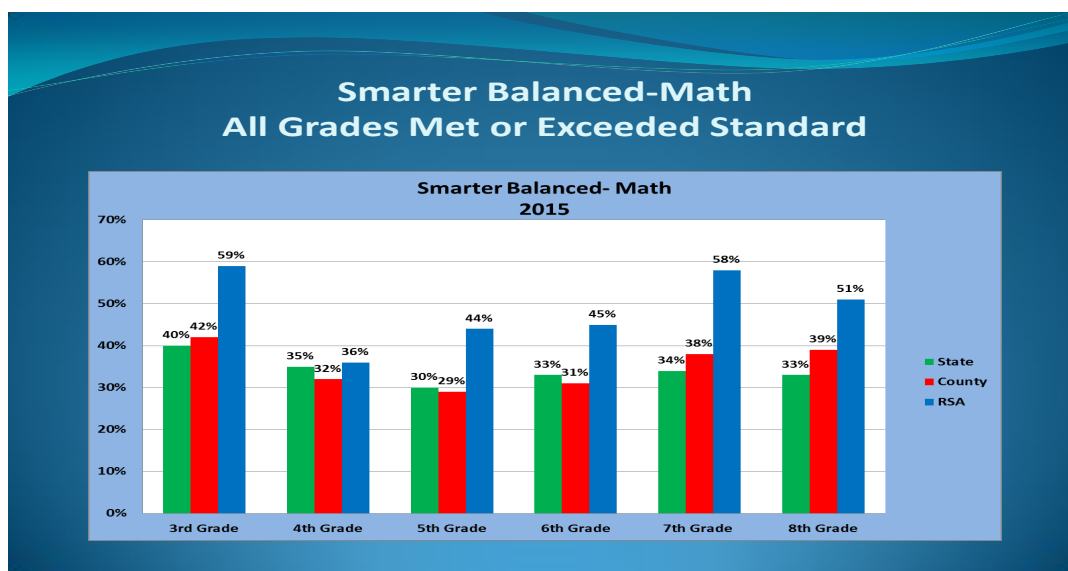
California Assessment of Student Performance and Progress (CAASPP)

This was our first year to formally test and receive testing results for the new “computer-based assessments in English language arts/literacy and mathematics. Because they are based on more challenging ‘common core’ academic standards, the new tests are too fundamentally different to compare old scores with new.

Instead, these scores are a starting point—a baseline for the progress students will make over time.” -
Tom Torlakson, State Superintendent of Public Instruction

Below is a summary of key results for our 3rd-8th grade students who participated in the testing. For detailed information on our school’s CAASPP testing results visit::

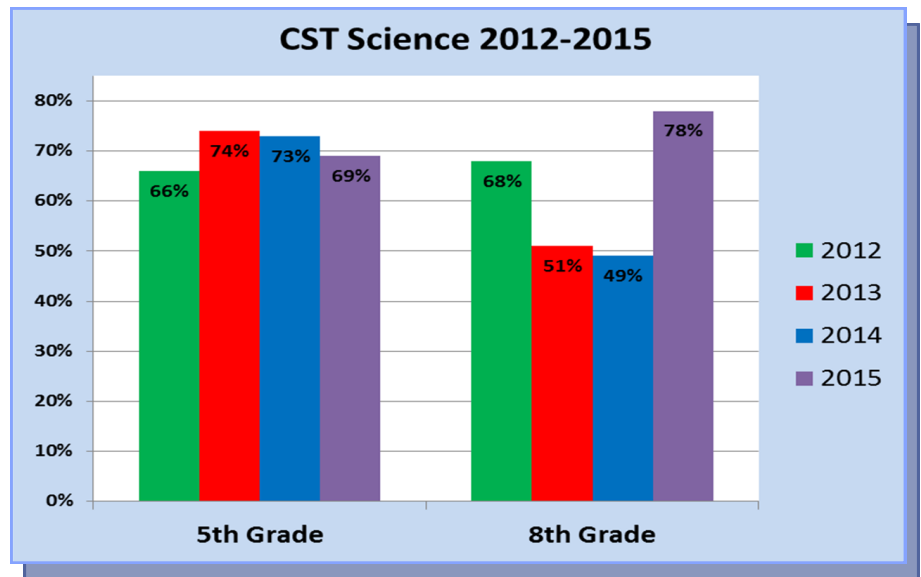
<http://caaspp.cde.ca.gov/sb2015/Search>



Standardized Testing and Reporting Results : CSTs

CAASPP: Science Test Data:

Students in 5th and 8th grade continued to participate in the State's STAR science test. Redding School of the Arts II students performing proficient or advanced are listed in the graph to the right:



Conditions of Learning

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 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.



RSA II served students who resided in or whose parents or legal guardians were 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 stu-

dent'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-three 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, training on addressing youth mental health issues and suicide prevention, review and implementation of technology goals, legal safety updates/trainings and time for teacher collaboration. Goals of professional development are directly linked to the school's WASC document which went through a 3 year review process in 2014-15, and our current ESLRs, now known as SLOs, which we will amend to better meet our school's LCAP.

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.

In 2014-2015, 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 |

Conditions of Learning—cont.

Teacher Compliance and Experience

RSA II is proud to note that 100% of our Core Academic Classes are taught by Highly Qualified Teachers for the (2014-2015) 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.



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 | 18.0% | 36.1% | 21.3% |
| 7 | 17.0% | 21.3% | 44.7% |

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

Year and month in which the data were collected: 2015 December

| System Inspected | Repair Needed and Action Taken or Planned | | | |
|---|--|------|------|---|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | Wasp and hornet nests were discovered in the eaves of the roof. An annual application of pesticide has mitigated the problem. |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | Some classroom sink counters have been damaged by water |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |



| Overall Rating | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
| | X | | | |

School Climate

School Safety Plan

RSA II met regularly with the School Site Safety (SSS) Committee to review site safety concerns. Monthly fire drills, a lock-in drill, a lock down drill, and an evacuation drill 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 Safe School Plan. We provided a data presentation to the board on disciplinary trends. In addition, we maintained up to date board policies to ensure our Safe School Plan remains compliant with state and federal laws.

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 and made available on our school website.



Suspensions/Expulsions

RSA II suspension rate for 2014-2015 was .002. There were no expulsions at the school.

School Climate Survey (Students) & Annual Parent Survey



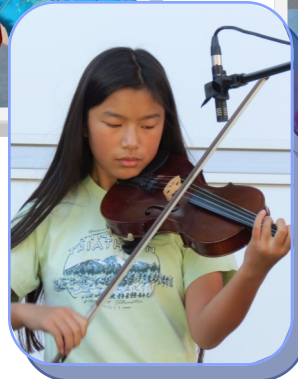
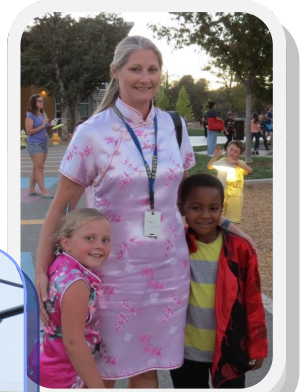
RSA II conducted a School Climate survey for students in grades 4th thru 8th to assess how students feel about their school and how students are getting along with one another and their teachers. The survey was anonymous. 96% of student respondents agreed or strongly agreed that overall they feel safe at school. Parents were 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 12:30– 6:00pm on Mondays and 1:30-6:00pm Tuesday-Friday. 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 some help with homework while offering various activities such as: art, crafts, games, sports, and outside play. In addition, staff will accompany students to their on-campus extracurricular activities that parents have paid for such as strings, dance, guitar lessons, singing lessons and more.

Sibling Wait Program

In an effort to be green, RSA II offers a sibling wait program that is set up for families that have children attending RSA who dismiss at different times. Staff supervise children from 2:30-3:00pm, offering parents the convenience of one pick up time. The program is free of charge. This program is staffed by both teachers and aides. There are approximately 100 students who benefit from this program.



REDDING SCHOOL of the ARTS
WHERE EDUCATION AND THE ARTS CONNECT

雷丁艺术学校
教育与艺术融合的舞台/殿堂

955 Inspiration Place

Redding, CA 96003

Phone: 530.247.6933

Fax: 530.243.4318

www.rsarts.org