

# SCHOOL ACCOUNTABILITY REPORT CARD FOR 2015-2016

## Redding School of the Arts II

During the 2015-2016 school year Redding School of the Arts II (RSA II: CDS Code: 45752670115345) sought a Charter Renewal Petition from Columbia Elementary School District (CESD). In May of 2016 the governing board of CESD approved our petition, and currently our Charter is doing business as Redding School of the Arts (RSA), CDS Code: 45699480134122. For additional information you may contact the school director, Margaret Johnson or Columbia Elementary School District, Superintendent- Clay Ross ([cross@columbiasd.com](mailto:cross@columbiasd.com))

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**CDS CODE:** 45752670115345; DBA 45699480134122

### Basic Facts

- ◆ Six Year Clear WASC Accreditation
- ◆ Confucius Classroom
- ◆ Charter school with a focus on visual and performing arts
- ◆ Mandarin Immersion 50/50 program (k-5); Leveled Mandarin classes (6-8)
- ◆ Grades offered: Kindergarten through eighth
- ◆ Extensive Visual and Performing Arts Elective 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	543
Number of full-time equivalent teachers	27
% of Core Classes Taught by Highly Qualified Teacher	100%

## 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 primary grades.



## Major Achievements

- \* Official Hanban designation as a YCT/HSK (Youth Chinese Test) testing site.
- \* Spring Musical – The Lion King- Based on the 1994 Disney animated film, this epic musical is one of the longest running productions on Broadway, brought to Redding with all the thrill, majesty, awe inspiring scenes, and award winning music that is the Lion King.
- \* Student Art work shown at Redding City Hall, and Shasta County Office of Education as well as students placing 1st, 2nd and 3rd in 4 local Lion's Club peace poster contests.
- \* In February RSA's String's Program sent 6 students to perform at the California Music Education Association's (CMEA-Northern Section) event. We had one student receive a Command Performance. One student, duo group, and trio group all received Superior ratings and one student received an Excellent.
- \* Festival choir (5th – 8th graders) received 1st place – gold and The Outstanding Choral Award and Glee Jr (4th and 5th) received the gold award which is the highest award for the category. Together the 2 choirs received the Sweepstakes awards for having the highest average score of all schools competing with 2 or more groups.
- \* ASB sponsored community outreaches: RSA student body participated in Pennies for Pups to support Haven Humane Society and conducted a fundraiser to help support the victims of the Valley Fire through donations of cash and/or gently used sweatshirts or jackets.

## Mandarin Immersion Program

Nine 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, reading, 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. 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;
- ✦ 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, monitor and periodically 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. The State released a list of adopted texts for ELA, and the school utilized a committee comprised of multiple stakeholders in the process of reviewing and selecting the new curriculum to be utilized during the 2016-2017 school year.

### 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.

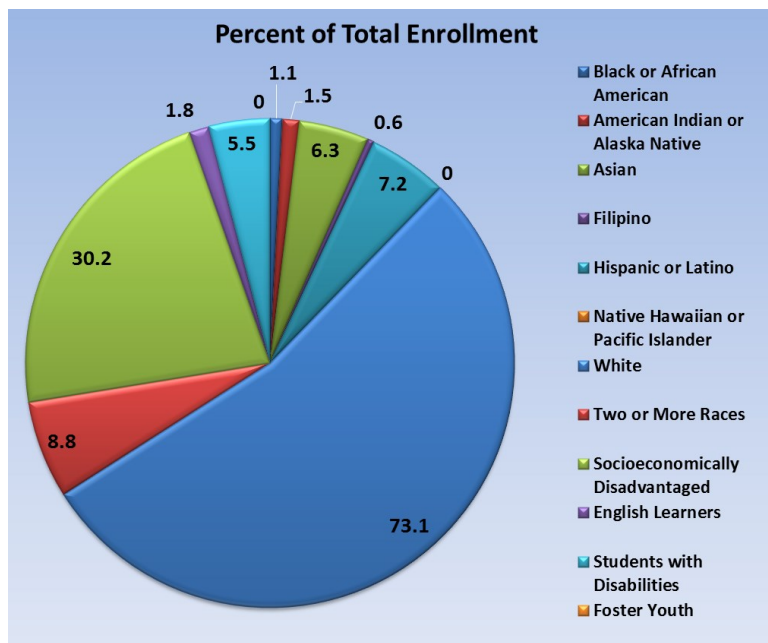
The intermediate grades continued their use of Envision Math and collaborated across grade levels to improve the sequence of the Envision program. Staff felt that the sequence of Envision was not meeting the needs of students for mastery of basic skills and realigned the sequence of lessons to better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

The school also 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	70
Grade 1	67
Grade 2	69
Grade 3	66
Grade 4	70
Grade 5	62
Grade 6	38
Grade 7	50
Grade 8	51
<b>Total Enrollment</b>	<b>543</b>



## 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. 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

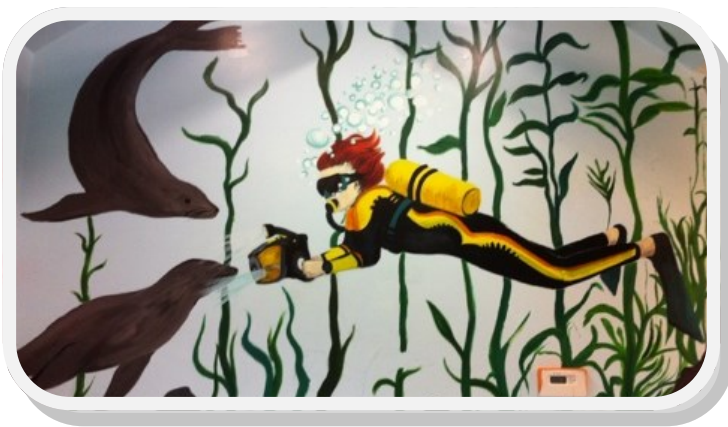


While students attending RSA have a real interest in the arts, they also have specific and individual academic needs. Each year, RSA assesses its student-base and makes adjustments to class structure to best meet those needs. For example, students who are not in the same grade level but exhibit similar 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 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 Ancient Civilizations. During the fall theme day, students participated in a variety of interactive, classroom based learning experiences within their grade levels centered around Early Man & Egypt. In the spring, a musical production, “Dig It” was produced and performed by RSA students. Following these presentation, students participate in various activities, games, arts, foods, crafts and general enrichment centered around the Greco-Roman theme.

## Arts

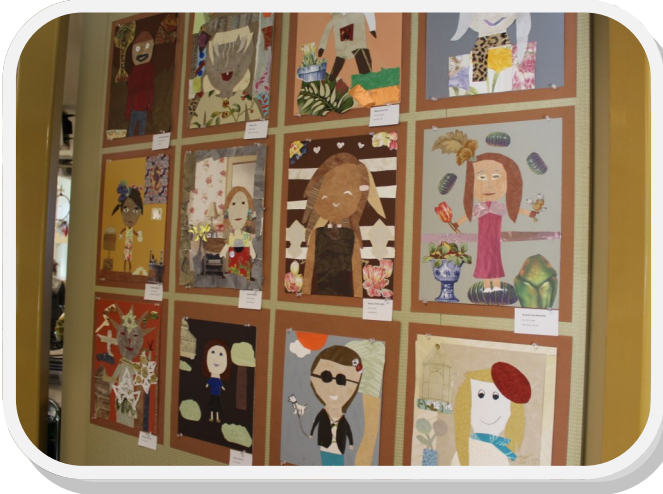
In addition to RSA’s academic curriculum, RSA is committed to providing students visual and performing arts education. Students in kindergarten through third grade receive daily music classes. RSA is the only elementary school in Shasta County to provide this daily instruction. Kindergarten students also benefit from weekly art instruction. An “Exploration Wheel” exposes 1<sup>st</sup> through 3<sup>rd</sup> graders to Visual Art, Dance and Tumbling twice weekly. 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 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 4<sup>th</sup> through 8<sup>th</sup> also participate in RSA’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 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 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.



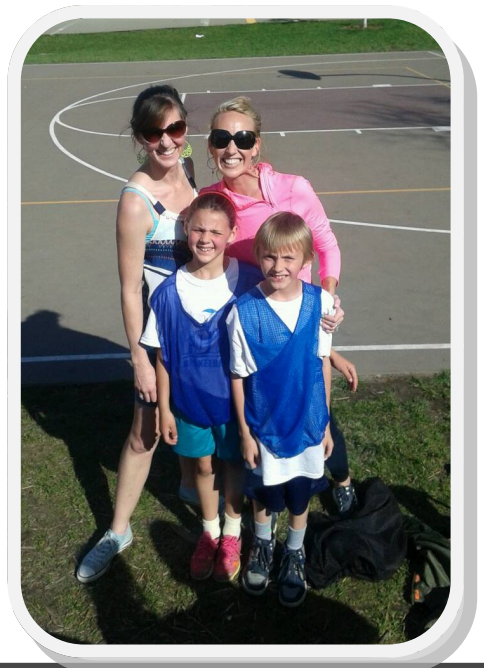
RSA helped create a Special Education Joint Powers Authority (JPA) with other charter schools in and out of the area in order to share these services and support the program. The JPA is the first of its kind for charter schools in California and in the nation to provide direct services to children. This year RSA's JPA expanded to include schools as far as Southern California in its efforts to share the knowledge of providing services to children in a positive direct model whereby all students are served. RSA's special education staff participates in professional development opportunities offered by the El Dorado SELPA.

## 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, 2015-16 was an adoption year-RSA will be using: Wonders (K-1st) ; National Geographic's (2nd -5th) for the 2016-17 school year. 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, 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.

## 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 en-





riched 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 RSAAI teachers and staff. The Foundation for Promoting Arts Education, (FPAE) a 501c(3) [as of 2016 FPAE is DBA Performing Arts Now (PAN)] is one such group, which raises money to enhance the visual and performing arts and overall education for RSA along with raising money for the children's theater building project. For more information about this parent group see this link: <http://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 fundraisers 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](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](http://www.rsarts.org/parent_pages/t_b_c_-_theater_booster_club).

The Mandarin Program Support Committee (MPSC) is yet another parent group. 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 Moon Festival, 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 The Mandarin Immersion Program and provides support to our families whose students are enrolled in the program.

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

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 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.



Accountability Progress Reporting (APR)

On September 8, 2016, the State Board of Education (SBE) adopted a new accountability system. California's new accountability system is based on multiple measures and will be reported through the Local Control Funding Formula (LCFF) Evaluation Rubrics, a Web-based system, scheduled for release in 2017.

During the transition to the new accountability requirements under the ESSA, the CDE released the 2016 Accountability Transition Report which displays the following requirements under ESSA: (1) the 95 percent participation on the statewide assessments for local educational agencies (LEAs) and schools, and (2) the four-year cohort graduation rates.

ESSA does not require LEAs or schools to meet graduation rate targets or the 95 percent participation rate target in the transition year. As a result, the report does not indicate whether LEAs and schools met those targets. Because Annual Measurable Objectives (AMOs) are no longer required under ESSA, states are not required to report performance against AMOs for the 2015-16 school year. Therefore, unlike in prior years, LEAs and schools are not required to meet academic targets.

Participation Rate: The participation rate goal is 95 percent. The participation rate is the rate at which students participated in the assessments in ELA and mathematics. The assessments used were the Smarter Balanced Summative Assessments in grades three through eight and/or eleven.

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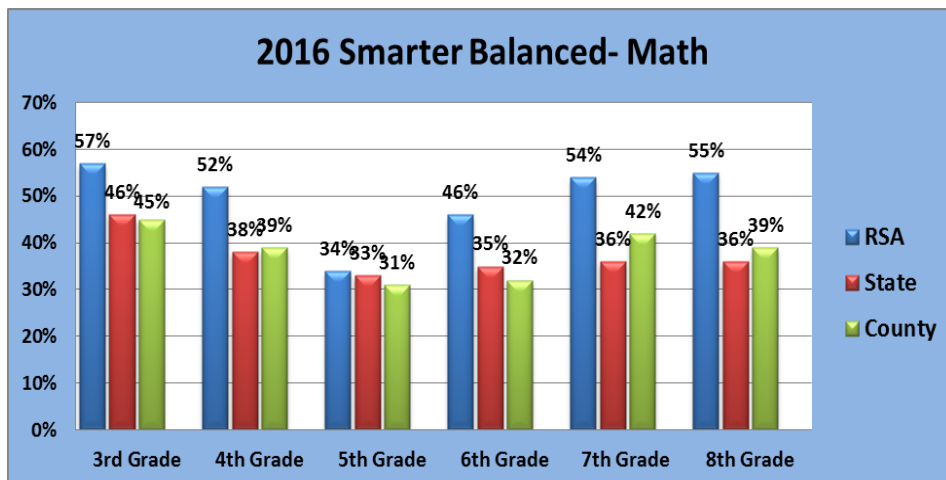
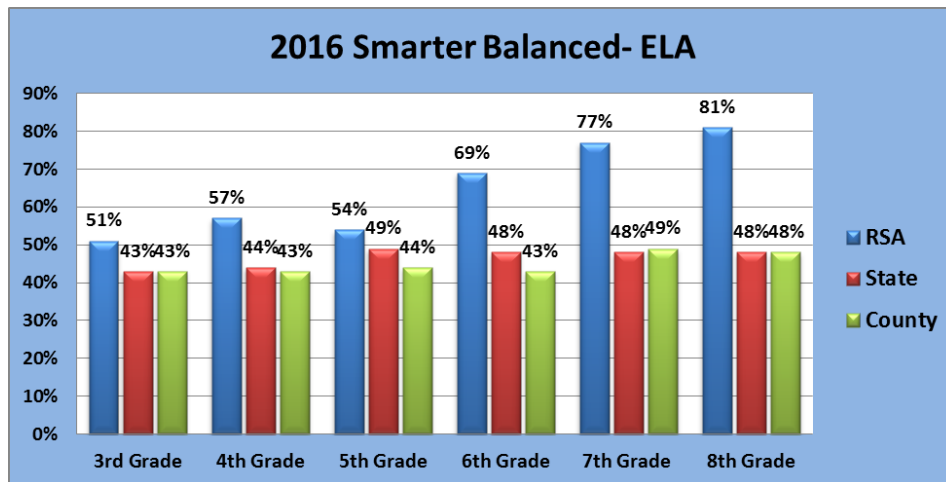
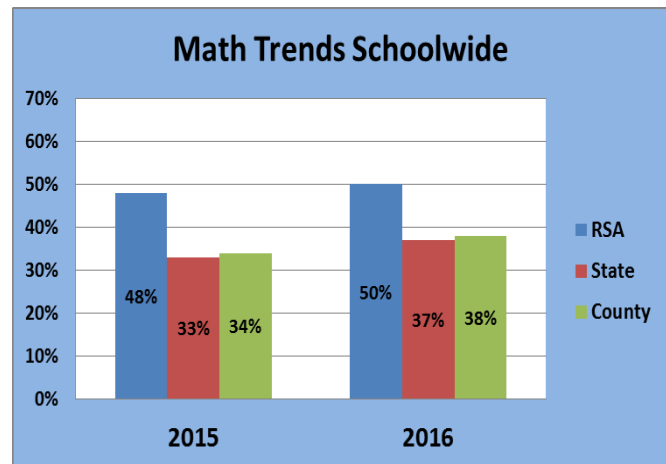
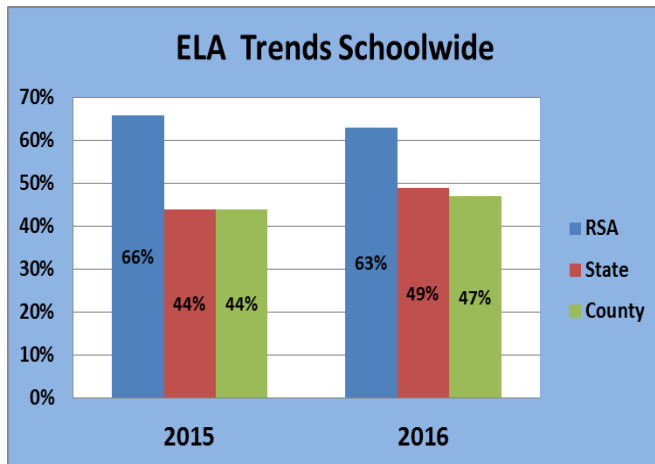
Content Area	Goal
English Language Arts/Literacy (ELA)	95%
Mathematics	95%

# California Assessment of Student Performance and Progress (CAASPP)

This year students in 3rd through 8th grade participated in CAASPP-Smarter Balanced Testing in English Language Arts and Mathematics. Smarter Balanced testing is based on the Common Core standards. Below is a summary of key results for our 3rd-8th grade students who participated in the testing. The charts indicate the percentage of students who met or exceeded standards schoolwide and in grades 3-8.

For detailed information on our school's CAASPP testing results visit:

<http://caaspp.cde.ca.gov/sb2016/Search>

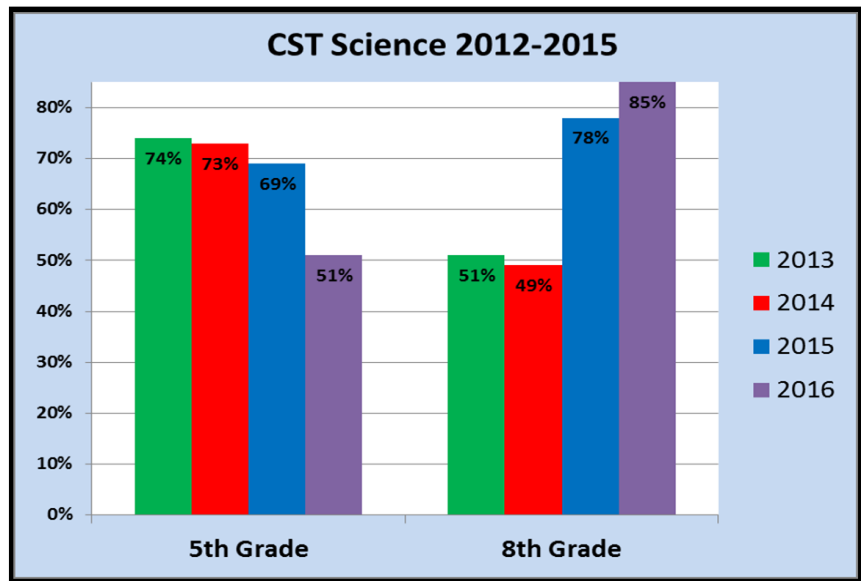




## Standardized Testing and Reporting Results : CSTs

### CAASPP: Science Test Data:

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 students performing proficient or advanced are listed in the graph to the right:



## Conditions of Learning

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

RSA maintained class size averages 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 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. RSA 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 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 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, visitations of like charter schools, training on , review and implementation of RTI and RSA's Multi-Tiered Systems of Support, legal & safety updates/trainings and time for teacher collaboration. Goals of professional development are directly linked to the school's WASC document, and our Student Learning Outcomes (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 2015-2016, 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

## Conditions of Learning—cont.

### Teacher Compliance and Experience

RSA is proud to note that 100% of our Core Academic Classes are taught by Highly Qualified Teachers for the (2015-2016) 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 is a way to help the students develop lifelong habits and a healthy lifestyle. The students exercise the freedom to use innovation to create PE activities that blend traditional games with student and teacher driven ideas. We also learn and play traditional sports like basketball, volleyball, flag football, etc. When students leave RSA they have the tools and skills for participating in High School physical education and maintaining an active way of life.

The 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	Cumulative Percent of Students Meeting Four of Six Fitness Standards	Cumulative Percent of Students Meeting Five of Six Fitness Standards	Cumulative Percent of Students Meeting Six of Six Fitness Standards
5	84.7%	52.5%	28.8%
7	87.3%	66.0%	38.3%

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'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' enrollment is capped at 540 students. This ensures the adequacy of the facility in providing enough space for instruction and other programs.

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

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



Overall Rating	Exemplary	Good	Fair	Poor
	X			

# School Climate

## School Safety Plan

RSA met regularly with the School Site Safety (SSS) Committee to review site safety concerns. Monthly fire drills, participation in the Statewide Great Shakeout in October, 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. Throughout the year 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 continues to implement 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 are active participants for the benefit of students. Redding School of the Arts 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.



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

RSA 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 were 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 and meet LCAP requirements.



## Suspensions/Expulsions

RSA suspension rate for 2015-2016 school year was Zero. There were no expulsions at the school.



## After School Care

RSA 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 assists 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 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.



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