The Mission of RSA

The mission of Redding School of the Arts, where education and the arts connect, is to educate K-8 students who have an interest in visual and performing arts and cultivate their knowledge and skills for the betterment of their local and global community.

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

RSA seeks to accomplish its goal of high academic and behavioral standards through a student centered, multicultural and multi-lingual environment with an emphasis on the arts. This charter school will enable students to become literate, self-motivated and life-long learners who participate in the art of their community.
**Our School Defined**

Redding School of the Arts is a K-8 visual and performing arts charter school in Northern California. The school believes when it comes to young minds, the arts enrich, expand and prepare students to become vibrant, fully contributing members of their communities and the larger society. Children engaged in music and arts programs not only do better in other academic subjects than children not engaged in the arts, but also have better attendance, increased self-esteem, and cooperate more fully with teachers and peers. Additionally, Redding School of the Arts is the only school in the far Northern California region to offer a Mandarin immersion program for its elementary grades.

**Major Achievements**

* **Redding School of the Arts** celebrated its 20th Anniversary. We feel privileged to have provided twenty years of quality education for the students of our community and thank the founders, Jean Hatch and Margaret Johnson for their vision and dedication to connecting education to the arts in such a meaningful way.

* RSA performed its 20th School Musical – The audience took a mystical journey to ancient China in this action packed stage adaptation of Disney’s animated film, Mulan. Student Art work displayed at Redding City Hall for “Art in the City.”

* RSA’s Festival Choir won Gold level rating and first place overall in their Division. Our Glee Jr. competitors also won Gold level rating and second place overall in elementary division.

* Middle School Students participated in the annual juried middle school art completion and claimed 13 awards. In addition, 12 students placed 1st-3rd in 4 Redding area Lion’s Clubs.

* Students participated in the Federal Duck Stamp competition and 10 were selected to receive a “Young Artist” award for their creative achievements.

* Our Strings Program competed in the CMEA’s—3 student groups received Superior and one piano soloist received an excellent rating.

* In March of 2019 an 8th grade student was offered a full ride scholarship of $65,000.00 to attend the prestigious Idyllwild Arts Academy for High School.

* In March our two Odyssey of The Mind Teams competed and our 2nd grade team took 1st place and our 1st-4th grade team took 3rd.

* Our Middle School Math Counts team competed again this year and our math team took 2nd place out of 15 schools county-wide and an eighth-grade student, took 4th place out of 140 students overall.
Mandarin Immersion Program

Twelve 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 was awarded the honor of 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 partial immersion program. Curriculum is maximized to increase proficiency in both English and Mandarin across all grade levels. 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 & differentiated instruction in academic areas
✦ Continue involvement in the community through a variety of art, performance, and academic 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
Student Learning Objectives (SLOs) Continued

sites to create academic products. The school encourages parents and students to use the school website and teacher pages along with the Aeries online gradebook to keep current on student grades.

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. During the 2017-2018 school year, continued RSA continued with the implementation of 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 primary and intermediate grades continued their use of Envision Math and collaborated across grade levels to improve the sequence of the Envision program. RSA’s instructional leadership team continued to look at math test scores, curriculum, such as MobyMax, the content and sequence of the Envision Math
Student Learning Objectives -Continued

Program to monitor effectiveness. They were also instrumental in the development of an intervention class for middle school and 5th grade students to help support the needs of students for mastery of basic skills while realigning the sequence of lessons to better reflect cognitive abilities of learners. The school also continued with the implementation of a Mandarin version of Envision math 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 that is already being implemented in English classrooms to which all students have access.

Student Enrollment and Subgroups

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>77</td>
</tr>
<tr>
<td>Grade 1</td>
<td>86</td>
</tr>
<tr>
<td>Grade 2</td>
<td>65</td>
</tr>
<tr>
<td>Grade 3</td>
<td>77</td>
</tr>
<tr>
<td>Grade 4</td>
<td>72</td>
</tr>
<tr>
<td>Grade 5</td>
<td>62</td>
</tr>
<tr>
<td>Grade 6</td>
<td>54</td>
</tr>
<tr>
<td>Grade 7</td>
<td>57</td>
</tr>
<tr>
<td>Grade 8</td>
<td>59</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>609</td>
</tr>
</tbody>
</table>

State Identified Sub-Group Percent of Total Enrollment

<table>
<thead>
<tr>
<th>State Identified Sub-Group</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited Income</td>
<td>30.70%</td>
</tr>
<tr>
<td>English Learners</td>
<td>2.60%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>8.00%</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0.30%</td>
</tr>
<tr>
<td>Homeless</td>
<td>1.50%</td>
</tr>
</tbody>
</table>
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. Consequently 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. RSA has two Theme Days during the school year. A Science focused Theme Day takes place in the Fall. The science theme this year was *Human Body: The Inside Story.* Students started the morning with an assembly featuring a play titled “The Inside Story.” Then students spent the day experiencing the Human Body with extension activities that involved fabulous simulations of the heart, lungs, adaptations, healthy eating, teeth, medical careers, etc which all offered problem solving, awe and wonder. The second, a history focused Theme Day, occurs in the Spring. This year students were actively engaged in culturally and historically rich learning experiences covering Ancient Civilizations, Greece and Roman History. Students started their day with a student produced musical, *Dig It,* then they traveled 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. **In 2019 RSA founder and Director of RSA’s Special Education JPA received an Apple Award from Charter School Development Center for her 20+ years of contributions to the Charter School movement and specially the support of Special Education in Charter Schools.** 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 40 hours of volunteer time
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

Our Parent Teacher Council (PTC) works to promote community within the school through events such as the Back to School Picnic, First Day of School Social, Campout Dessert Social, Funding of Character Counts Awards, Kindergarten Round Up, End of the Year Celebration at Waterworks Park, and Teacher Appreciation Week. In addition, PTC raised over $50,000 for the 2018-2019 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.

Another significant parent group is Theater Booster Club (TBC). TBC supported our annual spring musical. Parents and community members work with RSA staff to sew or secure costumes, help construct set pieces, work alongside students to run the back stage activities during performances, promote the musical in the community, work ticket sales, concession sales, and more. TBC has established
officers and committees that conduct monthly meetings. You can reach this group at: 
http://www.rsarts.org/parent_pages/t_b_c_-theater_booster_club

Lastly, parents also assist on curriculum and committees such as School Site Safety committee, Adoptions of new curriculum, LCAP review and implementation, Governing Board and Finance Committee. RSA encourages and appreciates the input from our parents.

Library
RSA’s library has about 20,000 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. In addition to student books, the library has a teacher reference section that supports our theme-based teaching model. Finally, the library’s Chinese and Chinese-English bilingual section of books and resources continues to grow. The Library and parent volunteers organize and implemented two very successful Scholastic Book Fairs. In 2018-2019 our book sales reached over $13,000. Dollars earned from the sales are used to buy new rugs, books, and supplies. Our Library also partners with the Shasta County Library to provide all students a library card.

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. For more CA testing results: click here: https://caaspp-elpac.cde.ca.gov/caaspp/.
Participation Rates for CAASPP Testing:
California is required under the Every Student Succeeds Act (ESSA) to test at least 95 percent of all students and student groups in English language arts (ELA) and mathematics. In the event a local educational agency (LEA), school, or student group does not meet the 95 percent participation rate target, states are required to apply a penalty to the calculation of the Academic Indicator. RSA is proud to say that all grade level student groups and all significant student sub-groups had participation rates above 95%.

California Science Test (CAST)
The California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Physical Fitness Test Results:
Physical education at RSA is a way to help the students develop lifelong habits and a healthy lifestyle. 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
Redding School of the Arts School Accountability Report Card 2018-2019

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

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.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Cumulative Percent of Students Meeting Four of Six Fitness Standards</th>
<th>Cumulative Percent of Students Meeting Five of Six Fitness Standards</th>
<th>Cumulative Percent of Students Meeting Six of Six Fitness Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>87.9%</td>
<td>67.2%</td>
<td>37.9%</td>
</tr>
<tr>
<td>7</td>
<td>84.6%</td>
<td>57.7%</td>
<td>38.5%</td>
</tr>
</tbody>
</table>

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 and a variety of NGSS aligned curriculum where available. We will be adopting new materials in 2019-20. 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.
The Learning Conditions Cont.

**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. Homeroom 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-five minimum days in which one week was dedicated to parent teacher conferences. The school also provided 3 full days of staff in-service trainings. The main areas of focus for professional development times included, Professional Learning Community work, legal & safety updates/trainings and time for staff collaboration on schoolwide theme days and curriculum implementation. Goals of professional development are directly linked to the school’s LCAP, and our Student Learning Outcomes (SLOs).
In addition to the designated professional development days provided by the school, individual teachers/teacher teams attended workshops, conferences, trainings on current best practices in their areas of expertise and then provided feedback at staff meetings or provided individual coaching for other staff members.

**Teacher Credentials, Mis-assignments or Vacancies**
RSA had 98.2% of our Core Academic Classes taught by Fully Credentialled and Highly Qualified Teachers for the (2018-2019) school year. There was 1.8% teachers mis-assigned or teaching outside their credential qualifications. There were no vacant teaching positions during the 2018-2019 school year.
The Learning Conditions Cont.

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 2018-2019, there were 27 full and part-time teachers and the following support staff:

<table>
<thead>
<tr>
<th>Title</th>
<th>Number of FTE* Assigned to School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counselor</td>
<td>N/A</td>
</tr>
<tr>
<td>Counselor (Social/Behavioral)</td>
<td>.50</td>
</tr>
<tr>
<td>Library Media Teacher (librarian)</td>
<td>.75</td>
</tr>
<tr>
<td>Library Media Services Staff (paraprofessional)</td>
<td>N/A</td>
</tr>
<tr>
<td>Psychologist</td>
<td>.40</td>
</tr>
<tr>
<td>Social Worker</td>
<td>N/A</td>
</tr>
<tr>
<td>Nurse</td>
<td>.40</td>
</tr>
<tr>
<td>Speech/Language/Hearing Specialist</td>
<td>.90</td>
</tr>
<tr>
<td>Resource Specialist (non-teaching)</td>
<td>1.0</td>
</tr>
</tbody>
</table>
RSA’s, state of the art, Platinum LEED Certified, campus was first occupied in September, 2011 and maintains an exemplary facility rating.

Cleanliness of the facility is the responsibility of the Facilities department providing daily cleaning of all interior spaces within the 77,000 square feet. In accordance with the school’s “green” philosophy, the least hazardous chemicals are used during the cleaning process. Redding School of the Arts carried out the planned safety improvements for security windows for the 2018 –19 school year.

*Year and month in which the data was collected: 2019 December*

### School Facilities and Planned Improvements

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

### Overall Rating

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School Climate & Engagement

School Safety Plan
RSA met regularly with the School Site Safety Team to review site safety concerns. Monthly fire drills and the Great Shakeout drill were planned and executed. RSA introduced the nationally recognized ALICE (Alert, Lockdown, Inform, Counter and Evacuate) Program to staff with plans for full implementation in the 2019-2020 School year. A check of facilities and playground occurred monthly with concerns being addressed immediately. The committee worked very closely with administration and our Safe School Plan committee to update our REMS (Readiness & Emergency Management System) and Safe School Plan. The Plan was presented to the governing board in February of 2019. In addition, a Safety Committee Team Member presented notes from each safety meeting to the board or other pertinent stakeholder groups.

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 2018–2019 was less than 1 percent. There were no expulsions at the school.

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

During the 2018–19 school year Redding School of the Arts administered a comprehensive School Climate Survey to all 5th thru 8th grade students. Key findings were presented to various stakeholder groups at General meetings (Parent Teacher Council, Theater Booster Club, Instructional Leadership Team meetings, Governing Board Meetings, etc.) as well as reported out in our Annual LCAP Update in June. Highlights of the results include: a.) 83.4% of students Feel Safe at School; b.) School Connectedness: 86.5% of Students are happy they attend this school & 91.1% of Students believe there is at least one teacher or adult at this school who really wants them to do well; c.) 98% of Students affirmed that they know the school rules for student behavior and what is expected of them; d.) On nine questions regarding character and values related to our character counts program: Overall 93 percent of students believe these values and character trails to be important to them. Overall, the school climate survey reflects that RSA provides it’s student body with a safe, positive school environment for learning. One area of growth that the Leadership Team is addressing is increasing the percentage of students who feel safe at school. Included on the student survey was a follow up question for why and where a student may not feel safe. We are utilizing these detailed responses to implement changes that will improve areas of identified concerns.
After School Care
RSA offers an after school program 5 days a week. The program is available 1:15-6:00pm. 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 2:15-3:00. There are approximately 100 students who benefit from this program.