



REDDING SCHOOL OF THE ARTS II

Sponsored by: Gateway Unified School District

SCHOOL ACCOUNTABILITY REPORT CARD FOR 2010-11

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 with plans to expand through eighth grade.

Basic Facts

- * Charter school with a focus on visual and performing arts
- * Mandarin Immersion 50/50 program offered kindergarten through third grade
- * Grades offered: Kindergarten through eighth
- * Current enrollment: 496



Key Factor	Our School
Student enrollment	496
Number full-time equivalent teachers	27
Number students per teacher	18.37
Academic Performance Index	841

MAJOR ACHIEVEMENTS IN ACADEMICS AND THE ARTS

- * Awarded WASC Candidacy
- * Awarded Confucius Classroom (5 elementary schools identified in USA)
- * Successfully implemented writing program as measured by students' English / L.A. scores (grades four and seven) in 2009 - 92% scored basic and above as compared to 98% scoring basic and above in 2010
- * First school in Shasta County to offer an immersion language program
- * Construction of LEED (Leadership in Environment and Energy Design) Platinum building occupancy fall 2011;
- * Spring Musical – Sleeping Beauty
- * Student received third Place in California for the National Duck Stamp competition
- * Student art work shown at YMCA and other promoted community locations
- * Students completed a mural project for Shasta County Pediatric Clinic
- * RSA II students were involved in three Redding Art Hop weekend events
- * Art in the City, Winter 2011
- * Student art work qualified for Turtle Bay Art Exhibit
- * Students participated in Christmas Parade taking first place in non-motorized vehicle category
- * Mandarin Students performed in the Annual Multicultural Day

WASC CANDIDACY

During this self-study cycle Redding School of the Arts WASC (Western Association of Schools and Colleges) leadership team drew together parents, staff and community members to review and revise the school's vision statement and Expected School-wide Learning Results (ESLRs).

In spring of 2011 the staff began the process of reviewing the vision statement and revised the statement to "RSA, where education and the arts connect". This statement was approved by all staff and the governing board.

Expected School-wide Learning Results

1. **Technology:** The school community will demonstrate increased knowledge and use of technology through goal setting and staff development.
2. **Visual and Performing Arts:** Students will demonstrate their understanding of historical and cultural dimensions while connecting and applying this knowledge across the curriculum as evidenced by formal and informal assessments. (3.0 Historical and cultural context) (5.0 connections, relationships and applications)
3. **Writing:** Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources as evidenced by scoring of school-wide writing prompts.

Future areas of academic improvement will be directed towards general mathematics and algebraic reasoning.



*“RSA, where education
and the arts connect.”*

FOCUS FOR IMPROVEMENT

- * Continue to expand enrollment to meet community demand for educational program;
- * Enhance RSA II as a community resource for language learning at an early age;
- * Offer technology opportunities for staff and students;
- * Continue to implement assessment tools to focus instruction in academic areas;
- * Involvement in the community through a variety of art and performance-based programs;



CHARTER SCHOOL DEFINED

Charter schools are public schools designed to provide opportunities for innovations without the bureaucratic constraints of traditional public schools. Charter schools are usually established by teachers, parents, or community members with a vision of a different way to educate students and achieve the same or better results. While charter schools have their own governing or oversight boards, they are also sponsored by a local public school district, county board of education or the State. The specific goals and operating procedures of the school must be spelled out in its Charter and an agreement must be made between the school board and the charter organizers.

The purpose of a charter school is to improve student learning, to encourage the use of different and innovative teaching methods, to create new professional opportunities for teachers, and to provide parents and students with expanded educational opportunities within the public school system. These opportunities are provided without some of the constraints of traditional bureaucratic rules and structure, and give schools the chance to use a “performance-based” system of accountability. In essence, charter schools allow for increased flexibility in exchange for increased student performance.

MANDARIN PROGRAM

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.

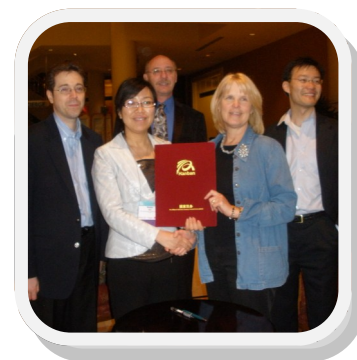
RSA II's Mandarin Immersion Program is a comprehensive immersion program with 50% of the curriculum taught in English and 50% taught in Mandarin. The immersion program is offered in

grades kindergarten through third. Each school year a successive grade level will be offered to expand our Mandarin education immersion program through eighth grade.

Benefits of learning a second language at an early age:

- * Has a positive effect on intellectual growth and enriches and enhances a child's mental development
- * Leaves students with more flexibility in thinking, greater sensitivity to language, and a better ear for listening
- * Improves a child's understanding of his/her native language
- * Gives a child the ability to communicate with people s/he would otherwise not have the chance to know.

- * Opens the door to other cultures and helps a child understand and appreciate people from other countries
- * Gives a student a head start in language requirements for college
- * Increases job opportunities in many careers where knowing another language is a real asset.
(Center for Applied Linguistics)



PHILOSOPHY OF RSA

THEMATIC LEARNING

As a public school, RSA II must teach the materials mandated by the State Curriculum Standards for grades K-8. However, as a charter school, RSA II has the discretion to teach those materials in innovative ways to increase student learning. RSA II's academic instruction is theme-based, meaning that the curriculum in language arts, social studies, science, art, music and math is integrated to support learning across all disciplines. This means that when students are studying ancient civilizations in social studies, their language arts reading books and vocabulary/spelling words relate to Rome, Greece and other ancient cultures. Likewise, their science will focus on physics, alchemy, astronomy and such. Their studies in art and music will further support those themes.

ACADEMICS

While students attending RSA II have a real interest in the arts they also have specific and individual academic needs. Each year, RSA II assesses its student-base and makes adjustments to class structure to best meet those needs. For example, students who are not in the same grade level but exhibit similar learning styles or academic aptitude may be placed together in a homeroom. Or, 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.

THEME DAYS

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 engaged in learning into and through the history curriculum covering cultural diversity surrounding countries in Africa, Asia during the winter and Renaissance in the spring. During the Renaissance Theme Day the students participated in a pageantry of a royal court, authentic music and dance from the time period along with games and activities of the Renaissance. Students learned about archery by shooting real arrows, built replica catapults, completed a quest, played backgammon and badminton, danced the Maypole dance and sampled food. Many theme days are supported by community members interested in sharing their love of history with our students; community musicians, artists, actors and re-enactors have participated in RSA's Theme Days.



ARTS

In addition to academics, RSA II is committed to exposing students to the visual and performing arts. To this end, RSA II is the only elementary school in Shasta County that provides daily music classes to kindergarteners through 5th graders; 6th - 8th graders also benefit from alternating daily music/art instruction. Students learn the basics of music theory, music performance, cultural dance, folklore, and have a "hands-on" musical opportunity using the Orff instrument system. Art lessons encompass the state standards with connections made through literature, culture, and historical architecture. To expose students to additional dance, visual art, music, or drama, RSA II offers unique elective classes. Kindergarten students are exposed the four art disciplines through their classroom, art or music teachers. First and second grade students are exposed to the four disciplines through participation in a pre-established trimester wheel. Third through eighth students select classes in tumbling, basic dance, physical education, visual art, choir, and drama. These art enrichment opportunities are 45 - 50 minutes each school day where students break from their academic classes.

SPECIAL EDUCATION

RSA II utilizes professionals with specific credentials to provide the following services as needed: speech and language, psychological services, occupational therapy, adaptive PE, nursing, and access to a special physical therapy day class. In addition, paraprofessionals are provided to meet 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. For instance, for math instruction, students go to a classroom of their instructional level, regardless of their grade. This meets the special needs of both the GATE and below-grade level students.

In fact, RSA II helped create a Special Education Consortium with other charter schools in the area in order to share these services. The Consortium 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, including the talented and gifted students, benefit.

PARENTAL INVOLVEMENT

RSA II believes a major factor in the success of students is the involvement of a significant adult in their school. To encourage this, all families are encouraged to serve at least 40 hours of volunteer time per school year. Parents have embraced this volunteer time, not as a reluctant requirement, but as an opportunity to provide enriched experiences for our students. Volunteer activities have included: Classroom assistance, art docent, theme day organizing and participation, building and maintaining the library, serving on various committees, building sets for performances, sewing costumes, coordinating fundraisers, coordinating extra-curricular clubs such as Odyssey of the Mind, or a running club, and many, many, more, too numerous to name.



- * One significant parent group within RSA II is the Parent Teacher Club (PTC). The PTC works to promote community within the school through events such as a Back-to-School Picnic, a Boo-hoo/Yahoo First Day of School morning social, Kindergarten Round-up, End of the Year Celebration, and Teacher Appreciation Week. In addition, they have raised up to \$35,000 per year through various fundraisers like Annual Fall Dinner Auction, Cookie Dough Sales, E-scrip and Box tops for Education. PTC has established officers and bylaws and conduct monthly meetings.
- * The second active parent group is Theater Booster club (TBC). The parent group is instrumental in supporting the evening performances and the annual spring musical. Parents and community members work with staff to sew or secure costumes, help construct set pieces or work along side students to run the back stage activities during performances. Proceeds from the spring musical support the next year's show.
- * The third parent group is the Mandarin support committee. These parents meet on an as needed basis to assist with Mandarin special events such as soliciting community support through food donations, invitations to other Mandarin speakers in the community and providing general support to our families whose students are in the immersion program or have an interest in the Mandarin program.

Parents also assist on curriculum and policy committees as they are developed or needed such as Health and Wellness, hands-on science and environmental lessons. RSA II encourages and appreciates the support of all the parent organizations.

API

On the API Base reports, schools are ranked in ten categories of equal size, called deciles, from one (lowest) to ten (highest). A school's statewide rank compares that school to other schools of the same type in the entire state. The school types are elementary, middle, and high. Each decile contains 10 percent of all schools of that type. A school's statewide rank is the decile where that school's API Base falls compared with the Base APIs of the other schools statewide of the same school type.

Based on our API score, when compared to all California elementary schools with similar demographics information RSA II ranked 7 out of 10 in the 2010 STAR report similar school rank.



California API Academic Performance Index			
Categories test years	2009	2010	2011
Met school wide growth target?	Yes	Yes	Yes
Met growth target for prior school year?	Yes	Yes	Yes
API score	829	834	841
Met subgroup* growth targets	Yes	Yes	No
Governor's Performance Award?	Yes	Yes	Yes
Underperforming school?	No	No	No
<p>Source: API based on spring 2011 test cycle. RSA has met its AYP for the past 2 years as a school, but did not meet its AYP for our subgroup (low SES) the 2010-11 school year. Growth scores alone are displayed, and are current as of May 2011.</p> <p>*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals.</p>			

SCHOOL ACADEMIC PERFORMANCE

Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. It can be used to compare schools in a statewide ranking system. The state Department of Education (CDE) calculates our school's API score using student test results from the California Standards Tests and the CAT/6. API scores range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800.

Over the past three years RSA II has met its target growth. However to continue to better the educational environment staff members responded by creating a middle school study skills class targeting students who struggle with organization and academics. Staff collaboration time through grade level meetings, Vertical Teams and staff meetings was also provided to support teachers with their analysis of testing scores and curriculum. Our API scores have continued to improve in part to the aforementioned changes.

MISSION OF RSA

The mission of the Redding School of the Arts II is to provide skills for the 21st century to kindergarten through 2nd grade students who have an interest in visual or performing arts. Skills for the 21st century are defined as: ability to read, write, speak and calculate with clarity and precision; and desire to participate in the life of the community.

It seeks to accomplish its goal of high academic and behavioral standards through: Student-centered, interdisciplinary approach, Multicultural environment; and Emphasis on the Arts.

RSA II enables students to become literate, self-motivated and lifelong learners who appreciate, enjoy and respect the visual and performing arts.



THE COMMUNITY WE SERVE

Redding School of the Arts II is a charter school in a county with a total of 25 school districts including 40 elementary schools, and 11 other charter schools. RSA II's student population reflects the diversity of the county in terms of ethnicity, socio-economic status, politics, culture, and beliefs. The charter school draws students from both the very rural outskirts of the county as well as from the town proper. Families have been known to drive up to an hour one-way for their student to have the opportunity to be exposed to RSA II's programs.

Redding School of the Arts (RSA) is in the city of Redding located in Northern California just south of Shasta Lake nestled between the Cascades and the Trinity Alps. Redding's central location on I-5 in Shasta has made it a nationally recognized tourist destination in Northern California. Redding boasts a population of 89,861 (2010 data) with a median household income of \$44,614 (2009 data). By 2013, population is expected to be 200,000. Based on 2010 census data the median age of residents in Redding, California is 38.5. Redding is predominately white and the largest sub-population is Latino at 8.7% (2010 data). Families represent 63.1% (2010 data) of the population. The high costs of living in California and lean employment opportunities in Shasta County have led to a steady decline of the number of school-aged children. Shasta County is calculated to have a 14.5% poverty rate compared to the state of 13% as noted in the 2005-2007 U.S. Census estimates.

The area has seen a surge in building and population growth since 2000. The average age of residents is climbing and is expected to continue to do so over the next 20 years as retirees from metropolitan areas settle here to take advantage of the rural feel and the many arts and recreational activities. For specific demographic information about Shasta County, visit http://www.co.shasta.ca.us/HHSA/HealthandSafety/Total_Population.sflb.ashx. Accessible educational opportunities include Shasta Community College, National University, Simpson University (private four-year college), and California State University of Chico satellite classes and on campus (a 1.25 hour drive from Redding, CA).

Two main areas of industry are services such as tourism and hotels, etc. and government. Major tourist attractions in the area include: Lake Shasta, the Sundial Bridge over the Sacramento River, the Turtle Bay Exploration Museum and Arboretum, the newly renovated Cascade Theater, Shasta Dam, Whiskeytown National Recreation Area, and Lassen Volcanic Park. Redding is the second sunniest city in the nation with 320 days of sunshine per year. The area boasts moderate weather and residents experience four distinct seasons. The average low temperature in winter is 30 – 40 degrees F. The average high temperature in summer is 90 degrees F.

THE LEARNING ENVIRONMENT

Class sizes and student requirements

RSA II utilized class size reduction for grades kindergarten through third as 21:1; Grades four through eight averaged 29:1. For students in the elementary grades (K – 5) classroom based program, the direct instruction during language arts is further reduced by half. During this time, half the students attend a music class, allowing for a rate of 10 – 15: 1. In addition, math classes are grouped by math skill rather than grade level or homeroom divisions. Homeroom placements are based on student reading abilities with a usual grade span of two grades.

RSA II serves students who reside in or whose parents or legal guardians are employed within the Redding community. It is also open to qualifying students within Shasta County and contiguous counties who agree to the philosophy and meet the admission requirements of RSA. RSA II did not offer a homeschool/independent study program during 2010-2011.

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. They are asked to donate time and/or money toward the establishment of the school.

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.

Minimum Days in School Year

In preparation for WASC reporting RSA II conducted seventeen minimum days in which one week was dedicated to parent teacher conferences and the others to staff development focused on additional training in core curriculum, school safety or review testing results.

Teacher Compliance and Experience

RSA II is proud to note that all of its teachers meet 'No Child Left Behind' requirements as well as a school standard of:

- * 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.

During the 2010-2011 school year, RSA II added two new teachers to accommodate the addition of the Mandarin program and additional resource assistance to accommodate growth in the Shasta County Special Education Consortium. Currently, there are 29 full and part-time teachers, four paraprofessionals, four office personnel, school psychologist, speech pathologist, librarian, school nurse, one Director of Business & Human Resources, and one Director of Student Services & Testing

School Safety Plan

RSA II met regularly with the facilities safety committee at each location reviewing site safety concerns. Fire drills and intruder on campus drills were planned and executed. A check of facilities and playground occurred monthly with concerns being addressed immediately. The school also coordinated with surrounding schools to respond to area emergencies. Staff members were trained in response to sexual harassment, bullying and cyber bullying, playground safety and first aid/CPR.

School Disciplinary Practices

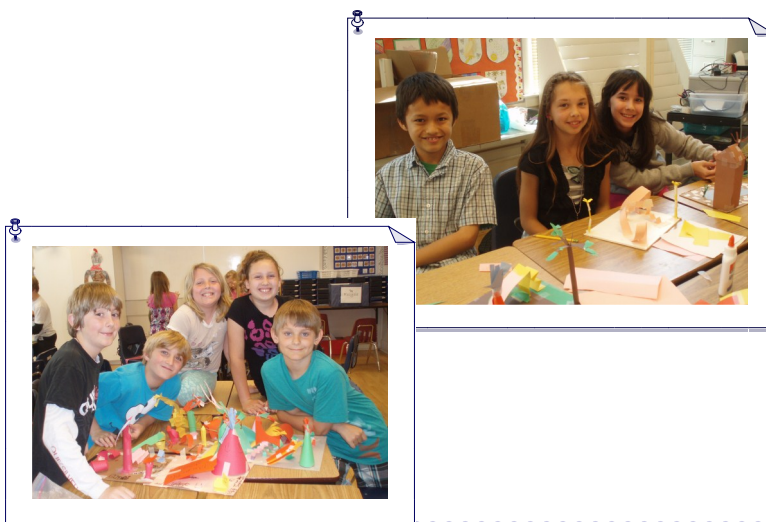
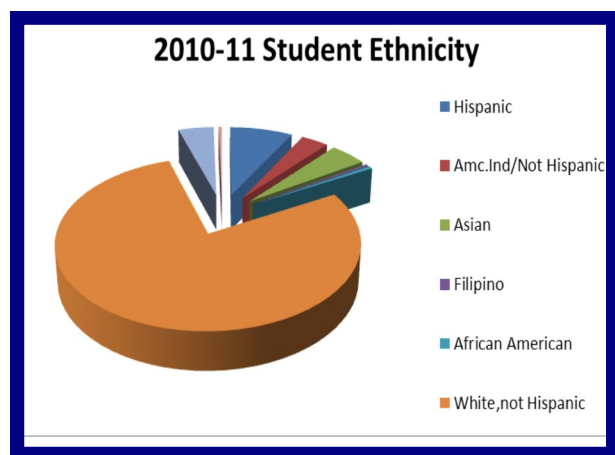
RSA II's school board reviewed the school disciplinary policies and practices during this school year. An attempt was made to have natural consequences for student actions. The plan includes levels of classroom and administrative consequences dependent upon the infraction. These disciplinary practices were included in the Family Handbook which is reviewed and revised annually. A copy is available on the school web site and/or was distributed at the beginning of school for new enrollees.

Suspensions/Expulsions

RSA II suspended three students during the school year. There were no expulsions at the school.

ETHNIC AND SOCIOECONOMIC SUBGROUPS

Most students (80%) at RSA II are identified as White, non-Hispanic. However, RSA II has 1% African American, 3% of American Indian or Alaskan native students and 4.3% Asian, 0% Pacific Islander, 1% Filipino, and 2.6% Hispanic or Latino descent, and 8.2% two or more ethnicities. The state of California allows citizens to choose more than one ethnic identity, or to select "multi-ethnic" or "decline to state." As a result, the sum of all responses rarely equals 100 percent.



GOVERNING BOARD

RSA II is governed by a Governing Board consisting of eight voting members:

- * School founder – voting member
- * Two parent representatives – appointed through PTC; voting member may serve more than one term
- * Four community members – voting members; chosen by application; serve two-year alternating terms; may serve more than one term
- * Staff member – appointed by staff members

Policies development, personnel and/or fiscal issues are determined by a majority vote of the Governing Board.

RSA II Governing Board participated in governance training and follows the Brown Act for posting agendas and minutes.

Governing Board meets monthly August – June.

SCHOOL LEADERSHIP

Directors

Jean Hatch, Co-director. Mrs. Hatch taught for 23 years prior to starting RSA with her colleague, Margaret Johnson. She spent most of the 23 years teaching in Special Day classes, RSP classes, Court Schools, as well as Home and Hospital and middle school. She did her undergraduate work at University of California, Davis and her graduate studies at San Francisco State University.

Mrs. Hatch created and also directs the Shasta County Charter Schools Special Education Consortium. This consortium serves five charter schools with approximately 1,000 students in Shasta County and serves as a state and national model for innovative delivery of special education services.

Margaret Johnson, Co-director. Mrs. Johnson has been working in education for over 20 years. She spent time in the classroom educating children from grades kindergarten through 12th grade. While working for her previous district she designed and implemented a homeschool component developing budgets, setting and selecting curriculum, interviewing and evaluating teachers, as well as developing educationally appropriate materials for special needs students. Margaret earned her undergraduate degree at Oregon State University and a Masters in Elementary Education: Reading and the English as a Second Language Learner from California State University of Chico.

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雷丁艺术学校
教育与艺术融合的舞台/殿堂