

SCHOOL ACCOUNTABILITY REPORT CARD FOR 2012-2013

Redding School of the Arts II

Sponsored by Gateway Unified School District

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.



Major Achievements

- ◆ In May 2012, RSA II was awarded a six year Clear Accreditation for an outstanding educational program.
- ◆ Awarded Confucius Classroom;
- ◆ Successfully implemented writing program as measured by students' English / L.A. scores (gr. 4th & 7th);
- ◆ National and California Green School Award;
- ◆ Spring Musical – The Little Mermaid with record audience attendance;
- ◆ Partnership with CA Dept. of Resources for implementation of Environmental Education Initiative (EEI);
- ◆ Student Art work shown at Redding Civic Center, Shasta County Office of Education;
- ◆ Twelve Students in local Lion's Club Peace Posters, Fourth through sixth grade students participating in Federal Duck Stamp Competition;
- ◆ Participation in "Art in the City Summer 2013 Exhibit" with student work hanging and displayed in Civic Center and Redding Library;
- ◆ Students participated in Christmas Parade taking first place in 2012, Parade Award: 1st Place Novelty Youth Group category;
- ◆ Mandarin Students performed in the Annual Multicultural Day;
- ◆ Community Outreach: Parent Teacher Council donated over 200 gifts to Toys for Tots;
- ◆ Student Council participated in pajama drive for children contributing 75 sets of pajamas;
- ◆ In order to promote a healthy lifestyle, we offered cross country, Girls on the Run, intramural basketball and soccer.

Basic Facts

- ◆ Six Year Clear WASC Accreditation
- ◆ Confucius School
- ◆ API score of 840; continued success of scoring over 800 for past 12 years;
- ◆ Charter school with a focus on visual and performing arts
- ◆ Mandarin Immersion 50/50 program Kindergarten through fifth grade
- ◆ Grades offered: Kindergarten through eighth
- ◆ Current enrollment: 537
- ◆ Extensive Visual and Performing Arts Elective Program

Expected School Wide Learning Results

- ◆ Technology: The school community will demonstrate increased knowledge and use of technology through goal setting and staff development.
- ◆ VAPA: 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)
- ◆ 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.
- ◆ 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.

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.

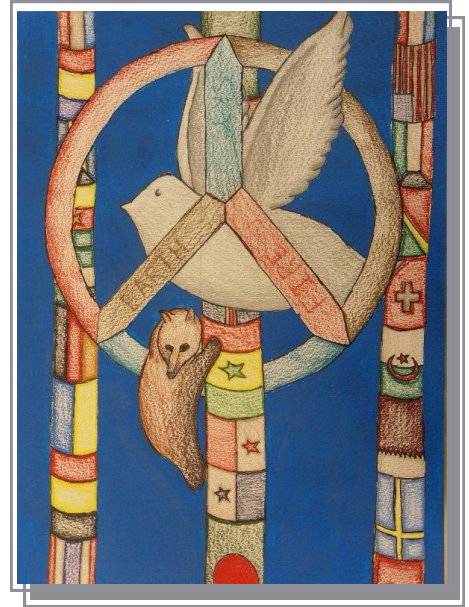


Mission of RSA II

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



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.

RSA II 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 County 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 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/TotalPopulation.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°F – 40°F. The average high temperature in summer is 90°F.

Mandarin Immersion Program

Six years ago RSA II began a Mandarin Immersion program. This program was driven by both parents and our community who wanted Redding to support Mandarin instruction in the primary and elementary grades. Mrs. Johnson took on this challenge and worked with parents, community members, the local high schools and Shasta College to create a program that encompasses grades K-post secondary.

The Emerging North state Language and Cultural Enrichment (ENLACE) grant was written in conjunction with the Shasta Union High School District (SUHSD). ENLACE is a FLAP (Foreign Language Acquisition Program) grant which is funded through the Department of Defense. This grant has funded teachers' salaries, authentic language instruction, curriculum development and educational trips to China for seven of RSA II's educators. RSA II continues to partner with SUHSD so that a pipeline of Mandarin speaking students will be prepared for AP Chinese testing before completing high school.

Another component of our Mandarin Immersion Program is the Confucius Classroom. This program unites us with a sister school in China in addition to also providing recognition for RSA II's cohesive program that can be modeled to help other schools begin their own immersion program. Just last October, our second and third grade students Skyped with our sister school in China. This was very exciting for our students who were able to have real time conversations with their pen pals for the very first time. There is an active Mandarin Support Committee comprised of teachers and parents to promote the learning of Mandarin and offer support to non-Mandarin speaking participants of the Mandarin Immersion Program. To further the cultural depth, RSA II works with HanBan to employ a guest teacher who brings insights from a variety of regions within China in addition to new contacts, other schools and professionals. RSA II has participated in the guest teacher program for three years.

RSA II believes learning a second language occurs best in a variety of settings and styles providing insight into one's first language development. Bilingual learning enhances intellectual development, basic skills, performance, and improves a child's understanding of his or her native language as well as providing positive effects on memory, listening, and critical thinking skills. The goals of the Mandarin Immersion Program are to achieve high levels of listening, speaking, reading, and writing proficiency in both English and Mandarin.

RSA II's Mandarin Immersion Program is a comprehensive immersion program with 50% of the students' instruction in core subjects in English as the spoken language and 50% in Mandarin as the target language. The immersion program is offered in grades Kindergarten through fifth. 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)



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.

One unique draw to RSA II is its Theme Days. Theme Days are celebrated by the entire school, K-8, along with parents and community members. This year students were actively engaged in culturally and historically rich learning experiences covering Ancient Civilizations. During the two Theme Days, the students start their day with presentations from local artists and in the spring a musical production, “Dig It” produced by RSA II students. Following these presentations, students head to classrooms, the playground or the adjoining green belt to participate in various activities, games, arts, foods, crafts and general enrichment.

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 graders; 6th - 8th graders also benefit from alternating daily music/art instruction. Students learn the basics of music theory, music performance, cultural dance, folklore, storytelling, 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 using a variety of techniques and mediums.

To expose students to additional dance, visual art, music, or drama, RSA II offers unique elective classes. Kindergarten students are exposed to four art disciplines through classroom guided instruction given by, art, dance, physical education 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, drama, guitar, violin, and orchestra. These art enrichment opportunities are 45 - 50 minutes each school day where students break from their academic classes.

After School Program

RSAIL offers an after school program 5 days a week. This is a fee for service program where parents prepay for after school daycare for their children in an encouraging and engaging environment. Our after school program provides help with homework and academic needs. In addition, time is spent on art, crafts, games, and outside play.



The History of RSA II

RSA II is a charter school that was founded in 1999 and then created a sister school, RSA II in 2007 to include an immersion program. RSA II is sponsored by Gateway Unified School District. RSA II believes children learn best through:

- ◆ Student-centered,
- ◆ Multicultural/Bilingual awareness,
- ◆ Thematic and interdisciplinary approach to instruction that,
- ◆ Emphasizes the visual and performing arts.

RSA II was founded by Jean Hatch and Margaret Johnson during an era when the visual and performing arts were being pushed aside in the general public school curriculum. Their theory, backed by research that children learn best through the visual and performing arts, has produced great results. The school boasts API scores of over 800 exceeding county, state, and national averages. Over the past 13 years RSA II has been recognized with many awards, grants and recognitions including a Creative School of Excellence Award and Promising Practice recognition from USC. The greatest evidence is seen when you walk down the hallways of our school and see the authentic learning that is taking place in the classrooms.

Curriculum

Thematic instruction is interdisciplinary teaching that organizes instruction around, and delivers curriculum through, the exploration of major time periods and cultures. This instruction occurs in a three year rotation of: California History (K-4)/US History (5-8), Ancient Civilizations and Eastern Hemisphere Studies. The kindergarten through eighth grade curriculum encompasses English Language Arts, Mathematics, Science (including environmental awareness), History Social Science, Visual and Performing Arts, and Physical Education.

This sequential, spiraled approach to learning provides students instructional or challenge level to maximize learning for all regardless of their grade level. Students are grouped in homerooms by grade level and English/Language Arts instruction spanning 1 or 2 grade levels. Students are grouped again for math instruction to ensure instructional and challenge level as well.

Thematic Learning

As a public school, RSAII must teach the materials mandated by the State Curriculum Standards for grades K-8. However, as a charter school, RSAII 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 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.



School Safety Plan

RSII 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 address 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.

Special Education

RSA IIII 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.

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, in math instruction, students go to a classroom at 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 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 II has about 6% of its students identified as students with disabilities. It has another 4% who are receiving school based services. RSA II's special education staff participates in professional development opportunities offered by the El Dorado SELPA.

School Disciplinary Practices

Based on the WASC review team recommendation, RSA II developed and implemented a uniform positive school climate program at RSA II. 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 was trained in the implementation of the program and continues to participate in the positive school climate program for the betterment of student behavior at school. 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. Parent-Teacher Council and the Board were provided presentations on the implementation of the program and pertinent information. The codes of conducts were added to the Family Handbook. Along with the Positive School Climate program, RSA II 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 II suspension rate for 2012-2013 was .005. There were no expulsions at the school.

Parental Involvement

RSII believes a major factor in the success of students is the involvement of a significant adult in their life 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 fund raisers, 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 RSII is the Foundation for Promoting Arts Education, (FPAE) a 501c(3) which raises money for the educational and building needs of the school. An organization working as an arm of FPAE is the Parent Teacher Council (PTC). The PTC works to promote community within the school through events such as a Back-to-School Picnic, a Boohoo/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 \$65,000 per year through various fundraisers like Annual Fall Dinner Auction, Spring Jog-a-thon, E-scrip and Box tops for Education. PTC has established officers and Committee rules and conduct monthly meetings. The school receives many educational gifts from this organization from field trips, to science materials, to curriculum, and supporting classroom extras to name just a few.

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 alongside students to run the back stage activities during performances. Proceeds from the spring musical support the next year's show. TBC has established officers and committees conducting monthly meetings. With monies raised from the musical, The Little Mermaid, TBC was able to establish the RSA piano lab as well as additional training for the musical directors.

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, organizing participation in the Shasta Lake City Multi-Cultural Day or have an interest in the Mandarin program.

Parents also assist on curriculum and policy committees such as Health and Wellness, Hands on Science and Environmental lessons and review of new curriculum. RSA II encourages and appreciates the support of all the many parent organizations.



Library

Now that we are in our new campus our library is growing by leaps and bounds. The Book Fair provided over \$3000 toward the purchase of new books. RSA II and PTC worked together for the fifth very successful Scholastic Book Fair that raised over \$3,000 toward the purchase of books, equipment, as well as materials. The library now has about 16,471 books in our library with about 2,000 of those books being teacher only books.

The librarian works with the teachers to determine the types of books needed. She is currently working closely with the Teachers to provide more non-fiction and biographies for student report writing. She also solicits new book suggestions from students. In addition to student books the library also has a teacher reference section which is organized by our librarian. This reference section supports our theme-based model. Each year, books and DVDs are brought out that reflect the current theme cycle.

Learning Environment

Class sizes and student requirements

RSA II utilized class size reduction for grades kindergarten through third as 24:1; Grades four through eight averaged 30:1. For students in (K – 5th) classroom based programs, direct instruction during Language Arts is 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 are grouped by math skill rather than grade level or home room divisions. Home room placements are based on student reading abilities with a usual grade span of two grades.

RSA II 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. RSA II offered a homeschool/independent study program with eight 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. 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

To facilitate Instructional training, curriculum or safety training and department coordination, RSA II conducted seventeen minimum days in which one week was dedicated to parent teacher conferences.



Teacher Compliance and Experience

Teacher Compliance and Experience

RSAIL 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.

Currently, there are 27 full and part-time teachers, four paraprofessionals, 1 full time and 5 part time after school staff, four office personnel, school psychologist, speech pathologist, librarian, school nurse, School Administrators include: one Dean of Students, one Director of Business & Human Resources, and one Director of Student Services & Testing.



Academic Performance Index

The Academic Performance Index (API) The API is a single number, ranging from a low of 200 to a high of 1000, which reflects a school's, an LEA's, or a student group's performance level, based on the results of statewide testing. Its purpose is to measure the academic performance and growth of schools.

The API is calculated by converting a student's performance on statewide assessments across multiple content areas into points on the API scale. These points are then averaged across all students and all tests. The result is the API. An API is calculated for schools, LEAs, and for each student group with 11 or more valid scores at a school or an LEA. The CDE expects all schools to eventually obtain APIs of at least 800.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

[*Click here to see California School Quality Snapshot*](#)

Ethnic and Socioeconomic Subgroups

Ethnicity: Most students (77%) 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 6% Asian, 0% Pacific Islander, 1% Filipino, and 1% Hispanic or Latino descent, and 11 % 2 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.

Socioeconomically Disadvantaged population in 2012-13 was 28%. English Language Learners were less than 1%.

2012-13 School Quality Snapshot		
Redding School of the Arts II		
Gateway Unified		
955 Inspiration Pl., Redding, CA 96002		
California's Academic Performance Index (API)		
2013 Growth API		840
Growth from Prior to Current Year		-10
Met Schoolwide Growth Target		Yes
All Student Groups Met Target		No
2012 Base API State Rank		7
2012 Base API Similar Schools Rank		1
API Subgroup Performance - 2013 API Growth		
	Met Target	Growth
African American or Black		---
American Indian or Alaska Native		---
Asian		---
Filipino		---
Hispanic or Latino		---
Native Hawaiian or Pacific Islander		---
White	Yes	-16
Two or More Races		---
English Learners		---
Socioeconomically Disadvantaged	No	-42
Students with Disabilities		---
Green = Student group met target		
Red = Student group did not meet target		



	English- Language Arts	Mathematics
Met AYP Criteria:		
Participation Rate	Yes	Yes
Percent Proficient	No	No
API - Additional Indicator for AYP	Yes	
Graduation Rate	N/A	

Focus for Improvement

- ✦ 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;
- ✦ Implement new Mathematics Curriculum aligned with Common Core Standards;
- ✦ Implement school-wide Behavior Expectations: School Climate

School Leadership

Directors

Jean Hatch, Co-director. Mrs. Hatch taught for 23 years prior to starting RSA II 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 Joint Powers Authority (JPA). This JPA 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.

Governing Board

RSaII is governed by a Governing Board consisted of eight voting members:

- ◆ School founder – voting member
- ◆ Two parent representative – 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; voting member serving two-year term

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.



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