

John Bohannon, Charter School Liaison:

The following are my observations from the visit to Chico Country Day School on March 25, 2011.

Recruitment/Enrollment

Chico Country Day has been in existence since 1996, providing an educational program for students in grades K-8. The school has grown to be a popular choice for parents and students, with a reported 2009-10 school year enrollment of 542 students. The school submits copies of state attendance reports to the district.

While it should be noted that there is no Education Code that specifically mandates a charter school to enroll students that reflect the demographics of the chartering district, the following is one of the elements which must be met by charter school organizers prior to a petition being approved:

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”

The school has translated promotional materials into both Spanish and Hmong. However, as in past years, district staff remains concerned that, as of the 2009-10 R-30 (a Language Census Report), there were 4 English Language Learners enrolled, or less than 1% of the student population. Chico Unified School District reports a total of 1412 English Learners; or approximately 12% of the student population.

CCDS was given a renewal of their charter in January of 2010. At that time, the district asked for inclusion of language in the charter that would demonstrate a stronger commitment on the part of CCDS to increase the diversity of their student population. Additional language was inserted into the document which identifies four areas to assist with the above-stated goal. They are as follows:

1. Hire a part-time bilingual Outreach Coordinator with ties to ethnically diverse neighborhoods within Chico to help recruit students of diverse backgrounds to enter the lottery system, especially the Kindergarten lottery. This position will assist our current staff in organizing open houses at various community events and by providing direct outreach to a wide variety of community organizations. Specific job-related goals will be assigned to this position and in relation to an increase in the number of ethnically diverse students applying to be admitted to the CCDS lottery. **(Timeline: within 2 years, upon lifting of hiring freeze and availability of funds.)** .)

Progress per CCDS Principal Paul Weber:

This position was funded this year. Our Outreach Coordinator attended a charter school open house in the Chapman neighborhood, distributed promotional materials throughout the Chapman and Barber

Neighborhoods, provides translation services at all parent meetings, made several contacts with prospective families, translated more of our documents into Spanish and distributed those, and provided support for Spanish speaking families enrolled at CCDS.

2. Require 100% of the teaching staff to be trained by the Butte County Office of Education in teaching techniques for English Language Learners, Migrant Education, and teaching students with diverse backgrounds. **(Timeline: First staff training workshop will be scheduled for CCDS during Staff Development Week in the Summer of 2010, with needed follow-up on subsequent staff development days scheduled in Fall 2010. Subsequent trainings will take place annually. Newly hired staff, if any, will be required to be trained within one year of hire.)**

Progress per Mr. Weber:

This training was completed through BCOE this year. 100% of the teaching staff and many support personnel attended a series of ELD strategies workshops put on by Holly Ahmadi. There were 4 trainings throughout the year – each 2 hours in duration.

3. Appoint a liaison to the Parent Migrant Education Council coordinated by BCOE. **(Timeline: Within six months.)**

Progress per Mr. Weber:

Outreach Coordinator has interfaced with the County Migrant Education Program and receives information about that program and parent materials to be distributed to migrant parents. We do not have any “migrant” students, so are not able to have a parent formally on the Council. We are staying abreast of that issue, and are actively seeking out students who may be “migrant” through our recruitment and registration processes.

4. Continue direct outreach to the Barber Yard Neighborhood through open houses and by continuing to build relationships through the neighborhood action group, current staff and the Outreach Coordinator. **(Timeline: Current and continuing.)**

Progress per Mr. Weber:

This has continued, as in the past, with mailings, information nights, membership in the Barber Neighborhood Association, and the preference we give to students residing in the Barber Neighborhood.

Governance Structure

Chico Country Day School is governed by a Board of Directors whose members include representatives from parents, community and staff. It is critically important that new board members receive training in board governance, Brown Act, Conflict of Interest and other laws pertaining to public entities with responsibility for public funds.

Day to day responsibility for academic issues is assumed by Principal Paul Weber, while responsibility for business services is that of the Executive Director, Margaret Reece.

Joanne Parsley, Director, Curriculum and Instruction: Educational Program

Chico Country Day School is following its curricular and instructional plan as presented in the approved Charter petition. Integrated Thematic Instruction is the instructional model used to deliver standards based curriculum at all grade levels and for all content areas at Chico Country Day School. The majority of the teachers at CCDS have attended staff development focusing on Integrated Thematic Instruction strategies. Field trips are routinely scheduled to coincide with the units which connect real world experiences with the classroom curriculum.

Curriculum Adoptions

- English Language Arts
 - Integrated Thematic Units based on ELA content standards. Supplementary materials include: Scholastic; Reading Counts; SRI; Step Up To Writing; Strategies for Expository Reading; Reading A-Z; Handwriting without Tears.
 - Houghton-Mifflin program used in 1st and 2nd grades.
- Math
 - K-6 = Harcourt Brace
 - 7-8 = CPM
 - Fast Math Computer Program
- Social Science and Science
 - Integrated Thematic Units based on content standards. Supplementary materials include: Primary sources, sample textbooks, online resources (United Streaming).

Technology

- 90 laptop computers on carts used by 4th through 8th grade students
- Individual classrooms have computer stations with 4 to 6 computers
- Smart boards in 4th through 8th grade classrooms
- Elmos in 8th grade classrooms

Music/Art

- Music - once per week for K-5, plus music elective available to 6 – 8 students one time per week plus fee-based music classes after school with scholarships available
- Art – once per week for grades 1-7

Electives for Middle School students

- Instruction delivered by parents, staff, community volunteers on “Elective Friday”
- Examples – psychology, art, cooking, sports, music appreciation, guitar, leadership, yearbook, etc.

All curriculum is delivered by a variety of methods including whole class instruction, small group instruction, field trips, group work, partner work, cross age tutoring, as well as games, songs, projects, etc. Essential standards were identified at each grade level in English Language Arts and Math. The staff worked to vertically align the standards across grade levels. The staffing is sufficient to carry out the educational program.

CCDS has a plan for collecting, analyzing, and reporting data on pupil achievement and utilizing the data continuously to monitor and improve CCDS’s educational program. STAR data is reviewed early in the fall and two specific areas for improvement are targeted at each grade level. Then teachers write measurable student achievement goals for each area.

In addition, ongoing assessments which include curriculum based tests and trimester benchmark assessments are administered to assess the student’s proficiency of the standards in English Language Arts and Math.

Expected School Wide Learning Results (ESLRS) also provide further evidence of student learning. In addition, other assessments are used to identify at-risk students, including Dibels (K-6) which is administered three times per year and BPST.

The staff at CCDS is provided with professional development opportunities necessary to carry out their instructional program. School-wide collaboration time for the staff is provided by an early-out day every Friday. The teachers review student work, plan curriculum, etc. In addition, six of these Fridays are minimum days which are used for staff development trainings.

CCDS staff uses the Rtl model as their system to offer interventions which pinpoints instruction that addresses learning differences for students who are achieving significantly below proficient.

Supplemental Curriculum/Support

- Tier I
 - Reading Counts (independent reading program)
 - Fast Math (basic math skills practice)
 - Dibels, all students assessed three times per year

- Tier II
- SIPPS
- Read Naturally
- Earobics
- Touch Math
- REWARDS
- Reading Recovery – Arkansas model

The CCDS staff regularly report student achievement data to parents and have numerous other vehicles for parent communication as listed below.

- Bi-monthly newsletter
- Regular classroom newsletters
- E-mail
- School WEB page
- Facebook
- Trimester report cards

**Janet Brinson, Director, Categorical Programs:
Categorical Program/Services and Student Interventions**

Chico Country Day receives categorical program funding through a State Block Grant. As in years past, they combine these funds with general funds. CCDS continues to operate student intervention, enrichment and support services for students. The Rti model is used to meet student need. Student progress is measured periodically. Students whose scores indicate a need for intervention are placed in the appropriate support program and progress is monitored regularly.

CCDS reports 12 English Learners enrolled. CCDS works in tandem with Nord Country School support staff to ensure that all required assessments are completed for their English Learner students. Avenues is utilized for EL student support.

Dave Scott, Director, Student Services

The members of the District's Charter Review Committee met with Chico Country Day School (CCDS) staff on Friday, March 25, 2011. Paul Weber, Superintendent of Chico Country Day School, and Margaret Reece, Executive Director, provided the Committee with a completed copy of the District's Charter School Oversight Reference Tool and reviewed the significant changes at the school since the Committee's previous visit in March of 2010.

Student Services:

Chico Country Day School is a Local Education Agency (LEA) for the purposes of special education services in the Butte County SELPA. In this capacity, the school is responsible for providing or obtaining special education services for all students with disabilities enrolled at the school. CCDS employs resource specialist teachers, a speech therapist, school psychologist, school nurse, health technician and an adaptive physical education specialist to provide services to students. The school

contracts with CUSD in order to provide services to the three students with visual impairments currently enrolled.

In March of 2010, there were twenty-six students at CCDS with Individualized Education Program (IEPs). As of March 25, 2011, there are thirty-seven students at CCDS with Individualized Education Programs. The primary disabilities for these students are in seven of the thirteen Federal disability categories as follows:

Specific Learning Disability -	16 students
Speech or Language Impairment -	8 students
Orthopedic Impairment –	4 students
Autism-	3 students
Visual Impairment	3 students
Emotional Disturbance	2 students
Intellectual Disability -	<u>1 student</u>
Total	37 students

Additionally, the CCDS staff reported that students without IEPs who need assistance are provided interventions through the school-based speech program and the Response to Intervention Program at CCDS. The student enrollment at CCDS is approximately 550 students. The percentage of students with Individual Education Plans (IEPs) at CCDS is 6.7%. As reported in the December 1, 2010 SELPA Student Report, the percentage of students with IEPs for CUSD is approximately 12.00, for the SELPA 12.50, and approximately 11.1 percent for the state of California (2009-10).

CCDS provided documentation indicating that it had complied with the requirements for fire, earthquake and safety drills.

Bob Feaster, Assistant Superintendent, Human Resources:
Personnel, Staff Performance

Based on a meeting with the Executive Director and the Principal, it appears that Chico Country Day School has no issues of concern relative to personnel or staff performance at this time.

Scott Jones, Director, Fiscal Services:
Financial Viability

2009/2010 Financial Statement Actuals: Since 05/06 CCDS continues to improve its financial health. CCDS ended the 08/09 year with a fund balance of \$1,111,710 and has subsequently improved at year end 6/30/10 by adding \$414,273 for a total undesignated audited fund balance of \$1,525,983. P-2 ADA increased slightly from 521.10 in 09/10 to 531.53 in 10/11 which reflects a slowing down of planned growth. CCDS continues to manage its expenditures well during this period of state fiscal uncertainty.

1st Interim: 7/01/10 - 10/31/10: The CCDS first interim report, as in the July 1 adopted budget reflects adding an additional \$244,281 to fund balance for a year end estimate of \$1,770,240. Since Adopted budget revenue is up by \$285K, with expenditure estimates up by \$202K with the balance adding to reserves.

2nd Interim: 11/01/10 – 1/31/11: The second Interim budget contains a modest overall net increase of \$219K in revenue much of it coming from increased special education funding. The CCDS community continues to support the school by way of significant fund raising dollars. Total expenditures increased a modest \$53K. The largest dollar amount changes occurred in certificated salaries by \$27K, classified salaries of \$10K, and professional services of \$11K. The CCDS projected fund balance at second interim reduced by \$\$165,698 to \$1,935,938.

CCDS uses Stephen Roatch Accountancy Corporation to conduct its annual external audit.

There were two audit exceptions in FY 10/11. The first concerned a payroll calculation error on a timecard and the second pertaining to comparing instructional minutes schedules to the actual bell schedule to insure compliance. CCDS has subsequently taken actual to deter these issues in the future.

Due to the uncertain state of the economy and the reductions in revenue to education, Butte County Office of Education is now requiring school districts to submit monthly cash flows to make sure districts can meet operational expenses. Each of the charter schools under CUSD have been asked to submit monthly cash flows beginning 7/01/09 for CUSD review. All charters are to automatically forward monthly cash flow reports to the CUSD Director, Fiscal Services. Continued CDE revenue deferrals make the tracking of cash one of the most significant fiscal concerns by all public schools in the state.

A new Charter School Oversight Reference Tool was incorporated into every section of the charter oversight review process in 2010-2011. CCDS completed the Reference Tool Matrix and supported it with documentation. The school has done a very good job in their continued work on school policies and procedures enabling them to satisfy the requirements of the Oversight Reference Tool Matrix.

John Bohannon, Charter School Liaison:

The following are my observations from the visit to Chico Green School on March 5, 2011.

Recruitment/Enrollment

Chico Green School opened its doors for the 2010-2011 school year. The school hovered between 45 and 60 students during its first year. The school incorrectly recruited 11th graders when its approved charter petition called for it to serve only 9th and 10th graders in its first year of operation. CUSD issued a Notice of Violation/Remedy when it discovered Green had enrolled the 11th graders. CUSD asked that they not enroll any more 11th graders when this error was discovered, and Chico Green honored this request. This left the school with a very small class of 11th graders.

The school intends to expand to 9-12 graders in the 2011-12 school year and serve up to 100 students. They have recruited students through their web site, at farmer's markets and through school events.

Governance Structure

Chico Green got off to a rocky start when its teaching staff got together during Labor Day Weekend (the weekend before school started) and wrote a letter asking board secretary Selena Logan and board chair Kent Sandoe to resign. The letter included language that stated the teachers would refuse to work on the first day of school if the board members named did not resign. Initially, Logan and Sandoe indicated they would resign, but they did not resign.

Part of the issue for the staff was a lack of separation of duties between the board and the Director. The board made the decision to remove the director.

The board then hired Cheryl Einning, a retired administrator, as a part-time director. Later in the year, Logan left the board and was hired in a position where she was essentially an assistant director.

Sandoe remains on the board but is now the treasurer. A concern of the charter committee is that Sandoe is acting as the chief financial officer and also voting on the budget in his capacity as a board member.

The lack of separation of duties and the board was pointed out by the WASC visiting team during their initial visit:

“At this time, there is not a clear delineation of roles and responsibilities between the Board the administration of the school. A Board member is currently the CFO, there is an Interim Director serving two days a week, and an Administrative Assistant is charged with day-to-day operations. The school has also undergone changes in leadership during the course of operations in the first year as a charter school.”

The visiting committee for the WASC initial visit made the following recommendations for Chico Green as areas of critical need.

1. The Board of Directors need to complete efforts to comply with the Brown Act, enact policies and organizational procedures for the school, and clearly define the separation, roles and responsibilities of the governing board, administration, and staff.
2. The school needs to institute clearly defined process and procedures for maintaining formal student records that track needed student information including credit acquisition, course completion, and individual student transcripts.
3. As a charter school associated with the Chico Unified School District, every effort needs to be made by the school and District to recognize that while the delivery and scope of instruction at the school is different, every effort needs to be made to align the curriculum and course content with that offered by the District and set by the State.
4. All teaching staff employed by the school needs to be fully credentialed by the State of California in subjects taught and have clear Waldorf authorization.
5. As a charter school operating as a public school system, the school needs to provide full-time administrative leadership that is fully credentialed to perform staff evaluations.
6. The school needs to formalize student attendance and discipline procedures to ensure compliance with District and State policies and laws.

CUSD issued Chico Green a “Notice to Remedy or Face Revocation” notice in September of 2010. Among other things, the notice informed Chico Green that it had violated its charter by recruiting and enrolling 11th graders, it needed to assure that it was following the Brown Act and to improve the conduct of the board.

CUSD issued a second “Notice to Remedy or Face Revocation” in October 2010. In the second notice, CUSD directed Chico Green to post Board agendas and minutes on its web site, familiarize all board members with the Brown Act, and implement a plan to seek WASC accreditation, allowing 11th graders sufficient coursework for college eligibility by the time the need to apply to colleges.

**Joanne Parsley, Director, Curriculum and Instruction:
Educational Program**

Educational Program

Chico Green Charter School has a two-fold focus. The school’s pedagogy is inspired by Waldorf methods, an educational model developed by theorist, Rudolf Steiner. In addition, CGCS is a "green" school. This means that the entire curriculum has as its overarching theme the concept of sustainability in education and addresses three kinds of sustainability: economic, environmental, and social. Furthermore, as termed by

CGCS, the school is the first chartered Waldorf public high school in the state and nation.

The Waldorf method strives to integrate the arts into all areas of curriculum and emphasize the use of creativity and imagination. The school's curriculum has modified traditional Waldorf curriculum to incorporate current issues of sustainability including resources of the local area. Student engagement is driven by three instructional strategies:

Technology: All students receive an iPad at the beginning of the year that is preloaded with most of their textbooks and instructional materials. The iPads are used for note-taking, internet research, and email communication with teachers.

Arts: "Students will have the opportunity to approach all curricular subjects through various artistic media for at least 15 minutes at least one out of every two class periods in every subject."

Service Learning: All students are engaged in service learning on campus and the community for two hours per week.

The Chico Green Charter School appears to be struggling in achieving the expectations put forth in its curricular and instructional plan as presented in the approved Charter petition. A challenge for the school is meeting the entire scope of the A-G requirements as specified for comprehensive high schools while utilizing Waldorf methods. It was difficult to ascertain if CGCS meets the rigor of the college prep courses offered at other high schools in the area. The rigor in the core areas observed lacked the degree of thoroughness of a typical grade level lesson, a sentiment which was echoed in conversations with students. In addition, students were observed utilizing the iPads for non-instructional purposes during classroom instructional time (Chico Green did not implement any web blocking for the iPads during the 2010-2011 school year).

Through the small learning environment at Chico Green School, students are encouraged to follow their individualized graduation program with support from the faculty.

Graduation requirements are as follows:

Four years of English courses in literature, writing and inquiry;

Four years of mathematics, including algebra, geometry, intermediate algebra, and pre-calculus;

Four years of social science, including economics, geography, history, and political science;

Three years of integrated science, including earth science, biology, chemistry and physics, as well as one year equivalent of laboratory science; and one year of environmental science;

Three years in same foreign language;

Three years of art, including fine arts, practical arts, and performing arts;

Three years physical education;

Three and one half years of electives and required coursework in service learning, community issues and current events, and computers and media technology

While the school has adopted these graduation requirements, the actual delivery of the curriculum and required coursework is still in the development stage. Various Block schedules and a daily schedule are attached.

**Janet Brinson, Director, Categorical Programs:
Categorical Program/Services and Student Interventions**

Chico Green did not serve any English Language Learners during the 2010-2011 school year.

Dave Scott, Director, Student Services

Student Support Services

Chico Green School:

The Chico Green School visitation was conducted on Thursday, April 14th. The school is in its first year of operation. Cheryl Eining, Director of Chico Green School (CGS), Selena Logan, Board Secretary, and Melissa Carriere, Resource Specialist Teacher, provided an overview of the school's first year of operation.

Student Support Services:

Chico Green School is presently a school of the District for special education services. The District provides the following services to CGS:

- 0.20 FTE Resource Specialist Teacher (1 day per week)
- A/N FTE Speech Therapist (as needed per assessments and IEPs)
- A/N FTE School Nurse (as needed or called)
- 0.05 FTE School Psychologist (approximately 4.0 hours per month)

CGS students needing more intensive special education services (e.g. a Special Day Class placement) are offered a placement in other programs in the District or the Butte County SELPA.

In March of 2011 there were six students at CGS with Individualized Education Programs (IEPs). The primary disabilities for these students are in three of the thirteen Federal disability categories as follows:

Specific Learning Disability	4 students
Other Health Impairment	1 student
Emotional Disturbance	<u>1 student</u>
Total	6 students

The current student enrollment at CGS is approximately 53 students. The percentage of students with Individual Education Plans (IEPs) at CGS is 11.3. As reported in the December 1, 2010 SELPA Student Report, the percentage of students with IEPs for CUSD is approximately 12.00, for the SELPA 12.50, and approximately 11.1 percent for the state of California (2009-10).

The possibility of retaining a school counselor by the school was discussed during the meeting. The WASC Accreditation Committee was on-site during the visitation.

**Bob Feaster, Assistant Superintendent, Human Resources:
Personnel, Staff Performance**

Based on a site visit and a meeting with administrative staff, there are areas of concern regarding Personnel functions. Little evidence of compliance with the criteria was provided. It was difficult to tell the extent to which teachers were credentialed to teach in the courses assigned to them. All teachers are "at will" employees. It appears that this has resulted in staff changes at semester and a significant level of uncertainty among staff members. Some classes were extremely small and appeared to lack academic rigor.

Administrative services also appear to be in a state of flux. At the time of the review a part time site administrator along with a part time administrative intern made up the administrative team. The team seemed to learning about the school and was not in a position to be very responsive to the issues raised in the review process.

While more of a governance issue, it was disconcerting to hear that the former Board President who remains on the Board and functions as the chief financial officer, provides financial reports to the Board and then votes on matters involving such reports.

**Scott Jones, Director, Fiscal Services:
Financial Viability**

CGS is an independent IRS Section 501c3 organization with its first year of operation educating students in the 2010-2011 year. CGS receives its state aid, categorical block grant, and lottery funding direct from the State by way of Butte County Office of Education. CGS contracts with CUSD for its special education services with CUSD retaining the revenue generated by CGS for said services and invoices the school for encroachment costs which exceed the income provided by all sources.

CGS has developed a Student/Parent Handbook and Fiscal Policies and Procedures Handbook that guide much of the school's operations.

1st Interim: 7/01/10 - 10/31/10: CGS estimated its first year enrollment via the state PENSEC report at 50 students to generate 47.25 ADA. Anticipated growth during the next few years is up to 200 students in grades 9-12. The 1st Interim report reflects an

ending fund balance of \$138,013 with total budgeted expenditures of \$633,300 for an initial period reserve of 21.8%.

Overall revenue was decreased by \$15K and Local Revenue in particular was adjusted downward from \$50K to \$10K as the primary change in revenue. The school obtained a \$100,000 state loan to assist with startup, facilities costs, and cash flow. The CGS financial statement reflects just year 1 of 5 payment of the loan. Since the full loan repayment is not reflected in the financial statements as a pending liability, fund balance is actually lower by approximately \$80K.

2nd Interim: 11/01/10 – 1/31/11: The 2nd Interim ending fund balance decreased to \$105,803 with only minor changes to revenue. Increased expenditures primarily supply and transfer (for CUSD special education encroachment) categories accounted for the primary changes. 1st interim removed special education costs while the 2nd interim reestablishing the budget item.

CGS will need to incorporate their full loan liability before they close their 10/11 books which will result in a corresponding decrease in fund balance. Final P-2 ADA is 45.39 slightly lower than the original estimate at the beginning of the year.

Due to the uncertain state of the economy and the reductions in revenue to education, Butte County Office of Education is now requiring school districts to submit monthly cash flows to make sure districts can meet operational expenses. Each of the charter schools under CUSD have been asked to submit monthly cash flows beginning 7/01/09 for CUSD review. All charters are to automatically forward monthly cash flow reports to the CUSD Director, Fiscal Services. Continued CDE revenue deferrals make the tracking of cash one of the most significant fiscal concerns by all public schools in the state.

A new Charter School Oversight Reference Tool was incorporated into every section of the charter oversight review process in 2010-2011 CCDS completed the Reference Tool Matrix and supported it with documentation. The school has done a very good job in outlining appropriate fiscal policies evidenced by their Fiscal Policies and Procedures Handbook noted earlier. The two areas of attention are monthly cash flows instead of annual, and updating their Multi Year Projections at each budget cycle (Adopted, 1st and 2nd Interims) rather than annually. The uncertainty at the state level with respect to funding and cash flow (Deferrals) necessitate more frequent financial monitoring.

John Bohannon, Charter School Liaison:

The following are my observations from the visit to Forest Ranch Charter School on April 13, 2011.

Recruitment/Enrollment

Forest Ranch continues to work on maintaining and growing its enrollment. They have indicated a desire to add 7th and 8th grades in the future. Forest Ranch had an enrollment of 98 students in 2010-2011 and hopes to increase by 10 to 15 students for 11-12.

Governance Structure

Forest Ranch has a veteran board with members that possess expertise in many areas, including school finance.

There is a clear separation of duties between the board and day-to-day operations with Director Christia Marrasco handling the day-to-day operations.

It should be noted that board treasurer Lisa Speegle is also the school's CBO. The separation of duties still exists as Speegle presents the financial information to the board and then exits and allows the remainder of the board to discuss and vote on the budget report.

Joanne Parsley, Director, Curriculum and Instruction: Educational Program

Educational Program

The Forest Ranch Charter School is committed to following its curricular and instructional plan as presented in the approved Charter petition. The curricula is planned to meet the California Content standards by offering a standards-aligned instructional program that utilizes curriculum delivered through methods from the HET (Highly Effective Teaching) model designed by Susan Kovalik and Associates. This model is utilized with an emphasis on differentiated learning, recognizing that children learn through multiple modalities. They have adopted a multi-age model rather than a combination class approach. This allows children to move through the standards in a way that challenges each student at the optimal level for their own growth.

During the 2010-2011 school year the grade level configurations are:

Kindergarten,

First and Second grades,

Second and Third grades,
Fourth and Fifth grades,
Fifth and Sixth grades.

Curriculum;

English Language Arts

Lesson plans begin with the state standards and then incorporate a variety of enriching materials which could include, but are not limited to, traditional texts. A wide range of rich fiction and nonfiction literature as well as hands-on activities, field trips, technology, video and supplementary materials are encouraged

Social Studies

Social Studies content is integrated throughout the curriculum with students acquiring skills in reading, writing, math, visual, and fine arts. An emphasis is placed on living history experiences, hands-on activities, and historical re-enactments.

Science Lab and Outdoor Classroom

Forest Ranch Charter School offers a weekly science laboratory and an outdoor classroom with lessons on environmental studies. The science lab is facilitated by the teachers in conjunction with the California State University, Chico Institute for Sustainable Development and Big Chico Creek Ecological Reserve and Kids on Creeks. Volunteer scientists from the community, including CSU, Chico professors and staff, teach thematic units in science designed to meet grade level standards.

Interventions

The staff utilizes a variety of interventions/support curriculum for struggling students. SIPPS, Reading A to Z (guided reading) are used to support ELA and Accelerated Math and Mentor Math are examples of math intervention programs. A credentialed aide pulls students out on a one to one basis or works with small groups. The school also has a method of grouping students for activities that will leave a classroom teacher with a smaller group to work with also.

On Going Activities

Forest Ranch Charter Schools offers enrichment including GATE classes, Performing Arts, Nature Study, Art and Handwork on an elective rotation.

The Forest Ranch teachers strive for academic excellence by using a range of state-adopted, supplementary and teacher-created curriculum to meet or exceed state standards in all of the core subjects. Multiple measures are used to assess all students' progress throughout the year. Students are assessed through teacher created formative assessment and observation surrounding mastery of state standards and a minimum of the following: text based chapter tests, running records, the Basic Phonics Skills Test, baseline, midyear and end of year computer adaptive assessment of the standards (Scantron's Ed Performance Series). The assessment plan is individualized to meet the unique needs of each student. Results are analyzed and used to drive both individual and group instruction.

**Janet Brinson, Director, Categorical Programs:
Categorical Program/Services and Student Interventions**

Forest Ranch Charter School currently has no English learner students enrolled.

Dave Scott, Director, Student Services

Student Support Services

The Forest Ranch Charter School Visitation was conducted on Wednesday, April 13th. Christia Marasco, Director of Forest Ranch Charter School (FRCS), provided an update of the activities and program improvements since the previous visit in 2010. Instruction was observed in nearly every classroom during the visitation.

Student Support Services:

Forest Ranch Charter School is presently a school of the District for special education services. The District provides the following services to FRCS:

- 0.10 FTE Resource Specialist Teacher (approximately 3.5 hours per week)
- 0.025 FTE Speech Therapist (approximately 4.0 hours per month)
- A/N FTE School Nurse (as needed or called)
- A/N FTE Occupational Therapist (as needed per IEPs)
- 0.025 FTE School Psychologist (approximately 4.0 hours per month)

FRCS students needing more intensive special education services (e.g. a Special Day Class placement) are offered a placement in other programs in the District or the Butte County SELPA.

In March of 2010 there were five students at FRCS with Individualized Education Programs (IEPs). As of April, 2011 there are twelve students at FRCS with Individual Education Programs. The primary disabilities for these students are in three of the thirteen Federal disability categories as follows:

Specific Learning Disability	3 students
Other Health Impairment	5 students
Speech or Language Impairment	4 students
Total	12 students

The current student enrollment at FRCS is XXXXX students. The percentage of students with Individual Education Plans (IEPs) at FRCS is . As reported in the December 1, 2010 SELPA Student Report, the percentage of students with IEPs for CUSD is approximately 12.00, for the SELPA 12.50, and approximately 11.1 percent for the state of California (2009-10).

Ms. Marasco and the FRCS staff continue to improve and expand the school's program. The FRCS staff has developed a schedule and selected interventions to assist students in need of additional support.

FRCS staff reported that the school had complied with the requirements for fire, earthquake and safety drills

**Bob Feaster, Assistant Superintendent, Human Resources:
Personnel, Staff Performance**

A site visited was conducted at Forest Ranch Charter School on March 29, 2011. We were given a tour of the facilities, an opportunity to review files and to meet with leadership staff. They have developed an employee handbook that is comprehensive and useful. Staff members continue to be "at will". Personnel actions regarding administrative and teaching positions are approved by the FRCS Board but classified positions are not. The school has no students designated as "English Learners" (EL). Currently, special education and related services are provided by the District. In general, FRCS appears to be dealing well with their development as a school with respect to Human Resources issues.

**Scott Jones, Director, Fiscal Services:
Financial Viability**

The Forest Ranch Charter School ended its second year of operation on a high note by realizing an ending fund balance of \$500,460 representing a \$130,097 addition over their initial 2008/2009 school year. This is quite remarkable considering how quickly the school has achieved fiscal success in realizing an almost 200% reserve level.

1st Interim: 7/01/10- 10/31/10: The FRCS adopted budget anticipated spending down reserves by about \$36K but at first interim that reduced to only about \$8K. Total revenue was anticipated to go up by \$59K and expenditures by only \$31K resulting in the improved fund balance estimate. FRCS maintains a General Reserve of \$200K and an Undesignated Reserve of the balance of \$292K.

2nd Interim: 11/01/10 – 1/31/11: The second interim budget contains an increase of \$35K in total revenue over the first interim report split pretty evenly between additions to state aid and donations in local revenue. Expenditures are projected to increase by about \$20K most of which is in the books and services categories. Projected fund balance is now \$506,884 which is about \$6K higher than the 09/10 actuals. .

FRCS uses Matson and Isom for its annual external audit. There were no audit exceptions for fiscal year 6/30/10, the second year in a row of achieving an audit with no findings.

Due to the uncertain state of the economy and the reductions in revenue to education, Butte County Office of Education is now requiring school districts to submit monthly cash flows to make sure districts can meet operational expenses. Each of the charter schools under CUSD have been asked to submit monthly cash flows beginning 7/01/09 for CUSD review. All charters are to automatically forward monthly cash flow reports to the CUSD Director, Fiscal Services. Continued CDE revenue deferrals make the tracking of cash one of the most significant fiscal concerns by all public schools in the state.

A new Charter School Oversight Reference Tool was incorporated into every section of the charter oversight review process in 2010-2011. FRCS completed the Reference Tool Matrix and supported it with documentation. The school has done a very good job in their continued work on school policies and procedures enabling them to satisfy the requirements of the Oversight Reference Tool Matrix.

John Bohannon, Charter School Liaison:

The following are my observations from the visit to Inspire School of Arts and Science on March 29, 2011.

Recruitment/Enrollment

Inspire opened its doors in August 2011 to 115 9th graders, 96 10th graders and 60 11th graders. Inspire's Charter states that it will cap its enrollment at 399 students after adding a 12th grade class for the 2011-2012 school year.

Governance Structure

Inspire has clear Governing Board policies, procedures and bylaws, and their board follows the bylaws. Inspire's board includes professors from CSU, Chico profession, Butte College, an attorney, a CUSD board member, an Inspire teacher and local business woman.

As an "internal" charter, Inspire receives administrative support in the areas of finance and maintenance per an MOU with the district. Inspire Principal Eric Nillson handles the day-to-day operations of the school.

Joanne Parsley, Director, Curriculum and Instruction: **Educational Program**

Educational Program

Inspire School of Arts and Sciences is a college preparation high school designed to provide students with a school structure and curriculum that offers expanded choice which gives students support to develop their individual educational and career-pathway plans. A focus is placed on the application of student skills and knowledge of real-world problems which will expose the students to the connections between academic skills and career pathways. Inspire is committed to following its curricular and instructional plan as presented in the approved charter petition.

Inspire focuses its career/technical educational components on the California Department of Education's Arts, Media and Entertainment Industries (AMEI) and Science and Engineering-related pathways. They are developing partnerships with CSU Chico's Computer Science, Engineering, Robotics, Kinesiology and Natural Sciences departments, as well as with its Center for Nutrition and Activity Promotion program. They have an active partnership with L.A. Center Studios and media City Sound (Studio City). They are currently developing a partnership work Butte College's Recording Arts Program.

Inspire offers students up to eight 80 minute classes via a hybrid schedule similar to a college schedule. The classes meet every other day with a complete instructional cycle lasting two weeks. Under this model students are able to take up to four electives each quarter in addition to their core classes. The schedule also makes it possible to provide immediate intervention

strategies for students who need extra support in their core classes. Inspire has sufficient staffing to carry out the educational program as planned.

Each day students attend a 35 minute advisory/tutorial period. School themes such as student success, diversity and caring for the planet are introduced on Mondays. Throughout the week the advisory/tutorial time may be used in a variety of ways; meet with advisor or teachers, work on assignments, access the labs, meet with other students to complete projects, practice or rehearse, complete on-line work, etc. In addition, Inspire keeps the computer lab and production facilities open each day from 3 to 5 p.m.

Inspire School of Arts and Sciences Course Descriptions

Foreign Language

Spanish I - College Prep 9-12 (y)

This course is designed to introduce the student to the fundamentals of speaking, reading, writing, and understanding the Spanish language and culture. Oral communicative language is stressed using controlled vocabulary in everyday conversations. The Hispanic culture and language is studied via storyboards, slides, movies, and readings. Art, technology, power point presentations, projects, games, TPR (total physical response) strategies and music are used, as are theatrical skits, to enhance language usage. 100% target language is a main focus in this course. Text: Realidades Uno and accompanying workbook are used.

Spanish II - College Prep 9-12 (y)

Prerequisite: Successful completion of Spanish I with a grade of C or better and teacher recommendation - Spanish II is a continuation of the first year with emphasis on broadening of speaking, reading, understanding, and writing skills. Students write and perform dialogues, videos and theatrical pieces using more complex and subject specific vocabulary and concepts. Movies and power point presentations are used to explore and study Spanish and Latin American cultures. 100% Target language is a main focus in this course. Realidades Dos and accompanying workbook are used.

Spanish III - College Prep 10-12 (y)

Prerequisite: Successful completion of Spanish II with a grade of "C+" or better and teacher recommendation. A continuation of comprehension, speaking, reading, and writing skills. More verb tenses and more sophisticated grammar is studied. Students learn more about Hispanic culture and attitudes via movies, documentaries, magazines, newscasts, culturally authentic materials and short literary works in Spanish. 100% target language is a main focus in this course. A district approved text and workbook are used.

Spanish IV- College Prep 10-12 (y)

Prerequisite: Successful completion of Spanish III with a grade of “B” or better and teacher recommendation. This course is a continuation of listening, speaking, reading, and writing skills. More detailed grammar is studied, but an emphasis will be placed on using the language in context. Students will learn more about Spanish-speaking countries’ cultures and attitudes via movies, magazines, literature, and other culturally authentic materials. This class will be for those who are interested in enhancing their language skills and cultural knowledge, but who do not wish to take the AP exam. 100 % target language is a main focus in this course. Meets UC/CSU ‘E’ or ‘G’ requirement.

AP Spanish – College Prep 11/12 (y)

Prerequisite: Successful completion of Spanish III with a grade of “B” or better and teacher recommendation. This course is designed for the exceptional language student who wishes to continue on with a program of reading, writing, and speaking in Spanish. This course has a special emphasis on studying Spanish via thematic units, using classical and contemporary literature, along with authentic materials from the Spanish-speaking world. Grammar and vocabulary acquisition are continued. Students are presented with all preparatory materials for the AP exams. 100% target language is a main focus in this course. Texts: Pasajes, Repaso, Nuevas Vistas, Galeria and Album.

Spanish for Spanish Speakers – College Prep 9-12 (y)

This is a course for home speakers of Spanish who have had minimal instruction in Spanish. Students will develop their reading, writing, listening, and speaking skills in Spanish by studying thematic units based on the culture, literature and history of the Spanish-speaking world through a variety of activities and mediums such as: individual and group reading of authentic materials and literature, journal writing, story telling, video projects, use of technology and music. Vengan a practicar en esta oportunidad única de poder trabajar con otros hablantes nativos que desean aprender más del idioma español.

French I - College Prep 9-12 FRENCH 1-P (Y) (9 - 12) STANDARD CREDIT. No prerequisite.

In French 1 the emphasis is on learning the basic skills of listening, speaking, reading, and writing of French. The students will learn short dialogues and vocabulary, repeat sentences that contain grammatical patterns, and build conversation through daily practice. To further develop the use of French, the students present short skits and plays, learn French songs and vocabulary games, see films, videos, and colored slides about French speaking countries.

French 2 - College Prep 9-12 (y) (9 - 12) STANDARD CREDIT. Prerequisite: French 1; C- or above / or teacher approval.

This second year course in French is a continuation of the skills of listening, speaking, reading and writing that the students were acquiring in French 1.

Science

Integrated Science 9 - 9 (y)

This science course will prepare students for biology, chemistry and physics. Students will use a problem-based approach to investigate selected topics in the environmental, Earth and physical sciences. This class will combine field and laboratory experiences with an emphasis on data collection, reporting and analysis. Meets physical science requirement for graduation. Students not taking biology their freshman year should take this course.

Biology - College Prep 9-10 (y)

Pre-requisites: Integrated Science 9 OR completion of 8th grade algebra or geometry and science with a grade of "A". Concurrent enrollment in algebra II, geometry, or successful completion of any one of these courses with a grade of "C" or better.

Students will study cell biology (biochemistry, cell structure, energy transfer, and usage), genetics, ecology, evolution, microbiology, human biology, plant biology, and physiology. The course includes considerable reading, writing, and laboratory work.

Chemistry - College Prep 10-12 (y)

Pre-requisites: Concurrent enrollment in algebra II or successful completion of algebra II with a grade of "C" or better and a "C" or better for both semesters of biology.

A year course designed to allow students to master basic principles of chemistry. Topics covered include atomic structure, bonding, organic chemistry, types of chemical reactions, stoichiometry, thermochemistry, equilibrium, states of matter, acids and bases, oxidation-reduction, and electrochemistry. Requires 5-7 hours of study per week outside of class.

Physics - College Prep 11-12 (y)

Pre-requisites: Algebra II with a grade of "B" or better.

A yearlong course designed to learn the following concepts of physics: mechanics, heat, energy, waves, sound, light, electricity, relativity, and magnetism.

Anatomy/Physiology - College Prep 11-12 (y)

Pre-requisites: Biology and Chemistry with a grade of "C" or better.

Anatomy/Physiology is intended for the college bound student. Focus will be placed on human anatomy and physiology, as well as some comparative vertebrate physiology. Students will learn about body orientation, basic chemistry, cells and tissues, skin and body membranes, skeletal system, muscular system, nervous system with special senses, endocrine system, circulatory system with blood, body

defenses, respiratory system, digestive system including body metabolism, urinary system, reproduction and comparative dissections.

Language Arts

English 9 - College Prep 9 (y)

This course is designed for students with high academic goals. Students are expected to be critical thinkers who possess effective reading and writing skills. Course expectations include completion of a research paper, writing of analytical essays based on literary works, expanding vocabulary, and giving oral presentations. Major units include the short story, formal research paper, Shakespeare's *Romeo and Juliet* and *Twelfth Night*, *Of Mice and Men*, and poetry. Course may include outside readings from a designated reading list.

English 9 - Honors 9 (y)

This course follows the structure of the English 9 college prep course; however, in addition to the expectations of that course, Honors students will be expected to maintain a grade of B- or above and are required to complete a summer reading assignment that includes essay and journal responses to Carson McCullers' *The Heart is a Lonely Hunter* and Tennessee Williams' play *The Glass Menagerie*. Students will also be expected to develop a proposal for an end-of-the year project that looks deeply at a student-chosen/teacher-approved novel or non-fiction book.

English 10 - College Prep 10 (y)

This course is designed for students with high academic goals. Course expectations include writing a research paper, developing advanced grammar skills, and practicing speaking and writing in various thematic units. Students will read and respond to major literary works through extensive written assignments and oral presentations. Major units include the short story, novel, formal research paper, Shakespeare and poetry. Among required works will be *Macbeth* and *To Kill a Mockingbird*. Course will include outside reading of novels.

English 10 - Honors 10 (y)

This course follows the structure of the English 10 college prep course; however, in addition to the expectations of that course, Honors students will be expected to maintain a grade of B- or above and are required to complete a summer reading assignment that includes essay and journal responses to Aleksandr Solzhenitsyn's *One Day in the Life of Ivan Denisovitch* and Lorraine Hansberry's play *A Raisin in the Sun*. Students will also be expected to develop a proposal for an end-of-the year project that looks deeply at a student-chosen/teacher-approved novel or non-fiction book.

American Literature - College Prep 11 (y)

This course will give students advanced practice in reading and writing through a survey of great works in American Literature. Students will practice a range of expository writing forms, sharpen their research skills and experiment with creative and critical analysis. Reading and writing assignments will encourage a growing understanding of disparate people and perspectives, contrasting opinions and shared experiences. Among required readings will be Arthur Miller's *The Crucible* and Mark Twain's *Adventures of Huckleberry Finn*.

Contemporary Themes and Literature - College Prep 12 (y)

This course extends the expectations of the established Inspire English program and asks students to refine and apply their creative and critical skills, culminating in a personalized final project. Readings will include recognized contemporary works of literary merit in several genres: short story, essay, narrative non-fiction, novel, speech, poetry, drama. Any classical literature used will be connected to contemporary issues. Among required readings will be Ken Kesey's *One Flew Over the Cuckoo's Nest* and Shakespeare's *Macbeth*.

AP English – Language and Composition - College Prep 11 (y)

This course is designed to enable motivated students to read and interpret complex texts from a variety of rhetorical contexts and to write prose of sufficient richness and complexity to communicate effectively with mature readers. While prose reading is the primary emphasis, AP Language and Composition students will also be exposed to fiction of recognized literary merit, specifically American Literature.

AP English – Literature and Composition – College Prep 12 (y)

This course is designed for motivated students with an interest in exploring and analyzing challenging classical and contemporary literature, and a desire to analyze and interpret dominant literary genres and themes. While literature and composition is the emphasis, students will also be expected to read and analyze complex prose from a variety of rhetorical contexts.

Language Arts Electives

Literature and Music – 9-12 (q)

This course is designed as an exploration of the major cultural movements in 20th century America and how they have influenced the literature and music of their times. Students will look at the ways the works of musicians and authors have borrowed from, and spoken to each other, reflecting themes that either parallel or push against the values of their times. Using what they have learned in the class, students will also respond to the big questions: Can music be literature? Can literature be music?

History of Rock – 9-12 (q)

This course will explore the early history of rock music, including its antecedents in Country and Rhythm & Blues. It will encompass two areas of study: an analysis of musical characteristics and evolving styles, and a consideration of the sociopolitical impact rock music has had on the second half of the 20th century. Students will also discuss rock's influence on other forms of art, such as film and poetry.

Creative Writing – 9-12 (q)

This course is for those students who enjoy writing and taking risks with their imaginations. We will read creative works by classic and cutting-edge writers and focus on what makes vivid, effective and engaging writing across the genres. We will particularly but not exclusively emphasize fiction and poetry.

World Literature and Humanities – 9-12 (s)

This course will investigate the human condition as creatively expressed through world literature. Students will explore themes of human duty, social resistance, the struggle for personal fulfillment and the power and vision of the human imagination. In addition to the words that help us make sense of our lives, we will look at visual art, music and film as we absorb and honor the human impulse to create.

Math

Algebra Readiness - 9 (y) Pre-Requisites: Any student who has not passed Pre-Algebra or equivalent with a C or better will be enrolled in Algebra Readiness.

Algebra Readiness is designed to help under-performing students attain the skills necessary to complete the Algebra 1 curriculum. This class also gives teachers the flexibility and time to rebuild foundational skills and concepts that may be missing from earlier grades. Materials will include a wide range of difficulty, starting with simple one-step problems and progressing to multi-step problems to ensure student success. Units will include whole numbers and their operations, rational numbers and their operations, symbolic notation, equations and functions, the coordinate plane, graphing proportional relationships, and Algebra. This course is based on Appendix E of the 2005 CA Math Frameworks. Upon successful completion (C or better), the student will be eligible to take Algebra 1 followed by Geometry. Teachers will also have discretion to enroll students in Algebra Readiness based upon placement tests or other evaluations the first weeks of the new school year.

Algebra 1– college prep 9-12 (y)

Pre-requisites: *Pre-Algebra, Algebra Readiness, or equivalent courses with a grade “C” or better.*

Algebra I is the first in a series of college preparatory mathematics at Inspire. The course content includes working with properties of real numbers, solving linear equations, graphing linear equations and functions, writing linear equations, solving and graphing linear inequalities, systems of linear equations and inequalities, exponents and exponential functions, quadratic equations and functions, polynomials and factoring, rational expression and equations, radicals and connections to Geometry.

Algebra Support - 9-12 (y)

Pre-requisites: Concurrent enrollment in Algebra 1

This course is a companion class for Algebra 1 students who require extra assistance with their basic math skills. This course will address state standards focusing on measurement, geometry, fractions, percents, probability and statistics, and functions. This course offers teachers and students the opportunity to review daily lessons, reinforce basic concepts and pre-teach upcoming concepts. This is an elective course that will be required for any student with a D or below in a previous Algebra I or equivalent, and recommended for any student with a C- in Pre-Algebra, Algebra Readiness or equivalent. Teachers also may recommend placement for any student after Algebra readiness evaluations at the beginning of the year.

Geometry - College Prep - 9-12 (y)

Pre-requisite: Algebra 1 or equivalent with a grade "C" or better

Second year in a four-year course sequence. Concepts are presented in an integrated algebra/geometry context. This course explores the characteristics of lines, planes, triangles, circles, polygons, and solids by developing the concepts of congruence, parallel, similarity, area, volume, and transformations. Students will use software to visualize, manipulate, and enhance their conceptual understanding.

Algebra 2 - College Prep 9-12 (y)

Pre-requisite: Geometry with a grade "C" or better

Third year in a four-year course sequence. Graphing calculators are used daily (TI-83). Students are strongly recommended to supply their own calculators. Topics include problem solving, mathematical modeling, graphing, systems of equations, functions and their inverses, trigonometry, probability and statistics, and communicating ideas and reasoning.

Math Analysis - College Prep 10-12 (y)

Pre-requisite: Algebra II with a grade "C" or better

Fourth year in a four-year course sequence. Graphing calculators are used daily (TI-83). Students are strongly recommended to supply their own. Topics to be covered are areas under curves, periodic functions, polar coordinates, statistics, mathematical modeling, vectors and parametric equations, limits, derivatives and conic sections. Upon successful completion of this course, students are prepared to enter first semester Calculus.

Advanced Placement Statistics - College Prep 11-12 (y)

Pre-requisite: Algebra 2 with a grade "C" or better

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) Exploring Data: Describing patterns and departures from patterns, 2) Sampling and Experimentation: Planning and conducting a study, 3) Anticipating Patterns: Exploring random phenomena using probability and simulation, and 4) Statistical Inference: Estimating population parameters and testing hypotheses. Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course.

Advanced Placement Calculus - College Prep 11-12 (y)

Pre-requisite: Math Analysis with a grade "C" or better

This course covers topics usually taught in first and second semester college calculus. Topics include derivatives and applications of derivatives, the definite and indefinite integral, and applications of the

definite integral and special methods of integration. The advanced placement examination in calculus may be taken in the spring for college credit.

Social Science

Intro to Ethics, Philosophy, and World Religions – 9-12 (s)

This survey course introduces students to the philosophical concepts of Socrates, Aristotle, Descartes, Locke, among others; and to the basic tenets of the world's five major religions: Buddhism, Hinduism, Christianity, Islam and Judaism. Students will have the opportunity to consider the issue of ethics from both philosophical and theological stances and to evaluate and formulate ethical positions.

Geography – 9-12 (s)

This one semester class focuses on the geography and cultures around the world. Emphasis is placed on the five themes of geography: location, place, region, movement, and human/environment interaction. Students will explore several regions around the world and the various cultures in the United States, South America, Asia, Africa and Europe. Special attention will be given to historical events, disasters and conflicts that have shaped world geography today.

World History, Culture & Geography (The Modern World) - College Prep 10 (y)

This course is required for high school graduation. Students connect historical events with their effects on the development of culture. The effects of geography on events and people are explored. The course is aligned with state Social Science standards to include: The rise of Democratic Ideals, the American and French Revolutions, the Industrial Revolution, 19th century Imperialism, WW I, 20th century Totalitarian Dictatorships, WW II, the Cold War, developing countries and conflict in the world today. Curriculum includes both content standards and Historical and Social Sciences analysis skills standards.

United States History – College Prep 11 (y)

This course is required for high school graduation. Students cover major turning points in American history during the 20th century. This course will begin with a review of early American history; from the nation's beginnings up to 1900. Following this, students will engage in an in-depth study of the Progressive Era and WW I, the Jazz Age, the Great Depression, WW II, the Cold War, the Civil Rights Movement, and post Cold War America. Curriculum includes both content standards and Historical and Social Sciences analysis skills standards.

Advanced Placement United States History – College Prep 11 (y)

This AP course parallels the same content as US History, but is designed for the passionate history student who desires a course taught on a college level. The course requires a high level of commitment, including an extensive amount of reading. Students will be challenged to use their best critical thinking skills in classroom discussion and writing assignments. Course examinations will be based on prior examinations used by the College Board.

Economics – College Prep 12 (s)

This course is required for high school graduation. Students will study and learn the principles of economics and of the American economic system. They will compare the American system to economic systems of other nations. Students will learn fundamental economic concepts, appreciate how the principle concepts of economics relate, and understand the structure of economic systems. Students will learn to make reasoned consumer judgments about economic decisions. Students will also become aware of how economic forces operating in today's world may affect their future.

American Government –College Prep 12 (s)

This course is required for high school graduation. This course includes an analysis of national, state, and local governmental structures. This is a study to inform students on how our government operates its duties and responsibilities at all levels, and the part 'we the people' play in its operation. Areas covered include formation of our government, problems encountered and resolved, civil liberties, civil rights, the presidency, congress, courts, state and local government. Emphasis is also placed on current American problems.

Advanced Placement American Government – College Prep 12 (s)

This AP course parallels the same content as American Government, but is designed for the passionate government student who desires a course taught on a college level. The course requires a high level of commitment, including an extensive amount of reading. Students will be challenged to use their best critical thinking skills in classroom discussion and writing assignments. Course examinations will be based on prior examinations used by the College Board.

Music

Orchestra – Prerequisite: at least one year of private instruction or recommendation of instructor 9-12 (y)

This group will perform music from the classical repertoire. Music will be chosen that will advance the student skill level over the course of the school year. Orchestra members will be expected to be proficient readers. This class will be open to all students, grades 9 – 12, depending on skill level. Woodwinds, Brass, Percussion and Strings will be represented in this group. The Inspire School Orchestra will have many opportunities to perform at concerts for their fellow students and at community events

Concert Band – Prerequisite – 2 years Jr. High Band or recommendation of instructor 9-12 (y)

Concert Band will provide a traditional school band ensemble experience for wind and percussion musicians. Students will be expected to be proficient readers, be self-motivated and practice their instruments at home. The Inspire Concert Band will have many opportunities to perform for their fellow students and at community events.

Piano/Music Theory 1 (part of 2-semester sequence) – College Prep 9-12 (s)

This course covers elementary piano technique and knowledge of the structure of music: note names on the grand staff and piano keyboard, key signatures, time signatures, rhythm values, diatonic intervals, major and minor triads and major, harmonic minor, and chromatic scales. Students will follow a progressive study of piano and music theory that will allow them

to learn to read and play traditional piano literature. Students will study sight-reading through learning sight-singing and writing from dictation. This course will also explore simple improvisation and composition for piano.

Piano/Music Theory 2 (part of 2-semester sequence) – College Prep 9-12 (s)

This course reinforces and expands upon material covered in Piano-Theory 1.

Students will learn traditional piano literature, with an emphasis on technique and musical expression. Theory study will include reading and writing melodies and rhythm patterns of increasing difficulty and study of the three forms of the minor scale, all intervals and all forms of triads, transposition and key relationships. Students will have opportunities to explore and develop their composition skills. This course will also include an overview of the periods of music history with a focus on the development of form and music composition styles, including an introduction to jazz piano. Guest artists will be invited to perform both classical and jazz styles.

Prerequisite: Piano-Theory 1 or by permission of the instructor.

Piano-Theory 1 & 2 are in the UC approval process for piano and music theory.

Beginning Acoustic Guitar 9-12 (s)

This class is intended for beginning guitar students. The class will offer instruction on guitar tuning, flat picking, finger picking, playing single note melodies, 1st position chords, barre chords, musical notation (both standard musical notation and guitar tablature), basic music theory, and basic musical improvisational techniques. Students will become acquainted with many styles of music including folk, rock, blues, and classical. Singing will also be encouraged in this class. Beginning Acoustic Guitar students will need to provide their own instruments, (either nylon or steel string acoustic guitars), picks, tuners, capos and replacement strings as needed. There will be opportunities for performances in this class.

Songwriting 9-12 (s)

Students in this class will have opportunity for their creative spirits and energies to soar! Self-expression and self critique will facilitate the honing the students' song writing skills. Song analysis and exposure to many styles of popular music and important singer/songwriters will serve to enhance our students' writing experience. We will study different technical writing devices, the application of music to lyrics, musical form as it applies to song writing, and song writing as it applies to poetry. Local guest artists will visit frequently to perform and discuss their particular methods of song writing. Students will be expected to write, edit, perform, and record their compositions. Student collaboration will be encouraged for some assignments; student/teacher collaboration will be ongoing. The Pop Band, in a concert setting, will perform selected songs written by our students. A cross-curricular relationship will be developed between this class and the Creative Writing class offered through our English Department.

Pop Band 9-12 (s)

This class will combine the talents of young musicians who play electric guitar, drums, electric bass, keyboards and/or sing. The band will play music from different eras of rock n roll, including early '50's, Motown, Surf music, Hard Rock, and Funk, as well songs written by students in our Songwriting class. Depending on the instrument, students do not necessarily need to read music, but will be encouraged, as

scores will be provided to all participants. Creativity and improvisation will drive this band. This class will be aligned with our Tech department where students will record their efforts in a professional setting.

Musical Theatre Exploration (Fall Semester) Grades 9-12 (s)

No pre-requisite

This course will explore the musical from its beginnings to what it is today, through a study of musical theatre history and an examination of several key musicals. This class will be repeated each fall semester with an emphasis on different musicals and different eras of musical theatre history, as well as different composers and performers. (May be repeated)

Musical Theatre Workshop (Spring Semester) Grades 9-12 (s)

Pre-requisite: Singing Techniques, Sight-Singing

This is a performance class that will give you the opportunity to develop your singing/acting/movement skills in a variety of musical theatre performing styles. Students will receive class coaching and instruction in song analysis and characterization, and will prepare class ensemble numbers, as well as a duet and a solo to perform for the class. There will be one public all-school performance required in the semester. (Course may be repeated. Acting and dance classes are strongly recommended to enhance this course)

Musical Theatre Workshop and Singing Techniques both require singing in front of the class. You will have plenty of support, encouragement, and will be well equipped to do a good job! Grading is always based on your level of achievement according to your own personal growth.

Musical Theatre Touring Troupe: IMT3 (y) Audition only, grades 10-12

Pre-requisite: Singing Techniques, Sight-singing, Musical Theatre Workshop

Students in this class will learn the application of musical theatre performance technique utilizing scenes from the Broadway stage. Study includes using show research and script analysis to develop characterization. Emphasis is placed on creating unified performance both dramatically and musically. Extra time required for community performances. (May be repeated)

Musical Theatre Tour Troupe, IMT3, is a small performing group of no more than 18 students who are committed to advanced work in studying musical theatre scenes and developing their acting/singing/movement skills through performing these scenes and musical numbers. The auditions are open to incoming 10-12th graders, and will be held in the 3rd week of April. Admittance to the group will be based on singing, acting, and movement skills, work ethic, and on the number of students needed in each vocal part for ensemble singing.

Singing Techniques (Q) Open to everyone, grades 9-12

This course introduces basic skills of breathing, placement, diction, musicianship, interpretation, and presentation needed by everyone who sings pop, choral and musical theatre music. Through a combination of group and individual coaching in class, students will prepare a short solo as well as class ensemble pieces. This course is a pre-requisite for Inspire Chorale and Musical Theatre Workshop, and is recommended for singer/songwriters. (May be repeated)

Musical Theatre Workshop and Singing Techniques both require singing in front of the class. You will have plenty of support, encouragement, and will be well-equipped to do a good job! Grading is always based on your level of achievement according to your own personal growth.

Sight-Singing (Q) Open to everyone, **grades 9-12**

This course will prepare you to read notes and rhythms, hear and sing intervals by sight, learn basic music theory, and become comfortable singing in parts. It is a pre-requisite for Inspire Chorale, Musical Theatre Workshop, and is recommended for everyone who wants to improve their note-reading and sight-singing skills. (May be repeated)

Inspire Chorale (Spring Semester) Open to everyone, **grades 9-12**

Pre-requisite: Singing Techniques, Sight-Singing.

The Inspire Chorale is a performing group open to all students interested in singing in 3-4 parts. We will focus on a many styles of choral literature, from classical to jazz to pop. There will be one major performance required in the semester. (May be repeated)

Inspire Concert Choir (year) Audition only, **grades 10-12**

Pre-requisite: Inspire Chorale or teacher permission

The Inspire Concert Choir is for those who want to improve their singing and performance skills while working on intermediate to advanced choral literature in a broad range of styles, cultures, and time periods. There will be one all-school required performance and possible community performances. (May be repeated)

Concert Choir auditions will be held in the 3rd week of April. If you are not accepted into the Concert Choir, you may enroll in Singing Techniques, Sight-Reading and re-audition at the semester, or you may continue with Inspire Chorale.

Piano/Theory 2 (fall and spring semester) **Grades 9-12**

Pre-requisite: Piano/Theory 1 or teacher permission.

This course is for those who want to improve their note-reading skills and playing technique. Students will learn to play scales and chords using the circle of 5ths, and will improve their knowledge of music theory through composing their own music using Sibelius 6 music notation software. Piano instruction will be on an individualized basis. (May be repeated)

Dance

Dance 1A 9-12 (S) *This course is in the process of UC/CSU 'F' requirement approval and will also meet Physical Education requirements for graduation.*

Students will develop their individual knowledge, skills, abilities, behaviors, and attitudes in relation to the world of dance, their own unique identity, and the world around them through the perspective of dance.

Focus will be given to learning various dance techniques, dance history, and expressing one's self through movement. Students will discover their own movement potential and expand respect of self and others through the practice of studio etiquette, various class structures, and audience participation. By exploring the field of dance natural connections to personal interests and related fields of study will develop.

Dance 1B 9-12 (s) *This course is in the process of UC/CSU 'F' requirement approval and will also meet Physical Education requirements for graduation.*

This course is a continuation of Dance Exploration I and will continue to develop their individual knowledge, skills, abilities, behaviors, and attitudes in relation to the world of dance, their own unique identity, and the world around them through the perspective of dance. Critical evaluation of choreographic works will be a key element of the course. Students will be required to embody movement elements by demonstrating basic terms and techniques from various dance genre and styles. The course will also investigate dance figures and their contributions to the field. Student will cultivate an understanding of others and cultures by experiencing their dance and discover that dance is a universal language.

NOTE: *Dance 1 & 2 do not need to be taken in consecutive order.*

Dance 2 & 3 9-12 (y) *Prerequisites: Student must have some previous dance experience; preferably at least one-two years of technical dance training in any style.*

The course will be filled by audition.

This course will be a technique based class that will challenge students to become well-rounded dancers in numerous dance genre with major focus on styles studied at the university level including modern, ballet, jazz, and tap. Dancers will also be exposed to a wide variety of additional styles and introduced to local artist who study and teach these dance techniques on a regular basis including hip-hop, contemporary, break dancing, ethnic dance style (African, Irish, Hawaiian, Middle Eastern Belly Dancing, etc...), traditional folk dances, and social dance (Ballroom, Latin, Swing, etc...). Both male and female techniques will be supported and close attention will be paid to current trends in the world of dance. Dancers will learn the traditional class etiquette for each genre, the appropriate attire for class and performance practices. Research will be conducted on current dance figures and the origins of each dance technique. Dancers will also learn how to become healthy life-long dancers with an introduced to the basic somatic practices that support performing artists. *(Dancers will be required to provide their own dance shoes.)*

Hip-Hop and Break Dancing 9-12 (y)

The hip-hop and break dancing curriculum is designed to help dancers create a fun atmosphere to explore the foundations of hip-hop through movement, discussion, and exploration. Focusing on the process of creativity, discipline and self knowledge instead of choosing a performance driven approach is fostered by critical and process-oriented thinking. Students will learn basic hip-hop vocabulary and moves. They will also explore the fundamentals of break dancing.

Contemporary and Jazz 9-12 (y)

The contemporary and jazz curriculum is designed to help dancers create a strong pedagogical foundation through movement, discussion, and exploration in a variety of

contemporary idioms. Focusing on the process of creativity, discipline and self knowledge instead of choosing a performance driven approach is fostered by critical and process-oriented thinking. Students will work on developing versatility to incorporate a variety of idioms including modern, jazz, and improvisation.

Ballet 9-12 (y)

The ballet curriculum is designed to help dancers create a strong pedagogical foundation through movement, discussion, and exploration. Focusing on the process of creativity, discipline and self knowledge instead of choosing a performance driven approach is fostered by critical and process-oriented thinking. Students will learn basic alignment, technique, and terminology.

Ethnic Dance (Hawaiian, Polynesian, African, Middle Eastern) 9-12 (y)

The ethnic dance curriculum is designed to expose dancers to a variety of dance forms through foundational movement, discussion, and exploration in a variety of genre. Focusing on the process of creativity, discipline and self knowledge instead of choosing a performance driven approach is fostered by critical and process-oriented thinking. Students will have the opportunity to try Hawaiian, Polynesian, Maori, African, Middle Eastern, Irish, and Capoeira to name a few.

Dance Improvisation 9-12 (y)

The dance improvisation curriculum is created to enable the exploration of individual movement possibilities through guided structural suggestion. The class is constructed in order to assist dancers to find their own style of movement and push themselves past conventional limitations in dance training. The possibilities are endless.

Choreography 10-12 (Y)

Prerequisites: Student must have previous dance experience; preferably at least two or more years of technical dance training in any style. Freshman must seek instructor permission for the 2011-2012 school year. Concurrent enrollment in Dance 2 or 3 is highly encouraged.

Imagine, create, and share your vision of dance with the world. A theoretic and applied study of the basic elements of choreography will be introduced and explored through the creation of original works. Choreography will be approached through the exploration of resources including improvisation, use of ideas, knowledge of forms, and development of the craft. Students will be exposed to various choreographic processes, terminology, and potential performance venues. Students will receive weekly assignments directed toward specific problems and dance elements; then begin to develop works with an emphasis on the relationship between manipulation of musical phrases and choreography. Students will learn to move from phrase development to the completion of a dance. They will learn to critique dances through the workshop process by observing, reflecting, discussing, evaluating, and making recommendations for revision. The culminating class project will be to collectively produce a dance production and incorporate such elements as costumes, lighting, original music, props, sets, and

professional staging. Students will also learn to imaginatively use technology to support their dances and personal choreographic process.

This course is in the process of UC/CSU 'F' requirement approval.

Theatre

Theatre 1a, 1b Grade 9, 10 (Y)

This course meets the UC "f" requirement

An overview of drama and theatre as a dynamic medium of human expression including (1) a general study of the origins and evolution of theatre from the historical perspective, (2) an exploration of the theatrical experience from the artists point of view (actor, costume and set design, playwright), (3) the reading and discussion of plays reflecting the growth of drama from the classics to contemporary, (4) an aesthetic valuation of the individual's responsibility in/to society.

Theatre 2 Grades 11, 12 (Y)

Prerequisite: Drama 1 and teacher approval.

This course meets both the UC "f" and "g" requirement

Theatre 2 classes will focus on the Stanislavski system of professional actor training. The Scene Study format is utilized in order to investigate and gain insight into the tools of acting technique and directorial vision. For the second semester focus will be on Commedia dell'Arte. The students will direct scenes and write their own one-act play. Final scenes will be presented for the Winter and Spring Festivals for the Arts.

Theatre 3 Grades 11, 12 (Y)

Prerequisites: Drama 1, 2 and teacher approved

Acting the Classics from Ancient Greek Dramatic Literature to Modern Classics.

Utilizing Theatre 2 as the basis of the Stanislavski System acting technique we will further read, investigate style, and discover the playwright's message through the ages. Each quarter we will fully engage in a classical genre: Classical Greek Theatre, Renaissance English Theatre (focus on Shakespeare), Neoclassical Theatre, and Modern Theatre. Scenes will culminate in a final performance during the Winter/Spring Festival of the Arts

Theater Craft & Design Classes

Prerequisites for Quarter-Long Theater Craft & Design Classes: Previous or concurrent enrollment in Theater Exploration I & II. Students are encouraged to choose four theater electives for a year of theater exploration. The top four enrolled craft & design classes will be offered and then rotated in future years.

Stage Management for Theater & Dance 9-12 (Q)

This course provides a basic background in the history and work of Theatrical Stage Managers. Included are script breakdowns and analysis for rehearsal, preparing the prompt book and other paperwork for technical rehearsals and productions, reading technical drawings, audition and rehearsal processes, scheduling and communications, managing equipment and personnel, working with actors, directors, choreographers, and designers. Students will additionally learn how to call a production and strike a show from a theatrical venue.

Costume Design for Theater & Dance 9-12 (Q)

This course is an introduction to technical theater production in the construction of stage costumes, accessories, and masks. A study of the visual interpretation and enhancement of plays through the study of the design and history of costumes for various theatrical forms, including plays, operas, musical theater, and dance will be explored through both discussion and hands on projects.

Make-up Design for Theater & Dance 9-12 (Q)

Makeup class is Description: an introduction to technical theater production by the transformation of the actor by means of paint and plastic application to meet the requirements of theatrical production. This will be a hands-on course where students will learn application techniques, while creating and executing their own designs.

Lighting Design for Theater & Dance 9-12 (Q)

Lighting Design will be an introduction to technical theater production in the areas of stage lighting practices and equipment operation. The class includes lecture/discussion and practical assignments with work executed in real theatrical spaces. A study of the visual interpretation and enhancement of plays and dance through the use of light will also be explored.

Sound & Special Effects for Theater & Dance 9-12 (Q)

Sound & Special Effects will be an introduction to technical theater production in the areas of sound effects, microphone use, sound balancing, and recording quality with an additional exploration of special effects used in both theater and dance productions. A study of the enhancement of plays and dance through the use of sound and special effects will be a focus of this course.

Set & Property Design for Theater & Dance 9-12 (Q)

This course is an introduction to technical theater production in the areas of scenery, property construction, and painting. A study of the visual interpretation of plays of various theatrical periods and styles through sketches, renderings, and models will be examined. This class will include discussion as well as hands-on projects.

Intermediate to Advanced Theater Classes

Prerequisites for Quarter and Year- Long Theater Classes: Previous or concurrent enrollment in Theater Exploration I & II. Students are encouraged to choose four theater electives for a year of theater exploration. Concurrent enrollment in theater design classes or theater production is encouraged.

Acting I 10-12 (Q)

This activity-based course introduces the basic principles and practices of acting craft in the areas of script analysis, movement, voice/speech, acting technique, and rehearsal methods. Acting I will include an exploration of human intention, as revealed in behavior, to be accomplished through a study of the techniques of acting, the interpretation of scripts, and the analysis of character.

Audition Techniques 10-12 (Q)

Audition Techniques is a course that will begin to prepare student to audition both at school, in the community, for universities, and professionally. Students will prepare monologues, look at possible song of movement selections and evaluate how to put their best foot forward. Students will also begin to create their acting resume, take headshots, and present themselves online.

Acting II 10-12 (Q)

This course is a continuation of Acting I and includes further classroom study and practice of various approaches to the problems of acting in comedies and dramas. Special emphasis is given to the analysis and physical/vocal acting challenges of texts.

Diction for Actors 10-12 (Q)

This is a beginning course in voice and diction, the principal aim of which is to increase the clarity and expressiveness of each student's "natural" speaking voice. This is an essential program of study and practice for performers, but equally valuable to anyone whose career aspirations require effective vocal communication.

Visual Arts

(Watch for updated course descriptions as Inspire adds a new visual arts teacher to our staff.)

Basic Drawing 9-12 (Y)

Basic Drawing introduces students to drawing concepts and processes through freehand application. Throughout the course, assignments will stress linear and tonal approaches to describe objects drawn from direct observation. The outline of class work is progressive and includes contour line drawing assignments, visual measuring and sighting, shape quality, composition, linear perspective, value drawing, master studies, and self-portraiture. Mediums employed will include graphite pencil, charcoal, and conte crayon.

Painting 9-12 (Y)

Begin painting in this exploration of new and traditional directions and techniques. The basis of the course is studio work, primarily working in oil and includes use of models, as well as lectures and demonstrations. Color and composition theory, and the study of form, space, and light are addressed.

Ceramics 9-12 (Y)

This course is a concentrated examination of ceramic construction processes, clay and glaze materials, firing processes, and use of equipment. Students will gain skills and a thorough understanding of material characteristics and processes, sharpen their firing skills, and participate in a dialogue about theory and content in ceramics. Students will be exposed to weekly demonstrations and lectures while developing a body of personal work utilizing ceramic technology.

Photography 9-12 (S or Y)

This class will be an exploration of the fundamental principles, techniques, and application of camera-based image making. Various expressive devices contributing to aesthetic interpretation of a photograph will be examined. Basic electronic and print design principles will also be a major focus of the class including layout, design, and advanced desktop publishing techniques. The students will be gathering and analyzing information, interview, and photograph their learning community for the purpose of developing, writing, editing, and publishing a school-wide electronic magazine.

Technology

AC/DC Electronics (Prerequisite: none) 9-12 (q)

Introduces the basic skills needed for many careers in electronics and related fields and prepares a technical foundation for intermediate and advanced engineering courses. The course covers the operations and applications of basic DC and AC circuits consisting of resistors, capacitors, inductors, transformers and diodes. Students learn to use common test instruments including volt/ohm meters, oscilloscopes and signal generators for circuit analysis and troubleshooting.

Electronic Circuits/System Analysis (Prerequisite: AC/DC Electronics) 9-12 (q)

This course is the second in a series of three classes designed to introduce students to the field of electronics and related career areas. Basic Electronic Circuit students construct a radio-controlled car as they learn circuit board construction techniques, trouble shooting skills, basic circuit analysis and radio wave propagation theory. The course culminates in timed races between student teams.

Robotics A and B (Prerequisite: AC/DC Electronics, Electronic Circuits/System Analysis or instructor approval) 9-12 (s)

Robotics A and B use a hands-on approach to introduce the basic concepts in robotics, focusing on mobile robots and illustrations of current state of the art research and applications. Course information will be tied to lab experiments; students will work in teams to build and test increasingly more complex LEGO-based mobile robots, culminating in an end-of-term team *robot contest*. Teamwork, critical thinking and problem solving are emphasized. This course introduces fundamental concepts in robotics including coordinate transformations, sensors, path planning, kinematics, feedback and feed forward control, stressing the importance of integrating sensors, effectors and control. These topics will be addresses using LEGO Robot Kit labs. Robotic kits will be used in weekly exercises illustrating lecture material.

Advanced Electronic Circuits/System Analysis (Prerequisite: AC/DC Electronics, Electronic Circuits/System Analysis, Robotics) 10-12 (s)

This course will act as a springboard for subsequent engineering courses. Advanced Electronic Circuits/System Analysis builds on the theory and circuitry introduced in the introductory electronics courses of AC/DC Electronics, Basic Electronic Circuits, and Robotics I and II by investigating the functions and related circuitry of active electronic devices such as transistors, FET's, and integrated circuits (IC's). The course introduces students to common circuits used in today's communication systems and methods to analyze assess and troubleshoot those circuits.

Topics under study in Electronics Circuits/System Analysis course introduce students to theory and principles of modern communication systems that addresses the complexity, and pervasiveness of today's communication systems. Topics included are semiconductors and

associated circuitry, power supply configurations, AM and FM modulation transmission and reception, and the troubleshooting and analysis of a variety of electronics circuits. At the completion of this course, students will be able to trace dc bias and signal pathways and troubleshoot at the component level a wide variety of electronic circuitry.

Intro to Video Production (*Prerequisite: none*) **9-12 (q)**

This course introduces the basics of video production utilizing a personal camcorder, computer-based video editing equipment and a professional audio studio. Students study video technologies, basic equipment operation, video composition, basic lighting and audio production planning, and visual storytelling. Students work in groups to create video projects utilizing post-production editing.

Video Production-Genre Series (*Prerequisite: Intro to Video Production or instructor approval*) **9-12 (3q sequence)**

Students will explore various film genres (mystery/suspense, science fiction, film noir, etc.) and film theories (auteurism and viewer identification theory) and will acquire a critical vocabulary appropriate to the art form. They will then take the elements of each film genre and produce small films incorporating those elements; writing, filming and editing their original films.

Series includes: Mystery/Suspense, Science Fiction and Film Noir. *More genres will be added to the series as needed.*

Advanced Video Production (*Prerequisite: Intro to Video Production, Video Production-Genre Series*) **10-12 (y)**

This course focuses on advanced techniques of non-linear editing and filmmaking including the blending of visual effects and animation into video projects. Students study all aspects of digital video from pre-production, production and post-production and explore the responsibilities of crew positions such as camera operator, lighting technician, audio technician, technical director, and program director. Technical concerns as well as creative approaches are addressed. Students will participate in a series of lectures, lessons, in-class exercises, and major video projects.

Audio Production (*Prerequisite: none*) **9-12 (s)**

Audio production introduces basic audio for use in video and computer media applications. Topics include basic sound characteristics, microphones, single and multi-track recording techniques, and sound reinforcement and enhancement. Adobe Soundbooth and Digidesign Pro Tools are introduced. Students work in teams to complete audio production projects including PSA's, radio plays, special features, etc. This course also details the functions of, and relationships between, the mixing console and the Pro Tools digital audio workstation. Students learn how different microphones, signal processors, and other technologies are employed in a variety of applications for the audio industry: music recording, broadcast production, live mixing, and other applications. Through this course students are provided with an opportunity to work on a project from start to finish utilizing all the technologies and procedures they have learned. This might include recording live music groups, choral and band ensembles, and live recording off site.

2D Animation (Prerequisite: none) **9-12 (q)**

This course provides the student with the basic understanding for the creation of 2D animation and cartooning through the application of traditional cel techniques, using a computer animation program. Students create layered 2D objects, animate them, produce voice over files in the audio recording studio, lip sync those files to their animated characters, and then render them to video. Topics include all twelve principles of animation. This course prepares students for future advanced 2D and 3D animation classes at Inspire.

Engineering

Introduction to Engineering Design 9-12 (y)

Designed for 9th or 10th grade students, the major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community.

Physical Education

Independent Study Physical Education (ISPE) 9-12 (y)

Special Electives

Student Government 9-12 (y)

Student Government leadership training is designed for the student interested in learning the basic concepts of democratic government, leadership skill, parliamentary procedures, group processes, leadership practice and planning, and organization. It affords the student the opportunity to develop speaking and writing skills; to improve in courtesy, confidence, poise and appearance; to work with peers of diverse backgrounds and attitudes; to share responsibilities with adults; to consider and work with problems of income and expenditure. Goal setting, decision-making, valuing, time and stress management are included.

Presentation Team (Prerequisite: none) **9-12 (q)**

This course stresses leadership through service. Students prepare multimedia performances (utilizing audio, video, and live performance skills) targeting specific themes such as anti-drugs, anti-bullying, appreciating diversity, etc. Students will travel to elementary schools where they will present these performance pieces and visit classrooms where they will work with young students. This is an excellent class for students considering pursuing a career in education.

Fiber Arts Design 9-12 (q or s)

The class introduces color theory and elements of design while teaching knitting, sewing, dyeing, weaving and embellishing.

Yearbook 9-12 (Y)

Yearbook is a one-year elective that produces the school yearbook, which will include the traditional printed book as well as multimedia. Members of the staff are expected to have a high level of maturity and the ability to work independently. This is a wonderful opportunity for members of the team to exercise their creativity, while developing new skills in computer design, photography, marketing, budget management, copy writing, and project management. Creating the yearbook is a fun process and the end result of all the effort is a product the students can be proud of long into the future. Students will be expected to develop skills necessary to effectively produce the yearbook. A strong commitment to meeting deadlines is required, including any necessary weekend or after-school work. The yearbook is a team effort, and good people skills are required. Grading will be based on a detailed rubric that will measure students' performance in areas including (but not limited to): planning, organization/time management, effort, level of engagement, creativity, skills and attitude.

Online Health 9-12 (y)jan

Study Hall 9-12 (y)

**Janet Brinson, Director, Categorical Programs:
Categorical Program/Services and Student Interventions**

Dave Scott, Director, Student Services

Student Support Services

The District Charter Review Committee visited Inspire School of the Arts and Sciences on Tuesday, March 29th. The school is in its first year of operation. Eric Nilsson, Principal of Inspire School of the Arts and Sciences (ISAS), provided an overview of the school's first year.

Student Support Services:

Inspire School of the Arts and Sciences is presently a school of the District for special education services. The District provides the following services to ISAS:

0.50	FTE Resource Specialist Teacher (2.5 days per week)
A/N	FTE Speech Therapist (as needed per assessments and IEPs)
A/N	FTE School Nurse (as needed or called)
0.15	FTE School Psychologist (0.75 days per week)

ISAS students needing more intensive special education services (e.g. a Special Day Class program) are offered a placement in other programs in the District or the Butte County SELPA.

In March of 2011 there were twelve students at ISAS with Individualized Education Programs (IEPs). The primary disabilities for these students are in four of the thirteen Federal disability categories as follows:

Specific Learning Disability	7 students
Autism	2 students
Emotional Disturbance	1 student
Other Health Impairment	<u>2 students</u>
Total	12 students

The current student enrollment at ISAS is approximately 280 students. The percentage of students with Individual Education Plans (IEPs) at ISAS is 4.2. As reported in the December 1, 2010 SELPA Student Report, the percentage of students with IEPs for CUSD is approximately 12.00, for the SELPA 12.50, and approximately 11.1 percent for the state of California (2009-10).

The school has complied with all state requirements regarding fire, earthquake and safety drills.

Bernard Vigallon, Director, Alternative Programs:
Suspension/Expulsion Process

Inspire follows the CUSD suspension/expulsion processes.

Bob Feaster, Assistant Superintendent, Human Resources:
Personnel, Staff Performance

Based on a site visit, a review of records and interviews with the Principal, Inspire School of Arts and Sciences meets the established criteria in this area. The school will be growing next year and will be adding teachers and an assistant principal. Growth often brings challenges. Inspire appears to be dealing with these challenges appropriately. The upcoming year will be the 2nd year of leaves offered to the CUSD staff members who chose to work for Inspire. This will be the last year of leaves to these CUSD staff members.

Scott Jones, Director, Fiscal Services:
Financial Viability

ISAS is the first charter school within CUSD that is has its fiscal operations performed entirely by their sponsoring district. Although not an independent IRS 501c3 organization, ISAS has an independent Board and works cooperative with CUSD in such matters as education, fiscal, and facility concerns. All of ISAS revenue comes through the district. The district has assigned a site code to ISAS for keeping track of all fiscal data. ISAS data along with the district's data becomes combined when uploaded to the CDE and reported through the Standardized Account Code Structure (SACS) system.

ISAS has developed educational, personnel, and operational procedures. The district's policy and procedures are used in circumstances where ISAS has not acted on issues independently.

Direct costs are the responsibility of ISAS. The district is paid the following ways by ISAS for the support services rendered by the district: 1. Allocated Support Costs derived for 10/11 by taking 08/09 Unaudited Actuals from the district and applying a percent of ISAS projected ADA against the ADA of the district as a whole. This results in a total of \$159,751 for Maintenance/Operations, Library/Media/Instructional Technology, and Pupil Support Services.

2. Special Education Services – Projected special education costs based on 270 students for at \$185,339, and 3. Indirect Costs of 3.13% for 37,210.

ISAS received a startup grant of \$200,000 in 2009/2010 and spent the grant by 7/31/10. An additional Grant of \$175,000 was awarded for the 8/1/11 – 7/31/12 year and as of April 30th has spent all but about \$57K of it.

By the end of the 2nd interim ISAS has budgeted 255.75 ADA from its original projection of 264.6 but state funding increased from \$5,781 to the current projection of \$6,158. ISAS fund balance at adopted budget was projected to be \$85,426. The 2nd interim report has ISAS estimated a year end fund balance of \$38,674. Final P-2 numbers have come in and reflect a small increase to 257.74. ISAS has estimated growing in 2011/2012 from approximately 270 students to about 375 students. ISAS will remain on their current campus shared with Chico Senior High School through the 2011-2012 school year.

John Bohannon, Charter School Liaison:

The following are my observations from the visit to Nord Country School on March 30 2011.

Recruitment/Enrollment:

Nord Country School was founded as a charter school in 2005, when the former CUSD school was closed due to low enrollment. Since reopening as a charter, the Nord community has embraced the school and has continued to practice an ongoing and successful recruitment campaign. There were 137 students (133 reside within the Chico Unified School District boundaries) enrolled for the 2010-11 school year. Nord's has a diverse population that includes 26% English Learners and 70 percent of their students qualifying for the Free or Reduced lunch program.

Governance Structure:

Nord Country School is governed by a Board of Directors whose members include representatives from parents, community and staff. The strength of the Nord community is reflected in the board composition, as many members are extremely active in Nord school functions. The board is extremely supportive of the Annual Pie Auction, which provides the school with additional funds.

Board composition seems likely to change in the coming year as some of the founding members retire and are replaced by others. Overall, the board seems to be strong, capable and willing to lead the school into the next phase of development.

Day to day responsibility for both academic and business issues is assumed by the Principal/Executive Director, Kathy Dahlgren.

Joanne Parsley, Director, Curriculum & Instruction: Educational Program

Nord Country School is located in a rural area and is strongly supported by parents, community members and farmers in the surrounding area. This support is offered in different forms: volunteers in classrooms, drivers on field trips, workers improving the physical site, committee members, garden helpers and financial supporters (as evidenced by their very successful Annual Pie Auction).

Nord Country School is following its curricular and instructional plan as presented in their approved Charter petition. They have 7 regular education teachers and 1 special education teacher in addition to 3 support staff and a part time librarian.

Nord continues to operate under a well thought out plan for collecting, analyzing, and reporting data regarding pupil achievement. They utilize the data continuously to monitor and improve their educational program.

Early in the school year, the Nord teachers and staff schedule a minimum day for the students in order for the teachers to meet collaboratively to study and discuss the STAR data. This information provides a quick, first indication of which students are proficient regarding the California State Standards and which students are not yet proficient and need extra support.

The staff also uses other types of assessments (curriculum-based, teacher created, etc.) when determining intervention/support for students who are struggling. In addition, the students are assessed using Dibbles three times per year. Progress monitoring checks for students in intervention groups are conducted every other week which allows the staff to push students back into the mainstream classroom and pull other struggling students out for extra support.

Nord Country Day School utilizes state standards-based instructional materials and supplemental materials as outlined below.

- English Language Arts
K-3 Houghton Mifflin
4th – 6th grade teachers merge English Language Arts and Social Science into thematic units and incorporate literature books in conjunction with the core curriculum to support the theme. Examples of literature books used are:
 - 4th - By the Great Horned Spoon – Gold Rush
Island of the Blue Dolphin – Native Americans
The Iron Dragon Never Sleeps – Transcontinental Railroad
 - 5th & 6th - Pedro's Journal – Explorers
Hope's Revolutionary War Diary
Boy of the Painted Cave – Prehistoric Man
Greek Myths

- ELD
Avenues

- Math
K-3 - Houghton Mifflin
4-6 - Saxon

- Social Science
K-6 - McMillan/McGraw-Hill

- Science
K-6 - McMillan/McGraw-Hill

- Technology
Nord has 1 computer for every 2 student
- Music/Art
Music is offered bi-weekly K-6 by a music teacher.
Annual performance given during Open House.
Weekly violin lessons during school for 4th – 6th grade.
- P.E.
Retired professor from CSUC leads P.E. activities twice a week for 1st – 6th grades.

Supplemental Curriculum/Support

- Nord has seven intervention groups using a variety of curriculum and strategies to support struggling students.
- ELD groups meet daily and use Avenues among other support curriculum.

Before-/After-School Program

- Before-school program opens at 7:00 a.m., all students are invited with no fee.
- Nord partners with BCOE to offer after-school activities until 6:00 p.m.
- This extended day provides homework time, extra academic support, recreation and enrichment activities.
- The cost is \$20.00 per year.

Garden/Farm

- Show piece of the school.
- Fruit trees, berries, grapes, pumpkins, vegetables.
- Produce is often served to students.
- Wheat field farmed with draft horses and mules.
- Students work in the garden before/after school, during recess and during the school day.
- Strong volunteer support.
- Annual Harvest Festival.

Janet Brinson, Director, Categorical Programs: Categorical Programs/Services and Student Interventions

Nord Country School receives Title I funding and continues to utilize those funds to augment a well-designed support program to meet student needs. The school continues to have an outpouring of community support and volunteerism which assist to enhance student learning. There are volunteers who support NCS on a regular basis. Additional volunteers provide support as their schedules allow.

There are currently 33 English learners enrolled at NCS. Students receive support in their regular classrooms. Classroom teachers have their CLAD credential and provide English Language Development (ELD) and Specially Designed Academic Instruction In English (SDAIE) throughout the school day. Additionally, an English Language Development Coordinator provides pull-out instruction for the students.

The curriculum includes Avenues (Hampton-Brown), Step Up to Writing and for students who need support with phonics and decoding are supported through the use of SIPPS curriculum. ELD lessons are based on ELD standards aligned with Avenues curriculum by grade level. Writing genres are also aligned to ELD Standards. A year-long plan is in place for each grade level.

Students new to the program are initially assessed and then annually thereafter on the CELDT. Additionally, student language is progress is monitored through ongoing assessments throughout the school year. Students who meet reclassification requirements are reclassified during the school year. Reclassified student progress is monitored and students are supported as needed.

Dave Scott, Director, Student Services:

The Chico Unified School District Charter Review Committee met at Nord Country School (NCS) on March 30, 2011. Kathleen Dahlgren, Principal, Nord Country School, Bob Hennigan, Board Member, staff and parents met with the Committee. During the brief visit, instruction was observed in several classrooms.

Student Support Services:

Commencing on July 1, 2010, Nord Country School became a Local Education Agency (LEA) for the purposes of special education services in the Butte County SELPA. In this capacity, the school is responsible for providing or obtaining special education services for all students with disabilities enrolled at the school. Nord Country School contracts with the Chico Country Day School for many of the special education services needed by its students.

In March of 2010, there were eleven students at NCS with Individualized Education Program (IEPs). As of March 25, 2011, there are thirteen students at NCS with Individualized Education Programs. The primary disabilities for these students are in four of the thirteen Federal disability categories as follows:

Specific Learning Disability -	5 students
Speech or Language Impairment -	5 students
Other Health Impaired –	2 students
Emotional Disturbance	1 students
Total	13 students

The NCS staff reported that students without IEPs who need academic assistance are provided additional interventions during the school day and in the after school program. The student enrollment at NCS is approximately 140 students. The percentage of students with Individual Education Plans (IEPs) at NCS is 9.2%. As reported in the December 1, 2010 SELPA Student Report, the percentage of students with IEPs for CUSD is approximately 12.00, for the SELPA 12.50, and approximately 11.1 percent for the state of California (2009-10).

Suspension/Expulsion Process

Nord Country School continues to follow the process for suspension and expulsion.

Bob Feaster, Assistant Superintendent, Human Resources: Personnel, Staff Performance

Based on a site visit, interviews with staff and a review of records, Nord Country School (NCS) appears to meet all of the criteria as satisfactory in this area. There is a great deal of continuity in the staff at NCS. The school provides a welcoming environment. The staff appears to be committed to creating an environment that is conducive to student achievement and their emotional well being as well.

They have worked hard to recruit from within and to retain their current staff members.

Scott Jones, Director, Fiscal Services: Nord Country School – 2009/2010 review/site visitation with Principal Kathy Dahlgren

Financial Viability

2009/2010 Financial Statement Actuals: NCS ended the 09/10 fiscal year with a very healthy \$682,789 in ending fund balance representing about 64.3% of budgeted 10/11 expenditures. Revenues exceeded expenditures by \$85,032. P-2 ADA continues to increase from 91.49 in 07/08 to 119.71 in 09/10 which accounts for the healthy increase in revenues. NCS continues to do a good job of containing expenses during the planned expansion of the school.

1st Interim: 7/01/10- 10/31/10: The NCS first interim report reflects adding an additional \$56,512 to fund balance for a year end estimate of \$795,850. Significant changes to budget since it was adopted include an increase of about \$40K to general state aid and about \$25K to federal restricted programs. Net change to all Expenditures was only about \$1,100

2nd Interim: 11/01/10 – 1/31/11: The second interim budget contains an increase to local funds of about \$15k signifying the continued financial support the local community shares with the school. Total expenditures from the 1st interim have been increased by \$37K spread pretty evenly throughout all the major expense categories. P-2 ADA landed at 130.32 for a healthy increase of 10.61 over prior year. Fund balance is estimated at \$773K which represents a very healthy 70.3% of budgeted expenditures.

NCS uses Hosaka, Nagel & Company to conduct its annual external audit. There were no audit exceptions for the FY ending 6/30/10.

Due to the uncertain state of the economy and the reductions in revenue to education, Butte County Office of Education is now requiring school districts to submit monthly cash flows to make sure districts can meet operational expenses. Each of the charter schools under CUSD have been asked to submit monthly cash flows beginning 7/01/09 for CUSD review. All charters are to automatically forward monthly cash flow reports to the CUSD Director, Fiscal Services. Continued CDE revenue deferrals make the tracking of cash one of the most significant fiscal concerns by all public schools in the state.

A new Charter School Oversight Reference Tool was incorporated into every section of the charter oversight review process in 2010-2011. NCS completed the Reference Tool Matrix and supported it with documentation. The school has done a very good job in their continued work on school policies and procedures enabling them to satisfy the requirements of the Oversight Reference Tool Matrix.

John Bohannon, Charter School Liaison:

The following are my observations from the visit to Pivot-Chico on May 13, 2011. Pivot's site is in an office building in the California Park area of Chico. The office has an administrative assistant and a credentialed teacher. There is also a conference room and a few independent style cubicles with internet enabled lap top computers. There no students or teachers on site on the day of our visit.

Recruitment/Enrollment

Pivot used on-line, radio and print advertising in an attempt to recruit students during its first year (2010-2011). Their efforts were greatly hampered by their refusal to utilize curriculum on The University of California approved a-g list. The arrangement with Advanced Academics (not on the a-g list) combined with their agreement with the CUSD board that they not offer courses to high school students not on the a-g, left Pivot with the ability to only serve students in 6-8 grade. Pivot only had four students enroll during the 2010-2011 school year.

Governance Structure

Pivot is governed by a board comprised of individuals from around the state – none live in Chico. The same board makes decisions for Pivot – North Bay and Pivot – San Diego.

To date – there has only been one Pivot board meeting held within the boundaries of CUSD.

Pivot leaving CUSD

Pivot notified CUSD and the California Department of Education June 10, 2011 that it would relinquish its charter with CUSD. In June, Golden Feather Union Elementary School District approved a charter petition for Pivot, essentially allowing Pivot to remain in operation in Butte County.

Educational Program

Pivot utilizes on-line curriculum provided by Advanced Academics. It offers a full slate of classes, but the curriculum is not yet on the University of California a-g approved list of on-line curriculum providers.

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Janet Brinson, Director, Categorical Programs: Categorical Program/Services and Student Interventions

Pivot-Chico did *not have any* English Language Learners enrolled during the 2010-2011 school year.

Dave Scott, Director, Student Services

Pivot-Chico did not have any SPED students enrolled during the 2010-2011 school year.

John Bohannon, Charter School Liaison:

The following are my observations from the visit to Sherwood Montessori on April 19, 2011.

Recruitment/Enrollment

Sherwood just completed its initial school year. Many of the students attending the school had previously attended private schools – most notably from a private Montessori school that has now closed in Chico.

Early in the school year, the makeup of the families at the school created some issues as a number of the families expected the school to be similar, if not the same, as the private Montessori. When it became clear that this was not the case, there were families that left the school.

The school also dealt with a group of parents that were unhappy with one of its teachers during its first year.

Sherwood completed its first year with 89 students in Kindergarten through 8th grade.

Governance Structure

Russell Shapiro was one of the founders of the school and is the board chair. He is also the primary finance person for the school.

The board membership has been stable throughout the first year.

Michelle Yezbick is the school's Director.

Joanne Parsley, Director, Curriculum and Instruction: Educational Program

Educational Program

Sherwood Montessori School is committed to following its curricular and instructional plan as presented in the approved Charter petition. The school endeavors to provide a rich and supportive open-structure style educational environment for children based on the philosophy of Maria Montessori. Sherwood Montessori's curricula is planned to meet the California Content standards by offering a standards-aligned instructional program that utilizes curriculum delivered through the Montessori Method. In their petition, it states they will provide state adopted curriculum for each core content area in the middle school grades.

The core state adoptive curriculum is as follows:

6-8 Middle School – Holt-McDougal Language Arts

Holt-McDougal Math

Holt-McDougal Science

Holt-McDougal Social Science

An overview of the curriculum is in the report "**Curricular Materials and Instructional Strategies Utilized at Sherwood Montessori**" prepared for the Chico Unified School District Charter Review Team by Michelle Yezbick, Director, is attached to this report.

Sherwood Montessori School has sufficient staffing to carry out the educational program with a credentialed teacher in each classroom plus support staff and parent volunteers. The teacher to student ratio is 4 teachers to 90 students or a 1 to 22.5 teacher to student ratio. . In addition there have 8 paid part time support staff which equates to a FTE of 4 so each classroom has 2 adults working with students at any given time. The SBIT process is used for students who are achieving significantly below grade level and the RtI pyramid (see attached).

This year 32 SBIT meetings were held to discuss individual student needs. Academic interventions are offered as well as enrichment. Language enrichment is offered twice weekly for K-8 but predominantly for 4th-8th. Enrichment writing occurs once weekly preparing for a Literacy Tea, an event of sharing and presenting written final drafts.

Curricular Materials and Instructional Strategies Utilized at Sherwood Montessori

A report prepared for the Chico Unified School District Charter Review Team

by Michelle Yezbick, Director

Kindergarten/First Grade

In the traditional Montessori model, kindergarten students are educated in a separate environment from elementary school-aged children. The *Casa de Bambini* is designed for children ages 3 to 6, with the lower elementary designed for children ages 6 to 9. During our inaugural year at Sherwood, we had children who were kindergarten age grouped with first graders. When kindergarten children showed a readiness for first grade materials, they began working with them. Conversely, when first graders were not yet ready to master grade level curriculum, remediation with kindergarten materials and methods was used to bring the students up to grade level. Therefore, the following list of materials and strategies is not necessarily a prescribed course for any one individual, but rather represents the possibilities a student may encounter during the kindergarten year.

Reading

- Sandpaper letters for learning sound/symbol
- Making and reading words with the moveable alphabet
- Pink reading series: cards with words and pictures to match with C/V/C words
- Blue reading series: cards with words and pictures to match with C/C/V/C words
- Green reading series: cards with words and pictures to match with words containing long vowel patterns, digraphs, and diphthongs
- Green sound work: word families work with long vowel patterns, digraphs, and diphthongs used to make words
- Guided reading, small homogeneous groups, leveled text
- Supplemental materials to follow up reading for students at level "F" and above
- Daily morning message
- Daily independent reading time using classroom library books
- Traditional Montessori materials in other subjects (i.e.: zoology, botany, math, geography) that include reading
- Daily singing of songs
- Daily sight word work for first graders
- Word wall
- Literacy groups for fluent readers with literacy specialist
- Reading intervention for emergent readers behind benchmark
- Read aloud

Writing

Many materials designed by Montessori have some indirect preparation for the physical act of writing. For example, puzzle maps are manipulated with small pegs that encourage a pincer grip. This list will skip ahead to the more direct materials for writing found in the kindergarten/first grade classroom.

- Metal insets (teach academic language related to geometry while progressively refining control of pencil use)
- Sandpaper letters for learning letter formation
- Sand trays for practicing writing
- Chalk boards for practicing writing
- Daily morning message activity (group lesson often seen in traditional classrooms in which writing conventions are taught in the context of an authentic message)
- Daily free writing
- Thank you letters
- Writing projects (i.e. book making, research projects, writers' workshop)
- Graphic organizers
- Weekly spelling lists for first graders
- Writing group with literacy specialist for fluent writers

Math

The Montessori math program is a carefully designed approach to teaching math that utilizes didactic materials in which the learner is supported to develop first a concrete understanding of concepts before moving into an abstract understanding. When gaps appear in the Montessori math curriculum in terms of addressing state standards, the teacher supplements with lessons from other sources.

- Number rods for teaching quantity and ordering
- Spindle boxes for teaching symbol/quantity connection for numerals
- Bead chains for numeration, ordering numbers, and skip counting
- 100 board for ordering numbers represented as abstract symbols (numerals)
- Counter activities for teaching odd/even
- Hierarchical materials for place value and quantity (these are now often found in traditional classroom in plastic, a small cube represents "one", ten connected like a stick represent "ten", hundred squares, thousand cubes)
- Sorting materials
- Bead bars for math facts (used for counting, calculating games "Snake Games")
- Fingerboards for memorization of math facts
- Stamp games for abstraction of operations with larger numbers
- Geometric solids
- Geometry cabinet (contains shapes that can be traced to teach names and properties)
- Constructive triangles (shapes that can be put together to form other shapes)
- Teacher created money and clock materials
- Daily calendar lesson (whole group)

- Teacher created graphing and statistics lessons

Zoology

The zoology curriculum was designed to indirectly teach academic skills such as reading, writing, and research skills in addition to content. Montessori recognized that children of this age are often fascinated by animals and she used this interest to engage learners. Also, having animals in the classroom to care for and observe is motivating for children and fosters a sense of ownership of the classroom while developing empathy and responsibility.

- Classification (living/nonliving; fish, amphibian, reptile, bird, mammal at this level)
- Zoology puzzles for drawing and labeling diagrams
- Zoology nomenclature card works
- Observation of and care for classroom pets

Botany

- Classification (living/nonliving; plant/animal at this level)
- Botany puzzles for drawing and labeling diagrams
- Observation of and care for classroom plants
- Work in the school garden
- Cooking classes

History

- Personal timelines created and discussed at birthday celebrations
- Daily calendar activities
- Teacher created projects on students' life experience and growth over time
- Traditional Montessori "Great Lessons" on origins of universe and life on earth
- Studies of heroic people from the past and present, famous and local

Geography

- Sandpaper/water globe, Montessori continents globe
- Puzzle maps of the world and continents
- Clay/water representations of landforms and bodies of water
- *Children Just Like Me* and other books that focus on children of many continents and cultures
- Cultural presentations about countries and cultures of the world by parents and community members
- Continent studies
- International folk dance instruction including cultural origins of dances
- Study of multicultural celebrations (i.e. Kwanzaa, Diwali)

Science

- Experiments in botany and geography, also tied to history and the "Great Lessons"
- Participation in Chico Science Fair

Social Skills and Community Development

- *Second Step* program

- Peace Table-conflict resolution
- Daily integration of these skills into classroom life

Music

- Daily singing
- Traditional Montessori bell cabinet
- Exploration of instruments of many cultures

Spanish

- Weekly Spanish instruction

Sign Language

- 3-4 times per month

Drama

- Starting in first grade, weekly drama lessons

Cooking and Gardening

- 2-3 times per month

P.E.

- Once a week guided games with volunteer (parent who is an instructor at CSU in P.E. credentialing program)
- 2-3 times/week guided games with teacher's aide/teacher *Healthy Play* program
- Free play outside 2-3 times/day

Second/Third Grade

As in the K/1 classroom, children work on concepts they are developmentally ready for regardless of grade level. Traditionally, all Montessori classrooms have multiage groupings and instruction is individualized with the learners' readiness in mind.

Reading

- Sandpaper letters for learning sound/symbol
- Making and reading words with the moveable alphabet
- Pink reading series: cards with words and pictures to match with C/V/C words
- Blue reading series: cards with words and pictures to match with C/C/V/C words
- Green reading series: cards with words and pictures to match with words containing long vowel patterns, digraphs, and diphthongs
- Guided reading, small homogeneous groups, leveled text
- Daily morning message
- Daily independent reading time using classroom library books
- Traditional Montessori materials in other subjects (i.e.: zoology, botany, math, geography) that include reading
- Literacy groups for fluent readers with literacy specialist
- Sandpaper phonograms
- Phonogram folders

- Read aloud
- Read Naturally for struggling readers
- Barton program for struggling readers assessed for dyslexia

Writing

- Cursive writing instruction
- Metal Insets (indirect practice, pencil grip and fine motor control)
- Daily morning message activity (group lesson often seen in traditional classrooms in which writing conventions are taught in the context of an authentic message)
- Daily journal writing
- Thank you letters and friendly letters
- Writing projects (i.e. book making, research projects, writers' workshop)
- Mind mapping as a prewriting activity
- Skyscraper language card materials for conventions and mechanics of writing
- Grammar box materials
- Writing group with literacy specialist for fluent writers
- Developmental stages spelling groups with weekly lists (homogeneous ability groups)

Math

- Hierarchical materials for place value, quantity, and introduction to operations
- Bead bars for memorization of math facts
- Bead chains for skip counting, multiplication facts, squaring and cubing
- Bead Frame for addition, subtraction, and multiplication
- Addition Dot Board for adding large numbers
- Snake Game for memorization of facts, development of concentration
- Multiplication Bead Board for concept of multiplication as an array
- Multiplication Tile Board (aka Pythagorus Board) for memorization of multiplication facts
- Division Bead Board for concept of division as an inverse of multiplication
- Test Tube Division for long division
- Bank Game for multiplication of large numbers and reinforcement of place value
- Checkerboard for multiplication of large numbers and reinforcement of place value
- Stamp games for abstraction of operations with larger numbers
- Fingerboards for memorization of math facts
- Fraction insets for concept of fractions, equivalencies, and operations with fractions
- Geometric solids
- Geometry cabinet: curved figures and polygons
- Geometry Stick Box (building and exploring properties of plane geometric figures, guided constructivist approach to learning geometry concepts)
- Constructive triangles
- Teacher created materials for any standards not addressed by traditional Montessori materials

Zoology

- Classification (5 Kingdoms, vertebrate/invertebrate, phyla of invertebrates and classes of vertebrates at this level)
- Zoology nomenclature card works
- Research of animals

Botany

- Classification (living/nonliving; plant/animal at this level)
- Botany leaf cabinet (academic vocabulary development, exploration of Greek and Latin word origins)
- Observation of and care for classroom plants
- Botany experiments
- Work in the school garden
- Cooking classes

History

- Traditional Montessori “Great Lessons” on origins of universe and life on earth
- Studies of heroic people from the past and present, famous and local
- Study of the Fundamental Needs of Humans, frames research of cultures from the past and how they met their needs based on their environments

Geography

- Montessori continents globe, traditional globe
- Puzzle maps of the world, continents, and the U.S.
- Continent studies
- Study of the Fundamental Needs of Humans, frames research of world cultures and how they meet their needs based on their environments

Science

- Experiments in botany and geography, also tied to history and the “Great Lessons”
- Participation in Chico Science Fair
- Teacher created science lessons and materials to address standards not covered by traditional Montessori curriculum

Social Skills and Community Development

- *Second Step* program
- Conflict resolution
- Daily class meetings-problem solving forum

Music

- Singing
- Traditional Montessori bell cabinet
- Exploration of instruments of many cultures

Spanish

- Weekly Spanish instruction

Drama

- Weekly drama lessons

Cooking and Gardening

- Weekly

P.E.

- Once a week guided games with volunteer (parent who is an instructor at CSU in P.E. credentialing program)

Fourth/Fifth Grade

Reading

- Guided reading instruction
- Book discussion groups with literacy specialist for fluent readers
- Read aloud
- Daily silent reading

Writing

- Cursive writing instruction
- Daily morning message activity (group lesson often seen in traditional classrooms in which writing conventions are taught in the context of an authentic message)
- Writing projects with literacy specialist
- Genre studies with literacy specialist
- Skyscraper language card materials for conventions and mechanics of writing
- Grammar box materials
- *Spelling Workout* Modern Curriculum Press levels B-G
- *Caught'ya! Grammar With a Giggle* Jane Bell Kiester proofreading skills
- Intervention for spelling with students below grade level

Math

- Hierarchical materials for place value, quantity, and introduction to operations
- Bead bars for memorization of math facts
- Bead chains for skip counting, multiplication facts, squaring and cubing
- Bead Frame for addition, subtraction, and multiplication
- Addition Dot Board for adding large numbers
- Multiplication Bead Board for concept of multiplication as an array
- Division Bead Board for concept of division as an inverse of multiplication
- Test Tube Division for long division
- Checkerboard for multiplication of large numbers and reinforcement of place value
- Stamp games for abstraction of operations with larger numbers
- Fraction insets for concept of fractions, equivalencies, and operations with fractions

- Geometry cabinet: curved figures and polygons
- Constructive triangles
- Games for facts memorization
- Teacher created materials for any standards not addressed by traditional Montessori materials

Zoology

- Research of animals
- Teacher created materials for standards not addressed by traditional Montessori materials

Botany

- Observation of and care for classroom plants, study of life cycles
- Botany experiments
- Work in the school garden
- Cooking classes
- Teacher created materials for standards not addressed by traditional Montessori materials

History

- Traditional Montessori “Great Lessons” on origins of universe and life on earth
- Studies of heroic people from the past and present, famous and local
- Study of the Fundamental Needs of Humans, frames research of cultures from the past and how they met their needs based on their environments-emphasis on Native Californians and Native Americans at this level
- California history and westward expansion
- Teacher created materials for standards not addressed by traditional Montessori materials, instructional strategies used: debates, journal writing, think/pair/share

Geography

- Montessori continents globe, traditional globe
- Puzzle maps of the world, continents, and the U.S.
- Continent studies, topography
- Study of maps
- State research/California research

Science

- Experiments in botany and geography, also tied to history and the “Great Lessons”
- Experiments covering: weather, magnetism, chemistry
- Environmental education, including four days at WOLF school (camp)
- Participation in Chico Science Fair
- Teacher created science lessons and materials to address standards not covered by traditional Montessori curriculum

Social Skills and Community Development

- *Second Step* program
- Conflict resolution
- Daily class meetings-problem solving forum

Music

- Singing/Guest musician
- Music appreciation-exposure to various types of music
- Exploration of instruments of many cultures

Art

- Art history
- Painting, collage, sculpting

Spanish

- Weekly Spanish instruction

Drama

- Weekly drama lessons

Cooking and Gardening

- Weekly

P.E.

- Twice a week guided games with volunteer (P.E. credentialing program student)
- Health Education with teacher created materials, instructional strategies include: group work, journal writes, think/pair/share

Sixth/Seventh/Eighth Grade

In the middle school years, there is less emphasis on learning first with materials, except in cases where a high level new concept is introduced, such as finding cube roots. The focus in these years is to anticipate the developmental need to know: “Why do I need to know this?” and to relate learning to the real life applications. Maria Montessori presented the model of the *Erdkinder* school, where students discovered the need for academic knowledge through real life experiences. For example, a school situated in a rural location would have students running a farm and lessons would be tied to this endeavor. An *Erdkinder* in an urban area might have students running a grocery store, a bed and breakfast or some other small business. At Sherwood, we have a small garden and the middle school students run a weekly or biweekly farmers’ market. Money raised from this goes to a philanthropic cause, such as Recreation and Dreams for Kids with Cancer, a program associated with the Enloe Pediatric Oncology Department.

For instructional materials, there are some Montessori materials used, but state adopted textbooks are also used heavily at this level. The students at this age are ready for this level of abstraction, and they will need to have some experiences with this rather unique genre to ensure continued academic success.

Reading

- Holt-McDougal *Literature*
- Book discussion groups with literacy specialist
- Daily silent reading

Writing

- Holt-McDougal *Language Arts*
- Daily journal writing

- Writing projects with literacy specialist
- Genre studies with literacy specialist
- Skyscraper language card materials for conventions and mechanics of writing

Math

- Holt-McDougal *Math*
- Cubing materials
- *Key To* series: fractions, geometry, algebra
- Teacher created materials to address standards as needed

Zoology

- Holt-McDougal *Science*
- Research of animals and interaction with humans (endangered species)
- Montessori nomenclature cards

Botany

- Holt-McDougal *Science*
- Botany/environmental science experiments
- Work in the school garden
- Cooking classes
- Montessori nomenclature cards

History

- Traditional Montessori “Great Lessons” on origins of universe and life on earth
- Holt-McDougal *History*
- Connecting to past studies of the Fundamental Needs of Humans, frames research of cultures from the past and how they met their needs based on their environments
- World history
- Timelines

Geography

- Montessori pin maps of continents-countries, capitals, flags
- Continent studies
- Study of maps
- Landforms and bodies of water on Earth
- Holt-McDougal *History/Geography*
- Montessori nomenclature cards

Science

- Holt-McDougal *Science*
- Experiments in botany and geography, also tied to history and the “Great Lessons”
- Participation in Chico Science Fair

- Teacher created science lessons and materials to address standards not covered by traditional Montessori curriculum
- Environmental education, including four days at WOLF school (camp)

Social Skills and Community Development

- *Second Step* program
- Conflict resolution
- Daily class meetings-problem solving forum

Art

- Weekly art lessons
- *Art Teacher's Survival Guide*

Music

- Singing
- Exploration of instruments of many cultures
- Music composition

Spanish

- Weekly Spanish instruction
- Spanish conversation for more fluent students

Drama

- Weekly drama lessons
- Student-led Readers' Theater

Cooking and Gardening

- Weekly
- Plant biology/propagation-work in the greenhouse

P.E.

- Daily P.E. instruction by teacher or teacher's aide

**Janet Brinson, Director, Categorical Programs:
Categorical Program/Services and Student Interventions**

Sherwood did not have any identified English Learners in 2010-2011.

Dave Scott, Director, Student Services

Student Support Services

The Sherwood Montessori School Visitation was conducted on Thursday, March 31st. The school is in its first year of operation. Michelle Yezbick, Director of Sherwood Montessori School (SMS),

provided an overview of the school's first year. Instruction was observed in several classrooms during the visitation.

Student Support Services:

Sherwood Montessori School is presently a school of the District for special education services. The District provides the following services to SMS:

- 0.10 FTE Resource Specialist Teacher (approximately 3.5 hours per week)
- A/N FTE Speech Therapist (as needed per assessments and IEPs)
- A/N FTE School Nurse (as needed or called)
- A/N FTE Occupational Therapist (as needed per IEPs)
- 0.15 FTE School Psychologist (approximately 4.0 hours per month)

SMS students needing more intensive special education services (e.g. a Special Day Class placement) are offered a placement in other programs in the District or the Butte County SELPA.

In March of 2011 there were six students at SMS with Individualized Education Programs (IEPs). The primary disabilities for these students are in three of the thirteen Federal disability categories as follows:

Specific Learning Disability	3 students
Other Health Impairment	2 students
Speech or Language Impairment	<u>1 student</u>
Total	<u>6 students</u>

The current student enrollment at SMS is approximately 100 students. The percentage of students with Individual Education Plans (IEPs) at SMS is 6.0. As reported in the December 1, 2010 SELPA Student Report, the percentage of students with IEPs for CUSD is approximately 12.00, for the SELPA 12.50, and approximately 11.1 percent for the state of California (2009-10).

Ms. Yezbick and the SMS staff continue to refine the intervention services and supports for students needing additional academic support.

Scott Jones, Director, Fiscal Services:
Financial Viability

SMS is an independent IRS Section 501c3 organization with its first year of operation educating students in the 2010-2011 year. SMS receives its state aid, categorical block grant, and lottery funding direct from the State by way of Butte County Office of Education. SMS contracts with CUSD for its special education services with CUSD retaining the revenue generated by SMS for said services and invoices the school for encroachment costs which exceed the income provided by all sources.

SMS has developed various operational procedures/policies including an Attendance Policy, Independent Study Policy, Overview of Fiscal Operations, Purchasing Policy, Student Transportation Policy, Family Handbook, and an Employee Handbook which guides the school and its constituents through much of what is needed operationally function as a school.

1st Interim: 7/01/10 - 10/31/10: SMS estimated its first year enrollment via the state PENSEC report at 99 students to generate 94.05 ADA. Anticipated growth during the next is up to 129 students in grades K-8. The 1st Interim report reflects an ending fund balance of \$81,218 with total budgeted expenditures of \$995,535 for an initial period reserve of 8.2%.

Overall revenue increased by \$27K and Local Revenue in particular was adjusted upward by about \$18K. Budgeted Expenditures increased significantly by \$214K of which about \$136K was in the instructional materials and non-capitalized equipment categories due to the addition of charter restricted grant funding.

2nd Interim: 11/01/10 – 1/31/11: The 2nd Interim ending fund balance increased slightly to \$86,387 with overall revenue decreasing \$80K, but expenditures decreasing as well by about \$85K from the 1st interim. Projected year end fund balance is an adequate 9.5%, however caution must be observed with the continued uncertain nature of state education funding. Final P-2 ADA is 87.51 slightly lower than the original estimate at the beginning of the year. Anticipated growth with proper expenditure control should support SMS in maintaining fiscal solvency.

Due to the uncertain state of the economy and the reductions in revenue to education, Butte County Office of Education is now requiring school districts to submit monthly cash flows to make sure districts can meet operational expenses. Each of the charter schools under CUSD have been asked to submit monthly cash flows beginning 7/01/09 for CUSD review. All charters are to automatically forward monthly cash flow reports to the CUSD Director, Fiscal Services. Continued CDE revenue deferrals make the tracking of cash one of the most significant fiscal concerns by all public schools in the state.

A new Charter School Oversight Reference Tool was incorporated into every section of the charter oversight review process in 2010-2011. SOS staff struggled with providing the district with an organized response to the Reference Tool Matrix but in subsequent meetings did provide a binder containing documentation to support the Matrix. Communication with Lead Petitioner, Russell Shapiro and the CUSD Director of Fiscal Policies has been very good and information requested by CUSD has been promptly provided. The two areas of attention are monthly cash flows instead of annual, and updating their Multi Year Projections at each budget cycle (Adopted, 1st and 2nd Interims) rather than annually. The uncertainty at the state level with respect to funding and cash flow (Deferrals) necessitate more frequent financial monitoring.