

BLUE OAK

John Bohannon, Director, Secondary & Alternative Education:

The following are my observations from the visit to The Blue Oak School on March 11, 2014.

Recruitment/Enrollment

Blue Oak continues to have more than 400 students in grades K-8 at its East Avenue location. Blue Oak's demographics show 73 percent white students, 14 percent Hispanic, 8 percent two or more races and 3 percent African American. The 2012-2013 CALPADS data show no English Learners and 10 percent students with disabilities.

Governance Structure

Jeff Plotnick served as Chair of the Blue Oak Charter Council for the 2013-2014 school year. Also serving on the board were: Lyn Harrod, Louthea Griffin, Dave Lunde, Jonathan "Joe" Clark, Rebekah Casey and Heather Halterbeck. Lunde, Potnick, Casey and Halterbeck's terms all expired at the end of the school year. Eric Berg, Brian Lindaman and Pamela Boeger have all been added to the board. There is still one board position open for which the school is accepting applications

Nathan Rose is completing his second year as the Executive Director of Blue Oak. Laurie Kopping was the principal for the past two years, but gave her notice that she will not return for the 2014-2015 school year.

Joanne Parsley, Director, Curriculum and Instruction: Educational Program

The Blue Oak School is committed to following its curricular and instructional plan as presented in the approved charter petition. The school endeavors to integrate standards-based instruction via the Waldorf Methods instructional model as stated in their mission "To nurture and deepen each child's academic and creative capacities using Waldorf Methods in a public setting". A goal was established by the Blue Oak Board to increase the Blue Oak's API by 100 points during the 2011-12 school year. To achieve this goal the school has a program improvement plan that was drafted in 2009-2010 and is updated annually. The 2011-2015 plan continued the 2009-2010 plan proposals, plus included the following new items to support boosting academic student achievement:

- Expand flexible math groupings to grades 2-4 (September 2011, to be developed by Director of designate and implemented by classroom teachers).
- Flexible math groupings program evaluation. The Director will annually evaluate this program in August after receipt of STAR test data, and report on its effectiveness and recommend changes, if necessary.

- Director will annually, in June, present an evaluation of the triennial benchmark assessment program, report on its effectiveness and recommend changes, if necessary.
- Faculty chairs will present an evaluation of Waldorf pedagogy annually in June and recommend changes, if necessary.
- Director will administer an annual evaluation of professional development to be completed by faculty and reported to the BOCC in August.
- Deepen strategic relationships with high-performing public Waldorf schools by scheduling at least one visit by the Director and Faculty Chair per school year.
- Establish Homework Club for grades 2-8 as a committee for the Parent Council with faculty and administrative input and oversight.
- Hire a part-time Development Director to focus on grant writing and fundraising by September 2012.
- Hire a part-time certificated Director of Waldorf pedagogy by September 2012.

In addition to these school wide improvements, the staff took steps to change to a culture of standards based instruction, testing and assessments. During the 2011-2012 school year the staff worked on a shift in thinking regarding the state testing. They realized that the survival of the school depended on improved state test scores.

The following interventions have been kept in place during the **2013-14** school year to continue to enrich and improve teaching and learning at Blue Oak:

- Faculty were trained in the interpretation and implementation of essential state standards
- Grade level references binders issued – Waldorf and Content Standards plus CST release questions for assessment reference
- Faculty were required to submit Block Rotation Schedules that indicate where and when grade level standards based assessments occur
- Grade level benchmark assessments were to be developed and administered at trimester 1 & 2 to have data to use to drive instruction
- California Edition Math and English Grammar were purchased for grades 3rd – 8th
- Math Intervention teacher provides pull-out services and after-school Homework Club support

In addition, BOCS established **2013-2014** goals that supported an overall goal that student scores will demonstrate a 10% or greater movement between Basic or Proficient on ELA and math as measured by its annual AMO. Those goals are as follows:

- Staff planned to vertically align essential and targeted standards K-8 in ELA and Math.
- Purchased, adopted curriculum was to be taught and aligned with Waldorf methods
- New teacher support providers were to coordinate best practices instructional practices, aligned to BOCS adopted curriculum
- Staff was to use publisher-imbedded formative and summative assessments as they develop the capacity to design and implement common formative assessments
- Administer triennial curriculum benchmark assessments in ELA and math using OARS Assessment Program

- Staff were to restructure the current daily schedule to enable increases in academic time on task in both ELA and Math
- Staff were to ensure that secondary preparedness curriculum will be provided to 6-8th grade students
- Expand the Intervention Program to meet identified student needs
- Increase monthly attendance to 95%

Five areas of improvement with additional goals were identified for the 2013-2014 Year:

- Deepening of the story cycle as brought by the Waldorf Mentor
- Development of Professional Learning Community
- Implementation of new discipline policy
- Cohesive reading instruction
- Sustain progress in standardized test results

David Scott, Assistant Superintendent - Educational Services
Student Support Services

The Blue Oak School visitation was conducted on Tuesday, March 11th. The school is completing its third year of operation as a school chartered by CUSD. Nathan Rose, Executive Director of Blue Oak School (BOS) provided an overview of the school's program and services and led a tour of the facility. Instruction was observed in several classrooms during the visitation. Mr. Rose also briefly reviewed the plans involving physical changes to the school facility.

Student Support Services:

Blue Oak School is currently a school of the District for special education services. The District provides the following services to Blue Oak School:

- 1.3 FTE Resource Specialist Teachers
- 0.2 FTE Speech Therapist (as needed per assessments and IEPs)
- 0.2 FTE School Nurse (one day per week and as needed or called)
- A/N FTE Occupational Therapist (as needed per IEPs)
- 0.2 FTE School Psychologist (approximately 1 day per week)

Blue Oak students needing more intensive special education services (e.g. a Special Day Class placement, etc.) are offered a placement in a program provided by the District or the Butte County Office of Education.

The number of students with Individualized Education Programs (IEPs) enrolled at Blue Oak School in March of 2011 was approximately six students. In March of 2013, there were thirty-eight students with IEPs. As of May 2014, there are forty-five students (one pending student) at BOS with Individualized Education Programs. The primary

disabilities for these students are in four of the thirteen Federal disability categories as follows:

Specific Learning Disability	21 students
Other Health Impairment	6 students
Autism	5 students
Speech or Language Impairment	<u>13 students</u>
Total	45 students

The current student enrollment at BOS is approximately 420 students. The percentage of students with Individual Education Plans (IEPs) at BOS is 10.71 percent. As reported in the December 1, 2013 SELPA Student Report, the percentage of students with IEPs for CUSD is approximately 12.33, for the SELPA 12.68, and approximately 11.30 percent for the state of California (2013-14 DataQuest Information).

Mr. Rose, Ms. Kopping (School Principal), and the Blue Oak School staff continue to foster the school's Waldorf-methods academic program. The school hired a part-time intervention coordinator who schedules various academic interventions for students as needed. The school staff reported the school has complied with the state requirements regarding fire, earthquake and safety drills.

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

Based on a site visit and a review of records, Blue Oak School meets the established criteria in this area. They have retained 100% of their teachers from the previous year and have added 2 new teachers along with some part time classified positions. The school meets all of the established criteria in this area.

**Jaclyn Kruger, Director, Fiscal Services
Blue Oak Charter School – 2013-14 Financial Review**

Blue Oak Charter School (BOCS) is a K-8 charter school located in Chico, California. This is the third year of fiscal oversight provided by Chico Unified School District (CUSD) for the BOCS. Butte County Office of Education was the previous authorizing agency.

BOCS has hired a third-party administrator to provide budget/financial services. The third-party administrator is Charter School Management Corporation.

2013-14 Original Budget:

BOCS' Original Budget was adopted by July 1st, which is required by Ed Code. The Original Budget showed a negative change in fund balance of \$86K. The charter school provided a multi-year projection which showed the two future years (14-15 & 15-16) as having positive change in fund balance. Additionally, BOCS provided a monthly cash flow. This cash flow showed negative cash balances in February through June.

2012-13 Year End Unaudited Actuals:

The unaudited actuals report was submitted to CUSD by September 15th, which is required by Ed Code. BOCS showed a positive change in fund balance of \$65K. This increase brought their ending fund balance to \$1,681,399, which equates to a 56% reserve.

2012-13 Audit Report:

BOCS contracted with Matson & Isom to perform an external audit of the 2012-13 financial statements. There were no findings during the audit.

2013-14 First Interim Budget:

The first interim budget was approved and submitted to CUSD by December 15th, which is required by Ed Code. The original budget was drafted using general purpose funding and the categorical block grant funding. At first interim, BOCS adjusted its budget to reflect the newly implemented Local Control Funding Formula (LCFF). Total revenue increased by \$89K and total expenditures increased by \$27K. Therefore, the negative change in fund balance is now approximately \$24K, which is over \$62K better than forecasted at original budget.

2013-14 Second Interim Budget:

The second interim budget was approved by March 15th, which is required by Ed Code. Total revenues were reduced by \$41K and total expenditures were reduced by \$5K. Therefore, the negative change in fund balance has now increased to \$59K. Even with this negative change in fund balance, BOCS estimates total fund balance at June 30th, 2014 to be \$1,621,879. If this estimate is correct, then the charter school will end the 2013-14 fiscal year with a 48% reserve.

Attendance:

P-2 average daily attendance (ADA) was reported at 377.65 for 2013-14 versus 355.98 reported in 2012-13. This difference shows an increase of 21.67 ADA.

Cash Flow:

BOCS' total cash position ended up being much more positive than originally forecasted at original budget. BOCS had a positive ending cash balance for all months from July 2013 through April 2014 and is projecting a positive cash balance at June 30th.

CCDS

John Bohannon, Director, Secondary & Alternative Education:

The following are my observations from the visit to Chico Country Day School on April 16, 2014.

Facility Construction Update

After a long wait for Proposition 1D funds from the state, CCDS finally received its funds and has started the rehabilitation of the CUSD-owned campus at 102 West 11th Street. The process started with the purchases and re-design of the former Salvation Army building across the street from the main CCDS campus. The new building opened the Monday after spring break and now holds the 6th, 7th and 8th grade classrooms. Also during spring break, many buildings were removed to make room for new Gen 7 modular buildings. The new buildings are scheduled to be placed on campus in May and June. Also in the plan is the construction of a gym/library/music room. This facility is scheduled to be completed at the end of November.

Recruitment/Enrollment

Chico Country Day School (CCDS) 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 2012-13 school year enrollment of approximately 550 students.

The demographics of CCDS according to CALPADS show 81 percent white students and 10 percent Hispanic or Latino. CCDS has 16% of its students on Free and Reduced Lunch with one percent English Learners and seven percent students with disabilities.

Governance Structure

Chico Country Day School is governed by a Board of Directors whose members include representatives from parents, community and staff. Matt Juhl-Darlington is the current CCDS Board Chair. He is joined on the board by Charles Thompson, Darien Sterling, Lowell Daun, Susa Efseaff, John Garrett and Jessika Lawrence.

Principal Megan Neely officially completed her first full year in 2013-2014 after coming on board halfway through 2012-2103.

Margaret Reece continues to oversee the business side of the operations as the Chief Business Officer.

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. The mission of CCDS is to hold each student to clearly articulated, high expectations for academic achievement. The academic program is based upon state and national content and performance standards and is built upon current research. Integrated Thematic Instruction is 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 “Highly Effective Teaching (HET)” strategies. Field trips are routinely scheduled to coincide with the units which connect real world experiences with the classroom curriculum.

The CCDS curriculum is planned and developed by teachers and is based on standards at each grade level. Teachers are trained to use the Integrated Thematic Instruction Model to plan, sequence, integrate and structure the units of instruction. In addition, HET strategies support the development of developmentally-appropriate lessons that build a “scaffolding” of understanding that connects learning across various disciplines. Teachers will also incorporate Project Based Learning in their HET units

Goals for 2013-14

- Develop a plan for how to maintain the close, interpersonal feeling of the school with students, amongst grade levels, and with families.
- Provide professional development on Project Based Learning (PBL) and implement PBL in grades K-8.

Curriculum:

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; Lexia; Handwriting without Tears.
- Houghton-Mifflin program used in 1st and 2nd grades.
- Lexia

Math

- Pilot new CCSS Math programs and select one for purchase
- K-6 = Harcourt Brace
- 7-8 = CPM
- Fast Math Computer Program
- OMEGA Math
- Moby Math
- Mathletics

- IXL
- Social Science and Science
- Integrated Thematic Units based on content standards. Supplementary materials include: Primary sources, sample textbooks, online resources (United Streaming).

Technology

- 120 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
- Elmo cameras in 8th grade classrooms
- 90 IPADS grades K-8
- TVs with Apple TV connection
- 20 IPODs for 7th-8th grades

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 K-5, plus art elective available 6-8.

Electives for Middle School students

- Instruction delivered by parents, staff, and community volunteers.
- Examples – drama, gardening, art, cooking, sports, music appreciation, here and there, life skills, Spanish, 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 proficiency. In addition, other assessments are used to identify at-risk students, including Aims-Web (K-6) which is administered three times per year to all students and RTI students are progress monitored every other week.

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)
 - Aims-Web, all students assessed three times per year

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

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

- Newsletter
- Regular classroom newsletters
- E-mail
- E-Flier
- School WEB page
- Facebook
- Trimester report cards

David Scott, Assistant Superintendent – Educational Services **Student Support Services**

Several members of the District's Charter Review Committee met with Megan Neely, Principal and Margret Reece, Chief Business Officer on Wednesday, April 16, 2014. Ms. Neely and Ms. Reece conducted a tour of the CCDS annex facility located on the corner of West 11th Street and Broadway across the street from the main CCDS campus. The main campus is undergoing significant construction with the removal of the Oakdale/Fair View buildings and the placement of new classroom buildings as well as the construction of a MPR/Gym building on the campus.

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 (1.5 FTE), intervention teachers (0.50 FTE), a speech and language therapist (0.60 FTE), a school psychologist (0.60 FTE), a school nurse, a health technician, an adaptive physical education specialist and special education instructional aides to provide services to students through the school's Response to Intervention model. The school contracts with CUSD and other service providers as needed in order to provide services to students with low incidence disabilities (e.g. visual impairments, etc.).

In March of 2013, there were forty-four students at CCDS with Individualized Education Program (IEPs). As of May 30th, 2014, there are forty-one students at CCDS with Individualized Education Programs. The primary disabilities for these students are in eight of the thirteen Federal disability categories as follows:

Specific Learning Disability	14 students
Speech or Language Impairment	10 students
Orthopedic Impairment	1 student
Autism	7 students
Other Health Impairment	5 students
Visual Impairment	2 students
Emotional Disturbance	1 student
Intellectual Disability	<u>1 student</u>
Total	41 students

Additionally, the CCDS staff reported that students without IEPs who need assistance are provided interventions through the school-based speech program and the intervention programs at CCDS. The student enrollment at CCDS is approximately 550 students. The percentage of students with Individual Education Plans (IEPs) at CCDS is approximately 7.45 percent. As reported in the December 1, 2014 SELPA Student Report, the percentage of students with IEPs for CUSD is approximately 12.33, for the SELPA 12.68, and approximately 11.30 percent for the state of California (2013-14 DataQuest Information).

CCDS staff 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 site visit and interview, there do not appear to be any areas of concern with respect to Human Resource issues. CCDS has experienced some transition in their staff including their first retirement.

**Jaclyn Kruger, Director, Fiscal Services
Chico Country Day School – 13/14 Financial Review**

Chico Country Day School (CCDS) is a K-8 charter school located in Chico, California. This is the 18th year of fiscal oversight provided by Chico Unified School District (CUSD) for CCDS.

CCDS has its own Chief Business Officer on staff. She has been with CCDS since 2003. She is responsible for preparing the budget and financial reports for the charter school.

2013-14 Original Budget:

CCDS' Original Budget was adopted and submitted to CUSD by July 1st, which is required by Ed Code. The Original Budget showed a positive change in fund balance of approximately \$9,500. The charter school also provided a multi-year projection which showed the two future years (14-15 & 15-16) as having positive change in fund balance with reserves continuing to grow.

2012-13 Year End Unaudited Actuals:

The unaudited actuals report was submitted to CUSD by September 15th, which is required by Ed Code. CCDS showed a positive change in fund balance of approximately \$7,500. This increase brought their ending fund balance to \$3,267,568, which equates to an 81% reserve.

2012-13 Audit Report:

CCDS contracted with Stephen Roatch Accountancy Corporation to perform an external audit of the 2012-13 financial statements. There were no findings during the audit.

2013-14 First Interim Budget:

The first interim budget was approved and submitted to CUSD by December 15th, which is required by Ed Code. The original budget was drafted using general purpose funding and the categorical block grant funding. At first interim, CCDS adjusted its budget to reflect the newly implemented Local Control Funding Formula (LCFF). Total revenue increased by \$30K and total expenditures decreased by \$26K. Therefore, the positive change in fund balance is now \$66K, which is over \$56,000 better than forecasted at original budget.

2013-14 Second Interim Budget:

The second interim budget was approved by March 15th, which is required by Ed Code. Total revenues increased by \$230K, largely due to local revenues. Additionally, total expenditures increased by \$249K, including over \$80K that was budgeted for buildings. Therefore, the positive change in fund balance is now \$47K. CCDS estimates total fund balance at June 30th, 2014 to be \$3,314,617. If this estimate is correct, then the charter school will end the 2013-14 fiscal year with a 60% reserve.

Attendance:

P-2 average daily attendance (ADA) was reported at 533.60 for 2013-14 versus 530.60 reported in 2012-13. This difference shows a decrease of three ADA.

Cash Flow:

As of April 30th, 2014, CCDS had a strong cash position. The projection through June 30th continues to show positive cash balances. Even though CCDS has a large reserve, it is still important to monitor cash.

FOREST RANCH**John Bohannon, Director, Secondary & Alternative Education:**

The following are my observations from the visit to Forest Ranch Charter School on March 25, 2014.

Recruitment/Enrollment

Forest Ranch continues to work on maintaining and growing its enrollment. They have targeted the 2014-2015 school year to add 7th grade as they progress to a full K-8 program. The transition will start small with about 4 7th grade students in a 6/7 combination class. Forest Ranch had an enrollment of 110 students in 2011-2012 and 113 in 2012-2013.

Governance Structure

Forest Ranch has a veteran Board with members that possess expertise in many areas, including school finance. The current FRCS Board Chair is Dave Foreman. He is joined on the board by Kiersten Morgan, Lisa Speegle, Katrina Stearns, Robinette Cook, LaDawn Hall, Lynne Wright, Maureen Blawat and John Rowden.

There is a clear separation of duties between the Board and day-to-day operations with Director Christia Marasco 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**

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 2013-14 school year the grade level configurations were:

- 1 Kindergarten class
- 2 First/ Second grade classes
- 2 Third/Fourth grade classes
- 1 Fifth/Sixth grade class

Curriculum;

English Language Arts

Lesson plans begin with the state standards and then incorporate a variety of enriching materials which may 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

Math

Forest Ranch primarily uses Sadler Math with intervention support via Touch Math. In addition they provide weekly math groups where students focus on specific skills in small groups or 1:1 instruction time.

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 and Reading A to Z (guided reading) are used to support ELA and Accelerated Math and Mentor Math are examples of math intervention programs. The school has one classified and two certificated intervention instructors hired part time that pull students out on a one on one basis or work 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.

On Going Activities

Forest Ranch Charter Schools offers enrichment including GATE activities, 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.

David Scott, Assistant Superintendent– Educational Services **Student Support Services**

The Forest Ranch Charter School visitation was conducted on a very pleasant Spring day, Tuesday, March 25, 2014. Christia Marasco, Director of Forest Ranch Charter School (FRCS), provided an update of the activities and program improvements since the previous visit in March of 2013. The visitation team visited many of the classrooms on campus.

Student Support Services:

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

- 0.50 FTE Resource Specialist Teacher
- 0.20 FTE Speech Therapist (approximately 1 day per week)
- A/N FTE School Nurse (as needed or called)
- A/N FTE Occupational Therapist (as needed per IEPs)
- 0.06 FTE School Psychologist (approximately 3 hours per week)

FRCS students needing more intensive special education services (e.g. a Special Day Class placement, etc.) are offered a placement in programs operated by the District or the Butte County Office of Education.

In March of 2012 there were eleven students at FRCS with Individualized Education Programs (IEPs). As of April, 2013 there are fourteen students at FRCS with IEPs (one pending). The primary disabilities for these students are in five of the thirteen Federal disability categories as follows:

Intellectual Disability	1 student
Autism	1 student
Specific Learning Disability	6 students
Other Health Impairment	2 students
Speech or Language Impairment	<u>11 students</u>
Total	21 students

The student enrollment at FRCS is approximately 117 students. The percentage of students with Individual Education Plans (IEPs) at FRCS is 17.94 percent. As reported in the December 1, 2013 SELPA Student Report, the percentage of students with IEPs for CUSD is approximately 12.33, for the SELPA 12.68, and approximately 11.30 percent for the state of California (2013-14 DataQuest Information).

Ms. Marasco and the FRCS staff continue to implement highly effective teaching methods to provide a program designed to provide a stimulating environment combined with high academic standards.

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

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

Based on a site visit and a review of records no significant issues are evident with respect to Human Resources. The teaching staff is relatively new to the school with approximately 75% of their current teaching staff in their 2nd year with the school. They did not add any classes this year but plan on adding one class next year. They expressed some concern over the amount of time it takes to obtain new special education staff from CUSD.

Jaclyn Kruger Director, Fiscal Services
Forest Ranch Charter School – 13/14 Financial Review

Forest Ranch Charter School (FRCS) is a K-8 charter school located in Forest Ranch, California, which is currently running a K-6 program. This is the 6th year of fiscal oversight provided by Chico Unified School District (CUSD) for FRCS.

FRCS has its own Chief Business Officer on staff. She prepares the budget and financial reports for the charter school.

2013-14 Original Budget:

FRCS' Original Budget was adopted and submitted to CUSD by July 1st, which is required by Ed Code. The Original Budget showed a positive change in fund balance of \$7K. The charter school provided a multi-year projection which showed the two future years (14-15 & 15-16) as having positive change in fund balance with reserves continuing to grow.

2012-13 Year End Unaudited Actuals:

The unaudited actuals report was approved and submitted by September 15th, which is required by Ed Code. FRCS showed a positive change in fund balance of \$43K. This increase brought their ending fund balance to \$650,094, which equates to a 58% reserve.

2012-13 Audit Report:

FRCS contracted with Matson & Isom to perform an external audit of the 2012-13 financial statements. There were no findings during the audit.

2013-14 First Interim Budget:

The first interim budget was approved and submitted to CUSD by December 15th, which is required by Ed Code. The original budget was drafted using general purpose funding and the categorical block grant funding. At first interim, FRCS adjusted its budget to reflect the newly implemented Local Control Funding Formula (LCFF). Total revenue increased by \$160K and total expenditures increased by \$145K. Therefore, the positive change in fund balance is now \$22K, which is over \$15,000 better than forecasted at original budget.

2013-14 Second Interim Budget:

The second interim budget was received by March 15th, which is required by Ed Code. Total revenues increased by \$36K and total expenditures increased by \$28K. Therefore, the positive change in fund balance is now \$31K. FRCS estimates total fund balance at June 30th, 2014 to be \$680,063. If this estimate is correct, then the charter school will end the 2013-14 fiscal year with a 67% reserve.

Attendance:

P-2 average daily attendance (ADA) was reported at 117.74 for 2013-14 versus 110.19 reported in 2012-13. This difference shows an increase of 7.55 ADA.

Cash Flow:

FRCS has submitted monthly cash flow projections. All months during the 2013-14 fiscal year show a positive cash balance.

INSPIRE**John Bohannon, Director, Secondary & Alternative Education:**

The following are my observations from the visit to Inspire School of Arts and Science on March 25, 2014.

Recruitment/Enrollment

Inspire continues to grow as it moves toward its maximum goal in the current charter of 480 students. As of May 22, 2014, Inspire's total enrollment was 408. Of the 409 students, 80 were from outside of the district. Those numbers show 20 percent of Inspire's population come from neighboring school districts.

Governance Structure

The board for Inspire has a unique structure because of its classification as an "internal charter" of CUSD. What makes Inspire different is the CUSD Board of Education has the authority to appoint one board member to Inspire's board. Since Inspire's inception, the board appointee has been Jann Reed. For the first three years, Reed also served as a member CUSD Board of Education. When Reed's term on the CUSD board came to an end, the CUSD Board voted to have her remain as the CUSD appointee to the Inspire Board.

Matt Brown, an Associate Professor in the English Department at CSU, Chico, is the current President of the Inspire board. Reed serves as the Vice-President of the board. The remaining members of the board are: Michael Panunto (Butte College representative), Debbie Travers (teacher representative), Dale Word (CSU, Chico), Sue Pate (CSU, Chico) and Julie Shea (parent representative).

As an "internal" charter, Inspire receives administrative support in the areas of finance, maintenance, technology and pupil support per an MOU with the district. Inspire Principal Eric Nilsson and Assistant Principal Dan La Bar handle the day-to-day operations of the school.

WASC Accreditation

A visiting team of the Western Association of Schools and Colleges (WASC) visited Inspire in late February. On May 6, Inspire received a letter from WASC indicating Inspire received a six year accreditation with written progress due at the end of the third year. This is the highest accreditation term a school can receive.

Joanne Parsley, Director, Curriculum and Instruction: 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. Inspire has developed partnerships with CSU Chico's Computer Science, Engineering, Robotics, Kinesiology and Natural Sciences departments, as well as the CSU, Chico Nature preserve and Gateway Science Museum.

Inspire offers students up to eight 80 minute classes via a hybrid schedule similar to a college schedule. The block classes are on a rotation 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 required for graduation and college and career readiness. The schedule also makes it possible to provide immediate intervention strategies for students who need extra support. Inspire has sufficient staffing to carry out the educational program as planned.

Four out of five days each week students attend a 35 minute advisory/tutorial period. School themes such as student success, diversity and sustainability 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, enrichment activities, meet with other students to complete projects, practice or rehearse, complete on-line work, etc.

School Goals

1. Continually increase school-wide student achievement in mathematics throughout the charter term 5% minimally each academic year.
2. Increase Proficiency in ELA, Science and Social Studies by 3%.

3. Make the transition to the Common Core and Smarter Balanced Assessments, establish a Common Core baseline for achievement in 2014/2015 in English, develop common assessments for Social Science as adopted, and Science/Engineering that reflect the Common Core standards, the Next Generation Science standards and improve in core elective areas by using authentic assessments and portfolios for the Performing and Fine Arts.
4. Define, refine and focus specific career pathways and majors available to students through our educational programs.
5. Increase instructional effectiveness through the use of “Assessment for Learning” formative assessments techniques (Dylan Willam), “ABEO School Change” rubrics for instruction (Joe Hall & Chris Hoyos), as well as backwards planning using “Understanding by Design” templates (Jay McTighe)
6. Improve current facilities through landscape enhancement and specialized interior improvements related to educational program.

Inspire School has a plan that was drafted in 2010 – 11 school year and is updated annually. The 2012-13 plan builds upon the original plan proposal, plus includes the following actions to be taken to support student academic achievement and achieve the above goals:

- Math intervention coordinator will use data to identify gaps in student understanding and pull small groups at the lunch hour.
- Math teachers are available before school, at lunch and after school most days
- Students behind on assignments or assess poorly are identified for specific short term intervention strategies until they achieve teacher generated benchmarks.
- Math Department will continue to develop learning targets and common formative assessments to monitor progress
- Math Department will continue to collaborate with colleagues from CHS, PVHS and Fairview to review data, identify areas of strength and areas of improvement
- Course and discipline alike teachers will collaborate weekly to write learning targets and common formative assessments and to analyze data to improve instruction
- Extra support will be provided via study halls, tutorials with advisors as well as lunchtime interventions
- Staff will attend CUSD district-wide meetings to collaborate with course alike colleagues
- Site based professional development provides professional development support in day-to-day formative assessment instruction
- Staff is participating in ABEO training which has a focus on the level of rigor offered during lessons

- Staff is utilizing “Understanding by Design” planning templates to work towards alignment of essential questions, desired learning outcomes, and increased engagement for students in mathematical practices, skills, and content.
- Teachers observe each other on a regular basis throughout the school year and use documentation/data from the observations to discuss the effectiveness of the instruction

David Scott, Assistant Superintendent– Educational Services
Student Support Services

The District Charter Review Committee visited Inspire School of the Arts and Sciences on Tuesday, March 25th, 2014. The school is in its third year of operation. Eric Nilsson, Principal of Inspire School of the Arts and Sciences, and Dan La Bar, Inspire’s Assistant Principal provided an overview of the school’s program and progress to date.

Student Support Services:

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

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

Inspire students needing more intensive special education services (e.g. a Special Day Class program, etc.) are offered a placement in programs provided by the District or the Butte County Office of Education.

In March of 2012 there were twenty-one students at Inspire with Individualized Education Programs (IEPs). As of April, 2014 there are twenty-five students at Inspire with Individualized Education Programs. The primary disabilities for these students are in four of the thirteen Federal disability categories as follows:

Specific Learning Disability	16 students
Autism	4 students
Emotional Disturbance	3 students
Other Health Impairment	<u>8 students</u>
Total	31 students

The current student enrollment at Inspire is approximately 427 students. The percentage of students with Individual Education Plans (IEPs) at Inspire is 7.2 percent. As reported in the December 1, 2013 SELPA Student Report, the percentage of students with IEPs for CUSD is approximately 12.33, for the SELPA 12.68, and approximately 11.30 percent for the state of California (2013-14 DataQuest Information).

The District also provides 1.2 FTE School Counselors to Inspire to support students with academic, educational and personal/social concerns.

The school reports that it has complied with state requirements regarding fire, earthquake and safety drills.

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

Based on an onsite visit and an interview, there do not appear to be any areas of concern with respect to Human Resource issues. The teaching staff is relatively consistent in that they replaced one teacher and added a part time teacher. They are hoping to add another teaching position next year. They expressed some concern about the level of librarian assistance they receive.

**Jaclyn Kruger, Director, Fiscal Services
Inspire School of Arts and Science – 2013/14 Financial Review**

Inspire School of Arts & Sciences (ISAS) is a 9-12 charter school located in Chico, California. ISAS is a locally funded charter school sponsored by Chico Unified School District (CUSD). While ISAS is not an independent 501(c)(3) organization, it does have its own Board and works cooperatively with CUSD on matters such as facilities, educational program, and fiscal services.

ISAS is a locally funded charter school and, as a result, its financial accounting is managed and reported by CUSD. ISAS has its own fund (fund 09) within the financial statements, so its operations can be completely separate from CUSD's general fund.

2013-14 Original Budget:

ISAS' Original Budget was adopted by the ISAS Board and CUSD Board by July 1st, which is required by Ed Code. The Original Budget showed a negative change in fund balance of \$112K.

2012-13 Year End Unaudited Actuals:

Because ISAS' financials are incorporated into the larger financial statement prepared by CUSD, the unaudited actuals report was not approved until November 20th. ISAS showed a positive change in fund balance of \$506K. This increase brought their ending fund balance to \$946,804, which equates to a 35% reserve.

2012-13 Audit Report:

ISAS is part of CUSD's annual external audit. Matson & Isom was used as the independent external audit firm to audit the 2012-13 financial statements. There was one finding for ISAS. This finding dealt with the signing of attendance registers. ISAS administration has been informed about this audit and has put procedures in place to resolve.

2013-14 First Interim Budget:

The first interim budget was approved by the ISAS Board by December 15th, which is required by Ed Code. The original budget was drafted using general purpose funding and the categorical block grant funding. At first interim, ISAS adjusted its budget to reflect the newly implemented Local Control Funding Formula (LCFF). Total revenue increased by \$196K and total expenditures increased by \$59K. Therefore, ISAS had a balanced budget, which is approximately \$110,000 better than forecasted at original budget.

2013-14 Second Interim Budget:

The second interim budget was approved by the ISAS Board by March 15th, which is required by Ed Code. Total revenues increased by \$48K and total expenditures increased by \$51K. Therefore, the negative change in fund balance is now \$4K. ISAS estimates total fund balance at June 30th, 2014 to be \$942,352. If this estimate is correct, then the charter school will end the 2013-14 fiscal year with a 30% reserve.

Attendance:

P-2 average daily attendance (ADA) was reported at 399.51 for 2013-14 versus 400.43 reported in 2012-13. This difference shows a decrease of 0.92 ADA.

Cash Flow:

Cash flow statements provide a tool for both the charter school administration and CUSD to review actual receipts and expenditures as well as the projected in-flow and out-flow of cash in the future months. Currently, ISAS does not submit monthly cash flow statements. Beginning in 2014-15, CUSD will work with ISAS in obtaining these documents.

NORD

John Bohannon, Director, Secondary & Alternative Education:

The following are my observations from the visit to Nord Country School on April 1, 2014.

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 135 enrolled for the 2012-13 school year. The number of students grew to 149 in 2013-2014. The Hispanic/Latino population has remained steady at 36% of the population, but the numbers of English Language Learners has continued to shrink. Nord had 13% ELL students in 2012-2013 and only 10% in 2014-2015.

The CUSD Board of Education approved a 5-year renewal for Nord on Dec. 7, 2011.

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's school functions. The community is extremely supportive of the Annual Pie Auction, which provides the school with additional funds. Kelli Ruley is the current Nord School Board President. The remaining members of the board are: Robert Cann, Richard Aguilera, Lexie Aceves, Luke Messenger, Janet Ellner and Tom Williams.

Day to day responsibility for both academic and business issues is assumed by 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 8 support staff and a part time librarian.

Nord students and staff start each day with a morning assembly at the flag pole with a salute to the flag, patriotic songs, birthday acknowledgments and announcements. They believe that starting each day in a positive, caring manner helps the students connect with each other and promotes a positive and safe environment.

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.

The staff also uses multiple 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 six weeks which allows the staff to push students back into the mainstream classroom and pull other struggling students out for extra support.

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

- English Language Arts
K-6 McMillan/McGraw Hill Treasures
4th – 6th grade teachers also merge English Language Arts and Social Science into thematic units and incorporate literature books in conjunction with the core curriculum to support the theme.
- ELD
McMillan/McGraw Hill Treasures
- Math
K-3 - Houghton Mifflin
4-6 – Saxon
- Social Science
4-6 - McMillan/McGraw-Hill
- Science
3-6 - McMillan/McGraw-Hill
- Technology
Nord has 1 computer for every 2 students
- Music/Art
Music is offered bi-weekly to K-6 students with an annual performance during Open House.
Art is offered bi-weekly to K – 6 students
Weekly violin lessons during school for 4th – 6th grade.
- P.E.
Retired professor from CSUC leads P.E. activities twice a week for K – 6th grades.

Supplemental Curriculum/Support

- Nord has many intervention groups using a variety of curriculum and strategies to support struggling students.
- ELD groups meet daily and use Treasures 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.

**David Scott, Assistant Superintendent - Educational Services:
Student Support Services**

The Chico Unified School District Charter Review Committee met at Nord Country School (NCS) on April 1, 2014. Kathleen Dahlgren, Principal, Nord Country School, Board Members and staff members met with the Committee. During the brief visit, instruction was observed in several classrooms.

Student Support Services:

Nord Country 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. Nord Country School contracts with the Chico Country Day School for many of the special education services (e.g. school psychology, speech and language, etc.) needed by its students.

In March of 2013, there were thirteen students at NCS with Individualized Education Program (IEPs). As of May 2014 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	2 students
Speech or Language Impairment	4 students
Other Health Impaired	6 students
Autism	<u>1 student</u>
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 146 students. The percentage of students with Individual Education Plans (IEPs) at NCS is 8.9%. As reported in the December 1, 2013 SELPA Student Report, the percentage of students with IEPs for CUSD is approximately 12.33, for the SELPA 12.68, and approximately 11.30 percent for the state of California (2013-14 DataQuest Information).

Ms. Dahlgren reported that the school is developing a positive behavior intervention system to promote and support pro-social student behaviors on campus.

The NCS staff reported that the school has complied with state requirements regarding fire, earthquake and safety drills.

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

Based on a site visit, a meeting with Nord Country School (NCS) leadership and a review of records, the school appears to meet all of the criteria this area. They have experienced very little staff changes and in fact have had no teacher turnover this year.

**Jaclyn Kruger, Director, Fiscal Services
Nord Country School – 2012/13 Financial Review**

Nord Country School (NCS) is a K-6 charter school located in Chico, California. This is the 9th year of fiscal oversight provided by Chico Unified School District (CUSD) for NCS.

NCS contracts with Forest Ranch Charter School for its financial services.

2013-14 Original Budget:

NCS' Original Budget was adopted by July 1st, which is required by Ed Code. The Original Budget showed a positive change in fund balance of \$19K. The charter school provided a multi-year projection which showed the two future years (14-15 & 15-16) as having negative change in fund balance. The negative change was very minor and not a concern at this point, due to the large reserves held by NCS.

2012-13 Year End Unaudited Actuals:

The unaudited actuals report was submitted by September 15th, which is required by Ed Code. NCS showed a positive change in fund balance of \$34K. This increase brought their ending fund balance to \$1,089,747, which equates to a 104% reserve.

2012-13 Audit Report:

NCS contracted with Matson & Isom to perform an external audit of the 2012-13 financial statements. There were no findings during the audit.

2013-14 First Interim Budget:

The first interim budget was approved and submitted to CUSD by December 15th, which is required by Ed Code. The original budget was drafted using general purpose funding and the categorical block grant funding. At first interim, NCS adjusted its budget to reflect the newly implemented Local Control Funding Formula (LCFF). Total revenue increased by \$153K and total expenditures increased by \$140K. Therefore, the positive change in fund balance is now \$33K, which is over \$13,000 better than forecasted at original budget.

2013-14 Second Interim Budget:

The second interim budget was submitted by March 15th, which is required by Ed Code. Total revenues increased by \$18K and total expenditures increased by \$23K. Therefore, the positive change in fund balance is now \$27K. NCS estimates total fund balance at June 30th, 2014 to be \$1,117,094. If this estimate is correct, then the charter school will end the 2013-14 fiscal year with an 86% reserve.

Attendance:

P-2 average daily attendance (ADA) was reported at 141.59 for 2013-14 versus 132.12 reported in 2012-13. This difference shows an increase of 9.47 ADA.

Cash Flow:

NCS has submitted monthly cash flow statements. As of April 30th, 2014, NCS has a strong positive cash position.

SHERWOOD

John Bohannon, Director, Secondary & Alternative Education:

The following are my observations from the visit to Sherwood Montessori on March 5, 2014.

Recruitment/Enrollment

Sherwood's enrollment was 168 students in 2013-2014. The school projects a total of 176 students for 2014-2015

Governance Structure

Stephen Lucas is the current board chair for Sherwood. Other board members are Corin Meester, Erwin Williams, Robyn Faraone, David Kuperman, Chris Fosen and Peter DiFalco.

Michelle Yezbick is the school's Director.

Facility

At its May board meeting, the Sherwood board voted to extend its lease at 746 Moss Avenue. In addition, the school was exploring options for a different facility in the future.

Joanne Parsley, Director, Curriculum and Instruction: 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, and is currently being aligned to the Common Core State Standards. The school offers 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.

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 SBIT process is used for students who are achieving significantly below grade level, offering robust intervention in the second tier of the Response to Intervention (RtI) model. Sherwood works cooperatively with Chico Unified School District to serve students who need intervention at the third tier.

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 as follows.

In the traditional Montessori model, kindergarten students are educated in a separate environment from the 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. All classrooms have a full time certificated teacher in addition to a teacher's aide which results in the adult to student ratio as follows: 10:1 in kindergarten, 11.5:1 in 1st, 2nd, 3rd grades, 12:1 in 4th and 5th grades and 14:1 in 6th, 7th, 8th grades.

The class configurations are as follows:

- 1 Kindergarten class
- 3 1st/2nd/3rd classes
- 1 4th/5th/6th classes
- 2 7th/8th class

Kindergarten

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
 - Sight word work with Big Buddies
 - Reading intervention for emergent readers behind benchmark
 - Read aloud
- Activities to strengthen and develop oral language (sharing, story-telling)

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 include those and more direct materials for writing found in the kindergarten classroom.

- Metal insets (teach academic language related to geometry while progressively refining control of pencil use)
- Sensorial materials designed to enhance sensory perception as well as develop fine motor skills
- Practical life materials designed to aid young children in learning skills needed for independence (dressing, cleaning, grooming) as well as develop fine motor skills and some gross motor skills
- Sandpaper letters for learning letter formation
- Sand trays for practicing writing
- Chalk boards for practicing writing
- Handwriting booklets used with direct instruction on correct letter formation
- Daily free writing journals
- Book making

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
- Teacher created 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
- 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
- Study of multicultural celebrations

Science

- Experiments in botany and geography, also tied to history and the “Great Lessons”

Social Skills and Community Development

- *Second Step* program
- Peace Table-conflict resolution
- Daily integration of these skills into classroom life

Music

- Daily singing
- Exploration of instruments of many cultures
- Weekly music class with visiting musicians and instruments
- Appearance on public radio station KZFR performing “We are The Mosaic” song

Spanish

- Weekly Spanish instruction

Cooking and Gardening

- 2-3 times per month

P.E.

- Once a week balance beam work
- 2-3 times/week guided games with teacher’s aide

- Free play outside daily
- Dance and Movement weekly

First/Second/Third Grade

As in the K 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 independent reading time using classroom library books or guided reading 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
- Bob Books
- Lexia Reading
- Waseca Reading Program
- Waseca Biome Readers

Writing

- Cursive writing instruction
- Metal Insets (indirect practice, pencil grip and fine motor control)
- 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 (individualized)

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
- Daily calendar activity

Zoology

- Classification (5 Kingdoms, vertebrate/invertebrate, phyla of invertebrates and classes of vertebrates at this level)
- Zoology nomenclature card works
- Research of animals
- Research Guides by *Montessori for Everyone*
- *Waseca* Biomes Curriculum

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
- Research Guides by Montessori for Everyone
- Waseca Biomes Curriculum

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
- Birthday celebrations-Earth circling sun
- Research Guides by *Montessori for Everyone*

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
- Research Guides by Montessori for Everyone
- Waseca Biome

Science

- Experiments in botany and geography, also tied to history and the “Great Lessons”
- Participation in Chico Science Fair (optional)
- Daily recording of weather and temperature
- Teacher created science lessons and materials to address standards not covered by traditional Montessori curriculum
- Steelhead Exploration-Egg to fry to release
- Research Guides by Montessori for Everyone

Social Skills and Community Development

- *Second Step* program
- Conflict resolution
- Class meetings-problem solving forum
- Wheel of solutions
- *Mind Up* Curriculum

Music

- Singing
- Traditional Montessori bell cabinet
- Exploration of instruments of many cultures
- Introduction to reading music

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/Sixth 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
- *Envision* Daily Math Review packet for fourth and fifth grade
- *Envision* Homework packet for fourth and fifth
- *Key To* books for fractions, decimals, geometry, percent, measurement.

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
- Harcourt *Social Studies* textbooks for fifth grade

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
- 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

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.

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* 2009 Edition-Emphasis on: Literary Elements, Language and Culture, and Facts and Opinions
- Book discussion groups with literacy specialist-Classic and timely contemporary novels
- Daily silent reading/reading conferences with teacher

Writing

- Holt-McDougal *Language Arts*
- Daily journal writing/Critical Thinking response writing
- Writing projects with literacy specialist-Writing workshop 3 xs/week emphasizing: poetry, descriptive writing, suspenseful writing

- Genre studies with literacy specialist-persuasive, expository research writing, documenting
- Skyscraper language card materials for conventions and mechanics of writing
- Research writing-Endangered Animal Report, Country Report
- Holt-McDougal *Grammar for Writing* and Vocabulary and Spelling Workbooks

Math

- Holt-McDougal *Math*
- Montessori cubing materials
- *Key To* series: fractions, geometry, algebra
- McDougal-Littell Math textbooks and practice workbooks
- Upper level Montessori materials to introduce new concepts
- Individualized computer activities and games
- Hands on activities, e.g.: building a 3D graph on the playground
- Math board games
- Teacher created materials to address standards as needed

Science

- Holt-McDougal *Science*
- Research of animals and interaction with humans (endangered species)
- Montessori nomenclature cards
- Participation in the Endangered Species Faire
- Observation of species in natural environment on nature walks
- Botany/environmental science experiments
- Work in the school garden
- Cooking classes incorporate science concepts
- Hands on activities that accompany textbook readings
- Guest speakers to incorporate real life work in the science field
- All day rafting trip to observe native salmon in their spawning habitats
- Raising salmon eggs in the classroom
- Participation in the “Flame Challenge”
- 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

History

- Traditional Montessori “Great Lessons” on origins of universe and life on earth
- Holt-McDougal 6th Grade- *World History: Ancient Civilizations*, 7th Grade- *World History: Medieval and Early Modern Times*, 8th Grade-*Creating America: A History of the United States*
- 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 for each grade of period of history studied

Geography

- Montessori pin maps of continents-countries, capitals, flags
- Continent studies-comparing/contrasting cultures and physical geography
- Study of maps: physical, political, special purposes
- Landforms and bodies of water on Earth-study culminating in large student made maps
- Montessori nomenclature cards-landforms and bodies of water

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 at middle school level- Grade 6 *Stepping Up*, Grade 7 *Stepping In*
- Conflict resolution-peer to peer
- Character education-posters & discussion
- Service learning opportunities
- Daily class meetings-problem solving forum

Art

- Weekly art lessons with emphasis on exploration of form, line, and color
- *Art Teacher’s Survival Guide*

Music

- Music appreciation-one Friday each month, students share music with class
- Exploration of instruments of many cultures
- *Chico Performances* field trips
- Music and poetry analysis-presentation to the group

Spanish

- Weekly Spanish instruction
- Spanish conversation for more fluent students

Drama

- Weekly drama lessons
- Student-led Readers' Theater
- Bi-annual school productions involving all students, both actors and technical crew

Cooking and Gardening

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

P.E.

- Daily P.E. instruction by teacher or teacher's aide
- Focus on developing movement skills, coordination, teamwork, and strength/stamina

David Scott, Assistant Superintendent - Educational Services **Student Support Services**

The Sherwood Montessori School visitation was conducted on Thursday, March 5th. The school is in its fourth year of operation. Michelle Yezbick, Director of Sherwood Montessori School (SMS), provided an overview of the school's program and services. Instruction was observed in several classrooms during the visitation.

Student Support Services:

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

- 0.50 FTE Resource Specialist Teacher (approximately 12 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)
- 0.10 FTE School Psychologist (approximately 12 hours per month)

SMS students needing more intensive special education services (e.g. a Special Day Class placement, etc.) are offered a placement in programs provided by the District or the Butte County Office of Education.

In March of 2013 there were seventeen students at Sherwood Montessori School with Individualized Education Programs (IEPs). As of March 2014, there are twenty-one students at the school with Individualized Education Programs. The primary disabilities for these students are in four of the thirteen Federal disability categories as follows:

Autism	2 students
Specific Learning Disability	11 students
Other Health Impairment	4 students
Speech or Language Impairment	<u>4 students</u>
Total	21 students

The current student enrollment at SMS is approximately 140 students. The percentage of students with Individual Education Plans (IEPs) at SMS is 15.0 percent. As reported in the December 1, 2013 SELPA Student Report, the percentage of students with IEPs for CUSD is approximately 12.33, for the SELPA 12.68, and approximately 11.30 percent for the state of California (2013-14 DataQuest Information).

Ms. Yezbick and the SMS staff continue to refine the school's intervention programs (e.g. Response to Instruction and Intervention), services and supports for students needing additional academic support.

The school staff reported that it has complied with state requirements regarding fire, earthquake and safety drills.

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

Based on a site visit and a review of records, Sherwood Montessori School meets the established criteria in this area.

Jaclyn Kruger, Director, Fiscal Services
Sherwood Montessori Charter School – 2013/14 Financial Review

Sherwood Montessori Charter School (SMCS) is a K-8 charter school located in Chico, California. This is the 4th year of fiscal oversight provided by Chico Unified School District (CUSD) for SMCS.

SMCS contracts with Forest Ranch Charter School for its financial services.

2013-14 Original Budget:

SMCS' Original Budget was adopted and submitted by July 1st, which is required by Ed Code. The Original Budget showed a negative change in fund balance of \$28K. The charter school also provided a multi-year projection, which showed the 2013-14 budget as well as the forecasted budget for the two future years (14-15 & 15-16). There was a small negative change in fund balance for 2014-15. However, there was a large (approximately \$35,000) positive change in fund balance for 2015-16.

2012-13 Year End Unaudited Actuals:

The unaudited actuals report was approved by September 15th, which is required by Ed Code. SMCS showed a positive change in fund balance of \$13K. This increase brought their ending fund balance to \$143,218, which equates to a 16% reserve.

2012-13 Audit Report:

SMCS contracted with Matson & Isom to perform an external audit of the 2012-13 financial statements. There were no findings during the audit.

2013-14 First Interim Budget:

The first interim budget was approved and submitted to CUSD by December 15th, which is required by Ed Code. The original budget was drafted using general purpose funding and the categorical block grant funding. At first interim, SMCS adjusted its budget to reflect the newly implemented Local Control Funding Formula (LCFF). Total revenue increased by \$94K and total expenditures increased by \$8K. Therefore, the change in fund balance is now positive at \$86K, which is over \$114,000 better than forecasted at original budget.

2013-14 Second Interim Budget:

The second interim budget was submitted by March 15th, which is required by Ed Code. Total revenues increased by \$6K and total expenditures increased by \$25K. Therefore, the positive change in fund balance is now \$40K. SMCS estimates total fund balance at June 30th, 2014 to be \$183,113. If this estimate is correct, then the charter school will end the 2013-14 fiscal year with an 17% reserve.

Attendance:

P-2 average daily attendance (ADA) was reported at 159.33 for 2013-14 versus 134.27 reported in 2012-13. This difference shows an increase of 25.06 ADA. Fifteen of the ADA was attributable to the K-3 grade span and another 10 ADA was attributable to the 4-6 grade span.

Cash Flow:

SMCS has submitted monthly cash flow statements. These cash flow statements provide a tool for both the charter school administration and CUSD to review actual receipts and expenditures as well as the projected in-flow and out-flow of cash in the future months. Earlier in the fiscal year, Sherwood forecasted the use of its line of credit in order to pay for all financial obligations. However, as of April 30th, 2014, SMCS has

not accessed its line of credit and does not anticipate accessing for the remaining two months of this fiscal year. Going forward, cash will continue to be monitored monthly.

WILDFLOWER

John Bohannon, Director, Secondary & Alternative Education:

The following are my observations from the visit to Wildflower Open Classroom on April 8, 2014.

Recruitment/Enrollment

Wildflower just completed its third year and second in the facility that previously was home to Chico Country Day School, Academy for Change and Chico Green at 2414 Cohasset Road. The school finished the school year with 125 students. The school shows a projection of 138 to 140 students for the 2014-2015 school year. The school had no English Learners.

Governance Structure

Jonas Herzog was one of the founders of the school and is the Board Chair.. Tom Hicks is the school's Director. Other members of the Wildflower board are Christina Cassady, Amy Jensen, Jillian Hopewell and Talia Scherquist.

Joanne Parsley, Director, Curriculum and Instruction: Educational Program

Wildflower Open Classroom Charter (Wildflower) is committed to following its curricular and instructional plan as presented in the approved charter petition. The school seeks to create a supportive student-centered learning environment that provides a standards-based curriculum where students can work both independently and cooperatively with others.

Wildflower believes that to be fully educated and active participants in the 21st century students should be exposed to concepts in Math and Science throughout the curriculum. In following this approach, Wildflower will abide by the State of California standards in Math and Science, while employing the whole-child open classroom approach. The students will matriculate through a rich curriculum that focuses on communication skills. Listening skills will be built through large and small group engagement and mentoring practices. In addition, the school will continue a strong open classroom emphasis on Reading/Language Arts.

Integrated emphasis in fine arts will support and supplement academic goals, while helping to develop individuality and creative thinking.

Academic Goals

As per CUSD Performance Review regarding Educational Program/Ongoing Assessment Oct 2012:

- School was reviewing assessment data and establishing a plan for targeted growth
- School was developing a plan for a more comprehensive data collection, analysis and reporting system

Strategies that were implemented between Dec 2012 - Jan 2014 to meet academic targets include:

- Intervention kindergarten groups that utilize SIPPs (implemented Dec 2012)
- Align K-2 reading instruction curriculum to be implemented (implemented Nov. 2013)
- Provide a minimum of 1 reading professional development opportunity for K-2 staff (completed by Nov 2013)
- Intervention groups that utilize Read Naturally (Oct 2013)
- Create systematic, aligned, written curriculum for K-8 writing instruction (completed by Jan 2014)
- Provide a minimum of 1 writing professional development opportunity for K-2 staff (completed by Jan 2014)
- Utilize Camelot Learning Math Intervention Program (implemented by Oct 2013)
- Align K-8 math curriculum to state standards (completed by May 2014)
- Provide a minimum of 1 math professional development opportunity for K-2 staff (completed by May 2014)

Program Description (Curricular and Instructional):

- The curriculum and instruction at the Open Classroom is set apart not by its content – which follows state core curriculum – but by the way that content is implemented.
- The Open Classroom is a community of learners. Students, parents, and teachers share the roles of teacher and learner, with teacher guidance.
- The diversity of backgrounds and experience that students, parents and teachers bring to the classroom enrich the entire Open Classroom community. Classrooms are not isolated from the learning of the community. Multi-age classrooms collaborate with each other.
- Collaboration between students, parents, teachers and other community partners is an essential element of what makes the Open Classroom program unique and strong.

Observing and asking questions are key elements of how students, parents and teachers approach teaching and learning. Open-ended and higher level thinking questions allow learners the opportunity to actively reflect on their learning or behavior, rather than passively receiving information. Students and parents are encouraged and taught to ask questions, make requests, and propose ideas for learning activities that interest them or that they wish for the whole class. Students and parents are encouraged and supported to be active in their learning. Teachers use Integrated Thematic Curriculum as a basis for collaborate, hands-on learning.

The following principles are supported by the Wildflower Open Classroom community:

- Positive interpersonal relationships
- Constructivist learning
- Blended classrooms / multi-age groupings
- Intrinsic motivation
- Parents as teachers
- Students as teachers
- Teachers as teachers

Curriculum and Instructional Design

The Wildflower curriculum is developed from State/Federal contents, current events, teacher-student interests with a specific emphasis on global education and the arts. Wildflower integrates course work across the curriculum as a regular part of instructional planning. The book, *The Webbing Way*, by Susan Hughes, outlines major tenets of integrated teaching. By integrating curriculum around big ideas and themes, students will come to understand the relationships among disciplines and how the interconnections of all the parts create “the whole.”

Therefore, the K-6 curriculum at Wildflower is designed around specific themes developed by Wildflower teachers. Units of study are interdisciplinary, incorporating reading, language arts, math, science and the arts. California frameworks and model curriculum guidelines are also inform unit and lesson design.

The following are specific examples of books in content areas, reading materials and other curriculum specific resources Wildflower may incorporate and use as a part of their integrated thematic instruction:

Reading Instruction:

- Great Books Program (The Great Book Foundation) – a by-grade level series of set of www.greatbooks.org
- The Wright Group, reading programs – Basal Programs, Phonics Programs, Guided Reading Programs; <https://www.mheonline.com/>
- Newberry Award Winners
- Caldecott

Writing Development:

- Lucy Calkins
- Webbing Way, Susan Hughes
- Grammar (e.g., Scholastic) books
- Spelling (e.g., Scholastic)

Mathematics:

- Everyday Math
- AIMS

- Math Land
- Math Solutions, Marilyn Burns (available at www.mathsolutions.com)
- Mathematics in Context
- MATH SCAPE
- MATH – Thematic

Social Studies:

- AIMS
- Interact-Simulations.com
- CUSC Resources include R.I.S.E.

Science:

- Hands on science curriculum
- GEMS (available at lawrencehallofscience.org/gems)
- FOSS (available at www.deltaeducation.com)
- Insights: Elementary hands on Inquiry Science Curriculum K-8
- National Science Resources Center (NSRC); National Academies Smithsonian Institute

The State core curriculum provides the basis for all instruction in the Open Classroom. As Wildflower classrooms are multi-grade classrooms, some elements of the core curriculum will be addressed in two-year cycles. For curricula that are subject to testing, the Wildflower Open Classroom will assure those subjects are learned in the appropriate year.

David Scott, Assistant Superintendent - Educational Services
Student Support Services

On Tuesday April 8th, the CUSD Charter School Review Team visited the Wildflower Open Classroom School at its location on Cohasset Road. The school is in its third year of operation. Tom Hicks, Director of Wildflower Open Classroom School (Wildflower), provided an overview of the school's programs, services and progress. Instruction was observed in all but one of the classrooms during the visitation. The school added two portables prior to the start of the 2013-14 school year.

Student Support Services:

Wildflower Open Classroom School is presently a school of the District for special education services. The District provides the following services to Wildflower:

- 0.10 FTE Resource Specialist Teacher
- 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)
- 0.05 FTE School Psychologist (approximately 8 hours per month)

Wildflower students needing more intensive special education services (e.g. a Special Day Class placement, etc.) are offered a placement in other programs provided by the District or the Butte County Office of Education.

As of March 2013, there were eight students at Wildflower with Individualized Education Programs. As of April 2014, there are eleven students with IEPs. The primary disabilities for these students are in five of the thirteen Federal disability categories as follows:

Autism	2 students
Specific Learning Disability	4 students
Orthopedic Impairment	1 student
Emotional Disturbance	1 student
Speech or Language Impairment	<u>3 students</u>
Total	11 students

The current student enrollment at Wildflower is approximately 125 students. The percentage of students with Individual Education Plans (IEPs) at Wildflower is approximately 8.8 percent. As reported in the December 1, 2013 SELPA Student Report, the percentage of students with IEPs for CUSD is approximately 12.33, for the SELPA 12.68, and approximately 11.30 percent for the state of California (2013-14 DataQuest Information).

Mr. Hicks reported that the school staff has focused this year on math (e.g. Singapore Math) as well as curriculum and instruction.

The school reported that the school has complied with state requirements regarding fire, earthquake and safety drills.

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

A site visit was conducted on April 8, 2014, along with a review of records, and an interview with the Director. Previous reviews noted that "...One area of concern is that, at this point, they have no system in place for providing a retirement program for employees. This needs to be addressed and rectified by the school." We discovered in our review this year that the Wildflower Board recently (approximately one month prior to our visit) approved a plan to provide staff with a retirement contribution that will provide each employee who elects to participate, 6% of their annual salary into a 475b plan. It was noted that the school will make annual contributions "...based on the fiscal health of the school..." They noted that they will revisit this in approximately 2 years to look into the possibility of the school contributing to STRS and Social Security.

The school currently employs 6 teachers, 2 of whom are retirees from STRS.

Jaclyn Kruger, Director, Fiscal Services
Wildflower Open Classroom Charter School – 2013/14 Financial Review

Wildflower Open Classroom Charter School (WOC) is a K-8 charter school located in Chico, California. This is the 3rd year of fiscal oversight provided by Chico Unified School District (CUSD) for WOC.

WOC contracts with Forest Ranch Charter School for its financial services.

2013-14 Original Budget:

WOC's Original Budget was adopted and submitted by July 1st, which is required by Ed Code. The Original Budget showed a positive change in fund balance of \$76K. The charter school also provided a multi-year projection which showed the 2013-14 budget as well as the forecasted budget for the two future years (14-15 & 15-16). All three years show a positive change in fund balance with reserves continuing to grow.

2012-13 Year End Unaudited Actuals:

The unaudited actuals report was approved by September 15th, which is required by Ed Code. WOC showed a positive change in fund balance of \$145K. This increase brought their ending fund balance to \$181,957, which equates to a 27% reserve.

2012-13 Audit Report:

WOC contracted with Matson & Isom to perform an external audit of the 2012-13 financial statements. There were no findings during the audit.

2013-14 First Interim Budget:

The first interim budget was approved and submitted to CUSD by December 15th, which is required by Ed Code. The original budget was drafted using general purpose funding and the categorical block grant funding. At first interim, WOC adjusted its budget to reflect the newly implemented Local Control Funding Formula (LCFF). Total revenue increased by \$115K and total expenditures increased by \$195K. Therefore, the positive change in fund balance is now \$4K, which is approximately \$72,000 less than the change in fund balance forecasted at original budget.

2013-14 Second Interim Budget:

The second interim budget was approved and submitted by March 15th, which is required by Ed Code. Total revenues increased by \$14K and total expenditures increased by \$13K. Therefore, the positive change in fund balance is now \$5K. WOC estimates total fund balance at June 30th, 2014 to be \$190,107. If this estimate is correct, then the charter school will end the 2013-14 fiscal year with an 18% reserve.

Attendance:

P-2 average daily attendance (ADA) was reported at 113.68 for 2013-14 versus 98.03 reported in 2012-13. This difference shows an increase of 15.65 ADA. Twelve of the ADA is attributable to the K-3 grade span and the other three ADA is attributable to the 4-8 grade span.

Cash Flow:

WOC has submitted monthly cash flow statements. These cash flow statements provide a tool for both the charter school administration and CUSD to review actual receipts and expenditures as well as the projected in-flow and out-flow of cash in the future months. During the month of October 2013, WOC had to access its line of credit in order to have enough cash to cover all its financial obligations for the month. As of April 30th, WOC may need to borrow again in June 2014. Going forward, CUSD will continue to monitor the cash position of WOC.