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Charter Petition

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SUPERINTENDENT'S OFFICE  
CHICO UNIFIED SCHOOL DISTRICT

The Blue Oak School  
AK-8 Waldorf-methods Public Charter School



Presented to the Chico Unified School District on February 2, 2010  
By  
Marc Kessler, Lead Petitioner

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## INTRODUCTION

The Blue Oak School ("TBOS") is a Tuition-Free Waldorf-methods Public School that opened in September of 2000 with seventeen children and one teacher. Today the school supports over 360 children and 41 employees and represents over two hundred families all over Butte County. Our school has outgrown our site four times in ten years due to expanding enrollment with some parents commuting from remote rural areas to attend, and we have a waiting list as long as 20 students in many of our grades.

TBOS brings a formerly private-sector developmental model of educational pedagogy into the public sphere with integrity, purpose, and vision. Engagement of the child is foremost; one of the tenants of Waldorf education is that it is the job of the teacher, and the life-blood of the school, to awaken and engage the will of a child. Children at TBOS model citizenry, compassion, and excellence in academic and social endeavors while wholly embracing standards-based curriculum, instruction and assessment. The curriculum is developmentally appropriate, neurologically sound, integrative and imaginative, with an emphasis on practical skills highly applicable to life in the 21<sup>st</sup> century. As a fledgling school, our growth has initiated recent changes to further align our curricular model with the California State Content Standards.

TBOS serves a highly diverse socioeconomic population with a 55% (CBEDS October 2010) in 2010. The diverse population of the school allows our learning community to experience a landscape of richness with respect to cultural backgrounds while also presenting an opportunity to meet the instructional needs of a highly heterogeneous population of students. This interdisciplinary whole-child approach to education serves children of all backgrounds with equality and rigor.

Over the last ten years our devoted parent community has donated over one million hours in the capacity of volunteers, working on projects as diverse as building playgrounds to supporting the Winter Concert with their time. Many families *regularly* log as many as one to two hundred hours a year for parent service because they are highly dedicated to this model of education in our community. It is easily noted by any parent or teacher involved in our school that the ethical, emotional, social, and intellectual lives of children are being profoundly shaped by the TBOS vision. We believe wholly that we can be a model of engagement, pedagogy, and academic excellence for children, teachers, and administrators to admire and emulate for years to come. Please endorse and support The Blue Oak School as a school of choice for those families who have consistently cast their support by enrolling their children in our program.

### I. HISTORY, VISION, MISSION & GOALS

#### History

The Blue Oak School ("Charter School"), formerly known as the Blue Oak Charter School, was established in 2001 after been granted on appeal by the Butte County Board of Education ("County Board"). The Charter School has been operating in Chico since that time and currently has 359 students enrolled. The Charter School was renewed in 2006 for a five-year period ending on June 30, 2011. Historical perspectives of our school and program can be found in Attachment 1.

The County Board's committee for Charter Renewal staff recommended renewal of the Charter School for an additional five-year term formally on January 10, 2011. The Charter School *does* meet the minimum legal criteria for renewal pursuant to Education Code Section 47607 due to its substantial API point gain last year. However, due to the lack of support by a majority of the Butte County Board ("County Board") and the Butte County Superintendent of Schools, the Charter School

is submitting this charter to the Chico Unified School District ("District") with the hope that the District will agree to serve as the charter authorizer for the school during the next five-year period.

Butte County Board of Education and the Superintendent expressed concerns related to Blue Oak Charter School's academic performance. The petitioners fully understand that The Blue Oak School is charged with significant improvement of student performance on state assessments over the next five years. It is critical to note that Blue Oak has already implemented substantial changes in the 2009-2010 and 2010-2011 school years to align its curriculum with California State Content Standards (see Program Improvement Plan, Attachment 5). The Charter School also has a predominantly new Board of Directors and a new Executive Director with over 25 years of experience who was formerly employed by the Butte County Office of Education as the principal of another local charter school. The curricular changes have already resulted in a 58 point gain on the API last year. The petitioners are confident that the changes made in the curriculum will lead to additional substantial gains in test scores over the next five years.

The Blue Oak School is fully aware of the significance of testing in the current state educational culture and faculty and staff have fully aligned daily curriculum with California State Content Standards in conjunction with the pedagogical model of Waldorf-methods education. The Charter School wishes that a second set of API scores were available to demonstrate this upward trend line, as we are confident that student scores are steadily increasing based on internal standards-based assessments. However, the state assessments that students take this spring will not be available for several months. Since the early results from the curriculum and staffing changes have been so promising, however, we are asking the District Governing Board to give the Charter School a chance to demonstrate this continued upward trend.

History of the academic performance of the school is more fully described in the charter and its attachments.

#### **Vision**

To be a model for successful education of the whole child.

#### **Mission**

To nurture and deepen each child's academic and creative capacities using Waldorf methods in a public school setting.

#### **The Primary Goals of The Blue Oak School are:**

- To inspire children to grow and learn by using a balanced individualized curriculum, active learning, integration of the arts, and rigorous academic instruction that aligns with state standards.
- To prepare children for active and ethical citizenship by using instruction that measures and guides critical thinking, self-awareness, intellectual curiosity, creative imagination, and social responsibility.
- To enable each student to demonstrate proficiency in English-Language Arts, mathematics, science, and social sciences.

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- To develop a lifelong love of learning by honoring daily and seasonal rhythms and by teaching subject matter when children are at the appropriate developmental stage for learning.
- To attract, develop, and retain highly-effective, adaptable faculty, staff, and administrators
- To enable pupils to become or remain self-motivated, competent and lifelong learners.
- To foster a strong community of parents, teachers, and staff, who collaborate to create a supportive and healthy Blue Oak School learning environment.



## AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Marc Kessler, hereby certify that the information submitted in this renewal petition for a California public charter school to be named The Blue Oak School (the "Charter School") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School:

- Shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.
- Shall not charge tuition.
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).
- Shall admit all pupils who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process subject to the admissions preferences contained in the charter. Admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State.
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEIA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
- Shall require its teachers of core academic subjects to satisfy requirements for "highly qualified teachers" as defined by the State Board of Education.
- Shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law.
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)

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- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
  - Will follow any and all other federal, state, and local laws and regulations that apply to the Charter School including but not limited to:
    - The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
    - The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
    - The Charter School shall comply with any jurisdictional limitations to locations of its facilities.
    - The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
    - The Charter School shall only serve California residents over the age of 19 if they are continuously enrolled in a public school and making "satisfactory progress" toward a high school diploma as defined in 5 CCR 11965.
    - The Charter School shall serve students with disabilities in the same manner as such students are served in other public schools.
    - The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
    - The Charter School shall comply with the Public Records Act.
    - The Charter School shall comply with the Family Educational Rights and Privacy Act.
    - The Charter School shall comply with the Ralph M. Brown Act.
    - The Charter School shall meet or exceed the legally required minimum of school days.
    - The Charter School shall comply with the Political Reform Act.
    - The Charter School shall adhere to the District's reporting requirements including, but not limited to CBEDS, ADA, SARC, annual audits and all financial reports and data as contained in the District's Administrative Regulations on Charter Schools and Education Code Section 47604.33.
    - The Charter School shall meet the requirements of Education Code 47611 regarding the State Teachers' Retirement System.




- 312 ➤ The Charter School shall meet the requirement of Government Code Section 3540-  
313 3549.3 related to collective bargaining in public education employment.  
314
- 315 ➤ The Charter School shall, if applicable, meet federal requirements for qualifications  
316 of paraprofessionals working in programs supported by Title I funds.  
317
- 318 ➤ The Charter School shall meet the requirements of Education Code Section 51745-  
319 51749.3 if it provides independent study, except that it may be allowed to offer  
320 courses required for graduation solely through independent study as an exception  
321 to Education Code Section 51745(e).  
322
- 323 ➤ The Charter School shall identify and report to the Superintendent of Public  
324 Instruction any portion of its average daily attendance that is generated through  
325 nonclassroom-based instruction, including, but not limited to, independent study,  
326 home study, work study, and distance and computer-based education.  
327
- 328 ➤ The Charter School shall comply with the California Building Standards Code as  
329 adopted and enforced by the local building enforcement agency with jurisdiction  
330 over the area in which the charter school is located, unless the Charter School  
331 facility meets either of the following two conditions:  
332
- 333 a. The facility complies with the Field Act pursuant to Education Code Section  
334 17280-17317 and 17365-17374; or  
335 b. The facility is exclusively owned or controlled by an entity that is not subject to  
336 the California Building Standards Code, including, but not limited to, the federal  
337 government.  
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- 339 ➤ The Charter School shall promptly respond to all reasonable inquiries from the  
340 District, the county office of education, or the Superintendent of Public Instruction,  
341 including, but not limited to, inquiries regarding its financial records.  
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**Marc Kessler, Lead Petitioner**

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**Date**

348 **II. EDUCATIONAL PROGRAM AND PHILOSOPHY**

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350 **A. EDUCATIONAL PROGRAM**

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352 The goal of The Blue Oak School (TBOS) is to bring to the Chico community and surrounding areas  
353 an instructional method and educational philosophy committed to educating the whole child. This  
354 approach creates in each child an ability to respond to curricular material with empathy and a will  
355 to persevere as they complete challenging academic tasks through a multicultural integrated  
356 curriculum, active learning, and the arts. We acknowledge the uniqueness of each individual and  
357 support the full development of each child's potential. At The Blue Oak School, academic subjects  
358 stimulate the intellect. Instruction in foreign language fosters familiarity with and appreciation of  
359 cultural differences. Artistic activity, music, and the teaching of communication and interpersonal  
360 skills nurture healthy emotional growth. The children participate in conscious, daily group-building  
361 activities and tasks that strengthen their motor skills, bolster their self-esteem as well as extending  
362 empathy beyond themselves in order to develop a compassionate perspective toward all the  
363 members of their class. Many hands-on activities and tasks strengthen motor skills and the sense of  
364 a capable self. TBOS endeavors to cultivate a lifelong enthusiasm and love for learning building upon  
365 a strong academic foundation while emphasizing the skills of problem solving and independent  
366 thinking.

367

368 The Blue Oak School blends Waldorf-methods and content with rigorous standards-based  
369 instruction and curriculum to deliver the California State Standards. This approach results in a  
370 relevant, rigorous, child-centered curriculum that incorporates the creative arts, storytelling,  
371 literature, music, drama, and activities adapted to the learning needs of each child. This teaching  
372 pedagogy has universal appeal and is effective with children of varied backgrounds, learning styles  
373 and cultures; it exists in one thousand schools and sixty countries worldwide, and is supported by  
374 many child development specialists such as Gesell, Piaget, Montessori, and more recently Elkind,  
375 Healy and Gardner. Currently there are 45 public Waldorf –methods charter schools in the United  
376 States serving 10,000 students (and 22 more pending approval by Fall 2011). In California alone, 26  
377 public Waldorf-methods charter schools have become successful models for the education of the  
378 whole child.

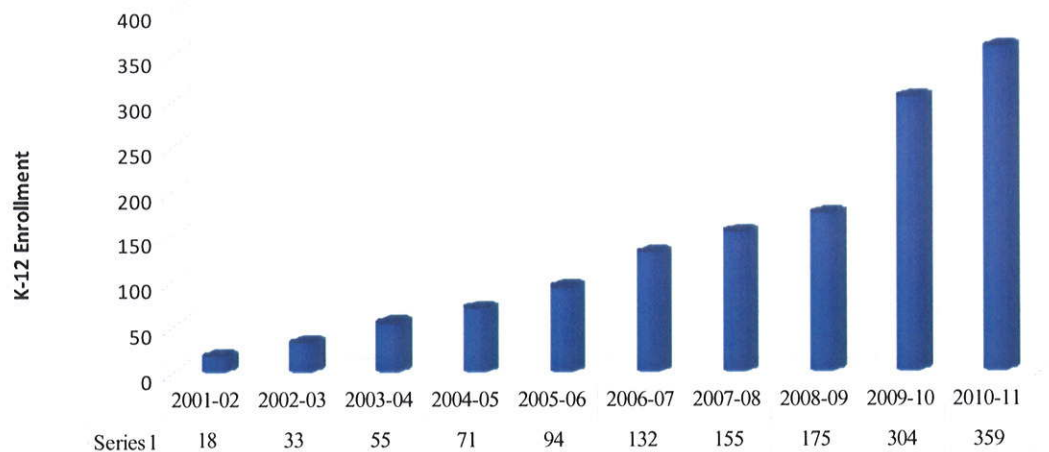
379

380 The TBOS teaching approach supports our goals of imparting meaningful understanding, critical  
381 thinking skills, imagination, self-reliance, confidence and responsibility while fostering respect for  
382 our social and natural worlds. We know that there are key moments in the development of every  
383 child when new capacities are made available to the child. At these windows of development,  
384 certain curricular material becomes easier and more meaningful for the child to grasp. Our  
385 curriculum is sensitive to these time frames, and is structured around these peak periods of  
386 receptivity in the students. All students participate in all basic subjects regardless of their special  
387 aptitudes. The purpose of studying a subject is to awaken and educate capacities that every human  
388 being needs.

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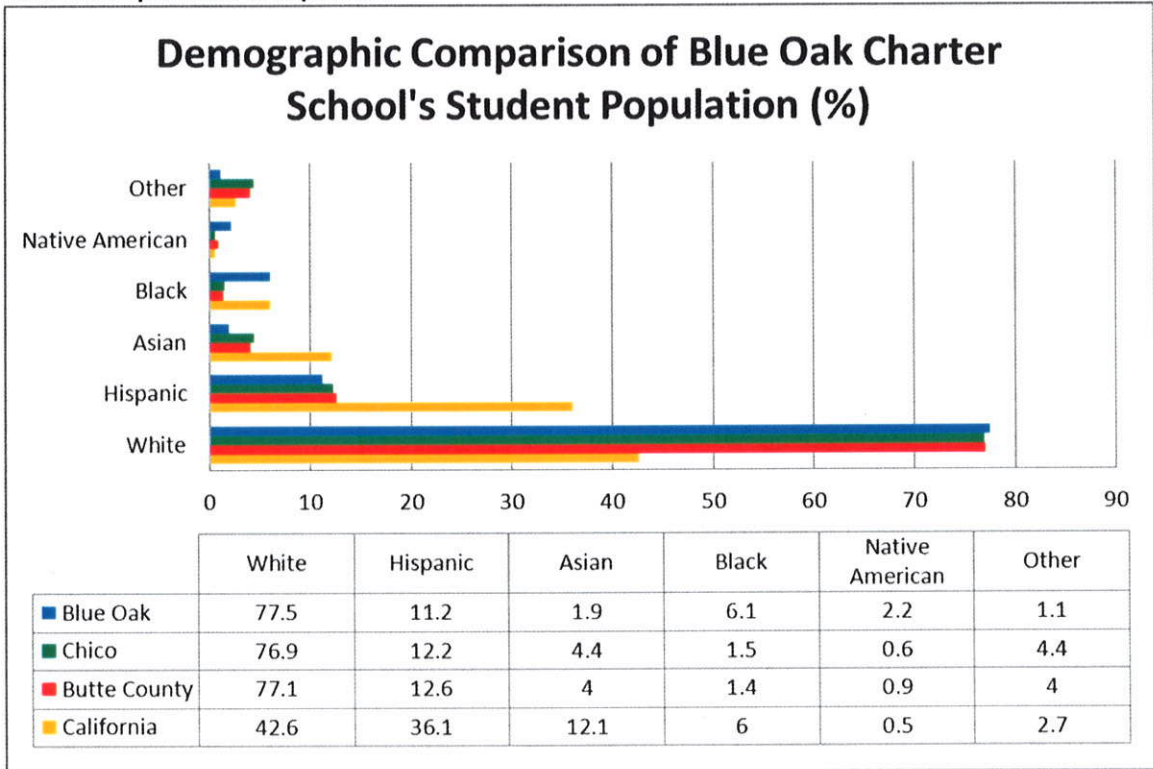
390 The Blue Oak School has created and maintained a student population that represents the Chico  
391 area's ethnic diversity and fosters an educational atmosphere in which cultural, racial, ethnic and  
392 religious differences are respected and celebrated. (See charts below)

393     **The Blue Oak School – Enrollment Over Time**



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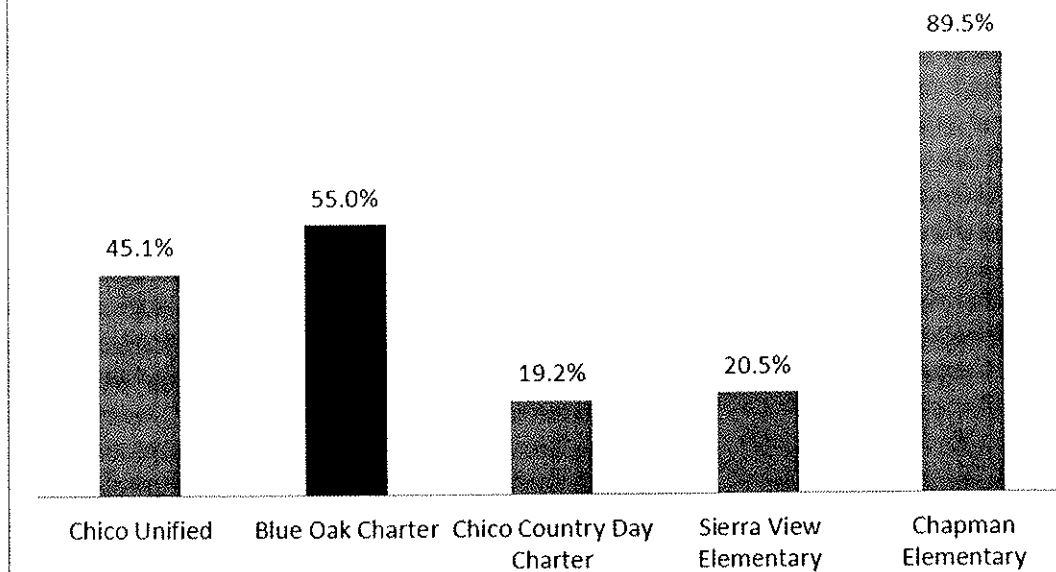
**General Population Comparison**



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Graph compares TBOS ethnic data from 2010 enrollment data with ethnic data of general population of Chico, Butte County and California from U.S. Census 2009 American Community Survey 1-year estimate at [www.census.gov](http://www.census.gov).

### Socio-economic and Disadvantaged comparison from CBEDS Report (October 2010)



#### i. Whom the school intends to educate

The Blue Oak School will educate students from Kindergarten through eighth grade. Parents choose The Blue Oak School for a variety of reasons, including:

- A desire to provide the child with an alternative educational experience that follows the natural developmental stages;
- A wish to satisfy the individual emotional, academic, and social needs that can be met through an individualized or alternative educational plan;
- An intention to offer the child an appreciation for different cultures and philosophical beliefs through a curriculum that provides social, historical, geographic, and narrative context for cultural study;
- Acknowledgement of the importance of second-language acquisition starting in the early grades;
- A classical approach to education, encompassing a broad human experience of life;
- Recognition of the importance of integrating the arts and music into curricular studies;
- A partnership of school and family that supports creativity and innovation within the community;
- An educational program that encourages social responsibility and respect for the natural world.
- An instructional model that is universally accessible and effective in delivering differentiated instruction to a broad range of student abilities and learning modalities, and is particularly adept at addressing students with special needs in the least restrictive environment.

The Blue Oak School will not promote nor affiliate itself with any religious doctrine or organization. Students will be admitted without discrimination based on ethnicity, national origin, gender, or disability.

434 **ii. What it means to be an educated person in the 21st century**

435  
436 An educated person is one who has fully developed their personal and unique potential and  
437 has the confidence, initiative, and resourcefulness to take responsibility for their place as a  
438 citizen in the world.

439  
440 **The following are integral academic attributes of an educated person for the 21st century**

- 441 • Literacy and language development; the ability to clearly articulate ideas, think  
442 critically, and communicate both orally and in writing  
443 • An ability to think creatively and to use analysis and logic to solve problems  
444 • A clear understanding of mathematical concepts and how they relate to the world  
445 • An ability to observe, gather, organize, and analyze information  
446 • A significant knowledge of history, geography, language, and cultural practices, both  
447 locally and globally  
448 • An understanding of the major concepts underlying physical, earth, and life science, and  
449 working knowledge of scientific inquiry and method  
450 • Ability to express oneself artistically

451  
452 **The following are significant personal attributes of an educated person for the 21st century**

- 453 • A sense of self that provides inner strength, confidence and fortitude  
454 • Perseverance and the ability to focus on the challenges of working on tasks to completion  
455 • Confidence, compassionate, and social conscience; a deep respect for the environment  
456 • Self-respect to help create and maintain healthy relationships and work cooperatively  
457 with others  
458 • Enthusiasm, open-minded inquiry, and curiosity; lifelong learning capability and intrigue  
459 • Knowledge of the political/social processes at work locally, nationally, and  
460 internationally  
461 • A sense of aesthetics and an appreciation for the arts and music

462  
463 In addition to offering the core subject areas of English Language Arts and literacy, world languages,  
464 arts, mathematics, science, geography, history, social studies, government, and civics, The Blue Oak  
465 School places a high priority on the development and awareness of the 21<sup>st</sup> Century Interdisciplinary  
466 Themes as stated by the Partnership for 21<sup>st</sup> Century Skills.

467  
468 These themes echo the outcomes found in “The Survey of Waldorf Graduates, Phase II”  
469 indicating that Waldorf Education is achieving the following in its graduates:

- 470  
471 • Multiple intelligences and cross-disciplinary learners  
472 • Global consciousness and sustainability  
473 • Basis for moral navigation  
474 • Creative problem solving  
475 • High levels of social intelligence  
476 • Environmental stewardship  
477 • High levels of emotional intelligence

478  
479 In Rudolf Steiner’s vision of Waldorf education, he was inspired to create a democratic  
480 educational model that “would make [students] so healthy, strong and inwardly free that  
481 they would become a kind of tonic for society as a whole.” Now, more than ever, it is  
482 necessary to embrace that ideal and expand its boundaries to include the spectrum of  
483 rapidly growing demands that will meet our school’s students when they move into the  
484 larger world. Specifically, the following categories reflect the ways in which TBOS retains the

conceptual vision of Waldorf Education, while evolving toward the demands on the 21<sup>st</sup> century student:

**Multiple Literacies:** Literacy empowers students with the ability to read, write, listen, and articulate in compelling ways. At Blue Oak, literacy goes beyond the traditional meaning to also include the development of children who are mathematically competent, scientifically adept, and empowered in the upper grades for technological aptitude.

**Creativity and Innovation:** Creative and imaginative thinking empowers students with the ability to think unconventionally, to question assumptions, and to imagine new scenarios. Imaginative thinkers craft astonishing work because they recognize their creative capacities and celebrate them through a variety of artistic mediums. They also act on opportunities for growth and show willingness to take reasonable risk.

**Critical Thinking and Problem Solving:** Critical thinking and sound decision-making empowers students with the ability to assess the credibility, accuracy, and value of the information that barrages them every day. Students with highly developed skills in this area analyze and evaluate information while still honoring intuitive capacities. They think through solutions and alternatives and explore new options if approaches don't work. This often entails working well with diverse populations to make reasoned, ethical decisions and take purposeful action.

**Responsibility and Habits of Mind:** A strong sense of responsibility empowers students with the ability to be vital, disciplined, and hard-working individuals. Responsible students take initiative, self-regulate, and are fully accountable for their own actions. They honor their capacities for reason and resourcefulness with an ability to follow through on commitments and honor their word.

**Lifelong Learning:** The qualities listed above culminate in an enthusiastic lifelong learner. We envision the 21<sup>st</sup> century student to be joyful, confident, self-motivated, aware, inquisitive, resourceful, and persistent people who can thrive in an ever-changing world.

### iii. How learning best occurs

Students enroll at The Blue Oak School, a site-based charter school, seeking a whole child focus for learning offered through our Waldorf-methods Instructional model. Often students arrive having not experienced social and/or academic success in the traditional classroom and believe that our unique learning environment will provide an opportunity for success. The Blue Oak School maintains that learning best occurs when teaching methods, curriculum, and supporting organization include:

- An instructional model that recognizes the individual child's stages of development and supports the unfolding of the cognitive, physical, emotional, and social aspects of a child.
- An integrated academic curriculum that is developed in an artistic, interactive, creative, and stimulating environment while incorporating California State Standards that meets the needs of the 21<sup>st</sup> century California student.
- Staff sensitive to each child's unique intelligence so they can support and guide the child, fostering attitudes and habits that promote responsibility and confidence.

- A school faculty that is held accountable for upholding the philosophy and learning goals of TBOS through weekly staff meetings, ongoing training, and yearly teacher evaluations by the school administrator.
- Standards-based local assessments in grades 2-8.
- A prevailing school attitude that encourages and supports cooperation over competition.
- Educational models in which the emphasis on the process and outcome are equally important.
- Limited exposure to the dimming effects of electronic media i.e., television, computers, and video games with the aspiration that these will be replaced by creative play, recreational reading, social interests, and physical activity.
- Parental commitment, support, and involvement in the child's education and school.
- A school year of 180 teaching days.
- An instructional model that is universally accessible and effective in delivering differentiated instruction to a broad range of student abilities and learning modalities, and is particularly adept at addressing students with special needs in the least restrictive environment.

#### **iv. Unique aspects of The Blue Oak School educational program**

##### **Stories inform experience and wisdom through extended metaphor**

In every TBOS lesson, Kindergarten through eighth grade, the teacher tells a story. Stories enable the teacher to deepen the cognitive goals of the day's lesson by attaching the element of feeling to the ideas presented. Listening to narratives offers a chance for the students to combine their insights and images with those of the storyteller to create this new, third understanding; both imaginative action and cognitive reaction.

Artistic response to curricular material is also elicited through drawing, painting, modeling, sculpture, drama, movement, and music. Responding to academic content through the arts awakens the senses of perception and develops aesthetic insights and creativity, bringing a satisfying appreciation and wholeness to learning.

##### **1. The Kindergarten curriculum prepares children for the educational experience of the Grades**

An important component of the Kindergarten program is the practice of implementing many hands-on activities. Artistic pursuits, such as watercolor painting, beeswax sculpting, drawing, and participating in seasonal crafts, along with the practical activities of chopping vegetables, shaping dough, and washing dishes enhance the children's ability to focus, concentrate, and complete tasks, while fostering hand-eye coordination, as well as a sense of accomplishment. These accomplishments, along with sewing and finger-knitting, also develop the students' fine-motor skills. Hand-eye coordination, concentration, and developed fine-motor skills are all essential when learning to read, write, and perform academically.

##### **2. Looping: Teachers extend their time with classes in Grades 1-8**

The class teacher has the opportunity to lead a class from first through third grade, fourth through sixth grade, and seventh and eighth grade for the teaching of the main subjects. The number of years a teacher stays with a class will be determined by the administration in consultation with the faculty on a case-by-case basis depending on individual ability,



interest, and rapport with families and children. The teacher as “class guardian” develops relationships and continuity with the children and their families. This continuing relationship is efficient for the teacher; after the first year, the students’ strengths, talents and challenges need not be relearned. At the same time, in this learning environment where so much is familiar, the child is more likely to feel confident to take educational risks and to enter more into the social and intellectual life of the class. Additionally, teachers, students and families have the opportunity to engage in more complex relationships. When parents support looping, they provide an excellent message for their child—*long-term relationships may take some work, but they are most rewarding in the end*. The teacher, in turn, has a direct long-term investment and sense of accountability for the educational progress of each child through the grades.

At the conclusion of the academic year, teachers who will be looping are required to participate in a staff development training designed to orient them in the use of curriculum, instruction and assessment of the forthcoming grade level instructional standards. Please note that the class teacher is not the child’s only teacher. Each child from second to eighth grade experiences many other personalities and styles of teaching during each school week in the specialty classes such as Second Lesson language, music, games, art, and gardening.

### **3. Essential instruction in the grades: Two-hour daily Main Lesson**

The main lesson, a two-hour long period at the beginning of the school day, is the curricular cornerstone of Waldorf education. After the teacher greets each child individually at the door, the academic tasks are book-ended with song, verses, and physical activities that will awaken the child and prepare her to learn. During this period, new information is introduced, the children are asked to recall the lesson or an aspect of it from the day before, and physical or artistic activities will be done to deepen this recall. Then teachers make use of a written or cooperative group task. Over a 4 to 6 week period, the Main Lesson subject (for example, algebra, astronomy, the history of the Renaissance, physics or botany), is created and presented by the class teacher. These 2-hour lessons comprise the core curriculum and allow for in-depth study and understanding. These topics are generally revisited later in the year within another block. The students create their own Main Lesson books, describing and illustrating the Main Lesson topics presented. Great care is given to the writing and illustrating of these books, integrating artistic aspects in all subjects. The evaluation of the Main Lesson books is one of the multiple measures of student achievement. High standards require a student’s full engagement in this meaningful end product.

### **4. In the grades, subject matter is taught in rotating blocks**

As mentioned in (3) above, the children stay with one subject through a 4- to 6-week period, or block. In the first grade, these blocks chiefly alternate between Math and Language Arts, although there are two Form Drawing blocks as well. By eighth grade, block rotations include meteorology, chemistry, the French, American, and Industrial Revolutions, short story/poetry, and American History, among others. At the beginning of the academic year, each class teacher prepares a Block Rotation for the class parents, outlining the dates when a certain subject is to be taught, as well as learning goals curriculum used and assessment dates tied to the State Standards that will be addressed in that block. Throughout each block rotation, teachers will incorporate skills intended to reinforce essential standards in English/Language Arts, Math and Science. For example, an Eighth Grade Block Rotation highlighting the Industrial Revolution would require written skills

which illustrate ELA grade-level standards in composition and grammar. Analysis, mathematical, and critical reasoning skills are developed via question and study of the economic impact industrialization brought to the agrarian landscape and the movement of people to urban areas. Teachers will indicate the integrated standards taught and assessed in the block schedule. Additionally, Second Lesson occurs several times per week and serves as a focused time for teachers to hone student skills in English-Language Arts, Math and Science standards as defined by school wide trimester assessments. See sample benchmark assessments, Attachments 4a and 4b.

The purpose of the block rotation arrangement of the teaching year is to allow a child to learn, to allow the learning to rest while another subject is investigated, and then to return to the subject and explore it more deeply at a later date. This is an extension of the “recall” section used in the main lesson, based on the idea that information allowed to “rest” in the student increases their long-term memory.

The Second Lessons that occur throughout the week supplement and support the Main Lesson work by allowing time for children to develop and practice needed basic skills, such as writing, math, and reading in direct correlation with California State Standards..

## **5. Rhythm: The guide to the school day, the seasons, and the school year**

Understanding that a child’s attention span is closely linked to internal physical rhythms, the teachers craft their lessons to complement a child’s need to alternate between physical activity and stillness, seriousness and laughter, engagement of the will through pencil-and-paper tasks and engagement of the imagination through listening to stories from fairy tales and fables in the earlier grades, and legends and histories in the upper grades. The teacher begins each day by preparing the child to learn through whole-body-integration exercises, the strengthening of the memory through recitation, and attention to the breath through singing and the playing of flutes. Following this preparation, the teacher moves through the two-hour lesson crafting periods of still attention with active response. A recent study in the *New York Times* notes that variation in physical environment, method in which modes of information input or recall, combined with external motivational factors are more consistently effective predictors of learning than are either (1) the child’s learning style or (2) the teacher’s delivery of the material. Variety is the cornerstone of the main lesson experience (Carey, B. “Research Upends Traditional Thinking on Study Habits,” *New York Times* 6 September 2010.)

Rhythm is also incorporated in the yearly festival life of the school, which, in addition to celebrating traditional holidays, encourages the school community to come together and observe the seasonal changes through the Harvest Festival, a child-centered multicultural celebration of light during December, and the joyful welcoming of spring at the May Faire.

### **A note on rhythm and behavior**

The rhythmic nature of each hour of the teaching day supports the students’ natural desire to behave properly. These strong daily rhythms help children feel secure, because they know what to expect, and they trust their day will be filled with variety. Discipline is based on an expectation of age-appropriate behavior in the classroom. The daily rhythm creates a joyful environment that is paced to the natural cadence of children.

## **6. Reading is taught through writing**

Reading and writing are integrated with lesson topics. The alphabet is introduced in first grade through stories, song, and games and by the gesture of the alphabetical symbol itself. Phonics activities support the main mode of reading instruction; the child first writes, then learns to read what she wrote. In this way, the student moves from what is most familiar (the oral language that preceded the written sentence) to the written word, to the wonderful new skill of reading. Reading topics in all grades are constructed around the content of the block being studied.

## **7. Foreign language classes**

The student's understanding that human culture has many facets is one of the goals of the foreign language program. Not only is it important to learn a second language in a modern world, there are many additional benefits to be derived from this part of the curriculum. These include enhancement of brain development and opportunities for personal and cultural experience. Through stories, songs, dance, movement, and poems, students gradually learn to read and write as well as learning aspects of grammar. Multicultural content is addressed in the wide range of international topics through stories, biographical works, art, history, crafts, and music.

## **8. Biography: A window into history and science in grades five through eight**

Each cultural era has been defined by characters that have carried the spirit of the time. These personal stories are excellent pathways to understanding cultural and political history, as well as the exciting developments in mathematics and science, from Euclid and Al-Khwarizmi to Stephen Hawking. Teachers use the stories of scientists, statesmen, philosophers, and poets to carry the deeper currents of social change as they teach the history of world populations and of the development of science and mathematics.

## **9. A classical approach to world history**

The Humanities curriculum integrates historical topics in a geographical and socially relevant way. Students are given a broad overview of the world through the cultures of the past, using legends, myths, fairy tales, multicultural stories, and excerpts from original texts. By exposure to various cultures through their legends and literature, the children gain perspective on, and an appreciation for, the diversity of humankind. By the close of eighth grade, the students have journeyed from Ancient India and China, through Greece and Rome to medieval history, the Renaissance, the Reformation, the Age of Exploration, up to the present day.

## **10. Science through wonder and experience**

Science is learned through practical experience. The teacher sets up the experiment or demonstrates a technique. Students observe, record, and discover the laws of nature or formulas as scientists themselves. This approach stimulates student involvement and independent thought processes, and trains their powers of observation and judgment.

## **11. Ethical development through compassion, gratitude, and respect**

Through stories of people who demonstrate in their actions high ethical principles, through celebrating the festivals and learning the language of other cultures, and through the practice of gratitude for the gifts of nourishment, life, and education, the children are taught deep and lasting human virtues on a daily basis. The classroom community is the laboratory for practicing the virtues of patience, generosity, compassion, and kindness, and the teachers are consciously presenting a values-based curriculum each day.

## **12. Specialty subjects supplement the daily rigor of the curriculum**

After the Main Lesson, the balance of the day is devoted to the following curricular activities in accordance with Waldorf educational pedagogy: Second Lesson, which expands and builds upon the work of the Main Lesson and offers children flexible academic groupings and small group instruction as well as peer mentoring opportunities; instruction in specialty subjects such as foreign language, handwork, crafts, physical movement classes, and music, including choral instruction. Children learn the wooden flute in first grade, and string instruments are introduced in third grade. The morning singing of the primary classroom is extended into a school choir starting in fifth grade. Other arts, such as the modeling of clay and beeswax, wood and stone carving, speech, dramatics, puppetry, drawing, and painting make for a well-rounded educational experience.

### **A note on the violin: Strings curriculum in a Waldorf-methods school**

The violin is an unfretted instrument. For a class to play on pitch with each other, each student must find and tune every note to her classmates. As the class engages in this active search for musical harmony on the instrument, they are also moving towards achieving a musical oneness with their class. This tuning provides yet another avenue for blending the class.

## **13. Practical arts educate the will**

Practical work, crafts, and handwork, are an integral part of the curriculum. Research confirms that brain function is founded on physical movement. Learning to knit and crochet in the early grades develops the motor skills that enhance intellectual development. The activity of knitting, as research affirms, actually serves to “knit” together the two hemispheres of the brain in the developing child. Coordination, patience, perseverance, and imagination are also schooled through practical work. Activities like woodworking, house building, gardening, and sewing give the child an understanding of how things come into being and a respect for the creations of others. Designing or carrying out a sewing pattern or a cross-stitch design, or deciphering the instructions for knitting a pair of socks exercise the student’s problem-solving capacities in a unique and effective way.

## **14. The curriculum encourages student-generated images through artistic mediums rather than via electronic media**

To support the work accomplished during the school day, teachers strongly encourage parents to limit or remove screen time from the life of the developing child, especially before the age of 10 years. “Screens” in this context include movies, television, computers, video games, and hand held electronic devices. Extensive and overwhelming research and classroom experience show that predigested visual images hamper the child’s own fresh imaginative picturing, which is one of the foundational pillars of the curriculum. The

passivity inherent in watching a screen counters the intentions of a school where children are encouraged daily to use their bodies and minds in productive and energetic pursuits.

## **15. Curriculum and instructional design**

By the completion of eighth grade, the TBOS student has enjoyed instruction in a curriculum that meets and exceeds all state curriculum content standards. The school administration and staff, in partnership, are responsible for ongoing curriculum review, development, and alignment with state standards. These goals are implemented in a weekly faculty meeting, and reinforced by frequent clustered grade meetings (Kindergarten, first through third, fourth through sixth, and seventh through eighth), each of which is supported by a mentor teacher. In both settings, instructional planning focuses on meeting the learning needs of all students. Sources for curricular materials include the Steiner College, Butte County Instructional Center, Meriam Library at California State University Chico, state-adopted standards-based textbook vendors, original reference sources, the Internet, biographies, local cultural and educational sources, visiting Waldorf mentors across subject matter in the K-8 curriculum, and local experts in their fields. Please see Attachment 3 for a graphic display of the grades curriculum.

## **16. Personalized Learning**

The Petitioner's independent study program is based on the intent of the Legislature that personalized learning is an individualized alternative education designed to teach the knowledge and skills of the core curriculum. (Education Code Section 51745.) The Petitioners understand that personalized learning is not an alternative curriculum and that our program must provide as comprehensive a program as the student would receive if enrolled in the site-based program. Independent study is anticipated to be a relatively small portion of the school's instructional program, but will meet the needs of some students who desire a Waldorf-inspired curriculum but who temporarily cannot participate on site due to illness, injury or physical inability. The California Department of Education ("CED") in its independent study operations manual has noted the benefits to serving an at-risk population through personalize learning.

## **B. CURRICULUM AND INSTRUCTIONAL DESIGN**

### **Kindergarten**

The Kindergarten year in a Waldorf-methods curriculum is founded on the principle that the young child learns best in an environment where the work performed is worthy of imitation, yet opportunities for imaginative play are frequent. Children's physical, emotional, and intellectual abilities are allowed to unfold in a nurturing environment, thus developing a solid foundation of skills needed for the academic challenges of the upcoming grades. With reverence for the magic of childhood, the teacher draws the Kindergartener into activities that foster creativity and cultivate the imagination. The classroom environment is rich with sensory experiences of texture, warmth, and the fragrances of cooking and baking. Children participate in an active rhythm of vigorous playtime and quiet and artistic circle time. Free play is necessary in forming the basis for later academic success, as is supported by early childhood research by such prominent contemporary educational researchers as David Elkind, Howard Gardner, and Jane Healy. With copious recent pediatric neurological research that supports the connections between brain function and physical assertion, Kindergarten students are provided with many opportunities to challenge their balance, gardening, running, skipping, swinging, climbing, jumping, and cooking. The development of the

young child's physical body, including fine and gross motor skills, is emphasized, enhancing opportunities for intellectual growth. Challenges offer children a chance to develop their awakening capacities to think clearly, to feel fully, and to act freely.

Some of the literary activities of the Kindergarten include the recitation of rhythmic poetry and nursery rhymes and the singing of traditional songs, which immerse the children in vivid oral speech and develop phonemic awareness. Along with the oral telling of fairy tales and multicultural stories rich in vocabulary, these activities strengthen the imagination and creativity and support language development, listening comprehension capacities, and concentration skills. Story sequence and character development are introduced to Kindergarten children when they are given the opportunity to watch and perform puppet shows, as well as act out the stories that have been told to them by their teachers.

The fundamental concepts of mathematics are addressed throughout the Kindergarten day. Practical activities such as setting the table before mealtime allow children to develop the ability to count and recognize a number of objects and make one-to-one correspondences. Natural materials such as driftwood, logs, blocks, stones and seeds of various sizes and shapes are used in the Kindergarten classroom for building and other imaginative play. Imitative activities, such as cleaning and tidying the classroom, provide children opportunities to sort, pattern, compare, and classify these natural objects by attribute. Children also participate in baking with the teacher, providing an introduction to measurement. In addition, there is the sharing of many singing games, incorporating concepts of counting, both forward and backward.

A sense of community and social awareness are developed with the Kindergarten practice of sharing daily verses, participating in traditional circle games, and celebrating seasonal festivals together. In creative play, children are guided to develop their abilities to demonstrate problem-solving. Sharing, taking turns, and self-regulating are all integrally infused in the day. Through group harmony during morning circle and shared meals, the children begin a path toward personal responsibility and respect for others.

The Kindergarten child is given valuable experience in the science curriculum through interaction with the natural world. The student's awareness of and appreciation for the life and earth sciences are developed through outdoor experiences and the presence of nature tables in the classroom, where seasonal objects are brought in for attention and observation. Nature holds a place of honor in the Kindergarten classroom, and the children enjoy stories that heighten their awareness of the natural world and the change of seasons. Additionally, the children participate in festivals that emphasize and mark the seasons, such as the Harvest Festival, the Lantern Walk (early winter, after time changes) and the Festival of Lights, which marks many of the cultural traditions worldwide such as Divali, Hanukkah, and Santa Lucia. These experiences in the Kindergarten serve to lay the foundation for developing a sense of time, provide an awareness of the Earth's cycles, recognize the traditions of other communities, and create a connection to the natural world. The physical properties of objects such as mass, density, gravity, balance, and leverage are explored through the observation of these natural materials.

An important component of the Kindergarten program is the practice of many hands-on activities. Artistic activities such as watercolor painting, beeswax sculpting, drawing, and seasonal crafts, along with the practical activities of chopping vegetables, shaping dough, and washing dishes enhance the children's ability to focus, concentrate, and complete tasks, while fostering hand-eye coordination, as well as a sense of accomplishment. These accomplishments, along with sewing and finger-knitting, also develop the students' emerging fine-motor skills. Hand-eye coordination, concentration, and developed fine-motor skills are all essential when learning to read, write, and

886 perform academically, and contribute to the development of the child as a whole, fully prepared to  
887 undertake the more arduous tasks of the first grade.

## 889 **First Grade**

### 891 Literacy and Language Arts

892  
893 The first grade child is quite ready to undertake the tasks of literacy development and mathematical  
894 reasoning. As the child enters the first grade, literacy development comes more clearly into focus  
895 through the Language Arts curriculum. Thematic instruction centers around storytelling (archetypal  
896 fairy tales being one of the primary foci) to develop the child's growing capacity for writing and  
897 reading. Listening and speaking is deepened by daily circle activities, which allow the child to retell  
898 stories using basic story grammar and relating the sequence of story events by answering who,  
899 what, when, where, and how questions. Writing arises from drawing and from both the kinesthetic  
900 extension and continued practice of the alphabet as a combination of the straight and curved lines.  
901 Much care is taken in the initial stage of writing to prepare the children for success. Penmanship,  
902 the spacing of letters, recognition and distinction of letters, words, and sentences are all  
903 emphasized. Games that encourage visual tracking, concepts of print, matching oral and printed  
904 words, and phonemic awareness are introduced and assessed formatively to help guide instruction.  
905 Students become increasingly capable of writing and reading high frequency words as the first  
906 grade year progresses. The teacher presents the study of these words in the context of compelling  
907 and age-appropriate stories. This work is done during Main Lesson and practice periods. Children  
908 practice balance, handedness, directionality and precision in the gross motor movements while  
909 reciting poems, rhymes, songs, and stories.

### 911 Mathematics

912  
913 In the first grade, mathematics is taught from the whole to the part and is integrated with other  
914 parts of the curriculum. Stories, art, manipulatives, music, mental games, and movement are used  
915 to stimulate students "neural resources" and to create a learning context for the understanding of  
916 numeric concepts. The meaning of addition, subtraction, multiplication, division, and estimation is  
917 shown through the multi-sensory approach of storytelling. The four operations are tied to  
918 characters that exemplify social characteristics for understanding; gathering (addition), sharing with  
919 others (subtraction), observation and notation of recurrent patterns in nature  
920 (multiplication/division), and the equity and equanimity of the equal sign. Clapping, chanting,  
921 skipping, and stepping intervals assist with patterning and sorting quantities. Children take these  
922 skills into their emergent writing experiences by solving number sentences that express numerical  
923 relationships. Students begin to memorize their multiplication tables (twos, threes, fours, and fives)  
924 through rhyme and movement. Additionally, they are introduced to the concept of the number  
925 line. Formative and summative assessments help to guide differentiated instruction. The  
926 integrated approach to mathematics in first grade commands attention, builds critical thinking  
927 capacities, facilitates memory, and imparts a joyful appreciation for the qualities of numbers.

### 929 Science

930  
931 Science standards are taught through observation and experience of our natural environment.  
932 Through nature studies, beeswax modeling, and environmentally conscious practices, the children  
933 develop reverence and a sense of guardianship for the Earth and all of its inhabitants. Through daily  
934 observations of the seasons, students understand that the weather changes from day to day and is  
935 predictable per season. They also know that weather can be observed, measured, and described,  
936 and the senses become one of the keys to the observation of the natural world. Through the daily



937 notations of seasonal changes, weather phenomena, nature walks, and gardening, rigorous  
938 independent thinking, and sound judgment are cultivated.

939

#### 940 Music, Handwork, and Artistic Expression

941

942 Use of the simple pentatonic flutes in the first and second grades supports the child's growth in  
943 many ways: holding the instrument at then vertical midline, while right and left hand function  
944 independently, strengthens neural pathways leading to dominance. The pentatonic flute offers the  
945 children a way of acting in tandem as a music-making community. The handwork done in these  
946 grades, for example knitting, also has a direct bearing on brain development. The constant moving  
947 across the vertical midline barrier that is the very act of knitting helps the children's neurological  
948 development for strengthening decoding and semantic reading skills.

949

#### 950 Second Grade

951

##### 952 Literacy and Language Arts

953

954 In second grade, a greater understanding of word analysis and academic language is available to the  
955 child, and again storytelling and metaphor provide the framework for the Language Arts curriculum,  
956 as the teacher engages the students' avid interest through stories that support the social and  
957 emotional development of the 7-8 year old child. Kindness, courage, and generosity, the highest  
958 endeavors of human nature, are conveyed through the stories of heroes, who are revered as  
959 "Shining Hearts." Examples of these heroes and heroines are Gandhi, Abraham Lincoln, Martin  
960 Luther King Jr., and Jane Adams. The opposite tendencies of human nature such as greed,  
961 selfishness, and laziness are represented in the telling and re-enactment of Aesop's fables. The child  
962 sees light and dark, goodness and evil, mirrored in the examples from this core literature. Students  
963 also begin to read and respond to a variety of children's literature. Word families and phonemic  
964 awareness are further developed in second grade by strengthening the listening and speaking  
965 capacities of the child. The child recites weekly his or her birthday verse with the class and teacher  
966 as audience. Additionally, phonics are embedded in the whole language approach, where word  
967 analysis guides children into decoding words before reconstructing them independently. The  
968 children gain a natural understanding and feeling experience of the English language through a  
969 personification of phonetic patterns and relationships. Students also begin to identify and use  
970 elements of grammatical mechanics such as capitalization and punctuation. Reading instruction  
971 emphasizes writing as a gateway to unlocking the meaning and the sound-symbol relationships  
972 within words. By reading their own writing in their Main Lesson books, the children develop reading  
973 fluency and comprehension through recognition of and familiarity with their own hard work.  
974 Reading fluency and comprehension are furthered deepened and differentiated within  
975 homogeneous reading groups that use adopted curriculum and carefully selected literature.

976

##### 977 Mathematics

978

979 Mathematics instruction in the second grade is an interwoven balance between daily oral math  
980 review and movement activities, direct instruction imbued with narrative, and informal and formal  
981 assessments to guide differentiation needs and further instruction. The cornerstones of rhythmic  
982 whole-body patterning are joined with the topics found in the state adopted curriculum to teach  
983 mathematics in a whole-to-part process, keeping learning integrated and playful. Skip counting  
984 strengthens basic multiplication and students multiplication memorization. Opportunities for  
985 mathematical practice arise in image rich stories that deepen the sense of numbers and how they  
986 relate to one another. These stories allow children to make a personal connection with the learning  
987 objectives and access a higher-level understanding and memorization of the concepts. A solid

988 foundation of abstract and concrete measurement begins as children learn to answer questions  
989 related to data representation and comparisons. This later evolves into experiments that foster  
990 children's ability to measure monetary values and understand the concepts of time and tools that  
991 measure time. Estimation and probability, place value and the four processes, as well as solving  
992 multi-digit number equations with carrying and borrowing, are all embedded in the thematic  
993 instruction incorporating hands-on manipulatives, movement, and graphic organizers in their Main  
994 Lesson books.

995

996 Science

997

998 The science curriculum standards in second grade begin with daily movement activities that  
999 incorporate the use of objects such as beanbags and balls. Spatial dynamics are explored through  
1000 the observation and experience of the pushing and pulling forces, and how an object's motion can  
1001 change through space and time. The life and earth sciences are observed and studied through  
1002 weekly nature walks and visits to the kindergarten and third grade gardens, all of which highlight  
1003 the predictability of the different cycles and patterns in living things from plants and soils to animals  
1004 and fossils. The second grade nature table is a space for seasonal experimentation and investigation  
1005 of the students' interests. The children have the opportunity to help guide class inquiries with  
1006 deeper scientific studies throughout the year.

1007

1008 Music, Handwork, and Artistic Expression

1009

1010 Musical and handwork instruction in the second grade are a continuation of the skills learned in the  
1011 first grade. Knitting projects and pentatonic flute musical pieces become more advanced as children  
1012 are challenged to expand their personal skill set and reach the level of mastery.

1013

1014 **Third Grade**

1015

1016 Literacy and Language Arts

1017

1018 In the third grade, the Language Arts curriculum is taught thematically through practical living and  
1019 Hebrew Legends. Farming and practical skills are at the forefront, and thus class-wide literature  
1020 reflects and supports this theme. Students use a large variety of children's literature in order to  
1021 explore their newfound reading skills, and they become familiar with the use of dictionaries to  
1022 support their vocabulary studies. Expectations have moved clearly from encoding to decoding  
1023 independently by transferring the semantics and syntax found in their Main Lesson book writing and  
1024 daily oral language to reading and comprehending grade level appropriate literature. Proficient and  
1025 advanced readers are challenged through adopted curriculum such as SRA programs and chapter  
1026 book literacy circles, building automaticity as well as factual and inferential capacities; while  
1027 emerging and struggling readers are supported through direct phonics instruction, enjoyable games  
1028 such as Making Words and Words Their Way in homogenous groups, and the Read Naturally  
1029 program with the Reading Specialist. Plot, character, and summary become clear ways of  
1030 distinguishing the actions of text, and genre conventions (poetry, fiction, nonfiction) become  
1031 recognizable to the children. Students work toward fluency in sentence structure and paragraph  
1032 development.

1033

1034 Mathematics

1035

1036 In third grade the mathematics curriculum is geared toward the practical in thematic instruction  
1037 through service learning experiences in gardening, baking, and construction building. The child  
1038 develops a sense of purpose while acquiring many new cognitive and fine and gross motor skills. At

1039 school, the children can design and plot a garden, bake a loaf of bread, and build a project for the  
1040 school; and within these opportunities implicitly learn concepts such as reading fractions and  
1041 decimals, measuring and converting unit lengths, area, volume and weight, along with solving real  
1042 life word problems using estimation and probability. Direct instruction creates a bridge between  
1043 hands-on practical activities and mastery of Main Lesson book objectives based upon the state  
1044 standards. Students learn multi-digit multiplication, long division with remainders, and the  
1045 communicative and associative properties of multiplication and division. They deepen their  
1046 understanding of place value and estimation, and begin to use generalization and probability to  
1047 understand real-world numerical puzzles. Third grade mathematics concepts are further supported  
1048 through whole-body movement activities, music, storytelling, and use of adopted state curriculum  
1049 resources.

## 1051 Science

1053 The content of the third grade science curriculum lends itself to internalizing the natural processes  
1054 of the physical and life sciences within the children's environment. Students study and understand  
1055 the solar and lunar cycles with respect to their gardening, as well as water cycles and weather  
1056 patterns. By creating and comparing botanical experiments in the school garden and class kitchens,  
1057 the importance of asking meaningful questions is explored and they are given opportunities to give  
1058 back to their school community. Their hard work and careful investigations are rewarded with  
1059 produce and meals to enjoy and share with others while offering students a deep understanding of  
1060 energy and fuel from a nutritional standpoint. Regular cooking as part of the practical arts  
1061 curriculum offers students a chance to measure, weigh, and observe the qualities of ingredients  
1062 (melting, liquid, solid). Numerous field trips are taken to local farms, where the children participate  
1063 in the activities of farm life from weeding to harvesting and caring for the farm animals.  
1064 Additionally, on an overnight camping trip, the constellations are observed and noted for their  
1065 future studies in Astronomy in the upcoming grades.

## 1067 History, Geography, and Social Science

1069 Third grade marks the first explicit foray into cultural studies, with an exploration of the myths of  
1070 the Hebrew people. Cultural activities include celebrations of Hebrew festivals replete with dancing,  
1071 eating and singing. Students deepen their study of human connections to the past and the ways in  
1072 which particularly local, but also regional and national, government and traditions have developed  
1073 and left their marks on current society, providing common memories. Through the gardening and  
1074 farming component of the curriculum and local field trips, emphasis is on the physical and cultural  
1075 landscape of California, including preliminary studies of Native Americans and immigrants, working  
1076 toward understanding the significance of their impact on the character of our contemporary  
1077 society. Students construct their own small-scale dwellings to exemplify their knowledge and  
1078 understanding of the different housing environments created throughout human existence.

## 1080 Music, Handwork, and Artistic Expression

1082 Musical education takes a giant step forward in third grade. The children move from the simple  
1083 pentatonic flutes to the 8-toned recorder, and therefore shift from community-based  
1084 synchronization to independent responsibility in pitch quality. Higher level listening skills such as  
1085 maintaining rounds as well as learning through observation further develop neurological pathways.  
1086 Children also begin their violin lessons and are introduced to reading and comprehending musical  
1087 notation. Throughout the handwork periods in third grade children apply their skills learned in  
1088 knitting to a new trade: crocheting. Persevering through frustration, concentration, and patience, as  
1089 well as problem solving when a mistake is made are all components to achieving beautiful and

1090 balanced projects. Strengthening eye-hand coordination and fine motor dexterity is highlighted in  
1091 these calm periods throughout the week, giving the children a time to further develop particular  
1092 neurological pathways that would otherwise atrophy.

1093

#### 1094 **Fourth Grade**

1095

##### 1096 Literacy and Language Arts

1097

1098 The fourth grade focus on citizenship, perseverance, problem solving, industry, and craftsmanship  
1099 guides the literacy and language arts emphasizes. Students move from the law-driven culture of the  
1100 Hebrews to the coarse rough-and-ready world of the Norse Myths. Along with the enrichment of  
1101 the core literature of the Norse myths, written reports begin. Regular reading responses through  
1102 book reports and reading assignments relevant to the curriculum are assigned and assessed via  
1103 rubrics and authentic assessment of oral presentation throughout the year. These assignments are  
1104 the beginning of literary response and analysis, which encourages understanding of the structural  
1105 features of literature and the narrative analysis of grade-level-appropriate text. Reading  
1106 comprehension is further developed by the use of the SRA Laboratory for the fourth grade and  
1107 through reading core literature books in leveled reading groups that align with our blocks of Norse  
1108 Myths, California History, and Animal/Man. Further progress in reading and writing is made  
1109 through leveled reading groups within each class group, and language arts word development  
1110 deepens with daily practice of spelling and grammar. Writer's Workshop, with its use of evaluation  
1111 and revision skills is used to further develop the writing strategies of organization, penmanship, and  
1112 research. Writer's Workshop also addresses emerging public speaking skills by making narrative  
1113 and informational presentations a part of publishing for each child. Listening and speaking  
1114 comprehension is furthered by the regular study of poetry and the regular memorization and  
1115 recitation of the poetry. This aids in the organization and delivery of oral communication by  
1116 developing strong public speaking and presentation skills. Research writing begins during the study  
1117 of animals and man in zoology, and report-writing skills are developed during the exposure to  
1118 California history. Narrative writing, summary writing, and the writing of informational reports are  
1119 all explored. Written and oral conventions of language (sentence structure, paragraph structure,  
1120 punctuation, capitalization, and spelling) are practiced regularly in student writing. Additional  
1121 development of spelling through word analysis, word recognition, and fluency, along with  
1122 systematic vocabulary development, is done through skits, language experiences, and weekly  
1123 dictation and assigned spelling lists.

1124

##### 1125 Mathematics

1126

1127 The work of the fourth grade math student mirrors the myths studied in this grade, where  
1128 fragmentation and contradiction of the mythical characters in the Norse stories is echoed in the  
1129 fourth grade math curriculum with the study of fractions. Fractions represent the beginning of skills  
1130 that divide arithmetic from mathematics. Students work with numbers in conceptual as well as  
1131 experiential forms.

1132

1133 Fractions are studied beginning with the whole of one to many of the fractional parts that comprise  
1134 the whole of one. Fractions are represented by a drawing of parts of a figure and then fractions are  
1135 represented by using drawings as directed in the Content Standards. Number sense as well as written  
1136 conventions is emphasized, and a complete working understanding of interpretations of fractions  
1137 (parts of a whole, parts of a set, and the division of whole numbers by whole numbers) is studied in  
1138 depth. Equivalent fractions and concrete fraction work (addition and subtraction of fractions,  
1139 including like and unlike denominators. Student work later in the year continues toward multiplying  
1140 and dividing fractions as well as the study of mixed fractions. The least common multiple and greatest

1141 common divisor of whole numbers are introduced as concepts and then used to solve equations.  
1142 Continued practice of the four operations in a variety of formats using higher place value numbers  
1143 keeps mathematical reasoning sharp and basic computational facts fresh, as well as giving depth to  
1144 the understanding of numbers above one million. Place value, multiplication, and division are  
1145 reviewed and expanded with understanding of larger numbers. Area and perimeter will be reinforced  
1146 during practice periods by the use of graph paper (also used in the study of missions in California  
1147 History and Mapping). Simple symbolic representations, as outlined in the State Standards, provide  
1148 for puzzles and the basis of story problems. Prime numbers, abundant and deficient numbers, and  
1149 amicable numbers are all studied in fourth grade. Daily problem solving skills are developed,  
1150 practiced, and strengthened through word problems, mathematical reasoning problems, stories, math  
1151 games, paper pencil work and hands-on activities. Students are also engaged in learning and utilizing  
1152 strategies for checking their own work.

1153

#### 1154 History, Geography, and Social Science

1155

1156 The fourth grader is industrious and busy, full of an energy easily directed to the making of maps of  
1157 the state of California and its' landforms, rivers, and native people. The following of natural water  
1158 resources from initial source to where towns have developed is an important expansion out into the  
1159 world beyond the student's personal home. This also leads to the understanding of the importance  
1160 of agriculture to the economy of California. The exploration of the history of California from before  
1161 man to how the native people lived is reinforced by an overnight environmental living field trip to  
1162 Miwok Umachas. Day trips provide additional experience of the living history of California, past and  
1163 present. Emphasis is placed on the multicultural role of many people in the history of California.  
1164 Students begin to explain the economic, social, and political life in California during the time of the  
1165 Spanish ranchos and missions, and discover the importance of early trappers and trailblazers to the  
1166 establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the  
1167 granting of statehood. During the exploration and learning about the Gold Rush, the students go to  
1168 stay in a miner's camp. Stories written by the students' parents of "How I Came to California"  
1169 augment the experience of spending the night in a gold miner's tent to personalize the history of  
1170 the students' home state. Journals kept during the trips, as well as rubrics for main lesson books  
1171 and quizzes, reinforce the student's understanding of these experiences.

1172

#### 1173 Science

1174

1175 In the fourth grade, life science is emphasized through the beginning study of zoology. With  
1176 guidelines supported by the content standards, the relationship of humans to animals is explored in  
1177 depth. The various species of animals are studied, drawn in detail, and written about. Students  
1178 learn how to observe and describe similarities and differences in the appearance and behavior of  
1179 animals. Students know how to identify anatomical features of animals, and learn to infer what  
1180 animals eat by the shapes of their teeth. Deep instruction regarding the structures of animals with  
1181 respect to growth, survival, and reproduction is studied in 4<sup>th</sup> grade. Students know plants are the  
1182 primary source of matter and energy entering most food chains, and deepen their understanding of  
1183 the roles of producers and consumers, herbivores, carnivores, omnivores, and decomposers in food  
1184 chains and food webs, and how these roles may compete with each other for resources in an eco-  
1185 system. The interdependence of living organisms and their roles in the environment for survival are  
1186 studied. Students prepare a formal research report complete with citation of sources on an animal  
1187 they have studied in great detail.

1188

## Music, Handwork, and Artistic Expression

In the fourth grade the students continue to play the violin and the recorder. With stronger skills in violin and musical notation, many participate in the after-school orchestra. Their ability to read music is supported with their concurrent studies of fractions in math. They learn how to sing in beginning harmony and to increase their voice ability with rounds in more than two parts, and sing music of the California Gold Rush and Sea Shanties from the Atlantic and the Pacific Oceans. Form and its uses in painting are more highly refined in the fourth grade, enhancing painting work with smaller brushes, chalk and colored pencils. This gives added depth to our watercolor paintings and helps with the beginning understanding of color theory. Detail in artistic work is developed with the reproductions of realistic animal pictures while studying animals and man in zoology. Crafts are encouraged that are integrated within the study of California history, such as quilt designs, weaving, tin work, and wood-burning of gourds. Children work with the symmetrical balance of cross stitch and study the history of cross-stitching in the countries of Scandinavia. Students make practical objects useful for their daily lives, such as pencil pouches, book marks, and decorations for towels and clothing. This is a great compliment to work to come in our study of California History when we do the spring living history program about gold mining in California and portray historically-accurate roles decked out in our own hand-stitched shirts and aprons.

## Fifth Grade

### Literacy and Language Arts

The fifth grade child is at a point of balance in the curriculum. The children have one foot in true childhood, and are about to take a step into the world of adolescence. Before childhood is left behind, students are offered a meaningful experience through exposure to and study of the development of Western Civilization. The mythologies and historical epics such as The Ramayana, the Mahabaratha, the Epic of Gilgamesh, The Iliad and The Odyssey offer students a chance to experience civilizations very different from their own. In reading discussion groups, the students begin a deeper analysis of character, genre, and setting as they discuss books from core literature selections of historical fiction correlated with this area of study. To supplement their understanding and analysis of grade-appropriate texts, the students continue to deepen their knowledge of story structure, genre, and reading comprehension through continued work via the SRA reading program. Further, students incorporate the stories studied in this grade into a greater understanding of archetypal characters. Writing deepens with analysis directed toward the myths studied and to the biographies of significant persons from the aforementioned ancient cultures. The study of ancient cultures provides an apt landscape for articulate written reports and public speaking via presentations and drama. Written projects are incorporated throughout the fifth grade, building upon the skills of prior grades and developing proficiency in writing strategies, writing applications, and conventions. Essay conventions are taught and students explore this form in depth, including distinguishing between and practice of the modes of writing (narrative, expository, persuasive, descriptive writing). Historical research, reading projects, and book reports deepen the fifth grader's reading comprehension, literary response and analysis. The students are exposed to botany as part of the science curriculum, and the deep study of plant life encourages students to increase their vocabulary by exploring the Latin and Greek roots used in scientific classification. They learn to write clear and concise descriptions of plant species. The curriculum in fifth grade pays special attention to the depth and beauty of literature creating an expansive vocabulary and developing and understanding of complex concepts within text and oral presentations. Fifth graders bring their emergent writing skills to the public realm via peer editing and participation in public writing projects so that they may see the written articulation of their thoughts and ideas as a contribution to the community.

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## Mathematics

Fifth grade mathematics honors the student's capacity for and interest in data gathering, computation, and reasoning. Having learned the four operations well enough to apply them to more sophisticated conceptualizations, the fifth grader now moves to working with very large and very small numbers (exponents, fractions, decimals), and examining in depth the relationship between decimals, fractions, and percents. Students learn to analyze and interpret mathematical relationships in graphic representations. Additionally, students work with the skills of compass reading; bearing, orienteering, and mapping skills all add dimension and intrigue to the mathematics curriculum. Mathematics study occurs not only during Main Lesson but in extra math classes, and fifth grade marks the beginning of leveled mathematics. Students are assessed at the beginning of the year for ability and aptitude and grouped accordingly with fellow students from fifth through eighth grade. These classes ensure that the rigorous State Math Standards can be met in the higher grades, and provide opportunities for those challenged in math to enjoy extra support, while those who are excelling can be introduced to a more advanced curriculum. Math groupings are fluid as per periodic evaluation of progress. During these classes children will continue to study grade-level math in alignment with state standards. Fractions, negative number lines, decimals, multi digit multiplication and division, simple algebraic formulas, and equations are all practiced and reviewed. Geometric principles of perimeter and area, grid coordinates, angles, radius, diameter, basic statistics, data analysis and probability, and mathematical reasoning are all in clear focus at this point of the child's educational experience.

## History, Geography, and Social Science

As an integrative part of the Literacy and Language Arts study, the focus on the ancient cultures of India, Mesopotamia, Egypt, Phoenicia, and Greece as the birth of western civilization supports the history and social science component of the curriculum for this grade. Students study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students gain an understanding of the colonial government and its founding principles and the ideals of the Enlightenment. They recognize the principles of the U.S. Constitution and the fundamentals of democracy, understanding that the United States is a nation that derives its power from the people. They begin the study of our country as one that has gone through revolution and its former sanctioning of slavery. Additionally, they begin to understand and investigate the conflicts over land rights and use with the original inhabitants, as well as the experience of westward expansion across the continent. Students are educated in the political, religious, social, and economic institutions that evolved in the colonial era. The cause, course, and consequences of the early explorations through the War for Independence and western expansion is studied, and the aim is for student understanding of the colonization, immigration, and settlement patterns of early America. Geography also widens its scope from California in the fourth grade to include the other 49 states. The study of geometry assists the children in mapmaking and provides an opportunity for the children to observe and study the natural treasures of our country and note them accurately and geographically by region, natural resources, and population centers. Students read about and study the characteristics of early explorers and the technological developments that made sea exploration by latitude and longitude possible, supplementing this instruction with their own developing use of the compass. The culminating event in the fifth grade year is the Pentathlon, when The Blue Oak School fifth graders compete with hundreds of other fifth graders from Waldorf schools throughout Northern California in the five classical Greek Games.



1290 Science

1291

1292 In science, the fifth grade student takes a close look at ecological regions in a study of botany. Plant  
1293 science provides a thematic foundation from which the state standards in physical science, basic  
1294 chemical reactions, basic elements, earth sciences, and life sciences may be studied. The curriculum  
1295 in this grade focuses on investigation of individual plant parts and basic conditions of plant life,  
1296 different types of soil, and plant communities and botanical adaptations. Further, the evolution of  
1297 lower plants to the higher plants, classification of plants, plant growth, and the relationship of  
1298 plants and insects are all studied in depth. Students learn how to accurately observe and describe  
1299 in scientific writing and drawing plants that are in their habitat or environment, using skills of  
1300 interpretation, observation, details, and examples. The fifth grader will understand the interactions  
1301 between animals, the sun and the water cycle influences on plant growth, using charts and tabular  
1302 information as well as illustrations from field guides and other credible informational materials.  
1303 They learn how the complete environment determines the physical qualities and growth  
1304 characteristics of any plant, flower or tree, and study the ecological role of human beings in  
1305 relationship to the environment. Plants environments (desert, tundra, rain forest, etc.) are  
1306 investigated, as plants grow from the poles to the equator. Individual plants are compared and  
1307 contrasted in detail. Students have the opportunity to deliver their first scientific reports, choosing  
1308 a plant and describing it in its environment, including factors that affect the healthy development of  
1309 the plant. Through investigation and experimentation, they learn how the complete environment  
1310 determines the physical qualities and growth characteristics of any plant or flower or tree, and they  
1311 also ponder the role of human beings in relationship to the environment.

1312

1313 Music, Handwork, and Artistic Expression

1314

1315 The arts and crafts deepen with the growing capacity of the fifth grader. In music, students work  
1316 toward singing in harmony, and join the soprano melody line on the recorder with harmonizing  
1317 soprano and alto voices. Children have developed security with major scales, and now explore some  
1318 minor scales (notably, b flat and e flat major) that mimic the modal sound of ancient (Greek and  
1319 Persian particularly) music. In violin, many of the children are ready to play in a full orchestra, and  
1320 may do so if they choose. Artistically speaking, children work with the integration of media, and use  
1321 colored pencils to achieve a finer line in botanical drawings and also in our Main Lesson work. Motifs  
1322 of acacia and lily found on columns in Egypt are integrated into form drawing lessons. Students paint  
1323 and draw in some classical Greek forms. Mapmaking offers an opportunity to combine artistry with  
1324 accuracy as students draw a variety of topographical as well as landscape maps in our study of  
1325 American History. Handwork in the fifth grade consists of a complicated four-needle knitting project  
1326 of socks and mittens. This new skill uses both the knit and pearl stitch, and the children are eager to  
1327 work through these rather difficult tasks. The knitting of socks and mittens brings a far more  
1328 sophisticated challenge of reading a complex patterns and counting stitches with greater accuracy.

1329

1330 **Sixth Grade**

1331

1332 Literacy and Language Arts

1333

1334 In sixth grade the student has crossed the threshold into adolescence. As such, their ability to  
1335 understand language at a deep level is recognized and utilized to further their understanding of  
1336 literature. Literary devices such as use of dialogue, figurative language, personification, metaphor,  
1337 simile, and irony are all studied and practiced. Word origins in Latin, the language of the Roman  
1338 people under study from a historical perspective, are a natural avenue for teaching grammar skills  
1339 to the sixth grader. Although Latin is not a considered a modern language, its influences on the  
1340 English language are noted via a close study of prefixes and suffixes common to our language and

unchanged from their Latin roots. Other grammatical areas of focus include subject and predicate, tenses, and a deepening understanding of the parts of speech. Many forms of writing will be incorporated into the sixth grade year, including essays, written reports, position papers with supporting claims and analysis, and research papers citing sources will further develop the child's ability to read and process information from expository text. Book reports and reading assignments relevant to the curriculum are assigned and assessed throughout the year on a regular basis. Quick writes related to prompts from the Main Lesson will be integrated through the blocks. The standard writing process begins to apply to all formalized writing activities, reviewed and reinforced through each step of brainstorming, inquiry, research, rough draft, peer editing, second draft, teacher editing, and final copies for both class and public reading. Elements of peer editing are furthered with the instruction of editing codes to enhance the quality of each other's writing. Further, presentation via spoken reports emphasizes student awareness of audience and auditory rhetorical communication techniques. Proficiency in dictionary and thesaurus skills are increased through this writing process, and spelling, dictation, and recitation continue on higher levels with literary works of note strengthening the children's deepening aptitude for and appreciation of noted writers.

## Mathematics

Flexible grouping continues in the sixth grade to support each child's specific needs, abilities, and aptitudes for the subject of math. Students study math not only during Main Lesson blocks, but also during the four leveled math periods designated per week. Proficiency in number sense, beginning algebra, geometry, statistics, and reasoning are all stressed during this year of study. By the end of grade six, students can demonstrate mastery in the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers. They can accurately explain, identify, compute, and solve complex problems. Additionally, they are able to apply this knowledge to their developing understanding of statistics and probability, including a conceptualization and practice of concepts of mean, median, and mode of data sets. Sixth graders are able to use addition and multiplication of fractions to compute more complex problems. Further, students will conceptually understand and work with ratios and proportions and be able to compute percentages. Finally, two major mathematical concepts brought to the sixth grade students are formulas and business math. Review of the basic formulas learned for area and perimeter of rectangles and squares leads to the use of more advanced formulas such as area and perimeter of a circle, including introduction of the concept of pi. Letters begin to substitute for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. This culminates in students developing the ability to solve one-step linear equations. The Pythagorean Theorem is introduced to the sixth grader. The compass as a mathematical instrument assists in the creation of accurate pie charts to graphically represent percentages. With an understanding of percentage and formulaic thinking, business math skills lend themselves to the study of borrowing and lending through the history of the development of banks in medieval times, in integration with the social studies curriculum.

## Science

At this developmental juncture, the student needs an objective look at the world that dovetails with the magnitude of growth in intellectual capacities. The science curriculum thus lends itself to the study of physics as an introduction to laboratory science in the Waldorf classroom. In the physics blocks the students explore optics, the study of light and color, acoustics, the study of sound, and heat. Electricity and magnetism are introduced, and then pursued further in the upper grades. Physics is introduced experientially through the continued use of musical instruments and the larynx, these are tools used to investigate the qualities of acoustics before scientific conclusions are drawn. Optics will include color experience with complementary and secondary colors, reflection

1392 and refraction with the geometry of mirrors and the laws of lenses. Experiments with heat will  
1393 allow students to observe and generate theories on the effects of heat on various substances of  
1394 matter. Additionally they will experience heat's role in expansion and contraction (i.e. boiling and  
1395 freezing). Students learn how to represent their experiences and observations in the format of a  
1396 classical scientific report. In the natural sciences, the student studies geology. The polarities of the  
1397 mineral world are explored; from the fiery igneous rock to watery sedimentary rocks and the  
1398 contrasts in formation from volcanoes and caverns, stalactites and stalagmites, and other  
1399 geomorphic forms are studied. The study of geology braids with continued study of geography, and  
1400 local geography, climate, and topography are concepts expanded for the sixth grader. In contrast to  
1401 the study of geology and topography, attention shifts to the skies above in the study of astronomy.  
1402 Using their newfound skills with the compass and straight edge, students will draw representations  
1403 of the movement of the stars through the quadrants of the sky. Students will gain knowledge of the  
1404 phases of the moon as well as its position in relation to the sun. Understanding of the Pole Star and  
1405 its use in orienting oneself on the earth is taught. Mythologies of the constellations and the ability  
1406 to identify them in the night sky are studied in depth during the sixth grade year.

1407

#### 1408 History, Social Sciences, and Geography

1409

1410 Citizenship, critical thinking, intellectual curiosity, and social responsibility are all hallmarks of the  
1411 sixth grade Waldorf pedagogy, and the driving need for the world to be lawful is met in these  
1412 children by the study of the most lawful civilizations of the ancient world—Rome and Greece.  
1413 Students further develop their cultural and historical studies of ancient civilizations from a  
1414 Paleolithic perspective, and work toward analysis of the geographic, political, economic, religious,  
1415 and social structures during the development of Rome and Greece. The structure of ethical codes in  
1416 human history becomes a clear focus for the sixth grader, who can articulate that political systems  
1417 cannot live by law alone. The sixth grade marks a major shift from mythological stories to historical  
1418 stories that can be tracked chronologically. Stories will be told of The Seven Kings of Rome, the  
1419 Roman Republic, and the Roman Empire and its demise, leading to the development of European  
1420 civilization. The sixth grade year ends with a focused study of the middle ages including a theatrical  
1421 performance by the students of a medieval play, and the participation, along with sixth graders  
1422 from other Waldorf-methods schools, in a Medieval Games event. These are an opportunity for the  
1423 children to compete and cooperate in a variety of tasks from archery to obstacle courses and  
1424 individual class presentations of music, dancing, juggling or drill-team type demonstrations. The  
1425 work required toward this event supports the emotional and physical changes occurring in the  
1426 children through group-building activities. An awareness of the importance of giving to the greater  
1427 community through community service projects, and low-ropes type courses led by teachers and  
1428 parents explore the changes in the young teen that are affecting their value systems as well as their  
1429 social interactions.

1430

#### 1431 Music, Handwork, and Artistic Expression

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1433 Geometrical drawing is one of the cornerstones of sixth grade, with an emphasis on precision. For  
1434 the first time students will use tools and instruments to create forms. The proper use of a compass,  
1435 ruler, t-square, and straight edge will challenge the child's artistic abilities in finding new and  
1436 beautiful patterns in five, six, twelve, and twenty-four, division representations of the circle and  
1437 other geometric designs. Application of skills from mathematical constructs and formulas such as  
1438 radius, diameter, and circumference are essential to creating these geometric forms. Also  
1439 embedded in the work with geometrical drawings is the study of angles of a circle, line, and triangle.  
1440 Properties of the six types of triangles (Right, Isosceles, Equilateral, Scalene, Obtuse, and Acute) are  
1441 surveyed along with the ability to solve for a missing angle. The child's study of geography now  
1442 takes him to nearby countries—Canada and Central and South America. Greater accuracy is

1443 developed in map making skills with the use of new drawing instruments and a developed  
1444 understanding of longitude and latitude.

1445

## 1446 **Seventh Grade**

1447

### 1448 Literacy and Language Arts

1449

1450 The seventh grade curriculum offers a true Renaissance education; mirroring the physical and  
1451 cognitive changes in students fully entering adolescence. Seventh graders witness their same desire  
1452 to express themselves and to assert their independence as historical biographies from the Middle  
1453 Ages to Early Modern Times (particularly from the Renaissance, Reformation and Age of  
1454 Exploration) exhibit, and thus become the course of study for literary analysis. Seventh grade  
1455 affords students the opportunity to further develop their writing skills through creative writing in a  
1456 sequence of poetry and prose that envelops the elements of wish, wonder, and surprise. Continued  
1457 study of literary devices marks the seventh grade year, as foreshadowing, irony, parody,  
1458 perspective, and point of view are all explored in great detail through literature and writing, and  
1459 students are able to fluently produce both fictional and autobiographical narratives and speak to  
1460 the use of voice, tone, diction, etc. in the contents of written text. Drama studies are integral to this  
1461 grade; commonly students will participate in the study and production of a Shakespearean play,  
1462 culminating in a year-end trip to Ashland to see several professional theatre productions, including  
1463 at least one of Shakespeare's plays. This modeling of and instruction in the master works of English  
1464 literature affords students a classical education and provides foundation for further literary studies  
1465 of complexity. Students engage in the writing of a research paper based on a topic from the social  
1466 studies curriculum, typically a person or event from the Renaissance or another studied time period.  
1467 Documentation of sources is taught in depth and students are required to work with bibliographic  
1468 information in detail. Media analysis begins in seventh grade, offering students ample opportunity  
1469 to break down messages in text and image and affording the experience of exposing a critical eye to  
1470 public work. Research writing and technological competence training begins with internet-based  
1471 scholarly research, database searches, basic word processing, typing, and note-taking open the  
1472 students to the world of computing with developing fluency.

1473

### 1474 Mathematics

1475

1476 Seventh grade mathematics introduces students to the basic concepts of algebra and plane  
1477 geometry. Math grouping continues and offers flexibility for students to move ahead as necessary  
1478 for full realization of aptitude and ability. Students see geometric principles applied to the  
1479 lawfulness of perspective and learn of their development during the Renaissance, and they work  
1480 with and study the Pythagorean Theorem to develop several proofs of the theorem and to compute  
1481 the unknown side. Studying three-dimensional solids, students learn to compute surface area and  
1482 volume, and understand how they change as the scale of the shape changes. Students work with  
1483 equations to become adept at their manipulation and understand the principles that make such  
1484 manipulation possible. By the end of grade seven, students are adept at manipulating numbers  
1485 and equations and can not only understand but can explain to younger students the general  
1486 principles at work. A seventh grader can understand and fluidly use factoring, common and least  
1487 common denominators, and the properties of exponents to solve increasingly complex equations.  
1488 Students make conversions between different units of measurement and use those conversions to  
1489 solve meaningful problems. Training in usage of ratio and proportion are reviewed and expanded  
1490 from the former year, as is the use of percentage equations in order to effectively understand  
1491 concepts such as simple and compound interest. They graph linear and elementary non-linear  
1492 functions and understand the idea of slope and its relation to ratio, and can compute said functions  
1493 with equations involving time, rate, speed, etc. Finally, statistical probability, theoretical, and

1494 experimental probability form the foundation from which students can extrapolate more  
 1495 complicated predictions not only from mathematical perspectives, but from the standpoint of  
 1496 curricular scientific perspectives as well.

1497  
 1498 History, Social Science, and Geography

1499  
 1500 Students in grade seven study some of the significant social, cultural, and technological changes  
 1501 that occurred in Europe, Africa, and Asia in the years A.D. 500 - 1789 from an archeological,  
 1502 historical, and geographic perspective. After reviewing the ancient world and the ways in which  
 1503 archaeologists and historians uncover the past, students study the history and geography of great  
 1504 civilizations that were developing concurrently throughout the world during medieval and early  
 1505 modern times. The students ponder the profound intellectual storms brought about at the end of  
 1506 the Middle Ages, as the corruption in the Roman Church, which had reigned supreme in Europe, is  
 1507 challenged, and the roots of European civilization are shaken and changed. Students are introduced  
 1508 to the lives and works of Renaissance masters and examine the beauty and power of their works  
 1509 and their ability to communicate ideas and demonstrate the advances made by people of their time.  
 1510 Through the explorers of earth and sky, seventh graders experience our changing understanding of  
 1511 the world and universe as seen by those who lived it during the Age of Exploration and Discovery.  
 1512 Students produce maps of many kinds, representing exploratory journeys to and the riches,  
 1513 cultures, and geography found in foreign lands. They examine the growing economic interaction  
 1514 among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They  
 1515 learn about the resulting growth of Enlightenment philosophy and the new examination of the  
 1516 concepts of reason and authority, the natural rights of human beings and the divine right of kings,  
 1517 experimentalism in science, and the dogma of belief. Finally, students assess the political forces let  
 1518 loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the  
 1519 continuing influence of these ideas in the world today.

1520  
 1521 Science

1522  
 1523 Seventh grade builds on the strong science curriculum introduced in the sixth grade as the students  
 1524 see how astronomy, mapping, and the physical sciences were used by navigators on land and sea to  
 1525 chart and discover new territories in the Age of Exploration. Physics offers the children an objective  
 1526 way to explore the world as they move on to acoustics, advanced studies of electricity and  
 1527 magnetism, and a physical study of levers and simple machines. They begin to delineate specific  
 1528 forces and explore their interactions. For instance, students experienced the pitches of different  
 1529 sounds in Sixth Grade; now they discover how the relationships between pitches correspond to  
 1530 mathematical formulas. The Seventh grader, in addition to experiencing phenomena and then  
 1531 reflecting on the experience, also inherently asks the how of things; "How has the phenomena  
 1532 arisen and how does it work?" The demonstrations, activities and investigations now refine the  
 1533 student's capacities for observation, for drawing conclusions and forming judgments. They call upon  
 1534 the student to compare what they are experiencing with what they know. The study of chemistry is  
 1535 begun with the exciting subject of combustion, and the studies of chemical transformation, the  
 1536 acids and the bases can easily be linked to the Medieval and Renaissance studies of a similar nature.  
 1537 Acids are introduced as another form of fire and how, together with bases, salts are formed. Water  
 1538 and various gases (hydrogen, oxygen, and carbon dioxide) can be studied along with the principal  
 1539 metals. Students are approached with the scientific, cultural, artistic and practical sides of chemistry  
 1540 and how it relates to industrial and economic life. They are asked to respond to this experience  
 1541 through observations, reports and technical illustrations. The quest to find or create precious  
 1542 metals that started in the Middle Ages through the study of alchemy is understood on a chemical  
 1543 level and is furthered by the history and social sciences aspects of the curriculum that inform  
 1544 students of the significance of gold, treasures, and spices. The latter begins a conversation in the

seventh grade for students about contemporary practices of nutrition and physiology. The elementary aspects of physiology presented in the seventh grade include the main systems of the body: respiratory, circulatory, digestive, and perhaps reproductive. These are presented to the students in an artistic and beautiful way. Health, nutrition and hygiene are brought so that these systems have meaning and relevance to the students. Throughout the science blocks accurately written descriptions and drawings are integral to the quality of a student's work and are evaluated as such.

1552

## 1553 **Eighth Grade**

1554

### 1555 Literacy and Language Arts

1556

1557 Eighth grades student curriculum springs from the will and temperament of revolution that runs  
1558 through the theme of this year of development as students study the American revolution, Civil  
1559 War, and the Reformation period of European history. A close study of poetry includes further  
1560 understanding and identification of poetic forms such as sonnets, ballads, epic poems, lyric impulse,  
1561 and elegies, and odes. Short stories are core components of the curriculum, and continuing  
1562 mastery and fluency in the use of literary device such as analogy, metaphoric writing, and idiomatic  
1563 expressions give students meaningful and relevant lenses to view historically significant literary  
1564 works, and students also are expected to write their own short fictional works. Students begin  
1565 forays into literary criticism by analyzing works of literature, showing how each reflects the  
1566 heritage, traditions, attitudes, and the attitude and cultural beliefs of the writers. Reading  
1567 comprehension of written works expands into consumer materials, legal documents and contracts.  
1568 Essay assignments deepen command of organizational, research and drafting strategies as well as  
1569 the ability to support evidence and defend arguments with inquiry-driven approaches to writing,  
1570 incorporating a clear understanding of the use of a thesis to construct ideas for further expansion.  
1571 Research, both library and internet-based, and the integration of quotes, paraphrases, and  
1572 summary from primary texts are all taught in depth. Deepening research skills, including internet-  
1573 based data research, will be supported in the eighth grade, and additionally students learn to write  
1574 documents related to career development such as resumes and job applications. Further, the  
1575 writing and research skills will culminate in the completion of the end of the year project  
1576 literary/historical project, which will introduce the skill of annotating references for use. An oral  
1577 presentation for this project will be one of the graded requirements of students. Listening and  
1578 speaking skills are further emphasized with dramatic literature and a year-end theatrical production  
1579 requiring extensive memorization and further attentions to voice modulation, tone, and gestures to  
1580 enhance meaning. Waldorf school students commonly prepare for and undertake a significant  
1581 fieldtrip of approximately one week at the end of the year, which culminates their experience as a  
1582 class and affords ample opportunity for journalistic representations of their experiences.

1583

### 1584 Mathematics

1585

1586 Math instruction continues with flexible groupings to accommodate low and high academically  
1587 achieving students. The trajectory of the mathematics curriculum in eighth grade offers a  
1588 continuation of concepts introduced and reinforced in the seventh grade, such as probability and  
1589 statistical analysis. By the end of grade seven, students are adept at manipulating numbers and  
1590 equations and understand the general principles of equations and formulas. Students understand  
1591 and use factoring of numerators and denominators and properties of exponents with ease and are  
1592 able to both set up and solve problems that involve these components. They understand and can  
1593 use scientific notation with rational numbers. Algebraic terminology becomes a more fluid part of  
1594 the mathematical lexicon as the students prepare for higher level maths in high school. Students  
1595 are able to use data to construct and interpret population sampling and explore elementary

1596 concepts of logic applications to critically analyze data. They know and use different  
1597 representations of fractional numbers (fractions, decimals, and percents) and are proficient at  
1598 changing from one to another. They increase their facility with ratio and proportion, compute  
1599 percents of increase and decrease, and compute simple and compound interest. They graph linear  
1600 functions and understand the idea of slope and its relation to ratio. Their preparations in  
1601 mathematics over the course of the curriculum offer students a sophisticated set of skills to  
1602 transition into the high school math core subjects, including classroom instruction in the use of  
1603 Excel for mathematical and organizational purpose.

#### 1604 1605 History, Social Sciences, and Geography

1606  
1607 As the child moves more fully into adolescence, the study of revolutions in the course of history  
1608 becomes an integral part of historical studies. The tenants of citizenship, critical thinking,  
1609 intellectual curiosity, and social responsibility, all cornerstones of the Waldorf pedagogy, are further  
1610 advanced through the curriculum in this grade. Through the power of biographies, the students will  
1611 come to understand and be able to analyze the philosophy, morals, and events that led to the  
1612 American and French Revolutions. Close reading, attention to, and analysis of documents such as  
1613 The Declaration of Independence and The Constitution will allow students to explore the political  
1614 principals that founded our country. Students in the eighth grade also focus their studies on the  
1615 period of American History from the time of the framing of the Constitution up to World War I, with  
1616 an emphasis on America's role in the war. Students trace the development of American politics,  
1617 society, culture, and economy and relate them to the emergence of major regional differences.  
1618 They learn about the challenges facing the new nation, with an emphasis on the causes, course, and  
1619 consequences of the Civil War and the post Civil War period of emancipation and reconstruction.  
1620 Over the course of the year students will also study movements and sweeping change events  
1621 integral to the contextual understanding of social and historical movements such as the Industrial  
1622 Revolution, where they will focus attention on the connections between the rise of industrialization  
1623 and contemporary social and economic conditions. This kind of lens gives students a way to view  
1624 their own roles as citizens in order to develop their own civic work—engagement in the community  
1625 during this year is a requirement of Waldorf curriculum. Through their studies students will gain  
1626 insight into the foundation of the American political system as well as awareness of their  
1627 responsibilities and rights as an American citizen. Students will be able to think chronologically and  
1628 spatially, conduct research, distinguish facts from opinion, and draw conclusions from primary and  
1629 secondary sources as well as draw their own conclusions. By the end of their history blocks student  
1630 will have a keen grasp of the how the United States was founded and how the initial philosophies of  
1631 democracy and morality have effected history and continue to effect the development of  
1632 contemporary political movements.

#### 1633 1634 Science

1635  
1636 Physical science moves to the forefront of science curriculum in the eighth grade, with an emphasis  
1637 on understanding velocity, force, the structure of matter, acoustics, optics, and electromagnetism.  
1638 Each of these concepts is integrated into the practical realm by studying the influence of such ideas  
1639 influenced the industrial and technological revolutions. Studies in hydraulics, density, buoyancy,  
1640 hydrostatics, and aeromechanics are introduced in physics blocks, while earlier knowledge of the  
1641 properties of heat, light, and sound are furthered. Meteorology becomes one of the cornerstones  
1642 of earth science study, and the use of barometers, rain gauges, and thermometers is studied and  
1643 practiced by the students. Chemistry is a core part of the science curriculum as well, with  
1644 introduction and use of the periodic table and integration with seventh grade concepts introduced  
1645 such as the study of anatomy and physiology, which are enhanced with health and nutrition blocks  
1646 during which the role of caloric measures and the components of sustenance (i.e., fats, proteins,



1647 carbohydrates, and sugars) are examined from the perspective of chemical reactions in the body.  
1648 Additionally, the skeletal system, musculature, and study of the small components of the eye and  
1649 ear deepen the students' knowledge of physiology. Participation in a public science project (i.e.,  
1650 science fair) is required of eighth grade students.

1651  
1652 Music, Handwork, and Artistic Expression  
1653

1654 Students in the eighth grade are prepared to work in conjunction with the school orchestra with  
1655 respect to their aptitude, knowledge, and experience with advanced strings instruction.  
1656 Additionally, students are fluid in their ability to play recorder and participate in advanced recorder,  
1657 including the alto recorders, as part of their commitment to school chorus. Musical instruction  
1658 often reflects the period music of the social studies and history curriculum; for example, eighth  
1659 grade students become familiar with musical styles from the American Revolution during this  
1660 portion of the Main Lesson block. A chronological understanding of musical style, compilation, and  
1661 the specifics of theory are part of the core musical curriculum. Veil painting is one of the key  
1662 mediums of art, and the use of charcoal drawings offers students a revealing medium to note the  
1663 ways in which art is not only a process of addition, but that the subtraction of darkness is equally  
1664 revealing in process. Woodworking continues in eighth grade, and handwork focuses on student  
1665 sewing and crafting costumes for their end of year, and indeed, their final theatrical production in  
1666 the Grades.

## 1667 1668 **C. PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING**

### 1669 1670 **Introduction** 1671

1672 TBOS responds to the personal and academic needs of each child, identifies and serves those who  
1673 are academically low achieving. The school's student/staff ratios and looping model allow educators  
1674 to develop special sensitivity towards individual student needs and backgrounds. However, some  
1675 students will invariably need additional academic or individual support. TBOS has developed a plan  
1676 for low academic achievers that is modeled after the *Response to Intervention (RTI)* framework. Our  
1677 goal is to meet the needs of all our students through the use of a three-tiered system of support.

### 1678 1679 **Tier I: Prevention** 1680

1681 Tier I includes high quality classroom instruction delivered by qualified teachers, and regular  
1682 assessments of all students to monitor their progress toward reaching grade level benchmarks.  
1683 Teachers are trained to address different learning styles of their students. See Attachments 4a and  
1684 4b (benchmark assessment samples).

### 1685 1686 **Tier II: Identification and Selected Interventions Identification:** 1687

1688 In order to identify students who are not achieving at or above expected grade level, students  
1689 falling below the class average on varied assessments are evaluated to determine if performance  
1690 was at or below their potential, taking into account the timing of particular subject matter in The  
1691 Blue Oak School's curriculum and the age of the child. Beyond academic performance, teachers look  
1692 for other signals of need as we recognize that there are many factors that affect a student's  
1693 performance.

1694  
1695 **Selected Interventions:** Selected interventions are implemented by teachers for students identified  
1696 as achieving below average grade level expectations. Interventions may include, but are not limited  
1697 to, any of the following:

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- Utilizing other teachers for collaborative, individual or small group instruction
- Utilizing parent volunteers for individual or small group instruction
- Peer support with older students, e.g. "reading buddies"
- Individualized or differentiated math, writing, reading, and spelling approaches
- Increased movement/sensory integration activities
- Modified class work, extra lessons, or extended learning opportunities
- Additional parent /teacher communication or partnerships

**Child Study:** If a student does not respond to initial teacher interventions, the student is often referred to the *Child Study* process. Child Study occurs during the weekly Faculty Meeting. The class teacher initiates the process by giving colleagues a complete and holistic picture of the child. After the child is described physically, socially, and academically, the teachers have an opportunity to ask additional questions. Discussions of a particular child may take place during several meetings. Next, the teachers are asked to observe the child for one week. Then, the parents of the student are often invited to describe their child and to offer insight or suggestions. Teachers and parents brainstorm together in order to find solutions to help the student become more successful. Child study is also a very useful lens for faculty to view and understand how children who particularly excel in the school's program can be noted as models for consideration in this holistic approach to teaching.

### **Tier III: Student Success Team**

The Student Success Team (SST) explores concrete and possible avenues to support the individual child's needs. Strengths and concerns regarding individual children are brought to the attention of the teacher, parent, school administrator and other stakeholders currently working with the child. The team develops strategies to help support the learning needs of the child. Including referrals to special education and the recommendation of an IEP as described in the Special Education section in this charter. Student Success Team (SST) meetings are referred by the parent, teacher or administration for those students with significant behavioral or academic issues.

### **The Blue Oak School's Levels of Academic Support**

Group	Description	Strategies/Interventions	Benchmarks
Advanced Group	Exceeding State Standards	<ul style="list-style-type: none"> <li>• Differentiated instruction during practice periods</li> <li>• Flexible math programs</li> <li>• Teachers provide extra challenges</li> <li>• Peer instruction leadership opportunities (helping students who are not meeting standards)</li> <li>• Additional academic and artistic responsibilities offered in school programs</li> </ul>	CST Advanced  Main Lesson Portfolio 2.75+  Report Card Average 2.75+
Proficient Group	Meeting State Standards	<ul style="list-style-type: none"> <li>• High-quality instruction</li> <li>• Regular assessments</li> <li>• Regular benchmarks</li> <li>• Flexible math groupings</li> <li>• Peer instruction leadership opportunities</li> </ul>	CST Proficient  Main Lesson Portfolio 2.5  Report Card Average 2.5

			Local formative assessments at standard
All strategies above applied to levels below			
Basic Group	Experiencing difficulties in meeting State Standards	<ul style="list-style-type: none"> <li>Utilizing other teachers for collaborative individual or small group instruction</li> <li>Utilizing parent volunteers for individual or small group instruction</li> <li>Peer support with older students, e.g., "reading buddies"</li> <li>Individualized or differentiated math, writing, reading and spelling approaches</li> <li>Increased movement/sensory integration activities</li> <li>Modified class work, extra lessons or extended learning opportunities</li> <li>Additional parent/teacher communication or partnerships</li> <li>Referral to Child Study Process</li> </ul>	CST Basic  Main Lesson Portfolio Score 2.0  Report Card Average 2.0  Local formative assessments below standard
Below Basic Group	One or two standard deviations below the mean according to results of standardized testing.	<ul style="list-style-type: none"> <li>Referral to Child Study Process</li> <li>Provide additional 1:1 with Intervention Specialist</li> <li>Student Success team Meeting to discuss appropriate support</li> <li>Specific additional targeted assignments</li> <li>Specific accommodations and modifications to the classroom environment, curriculum or instruction as identified</li> <li>Referral to Special Education: student may need special modifications to curriculum or instruction, as specified in their individualized education program</li> <li>Assess classroom curriculum to determine if it provides necessary support to students</li> <li>Use data driven analysis of delivery of curriculum to provide professional development to faculty</li> </ul>	CST Below Basic  Main Lesson Portfolio Score 1.5  Report Card Average 1.5  Local formative assessments below standard

Far Below Basic Group	Seriously at risk as indicated by their extremely and chronically low performance on one or more measures	<ul style="list-style-type: none"> <li>• Referral to Child Study Process</li> <li>• Initiation of Student Success Team</li> <li>• Referral to Special Education</li> <li>• Intensive 1:1 instruction by Intervention Specialist</li> <li>• Tutoring</li> <li>• Services of classroom assistant</li> <li>• Modification of curriculum, instruction and/or testing materials</li> </ul>	CST Far Below Basic  Main Lesson Portfolio Score 1.0  Report Card Average 1.0  Local formative assessments far below standard
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#### **D. PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING**

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The curriculum inspired by Waldorf education is, by nature, interdisciplinary. It involves academic learning supported by a rich artistic curriculum along with movement instruction and social learning. Ideally, this creates a climate where all children succeed in some areas, while seeing their classmates excel in others. This learning atmosphere builds individual self-esteem, as well as students' respect for each other as important members of their classroom learning community.

In addition to using an approach to learning that is inspired by Waldorf education, TBOS plan for students who are academically high achieving includes:

- Differentiated instruction in such areas as math, writing, reading, and spelling to meet a variety of student learning levels in practice periods. Examples include the teacher challenging students with different levels of math problems or spelling words on the board or during other classroom activities. Extra credit problems and projects may be given to more advanced students.
- Flexible math programs using State-adopted textbooks in sixth through eighth grades may also be used. Students may be placed in math levels based on student achievement data and teacher recommendation/evaluation. Frequent reassessment through weekly quizzes addresses student's changing aptitudes and abilities and allows for movement within these leveled groupings.
- Teachers have the option to provide extra challenges to students as needed, and the school makes available supplemental materials, such as advanced mathematics materials aligned with the principles of Waldorf education.
- Teachers provide academic and artistic leadership opportunities for students such as assisting their peers with math, grammar, etc.; leadership of group academic projects; and leadership of groups performing singing and recorder parts.
- Eighth grade student projects (required for all students) allow academically high achieving students to select a subject of interest for in-depth research and reporting.

1760 **E. PLAN FOR ENGLISH LEARNERS**

1761

1762 The TBOS curriculum offers multiple supports for English Language Learner (ELL) students. All  
1763 faculty will meet as a team as needed to discuss scaffolding options for our ELL students. English  
1764 Learners benefit from the use of Specially Designed Academic Instruction in English (SDAIE)  
1765 instructional methods and second language acquisition. TBOS will make provisions within our  
1766 classrooms to bring all English Language Learners up to the level necessary for their sustained  
1767 development and achievement. BCLAD certificated teachers, whenever possible, plus school-wide  
1768 professional development as needed, will support our ELL program.

1769

1770 This is a diversity of materials and concrete lessons to provide many opportunities for support  
1771 strategies and leveled materials. TBOS honors individual learning needs and creates and  
1772 environment of acceptance of diverse learners. TBOS teachers encourage peer tutoring and  
1773 cooperative learning, which are recommended strategies for ELL students.

1774

1775 Students who qualify from the Home Language Survey as ELL students will be CELDT tested within  
1776 thirty days of initial enrollment if TBOS is the initial enrollment within a California public school or  
1777 for those who have not been CELDT tested and qualify. The CELDT assessment will be given annually  
1778 to qualifying students between July 1st and October 31st until re-designation as fluently English  
1779 Proficient.

1780

1781 TBOS will notify parents of the responsibility for CELDT testing and of CELDT results within thirty  
1782 days of receiving results. The CELDT shall be used to fulfill the requirements under the No Child Left  
1783 Behind Act for annual English proficiency testing.

1784

1785 If the CELDT scores are 4 or 5, the child will be mainstreamed into grade level classes at TBOS with a  
1786 language mentor available. If the CELDT result is lower than 4, the student will be placed, or  
1787 referred to, a sheltered English Immersion Program and depending on age, a bi-literacy program in  
1788 order to gain fluency in L1 while learning L2 simultaneously. Both ELD and SDAIE options for  
1789 learning will be considered for these students.

1790

1791 TBOS low student-teacher ratio allows for more focused instruction for ELL students and for more  
1792 opportunities for intensive interventions where appropriate, including increased opportunities for  
1793 varied types of grouping.

1794

1795 **F. PLAN FOR SPECIAL EDUCATION**

1796

1797 **Plan for Serving Students with Disabilities - Overview**

1798 The Blue Oak School ("Charter School") shall comply with all applicable State and Federal Laws in  
1799 serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act  
1800 ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in  
1801 Education Improvement Act ("IDEIA").

1802

1803 The Charter School shall be categorized as a "public school" within the District in conformity with  
1804 Education Code Section 47641(b). As described below, the Charter School shall comply with a  
1805 Memorandum of Understanding ("MOU") between the District and the Charter School related to  
1806 the delineation of duties between the District and the Charter School.

1807

1808 The Charter School shall comply with all state and federal laws related to the provision of special  
1809 education instruction and related services and all SELPA policies and procedures; and shall utilize  
1810 appropriate SELPA forms.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the School shall be accessible for all students with disabilities.

**Services for Students under the "IDEIA"**

*The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a MOU, delineating the respective responsibilities of the Charter School and the District, which MOU shall be executed at least three (3) months prior to the commencement of operation, or as otherwise agreed upon by the parties. The following provisions are meant to summarize the Charter School Petitioner's understanding of the manner in which special education instruction and related services shall be provided by the Charter School and the District based upon the Petitioner's knowledge of District special education procedures. The following language aligns the typical "industry standard" arrangement between a school district and a charter school and aligns with State and Federal law which requires that students in charter schools receive special education and related services in the same manner as any other student in the District. The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and the Charter School as agreed upon in a MOU:*

The Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). The Charter School shall remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(b). However, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEA's as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. The Charter School will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. The Charter School will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

The District shall be designated the Local Educational Agency ("LEA") serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). The Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646

1862 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education  
1863 students enrolled in the Charter School in the same manner as is provided to students in other  
1864 District schools.

1865  
1866 The Charter School acknowledges the importance of cooperating with the District so that the  
1867 District can provide special education services to Charter School students. The Charter School  
1868 agrees to promptly respond to all District inquiries, to comply with reasonable District directives,  
1869 and to allow the District access to Charter School students, staff, facilities, equipment and records  
1870 as required to fulfill all District obligations under this Agreement or imposed by law. The Charter  
1871 School believes that the allocation of responsibility for the provision of services (including but not  
1872 limited to referral, identification, assessment, case management, Individualized Education Plan  
1873 ("IEP") development, modification and implementation) shall be divided in a manner consistent  
1874 with their allocation between the District and its school sites.

#### 1875 1876 **Staffing**

1877 All special education services at the Charter School will be delivered by individuals or agencies  
1878 qualified to provide special education services as required by California's Education Code and the  
1879 IDEIA. Charter School staff shall participate in all mandatory District in-service training relating to  
1880 special education.

1881  
1882 It is the Charter School's understanding that the District will be responsible for the hiring, training,  
1883 and employment of site staff necessary to provide special education services to its students,  
1884 including, without limitation, special education teachers, paraprofessionals, and resource specialists  
1885 unless the District directs the Charter School that current District practice is for the individual school  
1886 sites to hire site special education staff or the District and the Charter School agree that the Charter  
1887 School must hire on-site special education staff. In that instance, the Charter School shall ensure  
1888 that all special education staff hired by the Charter School is qualified pursuant to District and SELPA  
1889 policies, as well as meet all legal requirements. The District may review the qualifications of all  
1890 special education staff hired by the Charter School (with the agreement of the District) and may  
1891 require pre-approval by the District of all hires to ensure consistency with District and SELPA  
1892 policies. The District shall be responsible for the hiring, training, and employment of itinerant staff  
1893 necessary to provide special education services to Charter School students, including, without  
1894 limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

#### 1895 1896 **Notification and Coordination**

1897 The Charter School shall follow District policies as they apply to all District schools for responding to  
1898 implementation of special education services. The Charter School will adopt and implement District  
1899 policies relating to notification of the District for all special education issues and referrals.

1900  
1901 The Charter School shall follow District policies as they apply to all District schools for notifying  
1902 District personnel regarding the discipline of special education students to ensure District pre-  
1903 approval prior to imposing a suspension or expulsion. The Charter School shall assist in the  
1904 coordination of any communications and immediately act according to District administrative  
1905 policies relating to disciplining special education students.

#### 1906 1907 **Identification and Referral**

1908 The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating  
1909 Charter School students who have or may have exceptional needs that qualify them to receive  
1910 special education services. The Charter School will implement District and SELPA policies and

1911 procedures to ensure timely identification and referral of students who have, or may have, such  
1912 exceptional needs. A pupil shall be referred for special education only after the resources of the  
1913 regular education program have been considered, and where appropriate, utilized.

1914

1915 It is the Charter School's understanding that the District shall provide the Charter School with any  
1916 assistance that it generally provides its schools in the identification and referral processes, and will  
1917 ensure that the Charter School is provided with notification and relevant files of all students who  
1918 have an existing IEP and who are transferring to the Charter School from a District school. The  
1919 District shall have unfettered access to all Charter School student records and information in order  
1920 to serve all of Charter School's students' special needs.

1921

1922 The Charter School will follow District child-find procedures to identify all students who may require  
1923 assessment to consider special education eligibility and special education and related services in the  
1924 case that general education interventions do not provide a free appropriate public education to the  
1925 student in question.

1926

### 1927 ***Assessments***

1928 The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as  
1929 provided in Section 1414, Title 20 of the United States Code. The District will determine what  
1930 assessments, if any, are necessary and arrange for such assessments for referred or eligible students  
1931 in accordance with the District's general practice and procedure and applicable law. The Charter  
1932 School shall work in collaboration with the District to obtain parent/guardian consent to assess  
1933 Charter School students. The Charter School shall not conduct special education assessments unless  
1934 directed by the District.

1935

### 1936 ***IEP Meetings***

1937 It is the Charter School's understanding that the District shall arrange and notice the necessary IEP  
1938 meetings. IEP team membership shall be in compliance with state and federal law. The Charter  
1939 School shall be responsible for having the following individuals in attendance at the IEP meetings or  
1940 as otherwise agreed upon by the District and Charter School: the Director and/or the Charter School  
1941 designated representative with appropriate administrative authority as required by the IDEIA; the  
1942 student's special education teacher; the student's general education teacher if the student is or may  
1943 be in a regular education classroom; the student, if appropriate; and other Charter School  
1944 representatives who are knowledgeable about the regular education program at the Charter School  
1945 and/or about the student. It is the Charter School's understanding that the District shall arrange for  
1946 the attendance or participation of all other necessary staff that may include, but are not limited to,  
1947 an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist,  
1948 psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and  
1949 provide of notice of parental rights.

1950

### 1951 ***IEP Development***

1952 The Charter School understands that the decisions regarding eligibility, goals/objectives, program,  
1953 services, placement, and exit from special education shall be the decision of the District, pursuant to  
1954 the District's IEP process. Programs, services and placements shall be provided to all eligible Charter  
1955 School students in accordance with the policies, procedures and requirements of the District and of  
1956 the SELPA and State and Federal law.

1957

1958 The Charter School shall promptly notify the District of all requests it receives for assessment,  
1959 services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process  
1960 whether these requests are verbal or in writing.

1961



1962 ***IEP Implementation***

1963 Pursuant to District policy and how the District operates special education at all other public schools  
1964 in the District; the District shall be responsible for all school site implementation of the IEP. The  
1965 Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA policies  
1966 in the same manner as any other school of the District. The District and Charter School will need to  
1967 be jointly involved in all aspects of the special education program, with the District holding ultimate  
1968 authority over implementation and supervision of services. As part of this responsibility, the  
1969 Charter School shall provide the District and the parents with timely reports on the student's  
1970 progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports  
1971 are provided for the Charter School's non-special education students, whichever is more. The  
1972 Charter School shall also provide all home-school coordination and information exchange unless  
1973 directed otherwise by the District. The Charter School shall also be responsible for providing all  
1974 curriculum, classroom materials, classroom modifications, and assistive technology unless directed  
1975 otherwise by the District. The Charter School shall comply with any directive of the District as  
1976 relates to the coordination of the Charter School and District for IEP implementation including but  
1977 not limited to adequate notification of student progress and immediate notification of any  
1978 considered discipline of special education students in such matters, the petitioners would notify the  
1979 District of relevant circumstances and communications immediately and act according to District  
1980 administrative authority.

1981

1982 ***Interim and Initial Placements of New Charter School Students***

1983 For students who enroll in the Charter School from another school district outside of the SELPA with  
1984 a current IEP, the District and the Charter School shall conduct an IEP meeting within thirty days.  
1985 Prior to such meeting and pending agreement on a new IEP, the District and the Charter School shall  
1986 implement the existing IEP at the Charter School, to the extent practicable or as otherwise agreed  
1987 between the District and parent/guardian.

1988

1989 ***Non-Public Placements/Non-Public Agencies***

1990 The District shall be solely responsible for selecting, contracting with, and overseeing all non-public  
1991 schools and non-public agencies used to serve special education students. The Charter School shall  
1992 not hire, request services from, or pay any non-public school or agency to provide education or  
1993 services to special education students without the prior written approval of the District. The Charter  
1994 School shall immediately notify the District of all parental requests for services from non-public  
1995 schools or agencies, unilateral placements, and/or requests for reimbursement.

1996

1997 ***Non-discrimination***

1998 It is understood and agreed that all children will have access to the Charter School and no student  
1999 shall be denied admission nor counseled out of the Charter School due to the nature, extent, or  
2000 severity of his/her disability or due to the student's request for, or actual need for, special  
2001 education services.

2002

2003 ***Parent/Guardian Concerns and Complaints***

2004 The Charter School shall follow District policies as they apply to all District schools for responding to  
2005 parental concerns or complaints related to special education services. The Charter School shall  
2006 instruct parents/guardians to raise concerns regarding special education services, related services  
2007 and rights to the District unless otherwise directed by the District. The Charter School shall  
2008 immediately notify the District of any concerns raised by parents. In addition, the Charter School  
2009 and the District shall immediately bring to the other's attention any concern or complaint by a  
2010 parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

2011  
2012 The District's designated representative, in consultation with the Charter School's designated  
2013 representative, shall investigate as necessary, respond to, and address the parent/guardian concern  
2014 or complaint. The Charter School shall allow the District access to all facilities, equipment, students,  
2015 personnel, and records to conduct such an investigation.  
2016  
2017 The Charter School and the District shall timely notify the other of any meetings scheduled with  
2018 parents/guardians or their representatives to address the parent/guardian concerns or complaints  
2019 so that a representative of each entity may attend. The District, as the LEA, shall be ultimately  
2020 responsible for determining how to respond to parent concerns or complaints, and the Charter  
2021 School shall comply with the District's decision.  
2022  
2023 The Charter School and the District shall cooperate in responding to any complaint to or  
2024 investigation by the California Department of Education, the United States Department of  
2025 Education, or any other agency, and shall provide timely notice to the other upon receipt of such a  
2026 complaint or request for investigation.  
2027  
2028 ***Due Process Hearings***  
2029 The District may initiate a due process hearing or request for mediation with respect to a student  
2030 enrolled in Charter School if the District determines such action is legally necessary or advisable.  
2031 The Charter School agrees to cooperate fully with the District in such a proceeding. In the event that  
2032 the parents/guardians file for a due process hearing, or request mediation, the District and the  
2033 Charter School shall work together to defend the case. In the event that the District determines  
2034 that legal representation is needed, the Charter School agrees that it shall be jointly represented by  
2035 legal counsel of the District's choosing.  
2036  
2037 The Charter School understands that the District shall have sole discretion to settle any matter in  
2038 mediation or due process. The District shall also have sole discretion to file an appeal from a due  
2039 process hearing or take other legal action involving any Charter School student necessary to protect  
2040 its rights.  
2041  
2042 ***SELPA Representation***  
2043 It is the Charter School's understanding that the District shall represent the Charter School at all  
2044 SELPA meetings and report to the Charter School of SELPA activities in the same manner as is  
2045 reported to all schools within the District.  
2046  
2047 ***Funding***  
2048 The Charter School understands that it will enter into a MOU with the District regarding Special  
2049 Education funding, and cannot at this time unilaterally dictate the funding relationship between the  
2050 District and the Charter School. The Charter School anticipates, based upon State and Federal law  
2051 that the fiscal relationship could be summarized as follows:  
2052  
2053 *Retention of Special Education Funds by the District*  
2054 The District shall retain all state and federal special education funding allocated for Charter  
2055 School students though the SELPA Annual Budget Plan, and shall be entitled to count Charter  
2056 School students as its own for all such purposes.  
2057  
2058 *Retention of ADA Funds by the District for Non-Public Placements*  
2059 The Parties acknowledge that the District may be required to pay for or provide Charter School  
2060 students with placements at locations other than at the Charter School's school site in order to  
2061 provide them with a free appropriate public education. Such placements could include, without

limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

#### *Contribution to Encroachment*

The Charter School shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, the Charter School shall pay to the District a pro-rata share of the District's unfunded special education costs ("Encroachment"). At the end of each fiscal year, the District shall invoice the Charter School for the Charter School's pro-rata share of the District-wide Encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Charter School students, regardless of home district.

#### *Section 504 of the Rehabilitation Act*

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School.

A 504 team will be assembled by the Director of the Charter School and shall include parents/guardians, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports

2111 to measure rather than reflecting the student's impaired sensory, manual or speaking  
2112 skills.

2113

2114 The final determination of whether the student will or will not be identified as a person with a  
2115 disability is made by the 504 team in writing and notice is given in writing to the parent or  
2116 guardian of the student in their primary language along with the procedural safeguards  
2117 available to them. If during the evaluation, the 504 team obtains information indicating  
2118 possible eligibility of the student for special education per the IDEIA, a referral for special  
2119 education assessment will be made by the 504 team.

2120

2121 If the student is found by the 504 team to have a disability under Section 504, the 504 team  
2122 shall be responsible for determining what, if any, accommodations or services are needed to  
2123 ensure that the student receives a free and appropriate public education ("FAPE"). In  
2124 developing the 504 Plan, the 504 team shall consider all relevant information utilized during the  
2125 evaluation of the student, drawing upon a variety of sources, including, but not limited to,  
2126 assessments conducted by the Charter School's professional staff.

2127

2128 The 504 Plan shall describe the Section 504 disability and any program modification that may be  
2129 necessary. All 504 team participants, parents, guardians, teachers and any other participants in  
2130 the student's education, including substitutes and tutors, must have a copy of each student's  
2131 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans  
2132 for short-term substitutes and that he/she review the 504 Plan with a long-term substitute.

2133

2134 A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be  
2135 reviewed regularly to determine the appropriateness of the Plan, continued eligibility or  
2136 readiness to discontinue the 504 Plan.

2137

### 2138 III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

2139

#### 2140 Methods of Assessment

2141 The Blue Oak School will assess its students in each of the core academic skill areas through  
2142 authentic assessment and state-mandated standardized tests. The Blue Oak School shall meet the  
2143 statewide content and performance standards and conduct pupil assessments required pursuant to  
2144 the Charter Schools Act (section 47605(c)).

2145

Outcome	Assessments	Expectations
<b>Student Annual Growth</b> Student will demonstrate significant social-emotional, physical, and intellectual growth.	TBOS grade-level rubrics measure student growth in these three realms.	- Students will demonstrate overall growth after a year of instruction at TBOS by meeting or exceeding the class standards as listed on the grade-level rubrics.
<b>Student Academic Performance</b> Students will demonstrate overall growth after a year of instruction at TBOS. They will meet or exceed the class standards as listed on the grade-level rubrics.	Annual Academic Performance Index (API) Score.  Similar Schools Ranking and Statewide Ranking.  Annual Yearly Progress (AYP).	- Maintain API growth targets as set by the State. - Exceed previous year's statewide ranking, and at a minimum maintain current ranking if 4 or above - Exceed previous year's similar schools ranking and at a minimum maintain current

	<p>Overall performance on the California Standards Tests.</p> <p>School-developed formative assessments.</p>	<p>ranking if 4 or above.</p> <ul style="list-style-type: none"> <li>- AYP <i>criteria</i> each year in accordance with current federal standards.</li> <li>- Exceed previous year's percentage of students proficient or above in ELA and Math if below AYP target</li> <li>- Exceed previous year's percentage of students proficient or above in other subjects (science, social studies), if below AYP target.</li> <li>- Students will demonstrate consistent retention of instruction throughout the year.</li> </ul>
<p><b>Reverence &amp; Stewardship</b></p> <p>Students will show reverence and stewardship for the world around them, including human beings, other living things, and the earth.</p>	<p>Age-appropriate demonstration of respectful interactions with adults.</p> <p>Demonstration of respectful and supportive behavior with peers.</p> <p>Completion of classroom-based, age-appropriate chores as evidenced by classroom-based assessment logs and records.</p> <p>Participation in community service efforts, as measured by grade-specific assessments and surveys of community service recipients.</p> <p>Demonstration of reverence and respect through written, artistic &amp; verbal expressions.</p> <p>Main Lesson books and accompanying rubrics, other classroom-based assignments, and public demonstrations of student work will be used to measure these expressions.</p>	<ul style="list-style-type: none"> <li>- Students will demonstrate growth in this area, by meeting or exceeding class standards* related to respectful interactions with adults, as listed on the grade-level rubrics.</li> <li>- Students will demonstrate growth in this area by meeting or exceeding class standards* related to respectful and supportive interactions with peers, as listed on the grade-level rubrics*.</li> <li>- Students will engage in teacher-designated chores.</li> <li>- Students will publicly exhibit reverence and stewardship through written, artistic, and/or verbal expressions.</li> <li>- Students will demonstrate growth in this area by meeting or exceeding the class standards related to respectful and reverent expression as listed on the grade-level rubrics.</li> </ul>
<p><b>Imagination &amp; Creativity</b></p> <p>Graduates of TBOS will demonstrate imagination and creativity in their life-long</p>	<p>Demonstration of creativity in learning via an artistic portfolio including Main Lesson books.</p>	<ul style="list-style-type: none"> <li>- Students will display work during public exhibitions of portfolios and/or performances.</li> </ul>

learning process.	<p>Eighth grade students will be prepared to identify and complete steps to gain entrance to a high school of their choice.</p> <p>Parents of TBOS students will indicate that their students exhibit enthusiasm, creativity, imagination and lifelong learning skills via the use of parent surveys.</p>	<ul style="list-style-type: none"> <li>- Students will achieve a satisfactory rating* on their artistic portfolios using grade-specific measures.</li> <li>- Eighth grade students will complete a high school preparation project.</li> <li>- Eighth grade students will achieve their high school placement goals.</li> <li>- Parents will respond positively to these aspects on a parent survey.</li> </ul>
<p><b>Lifelong &amp; Self-directed Learner</b> TBOS students will exhibit age-appropriate capacity to plan, initiate and complete projects, including (but not limited to) the elements of organizing and communicating information, presenting information in a public/group setting, showing originality in a variety of areas, and demonstrating artistic expression.</p>	<p>Eighth grade students will complete a yearlong eighth grade culminating project.</p> <p>Students will complete age-appropriate assignments, projects and reports that demonstrate their capacity to plan, initiate and complete work.</p> <p>All classes will perform class plays and concerts publicly or for classmates in the primary grades.</p>	<ul style="list-style-type: none"> <li>- The school will annually set the performance targets for this mission-specific outcome. This will include a determination of which of the measurement tools to focus on each year, as well as the annual expectation for overall student performance on this outcome.</li> <li>- Eighth grade students will complete and publicly present their individual projects.</li> <li>- Students will satisfactorily* complete a minimum of one age-appropriate group project.</li> <li>- Students will satisfactorily* complete a minimum of one age-appropriate individual report or project each school year.</li> <li>- Classes will perform in front of a group at least once annually.</li> </ul>

\*class standards = 2.5 average score on both the Main Lesson Portfolio and Report Card.

### Attainment of Student Outcomes

The performance targets set by the school each year for student outcomes will be included in the school's annual SARC report. Student outcomes will be tracked using site developed and CDE evaluation tools and performance data will be collected, analyzed, and compiled. Actual student outcomes will be measured against the current performance targets. The data will be examined and an analysis will be completed that will include information about how the performance targets were met and the reasons, if any, why some areas were not met.

This data and analysis will be a key part of the school's Annual Evaluation of Academic Program process so that the past performance of students against the charter's stated outcomes will drive school improvement in the future.

2159  
 2160 Successful attainment of outcomes and student progress for Special needs students will be defined  
 2161 appropriately according to their Individualized Education Program (IEP). Performance standards  
 2162 and assessments for English learner students will be in accordance with the state-adopted English  
 2163 Language Development Standards.  
 2164  
 2165 **A. MEASURABLE STUDENT OUTCOMES**  
 2166  
 2167 **Outcome 1: Student Annual Growth**  
 2168 Students will demonstrate significant social-emotional, physical, and intellectual growth.  
 2169  
 2170 **Measurement Tools**  
 2171 1.1 TBOS grade level rubrics regularly measure student growth in the three realms  
 2172 Ongoing standards aligned benchmark assessments administered at the conclusion of instructional  
 2173 blocks. See samples in Attachments 4a and 4b.  
 2174  
 2175 School-wide assessments administered at the conclusion of the first two trimesters. Internal  
 2176 assessments are generated with the Data Director/ZOOM! web-based program or a similar  
 2177 program. See sample assessments in Attachments 4a and 4b.  
 2178  
 2179 State adopted curricular assessments in math and ELA.  
 2180  
 2181 **Performance Targets**  
 2182 1.1.1 Students will demonstrate overall growth after a year of instruction at TBOS. They will meet or  
 2183 exceed the class standards as listed on the grade-level rubrics.  
 2184  
 2185 **Outcome 2: Student Academic Performance**  
 2186 Students will demonstrate academic proficiency on the California Standards Tests.  
 2187  
 2188 **Measurement Tools**  
 2189 2.1 Student success will be measured by TBOS annual Academic Performance Index (API) Score.  
 2190 2.2 Student success will be measured by TBOS Similar Schools Ranking and Statewide Ranking.  
 2191 2.3 Student success will be measured by TBOS Adequate Yearly Progress (AYP).  
 2192 2.4 Student success will be measured by overall performance on the California Standards Tests.  
 2193 2.5 Student success will be benchmarked at beginning, middle and end of the year through the use  
 2194 of school developed formative assessments.  
 2195  
 2196 **Performance Targets**  
 2197 2.1.1 Maintain minimum API growth targets as set by the State  
 2198 2.2.1 Exceed previous year's statewide ranking and at a minimum maintain current ranking  
 2199 2.2.2 Exceed previous year's similar school's ranking and at a minimum maintain current ranking  
 2200 2.3.1 Demonstrate AYP each year in accordance with current federal standards.  
 2201 2.4.1 Exceed previous year's percentage of students proficient or above in English-Language Arts  
 2202 and Math  
 2203 2.4.2 Exceed previous year's percentage of students proficient or above in other subjects (science,  
 2204 social studies), and at a minimum, meet state thresholds  
 2205 2.5.1 Students will demonstrate consistent retention of instruction throughout the year.  
 2206  
 2207 **Outcome 3: Reverence and Stewardship**  
 2208 Students will show reverence and stewardship for the world around them, including human beings,  
 2209 other living things, and the earth.

2210	
2211	<b>Measurement Tools</b>
2212	This outcome will be measured using some or all of the following:
2213	3.1 Students will demonstrate age-appropriate respectful interactions with adults.
2214	3.2 Students will behave in compassionate, respectful and supportive ways with their peers.
2215	3.3 Students will complete classroom-based and age-appropriate chores, as evidenced by
2216	classroom-based assessment logs and records.
2217	3.4 Students will participate in community service efforts, as measured by grade specific
2218	assessments and surveys of community service recipients.
2219	3.5 Students will demonstrate reverence and respect through written, artistic, and verbal
2220	expressions. Main Lesson books and accompanying rubrics, other classroom-based assignments and
2221	public demonstrations of student work will be used to measure these expressions.
2222	
2223	<b>Performance Targets</b>
2224	3.1.1 Students will demonstrate growth in this area, by meeting or exceeding class standards
2225	related to respectful interactions with adults, as listed on the grade-level rubrics.
2226	3.2.1 Students will demonstrate growth in this area by meeting or exceeding class standards related
2227	to respectful and supportive interactions with peers, as listed on the grade-level rubrics.
2228	3.3.1 Students will engage in teacher-designated chores.
2229	3.4.1 Students will score proficient on teacher and self-assessments related to community service
2230	efforts in their class.
2231	3.5.1 Students will publicly exhibit reverence and stewardship through written, artistic, and/or
2232	verbal expressions.
2233	3.5.2 Students will demonstrate growth in this area, by meeting or exceeding the class standards
2234	related to respectful and reverent expression, as listed on the grade-level rubrics.
2235	
2236	<b>Outcome 4: Imagination and Creativity</b>
2237	Graduates of TBOS will demonstrate imagination and creativity in their life-long learning process.
2238	
2239	<b>Measurement Tools</b>
2240	This outcome will be measured using some or all of the following:
2241	4.1 Students will demonstrate their creativity in learning via an artistic portfolio, including Main
2242	Lesson books.
2243	4.2 Eighth grade students will be prepared to identify and complete steps to gain entrance to a high
2244	school of their choice.
2245	4.3 Parents of TBOS students will indicate that their students exhibit enthusiasm, creativity,
2246	imagination and lifelong learning skills, via the use of parent surveys.
2247	
2248	<b>Performance Targets</b>
2249	4.1.1 Students will display work during public exhibitions of portfolios and/or performances.
2250	4.1.2 Students will achieve a satisfactory rating on their artistic portfolios using grade specific
2251	measures.
2252	4.2.1 Eighth grade students will complete a high school preparation project.
2253	4.2.2 Eighth grade students will achieve high school placement goals.
2254	4.3.1 Parents will respond positively to these aspects on a parent survey.
2255	
2256	<b>Outcome 5: Lifelong and Self-Directed Learner</b>
2257	TBOS students will exhibit age-appropriate capacity to plan, initiate and complete projects,
2258	including (but not limited to) the elements of organizing and communicating information,
2259	presenting information in a public/group setting, showing originality in a variety of areas and
2260	demonstrating artistic expression.



2261  
 2262 **Measurement Tools**  
 2263 5.1 Eighth grade students will complete a year-long eighth grade culminating project.  
 2264 5.2 Students will complete age-appropriate assignments, projects, and reports that demonstrate their  
 2265 capacity to plan, initiate and complete work.  
 2266 5.3 All classes will perform class plays and concerts publicly and/or for classmates in the primary grades.  
 2267  
 2268 **Performance Targets**  
 2269 The school will annually set the performance targets for this mission specific outcome. This will  
 2270 include a determination of which of the measurement tools to focus on each year, as well as the  
 2271 annual expectation for overall student performance on this outcome.  
 2272 5.1.1 Eighth grade students will complete and publicly present their individual projects.  
 2273 5.2.1 Students will satisfactorily complete a minimum of one age-appropriate group project.  
 2274 5.2.2 Students will satisfactorily complete a minimum of one age-appropriate individual report or  
 2275 project each school year.  
 2276 5.3.1 Classes will perform in front of a group at least once annually.  
 2277  
 2278 **Attainment of Student Outcomes**  
 2279 The performance targets set by the school each year for these student outcomes will be included in  
 2280 the school's annual performance report. Student outcomes will be tracked using the measurement  
 2281 tools and performance data will be collected and compiled. The actual student outcomes will be  
 2282 measured against the performance targets set. The data will be examined and an analysis will be  
 2283 done that will include information about how the performance targets were met and why any were  
 2284 not met. This data and analysis will be a key part of the school's Strategic Planning process so that  
 2285 the past performance of students against the charter's stated outcomes will drive school  
 2286 improvement in the future.  
 2287  
 2288 Successful attainment of outcomes and student progress for Special Needs students will be defined  
 2289 appropriately according to their Individualized Education Program (IEP). Performance standards and  
 2290 assessments for English learner students will be in accordance with the state-adopted English  
 2291 Language Development Standards.  
 2292  
 2293  
 2294 **B. ACADEMIC PERFORMANCE INDEX**  
 2295  
 2296 The school will attain its Academic Performance Index (API) growth target by following the  
 2297 curriculum alignment, which is designed to include the state standards. Attachment 2 (block  
 2298 rotation example) TBOS is committed to the delivery of an instructional program that is aligned with  
 2299 all grade level standards and will administer a standards aligned assessment program to provide  
 2300 measurable student achievement data to drive instruction. Our Waldorf instructional model has  
 2301 been integrated with state content standards resulting in an instructional program that meets our  
 2302 mission and primary goals . As a result, TOBS students will perform at a level that meets the State's  
 2303 standard for renewal of the charter, as referenced in Section 47607(b) of the California Education  
 2304 Code.  
 2305  
 2306 TBOS will comply with all applicable state laws regarding the Academic Performance Index (API).  
 2307 TBOS API scores and growth targets will be developed by the CDE. TBOS participates in all  
 2308 assessments and reports all data needed to generate an API score.  
 2309  
 2310 Part of each year's evaluation of the school program by The Blue Oak School will include  
 2311 information on whether TBOS attained its stated API growth targets. TBOS team of teachers,

2312 administration and support staff will annually evaluate whether the TBOS School program needs to  
2313 make any adjustments in order to meet its API targets.

2314

2315 If, in any year, TBOS has not met its targets, the administration will report this to both the TBOS  
2316 Council and to appropriate Chico Unified School District staff. A written plan will be developed and  
2317 presented to the TBOS Council. Following approval or modification, this plan will then be  
2318 implemented by TBOS the following school year. For an example see Program Improvement Plan,  
2319 Attachment 5.

2320

#### 2321 **No Child Left Behind (NCLB)/Adequate Yearly Progress (AYP)**

2322

2323 Under the Federal NCLB, TBOS is responsible for consistently increasing the percentage of students  
2324 in each measurable subgroup who are proficient in English Language Arts and Mathematics. To  
2325 satisfy the annual AYP goal under the federal act, TBOS is also responsible for achieving a 95%  
2326 participation rate on the standardized tests both for its students as a school-wide group and for all  
2327 numerically significant subgroups. In addition, the school must meet its API growth target. TBOS  
2328 strongly encourages parents and guardians to have their children participate in state testing, and  
2329 the participation rate has been a non-issue in past years.

2330

#### 2331 **C. METHODS OF ASSESSMENT**

2332

##### 2333 **Assessment Overview**

2334

2335 Assessment of student performance is one of the most powerful tools a classroom teacher or school  
2336 can use to enhance student achievement and school-wide performance. Assessment as part of daily  
2337 instruction is especially effective because it engages students and teachers in a frequent and  
2338 ongoing reflective process. Assessments are mindful of the TBOS developmentally and  
2339 neurologically appropriate curriculum and instructional strategies. Assessment for learning is an  
2340 integral part of the pursuit of excellence at TBOS.

2341

2342 The school's methods of assessment, discussed in detail below, address students' individual  
2343 strengths and weaknesses and build upon their assets versus their deficits. TBOS assessment system  
2344 is supported by current educational research on multiple intelligences theory, interdisciplinary  
2345 teaching, and instructional methodologies which address the whole child. Educators provide  
2346 descriptive feedback to students and families verbally during parent conferences, where the  
2347 student work is reviewed in great detail in each of the student's lesson books, and supplemented  
2348 with trimester report cards that address each content area within the curriculum. Some of the  
2349 assessment techniques currently used include: State adopted Language Arts and Mathematics  
2350 curriculum tools: Real Math and Progress in Mathematics quizzes, assessments and tests,  
2351 supplementary materials (Dale Seymour Publications, etc.), the San Diego Quick Assessment, the  
2352 Jerry-Johns Reading Assessment, Dolch sight-word assessments, and Read Naturally Leveled  
2353 placement stories for those who need remediation. SRA leveled passages and worksheets and Bal-  
2354 a-Vis-X exercises are used for students who experience incomplete or affected processing.

2355

2356 **School-wide Performance Outcomes:** TBOS has established measurable school-wide performance  
2357 outcomes that reflect its mission, primary goals, and educational philosophy. (see Section A of this  
2358 charter) In order to achieve these performance outcomes, TBOS will continue to encourage the  
2359 school community to consistently focus on student learning and measurable outcomes.

2360

2361 **TBOS School's Co-Alignment:** TBOS has developed a coherent and rigorous educational framework  
2362 which blends state standards with Waldorf-inspired learning expectations.

2363  
 2364 The co-alignment serves as a foundation for curriculum development, teaching decisions, and  
 2365 programmatic quality review. This process ensures the school will continue to meet its  
 2366 commitments to all of the stakeholders of the school as stated in the charter.  
 2367  
 2368 **Role of the Teacher:** TBOS attaches great value to growing teachers' capacities as instructional  
 2369 leaders. Teachers are empowered to design and administer classroom-based assessments. They  
 2370 must be able to design assessments on a daily basis so they can provide timely and specific  
 2371 instructional feedback to students, families, and service providers. As assessment expert Richard  
 2372 Stiggins argues, classroom-based assessments are vital because teachers need *continuous*  
 2373 information about where each student is *now* in relation to key understandings.  
 2374  
 2375 **Multiple Measures:** Employing many different methods to assess students is integral if we are to  
 2376 successfully measure the depth and breadth of what students are learning. Multiple measures  
 2377 provide a more complete and accurate representation of student achievement over time than is  
 2378 possible with a single measurement of assessment. The use of multiple measures also serves to  
 2379 ensure that instruction does not focus on a single test or a narrow set of learning styles.  
 2380  
 2381 A balanced approach to assessment is critical to making sense of a child's ability and aptitude for  
 2382 each individual subject. TBOS aims for students to recognize that there is a correlation between  
 2383 how hard they try and what they can achieve. TBOS, therefore, aims to inspire students to embrace  
 2384 assessments with enthusiasm and confidence in order to compel them to apply the requisite effort  
 2385 to succeed. Both adequate preparation for assessments and a wide variety of opportunities to  
 2386 "show what they know" are keys to student success, and are embedded frequently in the school  
 2387 day with recitation work, cooperative learning environment, and peer/cross-age tutorials.  
 2388  
 2389 **Instructional Leadership:** TBOS Administration collaborates closely with faculty to evaluate the  
 2390 quality of learning. Within this collaborative context, the administrator manages the assessment  
 2391 program by analyzing qualitative and quantitative achievement data and then regularly making  
 2392 recommendations to the Faculty and The Blue Oak School Council (TBOSC).  
 2393  
 2394 The TBOSC has ultimate responsibility for ensuring that the school is fulfilling the expectations and  
 2395 obligations under charter school law, the charter, and TBOSC approved school policy. The  
 2396 Administrator is responsible for legal and organizational adherence to assessment policy and  
 2397 procedures.  
 2398  
 2399 **Core Assessment Methods**  
 2400  
 2401 TBOS assessment methods evaluate all realms of the child's development, including his/her:  
 2402 Intellectual Capacity (mind); Physical Capacity (body); and, Social-Emotional capacity (heart). They  
 2403 include:  
 2404  
 2405 **CRITERIA- REFERENCED REPORTS** prepared for students beginning in first grade and shared with  
 2406 parents at key intervals throughout the year. These assessments are based upon teacher-designed  
 2407 classroom assessments, teacher observations of students, and other evidence gathered during  
 2408 instruction. The assessments include narratives with an overview of essential course work, and a  
 2409 discussion of the student's achievement, performance, and growth in each of the various curriculum  
 2410 blocks, specialty subjects, social skills and work habits. The assessments are built using a standards-  
 2411 based rubric. These rubrics track individual student progress in regard to specific skills and  
 2412 knowledge areas from the co-alignment. Any student who is not progressing as expected will  
 2413 receive further teacher attention and may be supported through additional support services. These

2414 tools improve instruction in that they engage both the student and teacher in a formative, frequent,  
 2415 and ongoing reflective process.

2416

2417 **PARENT-TEACHER CONFERENCES** for all students take place at least once a year, or more, if dictated  
 2418 by individual circumstance. Parents, teachers or students may make requests for additional  
 2419 conferences. These conferences are essential in that they allow a complete picture of the child's  
 2420 performance to unfold. Conferences are especially effective as a result of the school's looping  
 2421 model, low teacher-student ratios, and warm community atmosphere.

2422

2423 **PORTFOLIOS** include student Main Lesson books, work samples, practice papers, written work and  
 2424 reports, artwork, etc. In order to ensure validity, reliability and objectivity for these authentic  
 2425 assessments, rubrics are used to evaluate portfolio items. Rubrics are criteria-based and are  
 2426 developed to establish clear assignment expectations and to provide meaningful feedback to  
 2427 students. In the upper grades, students are made aware of rubric requirements and work toward  
 2428 mastery of each area specified by the teacher.

2429

2430 **DEMONSTRATIONS** include oral recitations, presentations, reports, performances or other  
 2431 demonstrations, which occur regularly beginning in first grade, by students individually as well as  
 2432 the class as a group.

2433

2434 **STANDARDS-BASED TESTS** including the California Standards Tests are administered in compliance  
 2435 with State law regarding charter schools. This includes physical fitness testing and English language  
 2436 development testing as applicable. Additionally, grade two through eight trimester benchmark  
 2437 assessments and instructional block assessments at all grade levels are administered throughout the  
 2438 school year. See Attachments 4a and 4b.

2439

2440 **STANDARDS-BASED CLASSROOM ASSESSMENTS** are an integral part of the school-wide assessment  
 2441 program. Before a lesson or block is taught, the teacher will pose the question: what evidence will  
 2442 be collected from students in order to demonstrate their knowledge and proficiency? Once this  
 2443 question is posed, the assessment will be designed and the criteria developed. Keeping the desired  
 2444 outcomes in mind, the teacher will then plan and sequence the learning activities. Assessment  
 2445 results will inform instruction, culminating in the creation of unique projects, exhibitions, and  
 2446 overall higher student achievement. Instructional strategies will be used to challenge students to  
 2447 think at high levels and show acquired knowledge and skills. Example strategies include: effective  
 2448 questioning techniques; summarizing and note-taking; collaborative work; non-linguistic  
 2449 representations of key concepts and vocabulary; and effective homework and practices. These  
 2450 strategies allow students to demonstrate their learning on a daily basis. Additionally, grade two  
 2451 through eight trimester benchmark assessments and instructional block assessments at all grade  
 2452 levels are administered throughout the school year. See Attachments 4a and 4b.

2453

2454 **NUMBER/LETTER GRADES** for academic content (based on tests and/or written and/or oral reports,  
 2455 etc.) may be used for specific classes and will be reserved for students at the middle school level.  
 2456 The number/letter grades will represent specific achievement levels based on clear criteria.  
 2457 Academic performance reports are standards based and measure student achievement with a  
 2458 performance rubric. See Attachment 6.

2459

2460 **SCHOOL-WIDE DIAGNOSTICS** will be given at key intervals throughout the year in core academic  
 2461 areas. Students will be challenged to demonstrate their attainment of specific skills and knowledge  
 2462 areas covered in the previous instructional period. A pre- and post-assessment will be used to gauge  
 2463 growth. These assessments are in close alignment in both content and context with the California  
 2464 standards tests.

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## State and District Assessments

TBOS adheres to the same accountability measures, administers the same state assessments, and follows the same proficiency measures as all public schools in California. We are committed to meeting and exceeding all of California's goals and curricular requirements *as sequenced in the school's co-alignment*. (See Section 1B – Curriculum and Instructional Design, Page 15) Students will continue to participate in proficiency tests and all other assessments required by the State of California. Results of these assessments are reported through the California Department of Education as well as communicated directly to parents by Administration. Participation in the State testing program allows for accurate comparisons between schools. Performance standards and assessments for English language learner students will be in accordance with the state-adopted English Language Development Standards.

## School-wide Assessment Strategies

In addition to assessment of individual students, TBOS implements a variety of measures for determining the success of the overall school program and the school staff:

**Annual Report:** This annual report of the progress of the school in multiple areas is used as a method to assess overall school progress.

**Staff and Administrative Evaluations:** To assure the highest quality education, TBOS staff will be observed on an annual basis (more frequently for faculty who have worked at TBOS less than two years) and evaluated using a comprehensive and student-centered evaluation system.

**Parent Involvement:** The school reviews the level of parent involvement and the accomplishments over the course of a year in order to measure overall success.

**Parent Surveys:** As a charter school, TBOS is a school of choice. Accordingly, it is essential to measure the satisfaction of and solicit feedback from the parent community. Annual parent surveys allow collection and tracking of data on several levels.

**Student Surveys:** Student surveys allow direct collection of information regarding the support and climate that students experience at their school. These surveys are used both for current students as well as those leaving the school or graduating.

## D. USE AND REPORTING OF DATA

### Storytelling with Data

TBOS teachers have always excelled at story telling as a method of delivering instruction. The story of the school should also be told in compelling ways. The following pages outline TBOS plan for collecting, analyzing and reporting data on student achievement in order to continuously improve:

### ZOOM!

As of Fall of 2010-11 TBOS will become an active participant in the California Charter School Association's statewide ZOOM! Project. The program has equipped the school with accurate ways to collect, manage and utilize multiple types of student data. ZOOM! uses the on-line data management tool Data Director, which provides customized analyses of both quantitative and

2516 qualitative data. In addition, through the ZOOM! Project, technical support as well as  
2517 comprehensive in-person and web-based professional development services are made available. As  
2518 a result of participation in the ZOOM! Project, TBOS will be able to efficiently track trends, analyze  
2519 student progress, and publish results in the following comprehensible ways. ZOOM!-generated data  
2520 will be used to measure individual student, grade level and school wide performance levels. Data  
2521 will be collected from assessments administered at the conclusion of grade two through eighth  
2522 instructional blocks, grade two through eight trimester assessments and annual CST assessments.  
2523 Data collected will be used to determine effective curriculum and instruction in the classroom,  
2524 student placement in leveled core classes and student placement in intervention or enrichment  
2525 programs.

2526  
2527 The Blue Oak School pledges to communicate student performance data on internal and state  
2528 assessments with parents and the community through our web site, newsletter and parent/teacher  
2529 conferences. Additionally, The Blue Oak School will utilize ZOOM!-generated data when making  
2530 reforms to curriculum, instruction and assessments as necessary to effectively address student  
2531 performance levels

2532

### 2533 ***Student Mobility***

2534

2535 Upon exit, parents are asked to participate in an exit interview in order to determine their  
2536 relocation plans and their purpose in changing the placement of their child. Data from interviews  
2537 are compiled and examined to identify potential programmatic concerns or recommended changes.  
2538 Upon promotion from the eighth grade students are asked to complete a feedback form asking  
2539 them to evaluate their educational experience at TBOS. Data from this form is influential in  
2540 evaluating the effectiveness of our programs. Local high school counselors are periodically  
2541 contacted to determine the level of preparation that TBOS students possessed upon entrance to  
2542 secondary level education and to provide our alumni graduation rates.

2543

### 2544 ***Professional Learning Community***

2545

2546 TBOS teachers will continue to engage in the study of student work in order to develop common  
2547 understandings and expectations regarding quality work. Collaboration between teachers facilitates  
2548 the exchange of best practices and is made possible by regularly scheduled professional  
2549 collaboration time in the teachers' schedules. In addition, teachers will regularly engage in peer  
2550 classroom observations so that school-wide practices and pedagogy lead to dynamic teacher  
2551 performance.

2552

### 2553 ***Parent and Community Partners***

2554

2555 Parents and the school community will be regularly updated regarding the philosophy and process  
2556 of assessment. Specifically, information on how students are progressing toward their goals will be  
2557 shared at key intervals via progress reports, report cards, newsletters, meetings, accountability  
2558 reports, the TBOS School website, etc. Additional correspondence will be provided as necessary.

2559

2560 Parents will participate in conferences and class meetings at which the teacher will share student  
2561 portfolios and other accomplishments. Following such conferences, parents may be asked to  
2562 complete a survey that measures parent satisfaction and solicits ideas for change and improvement.  
2563 TBOS School will collate the information gathered from such surveys and evaluate the results.  
2564 Public forums, monthly class meetings, and numerous parent development workshops at which  
2565 student work is exhibited and explained will be held for all grades. Completed student projects,  
2566 both individual and group, will be shown and used as springboards into essential learning

conversations. Parents will be able to learn about the expectations for student work, and then directly observe both their own student's work, as well as that of other students. This will allow parents to become true partners in the assessment process.

### **Reporting**

The school will compile data to meet district, county, and state reporting needs in the form best suited for integration with existing information systems. For example, a School Accountability Report Card (SARC) will be developed annually by TBOS staff and will be made available to the TBOS Council, parents, district staff, and members of the public by posting it on the school's public website. Student demographic and attendance data will be submitted to the state in accordance with current requirements for public schools. The Director will regularly update key stakeholder groups.

### **Schools of Choice**

Charter schools are schools of choice; their success is reflected in the retention of students. As a measure of accountability, TBOS will strive for exceptionally high student re-enrollment rate (excluding exiting graduates and families relocating out of area). Parents of both returning and exiting students will be asked to indicate how the TBOS School program has met or not met their expectations and/or needs. This information will be analyzed and reviewed by Administration and reported to Council.

### **Summary**

TBOS believes that the most effective educational programs embed assessment, evaluation, and accountability into pedagogy and school wide systems. We will continue to make every effort to provide all stakeholders, especially parents, with opportunities to be part of improvement efforts of the school. Collection, analysis and then widespread distribution of data improves student outcomes as well as ensures overall school success.

## **IV. GOVERNANCE STRUCTURE OF THE SCHOOL**

The operating bodies of the school are the TBOS Charter Council, the school administration, the Faculty, and the Parent Council. TBOS has established itself as a 501 (c)(3) nonprofit public benefit organization. Such organization shall be liable for any and all debts, liabilities, and/or obligations of TBOS. The District has oversight and supervisory responsibilities only as required by law, and will be allowed to inspect or observe any part of TBOS at any time. The day-to day-work of the school shall be performed by the School administration and the Faculty with the Parent Council having an advisory role. The Charter Council has the final responsibility and is accountable for the school and its operations.

### **Charter Council**

TBOS is governed by a seven-member Charter Council with three parent representatives and four community members, chosen in accordance with the bylaws of the TBOSC . (Attachment 8 - Bylaws.) These bylaws determine how future council members are added to the council and the length of their terms. A balance of membership is sought; the council ensures that there will never be a majority on the council of parents of children attending TBOS. All members will excuse themselves from promoting or participating in any issue that would be an actual or perceived

2618 conflict of interest, whether business related or personal. If conflict of interest issues arise,  
2619 members recuse themselves from the discussion and the vote on the particular issues. The council  
2620 meets on a monthly basis throughout the year.

2621

2622 The Charter Council is the entity which is held accountable for the operation of the school. It is the  
2623 responsibility of the Charter Council to develop policies and put them in writing, so they serve as  
2624 guidelines and goals for the successful and efficient functioning of the school. It will annually  
2625 evaluate and update its policies.

2626 The Charter Council's functions include:

- 2627 • Overseeing that the school's program and operation are faithful to the terms of its charter  
2628 and its mission statement;
- 2629 • Adopting policies that further clarify and assist in maintaining the TBOS Mission and  
2630 Educational Program;
- 2631 • Ensuring that the school's academic programs are successful. All TBOS academic programs  
2632 are evaluated and reviewed annually by the Charter Council. Evaluations are used to  
2633 determine the effectiveness of the programs and provide direction for improvements;
- 2634 • Ensuring that the school is financially solvent by planning and budgeting to meet the  
2635 school's goals;
- 2636 • Hiring the Director and evaluating his/her performance yearly;
- 2637 • Approving the hiring and termination of staff;
- 2638 • Evaluating the school's effectiveness by monitoring staff, parent, and student perspectives.
- 2639 • Creating, serving on, and appointing people to necessary committees;
- 2640 • Developing strategic planning and approving short and long term goals;
- 2641 • Providing board orientation to all members, which includes introduction to the school and  
2642 curriculum, classroom visits, and a binder of policies and information.

2643

2644 All Council members will strive toward continuous operational improvement and will annually seek  
2645 training in one or more of the following areas: Waldorf curriculum, non-profit management, the  
2646 Brown Act, effective meetings, policy development, and human resources oversight. The Charter  
2647 Council is responsible for all future modifications to the school's Charter. Any such modifications  
2648 require a two-thirds vote of the full council. Material revisions to the charter must be approved by  
2649 the District prior to implementation. The District will be notified, in a timely manner, of all council  
2650 meetings and agendas. All meetings are conducted in accordance with the Brown Act.

2651

## 2652 **School Administration**

2653

2654 The Director shall represent the school administration and shall report directly to the Charter Council.

2655

2656 Some of the Administration's duties are to:

- 2657 • Ensure the school's educational program meets county, state and federal goals for academic  
2658 performance;
- 2659 • Assist and coordinate with faculty ongoing student assessment and evaluation tools;
- 2660 • Oversee student admissions, attendance, and student records;
- 2661 • Prepare the School Academic Report Card annually;
- 2662 • Establish procedures to carry out the policies adopted by the Charter Council;
- 2663 • Evaluate and implement school safety plans;
- 2664 • Supervise and evaluate annually all employees of the school;
- 2665 • Compile hiring committees that include all stakeholders to oversee the hiring of all faculty  
2666 and staff;
- 2667 • Be the direct liaison between TBOS and the District;



- 2668 • Be the direct liaison between TBOS and the community;
- 2669 • Annually prepare and submit a budget to the Charter Council;
- 2670 • Maintain appropriate fiscal and program records necessary for annual audits;
- 2671 • Propose to the council policies for discussion and possible adoption by the charter council;
- 2672 • Support council functions such as preparing agendas, board packets, and record keeping;
- 2673 • Participate with the Faculty in ongoing curriculum training in alignment with the Mission
- 2674 and Educational Program, so as to provide effective, informed oversight.

2675

2676 (See Section VIII D - Administrative Services)

2677

## 2678 **Faculty**

2679

2680 The class teachers, who constitute the faculty, provide the day-to-day teaching of the children and  
2681 as a group are the primary resources of the school. The faculty and support staff, including specialty  
2682 teachers and classified paraprofessionals, shall report to the school administration. Some of the  
2683 duties of the faculty are:

- 2684 • The Faculty, working with the Administration, is responsible for the curricular development  
2685 and implementation;
- 2686 • The Faculty, working with the Administration, will assist and coordinate ongoing student  
2687 assessment and evaluation tools;
- 2688 • Participate in ongoing curriculum and pedagogical training in alignment with the Mission  
2689 and Educational Program;
- 2690 • The Faculty will work with parents in the creation and development of special activities of  
2691 the school;
- 2692 • The Faculty will provide active, representative participation in each sphere of TBOS  
2693 governance through appointment of liaisons;
- 2694 • The Faculty will promote the school's mission and goals by fostering parent-teacher  
2695 communication. Faculty members will hold regular class meetings and participate in the life  
2696 of the school, including festivals, celebrations, outreach activities, and parent education  
2697 seminars;
- 2698 • The Faculty will serve as advocates for students and connect them to support services,  
2699 activities, and opportunities. Faculty members will be cognizant of behavioral or academic  
2700 changes in students that may warrant further attention.

2701

## 2702 **Parent Council**

2703 3TBOS serves the needs of the children and their families. The Parent Council represents all parents  
2704 of TBOS, referred to collectively as the Parent Guild. They meet on a monthly basis during the  
2705 school year and:

- 2706 • Serve as a forum for the discussion of matters of interest and concern to the parents of the  
2707 school;
- 2708 • Act as a communication channel between the parents and other individuals and groups;
- 2709 • For transparency and public access, all meetings are conducted in accordance with the  
2710 Brown Act;
- 2711 • Both within and outside the school;
- 2712 • Coordinate and sponsor committees, clubs, and other activities that contribute to the life of  
2713 the school;
- 2714 • Coordinate fund-raising activities and oversee the allocation and disbursement of funds that  
2715 have been raised with oversight from the Business Manager;
- 2716 • Operate under the direction of Charter Council;
- 2717 • Report to the Charter Council.

2718 V. **HUMAN RESOURCES**

2719

2720 **A. QUALIFICATIONS OF SCHOOL EMPLOYEES**

2721

2722 Each potential employee will meet all applicable laws pertaining to employment including, but not  
2723 limited to, furnishing the Charter School with a criminal record summary as described in Education  
2724 Code Section 44237. No employee shall commence employment prior to clearing the criminal  
2725 background check and obtaining TB clearance. The Director will recommend applicants suitable for  
2726 employment with the Charter School. Following the interview process, final approval will rest with  
2727 the Charter Council.

2728

2729 The Director will manage the Charter School. His/her responsibility will be the day-to-day operation  
2730 of the program as outlined in the job specification and employment contract. Qualifications for the  
2731 position of Director will include, but not be limited to:

2732

- 2733 • Attainment of a Bachelors degree;
- 2734 • Commitment to the educational vision of Charter School;
- 2735 • Demonstrable understanding of educational philosophy, curriculum, and resources,  
2736 grades K-12;
- 2737 • Understanding of education law;
- 2738 • Experience that demonstrates the ability to organize, motivate, delegate, and manage;
- 2739 • Strong written and oral communication skills;
- 2740 • Preference will be given for the following: advanced degrees, administrative services  
2741 credential, teaching credential, additional public or private education or administrative  
2742 experience, management experience in any field, public speaking ability, current or  
2743 prior service on a school board or charter school board, fluency in foreign languages.

2744

2745 The Business Manager will be responsible for all business functions of the school; including  
2746 preparation of budgets, interim financial reports, unaudited actual financial reports, preparation of  
2747 all payroll, accounts payable and receivable, Journal entries, budget transfers, personnel records,  
2748 insurance files, and recommendations to the Director and Charter Council regarding finances,  
2749 accurate projections of finances and closure of school books in accordance with California School  
2750 Accounting Manual and all SACS reporting requirements plus other assignments as necessary.  
2751 Qualifications for the position of Business Manager will include but not be limited to:

2752

- 2753 • Preference of three years full charge experience managing business operations of a  
2754 California public school or school district;
- 2755 • Bachelor's degree in accounting, public administration, business administration or CPA  
2756 certification (this requirement may be offset by years of experience).

2757

2758 The Assistant Director will participate in the day to day operations of the school in support of the  
2759 Director while responding to student discipline issues and other specified duties as assigned.  
2760 Qualifications for this position are the following:

2761

- 2762 • Bachelor's Degree;
- 2763 • K-8 self-contained teaching credential is highly desirable;
- 2764 • Preference will be given to candidates who possess an Administrative Services  
2765 Credential.

2766

All Charter School hiring practices will comply with federal and state anti-discrimination laws.

2767 The Blue Oak School employs teaching staff that holds appropriate California teaching certificates,  
 2768 permits, or other documents issued by the Commission on Teacher Credentialing. Teachers are required  
 2769 to demonstrate a strong commitment to educating the whole child through active participatory learning;  
 2770 and must have the ability and background to incorporate art, music, drama, and storytelling into the  
 2771 integrated curriculum. Teachers participate in ongoing professional development approved by school  
 2772 administration.

2773

2774 TBOS employs teaching staff members that meet the highly qualified teacher and paraprofessional  
 2775 requirements of all relevant federal and state mandates associated with funding received by TBOS.  
 2776 Credentialed teachers are appropriately assigned. English Learners will be served by credential teachers  
 2777 holding a CLAD credential or the equivalent.

2778

2779 Credentialed teachers teach the core academic classes of mathematics, language arts, science, and  
 2780 history / social studies. They are responsible for overseeing the students' academic progress and for  
 2781 monitoring, grading and matriculation decisions as specified in the school's operational policies.  
 2782 Staff job descriptions are on file with TBOS.

2783

2784 In addition, the following qualifications are considered in recruiting teachers:

- 2785 • A continuing passion for learning and striving for professional excellence
- 2786 • Intelligence, flexibility, and openness to the process of personal growth, skillfulness in
- 2787 communication and genuine compassion for the unique differences between individuals

2788

2789 TBOS also has instructional staff who does not teach the core curriculum nor college preparatory courses.  
 2790 As per Charter law, these instructional support staff are not bound by credential requirements however  
 2791 preference is given to candidates who possess an appropriate credential. They are required to possess an  
 2792 appropriate mix of subject matter knowledge, professional expertise and demonstrated capacity to work  
 2793 successfully in an instructional milieu. Professional service agreements are used to hire such classified staff  
 2794 to lead specialty classes and activities. Although these staff members have the qualifications requisite for  
 2795 the tasks they are to perform, immediate supervision and classroom management is provided by  
 2796 appropriately credentialed teachers. Instructional assistants at the charter school support the core-  
 2797 curriculum staff in both regular and special education. The instructional assistants only assign student  
 2798 work with the approval and supervision of their overseeing teacher. Non-instructional staff possesses the  
 2799 necessary experience and skills to meet the requirements of the assorted duties.

2800

2801 All teachers and instructional assistants are expected to adhere to the TBOS Mission Statement and  
 2802 Educational Program, including the prohibition of the advancement or promotion of any particular  
 2803 religious doctrine. Such advancement will constitute grounds for dismissal.

2804

2805 **B. RIGHTS OF SCHOOL DISTRICT EMPLOYEES**

2806

2807 Persons employed by the Charter School are not considered employees of the District for any  
 2808 purpose whatsoever. Employees of the District who resign from District employment to work at the  
 2809 Charter School and who later wish to return to the District shall be treated the same as any other  
 2810 former District employee seeking reemployment. The Charter School shall not have any authority  
 2811 to confer any rights to return on District employees. However, District employees may have rights  
 2812 under District collective bargaining agreements, procedures and policies as they may be amended  
 2813 from time to time and this charter is not intended to override collective bargaining agreements  
 2814 between the District and its bargaining units relative to return rights of District employees.  
 2815 Sick or vacation leave or years of service credit at the District or any other school district will not be  
 2816 transferred to the Charter School. Employment by the Charter School provides no rights of  
 2817 employment at any other entity, including any rights in the case of closure of the Charter School.

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## **C. HEALTH AND SAFETY**

In order to provide safety for all students and staff, the Charter School has adopted and implemented health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts. As such policies are subject to regular updating and amending based on many factors, including, but not limited to, judicial rulings, changes to the Education Code or other laws, and requirements of our insurance carrier, these policies may often be updated.

The following is a summary of the health and safety policies:

### **Procedures for Background Checks**

Employees and contractors of the Charter School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees must submit two sets of fingerprints to the California Department of Justice and receive a clear criminal record summary. Prior to commencing employment, the School Director will monitor compliance with this policy. The Charter Council President will monitor the fingerprinting and background clearance of the Director. Volunteers who will volunteer outside of the direct supervision of an employee will be fingerprinted and receive background clearance prior to volunteering without the direct supervision of an employee.

### **Role of Staff as Mandated Child Abuse Reporters**

All employees will be mandated child abuse reporters and will follow all applicable reporting laws.

### **TB Testing**

The Charter School will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

### **Immunizations**

The Charter School will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

### **CPR/First Aid Training**

All employees should be CPR/First Aid trained before the end of their first year of employment.

### **Medication in School**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

### **Vision/Hearing/Scoliosis**

The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

### **Oral Health Examinations**

The Charter School will require its students to comply with all oral health examinations pursuant to Education Code Section 49452.8.

2866 **Emergency Preparedness**

2867 The Charter School will adhere to an Emergency Preparedness Plan drafted specifically to the needs  
2868 of the school site in conjunction with law enforcement and the Fire Marshall. This plan will include,  
2869 but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage  
2870 situations. If assuming a facility that was previously used as a public school site, any existing  
2871 emergency preparedness plan for the school site shall be used as a starting basis for updating the  
2872 handbook for the Charter School. If the School is not situated on a public school site, it will develop  
2873 its own Emergency Preparedness Plan specific to the site. Currently the Charter School occupies its  
2874 own facility in Chico, California.

2875

2876 **Blood Borne Pathogens**

2877 The Charter School will meet state and federal standards for dealing with blood borne pathogens  
2878 and other potentially infectious materials in the work place. The Charter School has established a  
2879 written infectious control plan designed to protect employees and students from possible infection  
2880 due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and  
2881 hepatitis B virus ("HBV"). This plan includes the annual training of staff. Whenever exposed to blood  
2882 or other bodily fluids through injury or accident, staff and students will follow the latest medical  
2883 protocol for disinfecting procedures.

2884

2885 **Diabetes**

2886 Beginning in the 2010-11 school year, the Charter School will provide an information sheet  
2887 regarding Type 2 diabetes to the parent or guardian of any incoming 7<sup>th</sup> grade students, pursuant to  
2888 Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all  
2889 of the following:

2890

- 2891 1. A description of Type 2 diabetes.
- 2892 2. A description of the risk factors and warning signs associated with Type 2 diabetes.
- 2893 3. A recommendation that students displaying or possibly suffering from risk factors or  
2894 warning signs associated with Type 2 diabetes should be screened for Type 2  
2895 diabetes.
- 2896 4. A description of treatments and prevention of methods of Type 2 diabetes.
- 2897 5. A description of the different types of diabetes screening tests available.

2898

2899 **Drug Free/Alcohol Free/Smoke Free Environment**

2900 The Charter School will maintain a drug, alcohol and tobacco-free workplace.

2901

2902 **Integrated Complaint and Investigation Procedure**

2903 The Charter School will utilize the Corporation's a uniform complaint procedure to centralize all  
2904 complaints and concerns coming into the school. Under the direction of the Council, the Director  
2905 will be responsible for investigation, remediation, and follow-up on matters submitted through this  
2906 procedure.

2907

2908 **Comprehensive Sexual Harassment Policies and Procedures**

2909 The Charter School is committed to providing a school that is free from sexual harassment, as well  
2910 as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry,  
2911 age, medical condition, marital status, sexual orientation, or disability. The Charter School has  
2912 policies and procedures in place to prevent and immediately remediate any concerns about sexual  
2913 discrimination or harassment at the Charter School (including employee to employee, employee to  
2914 student, student to employee, and student to student misconduct). Misconduct of this nature is  
2915 very serious and will be addressed in accordance with the Charter School's sexual harassment  
2916 policy.

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### **School Facility Safety**

The Charter School will comply with all applicable federal environmental laws. The Charter School will comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The Charter School agrees to test, or if in a district owned or leased facility, to verify, that sprinkler systems, fire extinguishers, and fire alarms are tested annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School will conduct fire drills monthly. As is current practice with all schools, if the Charter School's students are at some future point housed at facilities belonging to the District, the Charter School will operate under the provisions of the School Safety Plan of the facility where it is housed. If the Charter School is not operating under the School Safety Plan of the facility where it is housed, it will implement its own school safety and disaster preparedness plan that will be based on the provisions of Education Code Section 32286(a).

### **D. DISPUTE RESOLUTION**

The TBOS Charter Council has adopted policies and processes for airing and resolving internal and external disputes.

The District agrees to refer all complaints regarding the school's operations to the Director for resolution in accordance with the school's Communication Model and Conflict Resolution policies. Parents, council members, volunteers and staff will be provided with a copy of the Communication Model and Conflict Resolution policies and will agree to work within this framework.

It is anticipated that the District and the Charter School will maintain and enjoy a mutually beneficial and cooperative relationship.

The Charter Council will adopt policies and processes consistent with this Charter for airing and resolving internal and external disputes.

#### **Internal Dispute Resolution**

The Charter Council has created an internal dispute resolution procedure that shall be binding on students, parents, volunteers, Charter School personnel, and Charter Council members. All members of the school community will be provided with a copy of the Charter School's internal dispute resolution procedure and will agree to work within it. The Charter Council shall have authority to make final determinations regarding all internal disputes.

District agrees to refer all complaints regarding the Charter School's operations to the Director for resolution in accordance with the Charter School's adopted policies. In the event that the policies and processes fail to resolve the dispute, the District Board agrees not to intervene in the dispute without the consent of the Charter Council unless the matter directly relates to one of the reasons specified in law for which a Charter may be revoked.

#### **Disputes Between the Charter School and the Authorizer**

In the event of any dispute arising between the Charter School and District regarding the misinterpretation, misapplication, or violation of the Charter, representatives (or designees) of District and the Charter School shall meet and confer with the objective of resolving such disputes within fifteen (15) working days of the written request of either party. If within seven (7) days after the parties have met and conferred, or such longer period as may be agreed upon by the parties,

the dispute cannot be resolved by the parties to their mutual satisfaction, District and the Charter School shall then convene a committee composed of two members of the Board of Trustees for District, two members of the Charter Council along with one staff member from both District and the Charter School. The committee shall meet within thirty (30) days, or such longer period as may be agreed upon by the parties, to resolve the dispute to the mutual satisfaction of the parties.

If the committee convened pursuant to the preceding paragraph is unable to resolve any dispute between the parties within fourteen (14) days, or such longer period as may be agreed upon by the parties, both parties may pursue any other available remedies. The cost of this process shall be borne by both parties equally.

#### **Grounds for and Process for the Revocation of the Charter**

The District may inspect or observe any part of the Charter School at any time. The District will provide written notification within five (5) days to the Charter Council if observation, monitoring, and oversight activities are assigned or subcontracted to a third party by District.

Education Code Section 47607(c) states that a charter may be revoked by the authority that granted the charter if the authority finds that the charter school did any of the following:

1. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
2. Failed to meet or pursue any of the pupil outcomes identified in the charter.
3. Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
4. Violated any provision of law.

The District shall notify the Charter School of any violation of this section and give the Charter School a reasonable opportunity to cure the violation as required by Education Code Section 47607. Consistent with the requirements of Education Code Section 47607(d), if the Authorizer believes it has cause to revoke this Charter, the District agrees to notify in writing the Charter Council and to grant the Charter School reasonable time to respond to the notice and take corrective action to avoid revocation of the Charter unless the District Governing Board determines in writing pursuant to Education Code Section 47607(d), that the violation constitutes a clear and imminent threat to the health or safety of the pupils.

#### **E. LABOR RELATIONS**

The Blue Oak School shall be deemed the exclusive public school employer of the employees for the purposes of the Education Employment Relations Act.

#### **F. RETIREMENT SYSTEM**

All full-time certificated employees at the Charter School will participate in the State Teachers Retirement System ("STRS"). All classified employees shall participate in the federal social security system and participate in the Public Employees Retirement System (PERS). Staff may have access to other school-sponsored retirement plans according to policies developed by the Board and adopted as the school's employee policies. The Director shall be responsible for ensuring that appropriate arrangements for coverage are made.

3019 **VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES**

3020

3021 **A. STUDENT ADMISSION POLICIES AND PROCEDURES**

3022

3023 The Charter School will be nonsectarian in its programs, admission policies, and all other operations,  
3024 and will not charge tuition nor discriminate on the basis of the characteristics listed in Section 220  
3025 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or  
3026 any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55  
3027 of the Penal Code or association with an individual who has any of the aforementioned  
3028 characteristics). The Charter School shall comply with all applicable legally required minimum and  
3029 maximum age requirements.

3030

3031 Upon admission to the Charter School, the registration process is comprised of the following:

3032

- 3033 ▪ Completion of a student registration form;  
3034 ▪ Proof of Immunization;  
3035 ▪ Home Language Survey;  
3036 ▪ Completion of Emergency Medical Information Form;  
3037 ▪ Proof of minimum and maximum age requirements, e.g., birth certificate;  
3038 ▪ Execution of a master agreement as required by independent study law if the student  
3039 will be participating in independent study.

3040

3041 All students who wish to attend the School shall be admitted, subject only to capacity at each grade  
3042 level. Admission to the Charter School shall not be determined by the place of residence of the  
3043 student or his or her parent in the State, except as provided in Education Code Section 47605(d)(2).  
3044 The Charter School shall conduct outreach efforts as noted in the charter section on  
3045 nondiscrimination to ensure that the school is equally accessible to low achieving and economically  
3046 disadvantaged students and to encourage the enrollment of such students.

3047

3048 If the number of students who wish to attend the school exceeds the school's capacity in any grade  
3049 level, admission, except for existing students of the Charter School, shall be determined by a public  
3050 random drawing. During any period of funding under the Public Charter Schools Grant Program,  
3051 this public random drawing will be held as one single weighted lottery in accordance with the terms  
3052 of the State Board of Education approved Request for Applications ("RFA"). In the case of a public  
3053 random drawing, the following will be given preference for admission to the school:

3054

- 3055 1. Existing students enrolled in the School;  
3056 2. Siblings of existing students enrolled in the School;<sup>1</sup>  
3057 3. Children of school staff;<sup>2</sup>  
3058 4. Children and grandchildren of Charter School Board members; and  
3059 5. Students who reside in the District.

3060

3061 All applications drawn after reaching capacity in any grade level will be placed on a wait-list for each  
3062 respective grade level, in order in which they are drawn. If a vacancy occurs, the Charter School  
3063 shall notify the parent/guardian by phone and letter and provide the parents with 72 hours to enroll

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<sup>1</sup> During any period of Public Charter Schools Grant Program funding, this preference will be considered an "exemption" to the public random drawing in accordance with the terms of the State Board of Education approved Request for Applications ("RFA")

<sup>2</sup> During any period of funding for the Public Charter Schools Grant Program, this admissions preference will be limited to children of "faculty" and shall be limited to 10% of total enrollment in accordance with the State Board of Education approved RFA.



3064 their child in the Charter School. If the parent/guardian does not contact the school to accept the  
3065 position for their child within this period, the Charter School shall contact the parent/guardian for  
3066 the next student on the wait list for that grade level. The Charter School shall keep copies of  
3067 documents relating to the lottery on file for one academic year to demonstrate the fair execution of  
3068 lottery procedures.

3069  
3070 Notwithstanding the foregoing, the Charter School may refine lottery policies and procedures  
3071 following the first year of operations in accordance with a written policy adopted by the Charter  
3072 School Board. A copy of the revised policy, designed to improve the school's lottery efforts, shall be  
3073 provided to the District within 45 calendar days of approval by the Charter School Board and prior  
3074 to the enrollment period of the year in which the revised lottery policy will be implemented.

3075  
3076 Admission to the school shall be open to any resident of California, regardless of ethnicity, national  
3077 origin, gender, or disability. If the number of students who wish to attend exceeds the available  
3078 capacity, a random public lottery will be held and a waiting list will be implemented.

3079  
3080 The age policy is as follows:

- 3081 • Age five on or before December 2nd of the K year in 2011, November 1st in 2012,  
3082 October 1st in 2013 and September 1<sup>st</sup> in 2014 and 2015;
- 3083 • Age six by September 1st of their first grade year.

3084  
3085 This age policy continues as such through all grades. Exceptions may be made and will be on a trial  
3086 basis. The final decision is made by the Administrator based on such factors as class configuration,  
3087 class size, and grade readiness. Upon acceptance and prior to admission, parents will be asked to  
3088 sign a parent compact that seeks support of the following items, as well as other requirements.

- 3089 • Commitment to provide a home environment that is nurturing and conducive to learning;
- 3090 • Willingness of the parent to gain understanding of TBOS methods and curriculum;
- 3091 • An agreement to limit the use of electronic media influences such as television, movies,  
3092 video games, etc;
- 3093 • Adhere to the school dress code;
- 3094 • Acceptance and fulfillment of the parent participation requests.

3095 The admissions process contained in this charter may be amended to conform to the funding  
3096 requirements of the Federal Public Grant program and an amendment for this purpose shall not be  
3097 deemed a material revision of the charter.

## 3098 3099 **B. NON-DISCRIMINATION AND RACIAL BALANCE [Ref. California Education Code §47605(b)(5)(G)]**

3100  
3101 In order to fulfill our vision of a diverse, interdependent school community, we strive to have many  
3102 ethnic groups represented in our student and staff population. School outreach efforts are designed  
3103 to reach a broad and balanced audience. Lottery selection allows for fair and equitable selection of  
3104 students in the event that more students apply than can be accommodated. Sibling preference and  
3105 preference for children of employees helps retain families committed to the educational program.

3106  
3107 In addition, TBOS has established administrative procedures that ensure the school's outreach,  
3108 recruitment, and enrollment procedures do not discriminate against students based on physical,  
3109 mental, emotional, or learning disability or handicap. As part of that process, TBOS will be certain to  
3110 provide parents with a very clear and accurate picture of the TBOS learning experience so they can  
3111 make the most appropriate choices for their children.

3112  
3113 TBOS utilizes a broad reaching student recruiting effort, thereby ensuring outreach to families with  
3114 a wide variety of racial, ethnic, and socioeconomic backgrounds. In addition, certain subgroups may

3115 be targeted for extra recruitment efforts in order to achieve a pool of potential students that  
3116 reflects a student population that represents the Chico area's ethnic diversity. Partnerships and  
3117 outreach efforts using a variety of community and youth organizations may aid in this process.  
3118 Promoting school-wide respect and knowledge of other cultures and languages through a variety of  
3119 activities, including multicultural school celebrations involving the community also aids in the  
3120 development of a diverse school community. Consideration of each family's culture and  
3121 circumstances will be given in all activities where parental involvement or support is required.  
3122

3123 The school's student information system allows accurate collection and analysis of the school's  
3124 demographic data. The data collected in this way is then used to generate reports to the TBOS, the  
3125 District and the state. The demographic information of the students currently enrolled at Blue Oak  
3126 Charter School is included in Attachment 1. Analysis of demographic information may also be used  
3127 to evaluate and modify the school's outreach and recruiting strategies when necessary.  
3128

#### 3129 Targeted Recruitment Plan

3130

3131 Blue Oak shall strive, through recruitment and admissions practices, to achieve a racial and ethnic  
3132 balance among its pupils that is reflective of the general population residing within the territorial  
3133 jurisdiction of the Chico Unified School District. Therefore, our recruitment goals include achieving  
3134 an ethnic balance similar to the following statistics acquired from the U.S. Census (2009 Community  
3135 Survey 1-year estimate) for the general population of Chico, California: Hispanic: 11.2%, Black:  
3136 6.1%, Asian 4.4%, Native American: .6%, Other: 4.4%. Please note, however, that students shall be  
3137 considered for admission without regard to ethnicity, national origin, gender, or disability.  
3138

3139 Blue Oak will implement a student recruitment strategy that includes, but is not necessarily limited  
3140 to, the following elements or strategies:

- 3141 • The appropriate development of promotional materials in languages other than English to  
3142 appeal to limited English proficient populations, with specific emphasis on Spanish and Hmong.  
3143
- 3144 • Training of front office staff in basic second language skills that will allow them to effectively  
3145 direct non-English speaking inquiries to the appropriate person.  
3146
- 3147 • Employment of a part time bi-lingual outreach coordinator to help with promotional materials,  
3148 translation and communication. (This may be a paid or volunteer position)  
3149
- 3150 • The distribution of outreach materials to critical community gathering centers for ethnic and  
3151 racial groups (e.g., community groups, community gatherings, and government service  
3152 organizations)\*. With specific emphasis on the attendance areas of Chapman, Parkview,  
3153 McManus, Citrus and Rosedale schools.  
3154
- 3155 • The development of a parent organized list of parents willing to offer carpools to students who  
3156 do not have adequate transportation options to attend Blue Oak.  
3157

3158 \*Partial list of community organizations to which outreach materials will be distributed:

- 3159 • Hispanic Chamber of Commerce
- 3160 • Hispanic Association for the Community and Education
- 3161 • Chico Hmong Advisory Council
- 3162 • Chapman-Mulberry Community Center
- 3163 • Office of Diversity Chico State University Chico  
3164

3165 **C. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

3166

3167 No student may be required to attend the Charter School. Students who choose not to attend the  
3168 Charter School may attend school within their district of residence according to that respective  
3169 district's policy or at another school district or school within the district through the district's intra  
3170 and inter-district policies. Parents and guardians of each student enrolled in the charter school will  
3171 be informed on admissions forms that the students have no right to admission in a particular school  
3172 of a local education agency as a consequence of enrollment in the charter school, except to the  
3173 extent that such a right is extended by the local education agency.

3174

3175 **D. SUSPENSION/EXPULSION PROCEDURES**

3176

3177 The school will notify the District of any expulsions and will include suspension and expulsion data in its  
3178 annual performance report. Please see Attachment 10 for a detailed description of Suspension/Expulsion  
3179 Procedures.

3180

3181

3182 **VII. OVERSIGHT**

3183

3184 **Audit report**

3185

3186 TBOS will furnish District with a copy of the annual audit report showing that any audit exceptions  
3187 have been corrected.

3188

3189 **Annual Report**

3190

3191 Annual report from TBOS to District is due September 30<sup>th</sup> of the next school year. This Annual  
3192 report is TBOS's evaluation of themselves and their progress during the previous year. It evaluates  
3193 their State testing results and determines whether TBOS has met its annual goals.

3194

3195 **Revision**

3196

3197 Material revisions to the provisions of any charter granted by the Chico Unified School District  
3198 Governing Board may be made only with the Chico Unified School District Governing Board approval  
3199 and shall be governed by the same standards and criteria that apply to new charter petitions, in  
3200 accordance with California State Education Code 47605(a). Subsequent to its initial approval, any  
3201 charter school seeking to establish an additional site within the geographic boundaries of the  
3202 District shall request a material revision of its charter, in accordance with California Educational  
3203 Code 47605(a)(4).

3204

3205 **Term**

3206 The charter shall have a five-year term beginning July 1, 2011.

3207

3208 **Severance**

3209

3210 The terms of this charter contract are severable. If any of the provisions are determined to be  
3211 unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless  
3212 mutually agreed otherwise by the District and the Charter Council. The District and TBOS agree to meet  
3213 and discuss and resolve any issues or differences relating to invalidated provisions in a timely and good  
3214 faith fashion.

3215

## VIII. REPORTING AND ACCOUNTABILITY

### A. BUDGETS

The Blue Oak School annually develops budgets and cash flow analysis. The proposed budgets with a five year financial projection are included as Attachment 7. Annual budgets are submitted each year of operation to District by the deadline established in the Charter Schools Act. The budget is reviewed regularly by the Blue Oak Charter Council.

#### **Budget Development**

The Blue Oak School administration, working in tandem with business management personnel and a Budget Advisory Committee, will prepare and submit a proposed budget for the upcoming fiscal year to The Blue Oak School Council prior to its May meeting. The Council will review and modify the budget as needed. Following Council approval, this preliminary budget will be submitted to District in accordance with legally required timelines. A revised school budget will be developed, adopted and submitted to District following adoption of the state's annual budget.

**Fiscal Year:** The fiscal year for The Blue Oak School will be July 1 through June 30.

**Budget Highlights and Assumptions:** The attached budget for the 2011-2012 and the following four years of operation of The Blue Oak School demonstrates a school with sound financial planning as summarized below.

**Cash Inflows:** Revenue is based on conservative estimates of available ADA funding and conservative attendance estimates. Enrollment figures are based on the projections for the school enrollment for future years. Projected enrollment figures are listed below.

Grade	2011-'12	2012-'13	2013-'14	2014-'15	2015-'16
Kinder	88	88	88	88	88
First	50	50	50	50	50
Second	50	50	50	50	50
Third	45	50	50	50	50
Fourth	45	45	50	50	50
Fifth	45	45	45	50	50
Sixth	30	45	45	45	50
Seventh	30	30	45	45	45
Eighth	25	30	30	45	45
<b>Total</b>	<b>408</b>	<b>433</b>	<b>453</b>	<b>473</b>	<b>478</b>

Revenue limit funding, categorical funding and lottery funding for the 2011-2012 are based on estimated funding rates from School Services of California, California Charter Schools Association and Charter Schools Development Center. Other state categorical programs may be added, depending on state funding levels and eligibility for the school. A cumulative reserve of approximately \$60,000, or slightly more than 3% of annual expenditures, has been targeted for next year.

3250 **Cash Outflows:** The program provides for the following:  
3251  
3252 Teaching and support staff; including salaries, benefits and training  
3253  
3254 High quality instructional program, including materials  
3255  
3256 Facility; an assumption of continuing lease agreement with Leen Brothers  
3257  
3258 Non-instructional expenses; including consulting, audit, legal fees, etc.  
3259  
3260 Expenditure distributions are designed to insure that the majority of funds are spent on instruction  
3261 related costs, and therefore support the educational program and school mission.  
3262  
3263 Oversight costs include the 1% oversight fee as specified in the Charter Schools Act.  
3264  
3265 **B. FINANCIAL REPORTING**  
3266  
3267 The Blue Oak School's staff will provide regular financial reports to The Blue Oak School Council. To  
3268 the extent possible and practical, financial data will be reported and budgets will be developed in a  
3269 format consistent with the State Accounting Code Structure (SACS). Following review by the Council,  
3270 financial data will be reported to the District in accordance with existing charter school law. Financial  
3271 data for the charter school will be reported to the state via the District, except in cases where the law  
3272 requires charter schools to report directly to the state. For example, the year end unaudited actual  
3273 financial report will be approved by The Blue Oak School Council, then submitted to the District, who  
3274 in turn submits the report to the state. In other situations, such as the annual independent audit, the  
3275 school will submit copies directly to District, Butte County Office of Education and the California  
3276 Department of Education as required by law.  
3277  
3278 At a minimum, the following fiscal reports will be completed and submitted as currently required for  
3279 charter schools:  
3280  
3281 By July 1, a preliminary budget for the current fiscal year.  
3282  
3283 By December 15, an interim financial report for the current fiscal year reflecting changes through  
3284 October 31. Additionally, on December 15, a copy of the Charter School's annual, independent  
3285 financial audit report for the preceding fiscal year shall be delivered to the State Controller, State  
3286 Department of Education and the Butte County Office of Education.  
3287  
3288 By March 15, a second interim financial report for the current fiscal year reflecting changes through  
3289 January 31.  
3290  
3291 By September 15, a final un-audited report for the full prior year. As per Ed Code Section 42100, The  
3292 Blue Oak School Council will approve, in the format prescribed by the State Superintendent of Public  
3293 Instruction, an unaudited annual statement of all receipts and expenditures for the preceding fiscal  
3294 year. This statement will then be filed with the District, Butte County Office of Education and the  
3295 California Department of Education.  
3296  
3297 The charter school may provide additional fiscal reports as requested by the District.  
3298

3298 **Fiscal Policies**

3299

3300 The Blue Oak School Council has created and adopted fiscal policies, including internal control  
3301 policies. In order to insure responsible fiscal management, The Blue Oak School will consult with its  
3302 independent auditor, its business consultants and District staff in developing future improvements  
3303 to these policies.

3304

3305 **Attendance Accounting**

3306

3307 Accurate attendance accounting is crucial to the fiscal well being of a charter school. The Blue Oak  
3308 School uses SchoolWise, a student information and attendance accounting system used by many  
3309 other charter schools in California. SchoolWise records and reports student attendance and  
3310 average daily attendance (ADA) totals. If The Blue Oak School implements an Independent Study  
3311 component to the program, the school will develop accurate and sophisticated systems for  
3312 documenting student attendance in compliance with California Independent Study requirements.  
3313 The Blue Oak School will meet all requirements for certifying the charter school's ADA and  
3314 generating the required state forms.

3315

3316 **C. INSURANCE**

3317

3318 The Blue Oak School holds Liability, Workers' Compensation, Property, Directors and Officers  
3319 insurance. The following limits have been identified as the minimum amounts of coverage in the  
3320 various areas:

3321

3322 Comprehensive General Liability including Directors and Officers: \$1,000,000 per occurrence,  
3323 \$2,000,000 aggregate

3324 Excess Umbrella Liability: \$5,000,000

3325 Workers' Compensation: Complies with current statutory limits in accordance with California Labor  
3326 Code.

3327

3328 Health insurance is currently provided to all full-time staff (working over 30 hours per week)  
3329 through Blue Shield of California. The same eligible staff are also provided with Dental, Vision and  
3330 \$25,000 Term Life Insurance through Guardian. The Blue Oak School Administration, with Charter  
3331 Council approval, has the option to utilize other insurance carriers or insurance plans as they deem  
3332 necessary.

3333

3334 The Blue Oak School will continue to maintain and keep in force such insurances as Worker's  
3335 Compensation, Liability and Property Damage, as will protect it from claims under Workman's  
3336 Compensation Acts and also such insurance as will protect it from any other claims for damages for  
3337 personal injury, including death, and claims for any damages to any property of The Blue Oak  
3338 School, or of the public, which may arise from operations under this charter, whether such  
3339 operations be by The Blue Oak School or by any subcontractor or anyone directly or indirectly  
3340 employed by any of them. Insurances will also include health, general liability (including school  
3341 operation, extra-curricular activities and parent volunteer activities), property and Director's and  
3342 Officer's liability coverage.

3343

3344 The Blue Oak School will provide to District copies of all appropriate verifications or certificates of  
3345 insurance as requested.

3346

3347

3347 **D. ADMINISTRATIVE SERVICES**

3348

3349 The Blue Oak School has a structure in place to provide for business and administrative services,  
3350 which include human resources, financial management and accounting, admissions and attendance  
3351 accounting, and payroll. Most services are provided by school administrative staff. Some services,  
3352 such as, but not limited to, bookkeeping, financial management and payroll services, may be  
3353 contracted with qualified outside providers. Outside providers are selected based upon the match  
3354 between the needs of the school and the provider, experience, references and reputation of the  
3355 provider and cost. An interview and selection process follows.

3356

3357 The Blue Oak School currently retains Payroll Systems, a sub-contractor of RaboBank for its payroll  
3358 processing services.

3359

3360 The Blue Oak School and District may negotiate on an annual basis to establish specific service and  
3361 financial arrangements between the two parties and will include these terms in our memorandum  
3362 of understanding.

3363

3364 **E. FINANCIAL ACCOUNTABILITY/AUDIT and PROGRAMMATIC AUDIT**

3365

3366 **Financial Accountability**

3367

3368 The District shall provide the necessary supervisory oversight duties as specified by the charter. These  
3369 tasks shall be performed only for the actual costs of the function not to exceed one percent of the Charter  
3370 School's cash revenues provided pursuant to the terms of the Charter Schools Act. The supervisory  
3371 oversight services to be provided by the District shall include, but are not limited to, the following:

- 3372 • The initial review, negotiations, hearing and approval of this charter contract.
- 3373 • Good faith efforts to work with the charter school to develop and negotiate, on an annual basis,  
3374 a detailed Memorandum of understanding which outlines the respective responsibilities and  
3375 relationships of the District and the charter school.
- 3376 • Good faith efforts to develop any needed additional agreements to clarify or implement this  
3377 charter.
- 3378 • Regular review, analysis and dialogue regarding the annual performance report of the school.
- 3379 • Monitoring of compliance with the terms of this charter and related agreements.
- 3380 • Good faith efforts to implement the dispute resolution and related processes described in the  
3381 charter.
- 3382 • Timely and good faith review of requests to renew or amend this charter as permitted under law.

3383

3384 The Blue Oak School will separately purchase financial and other administrative services from third party,  
3385 outside agencies. Charter Council will serve as the fiscal agent for Blue Oak.

3386

3387 **Financial Audit**

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3389 The fiscal management and accounting services will be based upon standard public school accounting  
3390 and reporting systems. The Blue Oak School will contract with an independent third party to conduct an  
3391 annual audit, which will be performed in accordance with generally accepted accounting principles and  
3392 will include items and processes specified in any applicable Office of Management and Budget Circulars.  
3393 The auditor shall have experience in education finance and be on the state approved list of auditors. The  
3394 annual audit will be completed within six months of the close of the fiscal year. A copy of the auditor's  
3395 findings will be provided to the TBOS Charter Council, District, BCOE, California Department of Education,  
3396 and State Controller.

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The Charter Council will oversee selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school, and verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and review the school's internal controls.

If the audit includes exceptions or deficiencies, the District will provide the Charter Council with recommendations as to how the deficiencies can be resolved. The finance committee will review these and report to the Charter Council. As directed by the Charter Council, the TBOS Director will work with the District fiscal office to resolve the deficiencies. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter.

#### **Programmatic Audit**

TBOS will compile and provide to the State and District an annual School Accountability Report Card.

This report includes the following data:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Fiscal and expenditure data

#### **F. SCHOOL CLOSURE PROTOCOL**

Closure of the School will be documented by official action of the Charter Council. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter Council will promptly notify parents and students of the Charter School, the District, the Butte County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter Council will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Charter Council's decision to close the School.

The Charter Council will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.



3448 At the end of each school semester or term and upon graduation, parents or guardians of students  
3449 will be provided with a printed transcript of their student's academic progress at the school along  
3450 with other relevant information. In the event of TBOS closure, parents and students will already  
3451 possess an independent copy of potentially necessary pupil records. As applicable, the School will  
3452 provide parents, students and the District with copies of all appropriate student records and will  
3453 otherwise assist students in transferring to their next school. All transfers of student records will be  
3454 made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g.  
3455 The School will ask the District to store original records of Charter School students. All records of the  
3456 School shall be transferred to the District upon School closure. If the District will not or cannot store  
3457 the records, the Charter School shall work with the District and County Office of Education to  
3458 determine a suitable alternative location for storage.  
3459  
3460 All state assessment results, special education records, and personnel records will be transferred to  
3461 and maintained by the entity responsible for closure-related activities in accordance with applicable  
3462 law.  
3463  
3464 As soon as reasonably practical, the charter school will prepare final financial records. The charter  
3465 school will also have an independent audit completed within six months after closure. The charter  
3466 school will pay for the final audit. The audit will be prepared by a qualified Certified Public  
3467 Accountant selected by the School and will be provided to the District promptly upon its  
3468 completion. The final audit will include an accounting of all financial assets, including cash and  
3469 accounts receivable and an inventory of property, equipment, and other items of material value, an  
3470 accounting of the liabilities, including accounts payable and any reduction in apportionments as a  
3471 result of audit findings or other investigations, loans, and unpaid staff compensation, and an  
3472 assessment of the disposition of any restricted funds received by or due to the charter school.  
3473  
3474 The School will complete and file any annual reports required pursuant to Education Code section  
3475 47604.33.  
3476  
3477 On closure of the School, all assets of the School, including but not limited to all leaseholds,  
3478 personal property, intellectual property and all ADA apportionments and other revenues generated  
3479 by students attending the School, remain the sole property of the charter school and shall be  
3480 distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit  
3481 public benefit corporation to another California public educational entity. Any District property will  
3482 be promptly returned upon School closure to the District. The distribution shall include return of  
3483 any grant funds and restricted categorical funds to their source in accordance with the terms of the  
3484 grant or state and federal law, as appropriate, which may include submission of final expenditure  
3485 reports for entitlement grants and the filing of any required Final Expenditure Reports and Final  
3486 Performance Reports, as well as the return of any donated materials and property in accordance  
3487 with any conditions established when the donation of such materials or property was accepted.  
3488  
3489 On closure, the charter school shall remain solely responsible for all liabilities arising from the  
3490 operation of the charter school.  
3491  
3492 As the charter school is operated by a non-profit public benefit corporation, should the corporation  
3493 dissolve with the closure of the School, the Charter Council will follow the procedures set forth in  
3494 the California Corporations Code for the dissolution of a non-profit public benefit corporation and  
3495 file all necessary filings with the appropriate state and federal agencies.  
3496  
3497 As specified by the Budget in Appendix 7, the Charter School will utilize the reserve fund to  
3498 undertake any expenses associated with the closure procedures identified above.

3499

3500 **Notification to Receiving Districts**

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3502 The charter school or authorizing entity should notify any school district that may be responsible for  
3503 providing education services to the former students of the charter school so that the receiving  
3504 district(s) may assist in facilitating student transfers.

3505

3506 **G. FACILITIES**

3507

3508 The Blue Oak School is currently housed in a 48,000 square foot facility at 450 W. East Avenue  
3509 located in Chico, California. The facility maintains sixteen classrooms, an intervention room, a music  
3510 room, library, a special education office, a foreign language office, staff work room, four  
3511 administrative offices, several storage and custodial closets, a parent volunteer office and meeting  
3512 space, four large gender-specific restroom facilities for children (two on each end of the facility) and  
3513 an adult restroom. A central courtyard is maintained for middle school students and faculty to  
3514 enjoy. The surrounding grounds include adequate parking and a recently created playground. Also  
3515 unique about this facility is a large 10,000 square foot performance center and an additional 4,000  
3516 square feet which is slated to be built-out to provide up to five additional classrooms which would  
3517 support future enrollment growth at Blue Oak. The Blue Oak School is in its second year of a ten-  
3518 year lease at a reasonable rate. TBOS may continue to file Proposition 39 requests with the home  
3519 district (Chico Unified SD) in pursuit of minimizing the direct and indirect costs of operating our  
3520 current facility. The 450 W. East Avenue facility meets all federal requirements, including the  
3521 Americans with Disabilities Act, serving students, employees, and the public. An emergency  
3522 operations plan was revised in September of 2009 and includes the following items:

3523

- 3524 • General accident reporting, roles, and responsibilities;
- 3525 • Emergency/ disaster preparedness and response
- 3526 • Pandemic Illness plan

3527

3528 Historically, the Blue Oak School has received annual oversight visits from Butte County Office of  
3529 Education Director of Facilities and Operations, Rick Huston, to review all building and safety  
3530 requirements. It is our anticipation that the District would conduct these oversight visits once it is  
3531 the authorizer for the charter school. In addition, City of Chico fire department conducts annual  
3532 inspections to ensure compliance with municipal building, safety, and fire code. The Blue Oak  
3533 School pays for annual inspections of our fire sprinkler system and quarterly inspections of our fire  
3534 alarm system. Our fire extinguishers are tested and certified annually, and our custodial contractor  
3535 clearly understands and keeps records of any cleaning products used in an MSDS binder. Our  
3536 liability insurance carrier, The Hartford, recently conducted an in-depth interview and walk-through  
3537 of our facility and found no compliance issues to report.

## Attachments

1. Historical Perspectives of Blue Oak Charter School
2. Sample Block Rotation
3. Curriculum-at-a-Glance
4. Sample Benchmark Assessments
  - a. ELA Assessment
  - b. Math Assessment
5. Program Improvements to Increase Student Performance
6. Sample Standards-Based Report Card
7. Fiscal Information
8. BOCS Bylaws
9. Biographical Information
10. Suspension and Expulsion Policy and Procedure

**Historical Perspectives of The Blue Oak Charter School:  
Supplemental Information  
Educational Program, Facility, Enrollment and Staffing**

**School Growth and Academic Performance**

In September 2001, Blue Oak Charter School, a small Waldorf Methods public charter, opened in Chico in order to provide an educational alternative for families of Butte County. The Blue Oak Charter School (BOCS) has attracted a diverse, energetic, and committed community of students and families from as far as Oroville and Magalia who are fully involved in its operation and growth. We have grown from a school of one initial class of seventeen kindergarteners in 2001 to a population of approximately 360 students as of Fall 2010. This rapid growth has presented challenges because many students have not been with the school since Kindergarten. This has impacted test scores.

Currently in our tenth year of operation, BOCS continues to be an extremely popular choice for parents in Butte County who seek an education for their children that honors and nurtures the rhythms and capacities of natural child development. BOCS has made great progress in recognizing and honoring the full range of human potentialities by using Waldorf pedagogy as a model for our educational program. The children learn to read, write, and do math; they study history, geography, and the natural and physical sciences, they learn to sing, play violin and recorder, study musical notation, develop familiarity with the Spanish language and culture of Latin America, draw, paint, model clay, work with wood, speak clearly and act in plays, think critically and independently, be resourceful, and work harmoniously and respectfully with others.

The learning process at Blue Oak Charter School occurs within three to six week multidisciplinary units thematically linked to the rhythms and changes of the seasons. Teachers engage students with the curriculum in a multi-modal approach, at the core of which is a daily two-hour main lesson. Teachers plan the Main Lesson using the model of backwards planning, with global ideas that connect content with respect to academic standards. In this way, teachers work toward developing the child's understanding of concepts synergistically from the whole to the parts. The students' learning and skill development have been documented by the creation and on-going maintenance of a personal Main Lesson portfolio. Following the main lesson, the students participate in activities and classes that complement and enrich their educational experience. In addition to the full-time faculty, specialty presenters are hired to share a variety of subjects with the children such as sewing, violin, music, woodwork, foreign language, and games/movement.

The governance of BOCS is based on a successful collaboration between faculty, administration, the Blue Oak Charter Council, and the Parent Guild. Throughout the last nine years, BOCS has demonstrated sound fiscal management by producing and executing a balanced budget every year while supplementing state funding with a successful parent fundraising committee. Our growth as a school has been accomplished due to a high level of demand for the education BOCS offers despite extreme challenges finding an appropriate facility for our growing classes on a limited budget.

In 2009-2010, Blue Oak Charter School celebrated its' first graduating class of eighth graders. During nine years of steady enrollment growth, we have observed a clear and significant gain in our API. BOCS has met API growth targets every year of our second charter period except 2008-2009 when we experienced a significant 48-point decline. To address this issue, BOCS faculty, staff and parents embarked on a bold initiative to increase API scores well beyond our required 6-point growth target.

Many curricular changes were made (see Attachment 5 for detailed table of changes) and we were able to demonstrate a 58-point API gain. While we celebrate this success, we recognize that this first year of academic improvement is but one step toward our goal of becoming a high achieving Public Waldorf school with consistent 800+ API scores by 2015. To this end we have outlined a long term plan (see appendices 4A-1 and 4A-2) to ensure continuous API improvement. By attaining our API growth target in two of the last three years, we successfully met the minimum academic performance required for renewal pursuant to Education Code 47607 (b)(1). On January 10, 2011, the Butte County Board of Education unanimously approved charter revisions necessary to strengthen the alignment of the curriculum to state standards. The charter (including material revisions) that was approved by the Butte County Board of Education formed the basis for this charter petition.

#### **Blue Oak Charter School Academic Results Over Time**

Under the Federal No Child Left Behind Act (NCLB), schools must make "**adequate yearly progress**" (**AYP**) in several areas, based primarily on student performance and participation.

**Participation:** The percent of students school-wide and in each subgroup taking the tests must meet or exceed 95%.

BOCS met its 95% participation rate for ELA and MATH

#### **YEAR**

<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
100%	100%	>95%	>95%	>95%	>95%

Blue Oak Charter School's performance has been on the rise as evidenced by the trend of the School's API scores identified below.

#### **CALIFORNIA ACADEMIC PERFORMANCE INDEX (API) (TARGET: 800)**

<b>YEAR</b>	<b>API BASE</b>	<b>API Score</b>	<b>GROWTH TARGET</b>	<b>API GROWTH</b>	<b>Met API</b>
<b>2007</b>	671	<b>705</b>	6	34	Yes
<b>2008</b>	705	<b>727</b>	5	22	Yes
<b>2009</b>	727	<b>674</b>	5	-48	No
<b>2010</b>	674	<b>732</b>	6	58	Yes

#### **Internal Assessments**

Learning and social/interpersonal skills are evaluated throughout the school year through various authentic assessments (classroom work, group projects and other learning opportunities and social interactions). The students document their classroom work, cooperative-group and project work in Main Lesson portfolios for exhibition and assessment. The Main Lesson portfolios are assessed using teacher developed rubrics. Teachers also use diagnostic and standards based assessments as formative measures to help guide their instruction. These include but are not limited to: QRI reading assessments, San Diego Quick, teacher generated Standards based assessments, and book publisher assessments (Sadlier Oxford).

Standards-based report cards were in full implementation during the 2009-2010 school year. These report cards portray the portfolio of student work, performance assessments, and enumeration of subjects adequately completed and mentions areas needing further attention. Study habits and social abilities are also noted. Teachers are in frequent communication with parents enlisting their help and

soliciting information through weekly notes and emails to families about the life of the classroom. Teachers also conduct biannual parent-teacher conferences, plus frequent class meetings and an extensive end-of-the-year report assesses each student's academic growth.

### **High Caliber Staff**

All Blue Oak classroom teachers currently hold a California Teacher Credential. The Blue Oak School will continue to be a partner with the Butte County Office of Education regional Beginning Teacher Support and Assessment (BTSA) induction program and all BOCS Year One and Year Two Teachers participate. The school-wide integration of mentoring has grown significantly since Blue Oak shifted its location and demographic. Currently four senior teachers act as Waldorf and BTSA mentors in order to familiarize newer faculty with curriculum specific to the Waldorf pedagogy and support the structure and practices of BTSA. Every teacher at Blue Oak benefits from these established mentoring relationships. BTSA teachers participate in effective practices for classroom management, the California Standards for the Teaching Profession, and instructional strategies for standards-based curriculum, assessment, and instruction. Blue Oak teachers participate in extensive training sessions at the Rudolf Steiner College to ensure their continuous development as Waldorf teachers by receiving instruction on grade-specific curriculum as well as deeper exploration of pedagogical concepts applicable to the public school setting. In order to address specific concerns about state standards, testing, and grade-specific content, teachers have spent significant after-school hours actively analyzing test data of Blue Oak students. Isolated areas of academic focus within specific teaching practices and classes are being addressed during the 2009-2010 and 2010-2011 academic years (see Appendix 4A-1 for details). Our significant growth of 58-points API demonstrates that this approach is affecting positive change at the classroom level; however, we recognize that continued API growth will only be realized with continued focus on the professional training and support of our faculty.

### **Financial Strength**

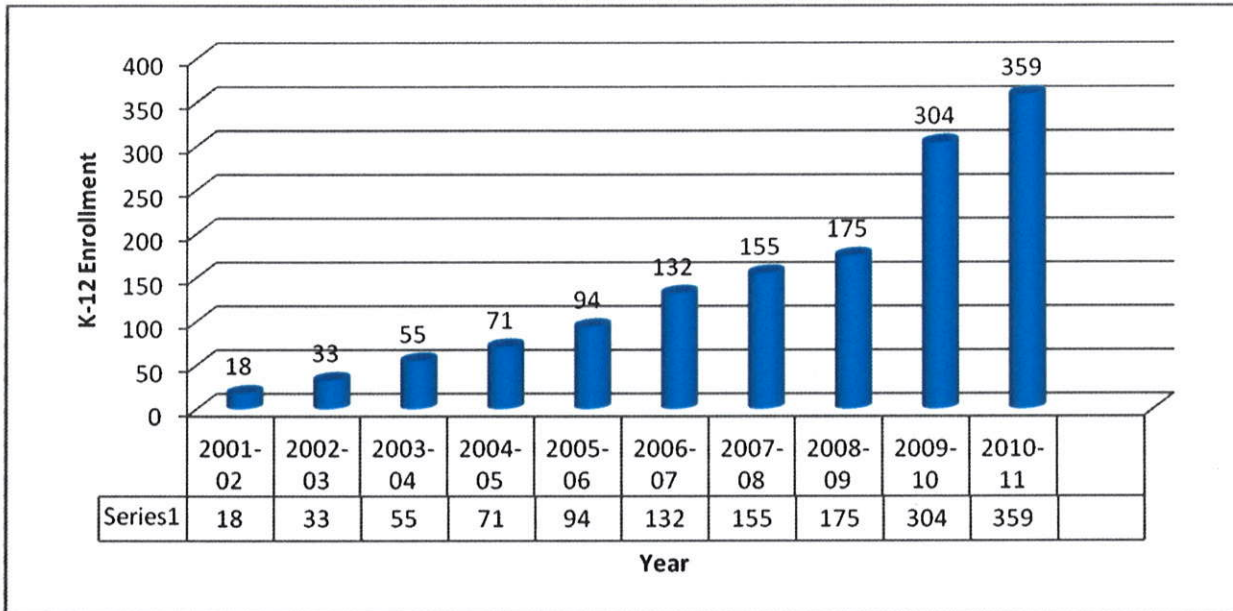
Blue Oak Charter School has proven itself to be financially solvent and stable over the past nine years of operation as witnessed by its conservative fiscal management and growth of fund balance. As a growing charter school, BOCS had planned for the eventual need for a larger facility and set aside a specific reserve in past years to accommodate this need. At the end of academic year 2008-2009, BOCS had a reserve of over a half million dollars which the school used to build out its new facility. BOCS has paid off all debt, including its line-of-credit used to assist with revenue deferrals in 2009-2010 and ended last fiscal year with a surplus of over \$300,000. Blue Oak Charter School's administration strives to continually review and improve its fiscal policies and procedures and policies and procedures are reviewed on a quarterly basis by the BOCC. The business staff is cognizant of budget developments and changes at the state level in addition to watching internal trends involving enrollment and attendance. Evidence of the continued dedication to fiscal stability and transparency has been demonstrated over the last nine years by a lack of any exceptions or findings during annual audits by outside agencies. The Blue Oak School (TBOS) intends to have the same fiscally conservative business staff.

### **Enrollment**

The Blue Oak Charter School's enrollment has been near or meeting capacity for the last five years. We began the 2006-2007 school year serving two Kindergarten classes and one class for each grade. By the end of the 2008-2009 school year, Blue Oak Charter School had substantial waitlists in grades K-4. In 2009-2010, Blue Oak Charter School moved to a new larger location to accommodate community demand. Blue Oak grew laterally by adding two additional kindergarten classes and one additional class in grades 1-3. The 2009-2010 school year had a total of four kindergarten classes, two classes in grades

1-3 and one class for each grade 4-8. At the start of the 2010-2011 school year, Blue Oak Charter School was able to fill all Kindergarten classes at a 22:1 ratio. The capacity for the grades classes was increased to 28 students to meet demand.

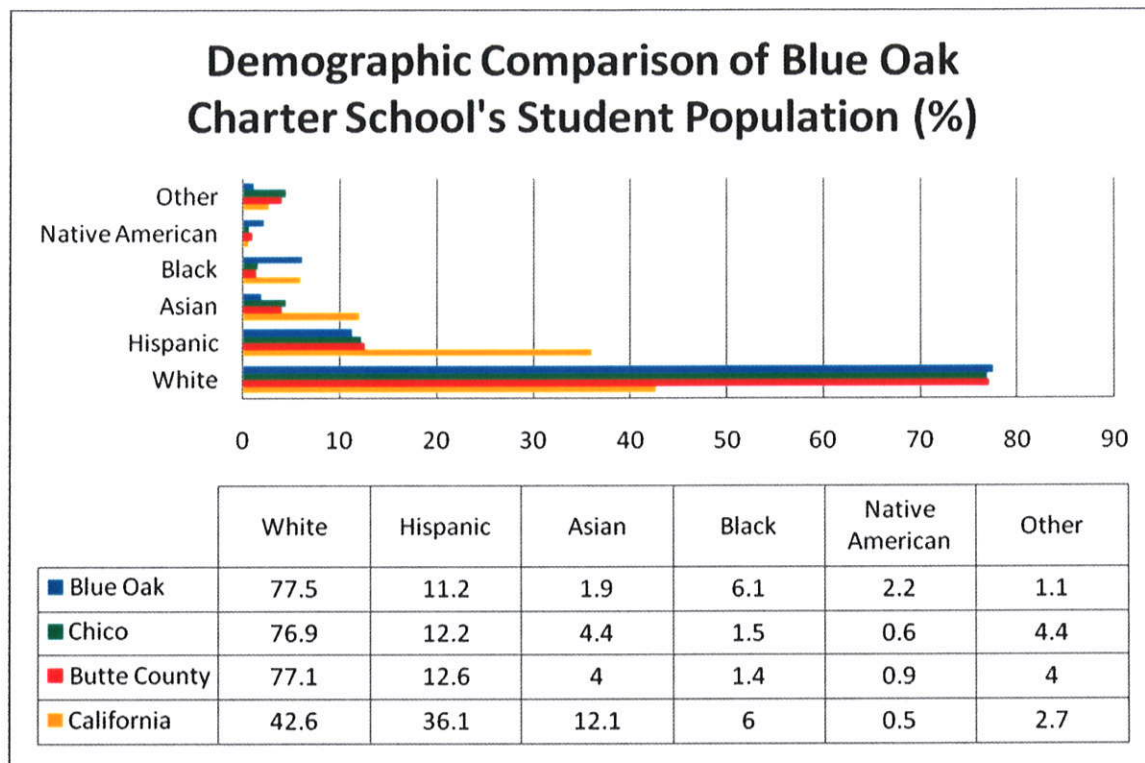
**Blue Oak Charter School Enrollment Over Time**



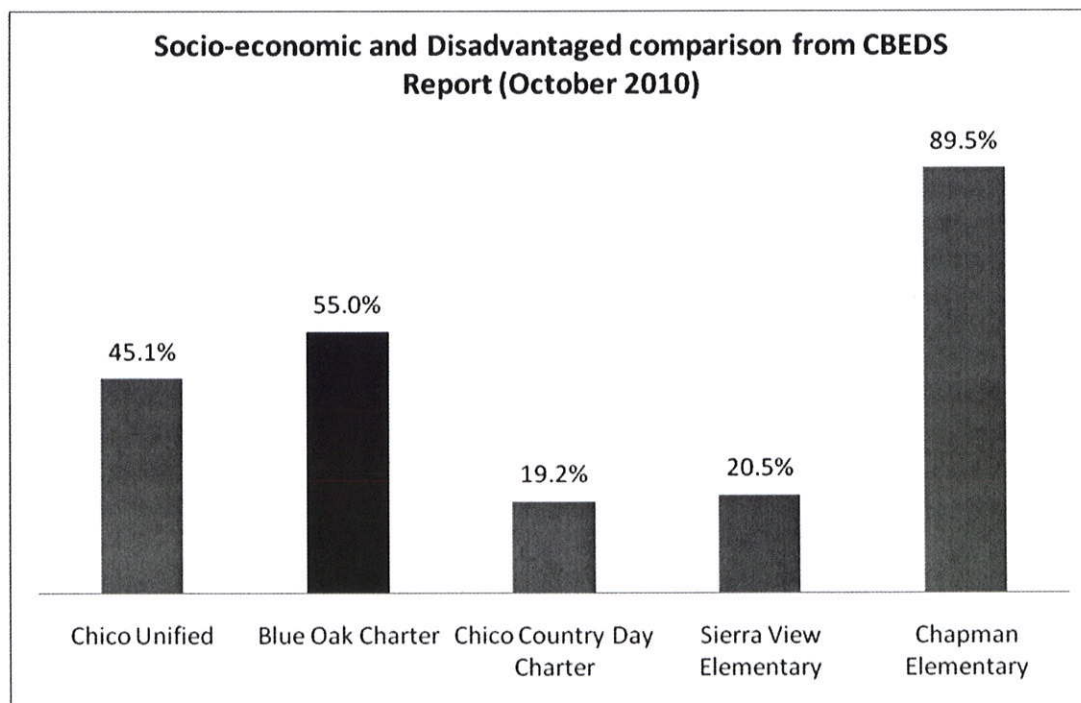
Enrollment is generally expected to increase. As Blue Oak progresses through the next four years of the upcoming charter term, the school will witness significant growth as additional classes for grades sixth through eighth will be added each school year. The chart below illustrates our projected enrollment estimates.

Grade	2011-'12	2012-'13	2013-'14	2014-'15	2015-'16
Kinder	88	88	88	88	88
First	50	50	50	50	50
Second	50	50	50	50	50
Third	45	50	50	50	50
Fourth	45	45	50	50	50
Fifth	45	45	45	50	50
Sixth	30	45	45	45	50
Seventh	30	30	45	45	45
Eighth	25	30	30	45	45
<b>Total</b>	<b>408</b>	<b>433</b>	<b>453</b>	<b>473</b>	<b>478</b>





Graph compares BOCS ethnic data from 2010 enrollment data with ethnic data of general population of Chico, Butte County and California from U.S. Census 2009 American Community Survey 1-year estimate at [www.census.gov](http://www.census.gov).



Graph compares BOCS 2010 socioeconomically disadvantaged student population based on students who qualify for free and reduced lunch with student population for CUSD, Chico Country Day School, Sierra View Elementary and Chapman Elementary.



**Academic Renewal at Blue Oak Charter School**

The original charter for Blue Oak Charter School written in 2000 served our school well. It became apparent to us in 2008-2009, after a drop of 48-points in our API score, that we needed to make significant changes to our educational program. Our significant plan for change consists of a number of changes to our instructional program, each detailed in Appendix 4A-1. The desire of the school was to take immediate action to ensure a significant improvement in our API score by increasing instructional time, introducing new textbooks, and improving assessments. These changes will allow us to reach our goal of 800+ API by 2015.

We are pleased that the first phase of our plan toward academic improvement yielded a 58-point API gain in 2009-2010, but we understand that we must continue to institute the changes we have detailed in our revised charter to continue our upward growth.

Our testing scores at Blue Oak have afforded us opportunity to understand more deeply that in order to improve our API score, changes to instructional time are necessary. Recognizing that specialty instruction is a core aspect of our curriculum and that there is simply not enough time in the day to teach both the academic portion of our curriculum and classes such as chorus, strings, woodworking, Spanish as a second language, and handwork, we are in the process of investigating how to best utilize instructional minutes during the school day while retaining the integrity of the Waldorf curriculum with respect to specialty subjects. As seasoned educators, we recognize that adding instructional time may only be one of the factors to improve our academic performance enough to reach our goals, and thus our intentions as further outlined in this application and in our revised Charter, state clear guidelines toward improving instructional delivery, upgrading instructional materials, including textbooks, increasing and improving assessments (Zoom!), professional development, and strengthening/enhancing evaluations for our class teachers.

In accordance with the intent of the second phase of our academic improvement plan in an open process that included all stakeholders of our school, the Charter Revision Committee has crafted a revised charter that reaffirms our commitment to the basic principles of our charter while addressing the desire to enable students to reach proficiency in all subjects at all grade levels. Our revised charter has considered all elements of our mission, governance, curriculum and processes and embarks on a new path toward making our school a high-achieving Public Waldorf Charter School. We have clearly outlined our primary goals in our mission statement to serve our vision of becoming a model for successful education of the whole child. It is our intention that our curriculum mature to the point where our school becomes a magnet for educators who are looking for new, innovative ways to address societal needs, such as behavioral issues, academic achievement, parental involvement and a participatory governance structure.

**Facility**

The Blue Oak School intends to continue in its location at the current Blue Oak Charter School facility (a 48,000 square foot facility at 450 W. East Avenue located in Chico, California). The facility maintains sixteen classrooms, an intervention room, a music room, library, a special education office, a foreign language office, staff work room, four administrative offices, several storage and custodial closets, a parent volunteer office and meeting space, four large gender specific restroom facilities for children (two on each end of the facility) and an adult restroom. A central courtyard is maintained for middle

school students and faculty to enjoy. The surrounding grounds include adequate parking and a recently created playground. Also unique about this facility is a large 10,000 square foot performance center and an additional 4,000 square feet which is slated to be built-out to provide up to five additional classrooms which would support future enrollment growth at the school. Blue Oak Charter School is in its second year of a ten-year lease at a reasonable rate. The Blue Oak School may continue to file Proposition 39 requests with the home district (Chico Unified SD) in pursuit of minimizing the direct and indirect costs of operating our current large facility. The 450 W. East Avenue facility meets all federal requirements, including the Americans with Disabilities Act, serving students, employees, and the public. An emergency operations plan was revised in September of 2009 and includes the following items:

- General accident reporting, roles, and responsibilities
- Emergency/ disaster preparedness and response
- Pandemic Illness plan

Blue Oak Charter School receives annual oversight visits from BCOE Director of Facilities and Operations, Rick Huston, to review all building and safety requirements. In addition, City of Chico fire department conducts annual inspections to ensure compliance with municipal building, safety, and fire code. Blue Oak Charter School pays for annual inspections of our fire sprinkler system and quarterly inspections of our fire alarm system. Our fire extinguishers are tested and certified annually, and our custodial contractor clearly understands and keeps records of any cleaning products used in an MSDS binder. Our liability insurance carrier, The Hartford, recently conducted an in-depth interview and walk-through of our facility and found no compliance issues to report.

## Trimester Block Schedule Standards Pacing Plan

Teacher XXXXX

Grade 5

	Subject	Skill, Emphasis, Content	Field Trip, Enrichment Activity	CDE/Waldorf Standards Taught	Adopted Curriculum/Text (Chapter or Pages #).	CDE Released or Zoom test questions	Date Standard Assessed, Instrument used
Sept. 7-17	Grammar, Form Drawing, Ancient Myths	Reading Comp., Lit. Response, Written EL Conventions	Chico Museum, Sept. 15.	Reading R 1.1, 1.5, 1.2 Lit Response R 3.1, 3.2, 3.5 Written Conventions R 1.1-4		Reading R 1.1, 1.5, 1.2 Lit Response R 3.2, 3.5 Written Conventions R 1.1-4	Sept. 17 (10 item quiz)
Sept 20-Oct 8	Math	+, x, -, Fractions	None	NS 1.5, 2.3-5	Everyday Math Pg. 74-80, 95-97	NS 1.5, 2.3-5	Oct 8
Oct 11-29							

Questions to consider when developing a block:

1. Does instruction, curriculum and assessment align with Waldorf and Essential Standards?
2. Are standards evenly distributed throughout the trimester?
3. Am I introducing Waldorf and Essential Standards at an appropriate pace to teach prior to May test dates.?
4. Am I allowing time to reteach the standards students do not master?
5. Are some Trimester Benchmark standards, identified as “not proficient”, included in every block?

## Blue Oak School Curriculum Matrix at a Glance

[illegible]

## Fifth Grade Tri 1, ELA

**Directions:** Review the content below and answer the questions that follow

A Bat in the Hand  
by Sneed B. Collard III

I had always been afraid of bats. Their weird, scrunched-up faces frightened me. They startled me with how they flew so quickly, darting and changing direction without warning. Whatever the reason, bats scared me. So when I was invited to go bat-netting a few years ago, I wasn't sure if I should be excited or terrified.

I was visiting Costa Rica at the time, collecting information for a book about biologists who study plants and animals in a mountain rainforest. One day I met a man named Richard LaVal. People call him "the Bat Man," and the reason is simple. Richard is a biologist who studies bats. He asked me if I would like to help him catch some bats.

"Uh, okay," I told him, a small knot in my stomach.

That evening, I met him along a trail in the forest.

"Here, help me with these," he said. He pulled some long nets out of his backpack. The nets are called mist nets, and they look kind of like volleyball nets. One difference, though, is that the strings of these nets are very thin.

"That is so the bats won't notice them with their sonar," Richard explained.

*Sonar* is how many bats find their way around at night. Most bats have excellent eyesight, but many also find their way around by making high-pitched noises. The bats listen to the echoes of these noises as the sounds bounce off trees, rocks, and insects. The echoes give bats a mental picture of everything that's around them. However, the strings on the mist nets are so thin that bats fly right into them.

With my help, Richard stretched four or five mist nets across the trail. Soon some visiting teachers joined us. As the sun set and the forest grew dark, we all waited. After about twenty minutes, Richard led us to see what we had caught.

We found nothing in the first net, so we moved on to the second. There, in the beam of Richard's flashlight, I could see two small, struggling furry creatures. Richard carefully untangled them and placed them in a cloth bag. We moved on to the other nets, finding more bats in each one. When he'd emptied all the nets, we checked what we had caught.

One by one, Richard began removing bats from his bag. I was startled by how many different kinds there were. Richard told us that there were as many kinds of bats in this one forest as there were in the *entire* United States and Canada put together. Some of the bats ate insects. Others ate fruit or nectar from flowers.

At first I thought the bats were ugly. Their strange, wrinkled faces reminded me of monsters, and I kept my distance. As Richard told us about each bat and how it survived, though, I found myself creeping closer. Instead of being afraid of the bats, I was growing more and more interested in them.

Then Richard asked, "Would anyone like to hold a bat?"

The teachers and I all looked at each other. Then one brave teacher said, "I'll do it."

Richard explained how we had to carefully fold up the bats' wings in our hands so that we wouldn't hurt them.

"What if one bites us?" someone asked.

**Go on to the next page »**

"It may," Richard admitted. "And you should never pick up a bat you find on the ground. But the teeth of these bats are very small and probably won't hurt you. If a bat bites too hard, just toss it up in the air and it will fly away."

One by one, Richard began passing out bats. My hands were shaking as he handed one to me. I carefully kept the bat's wings folded as I wrapped my fingers around it. I expected the bat to feel bony and creepy.

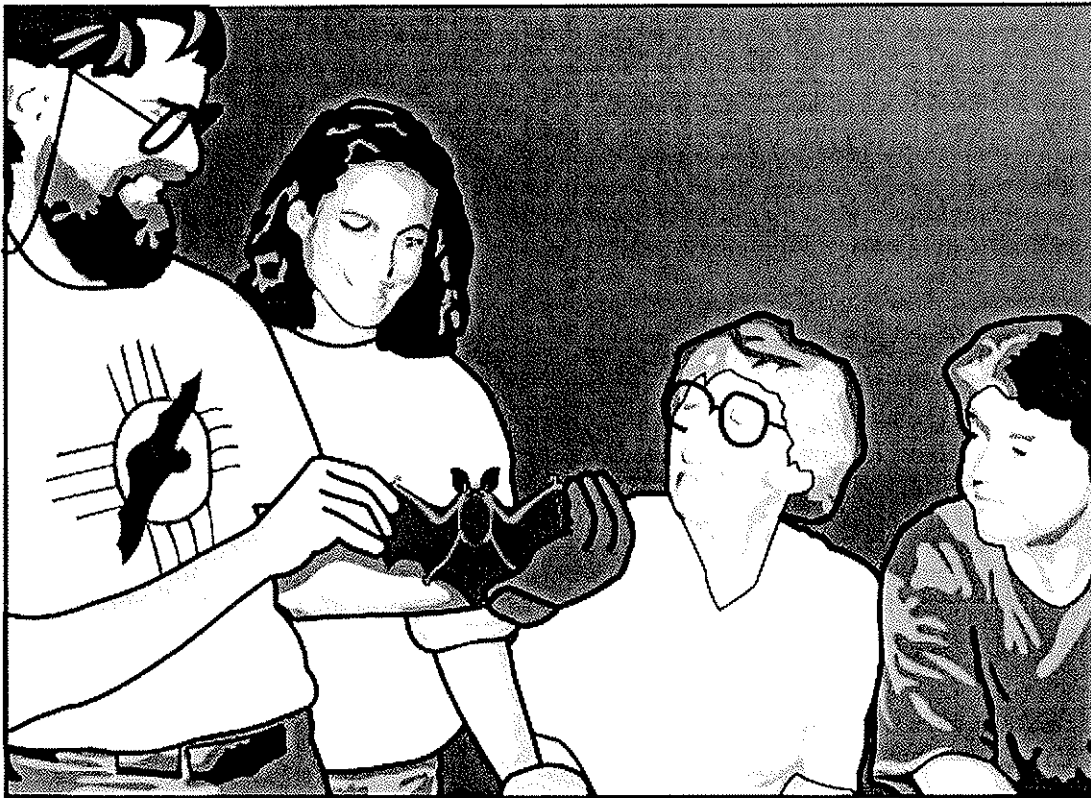
It didn't.

Instead, its velvety fur felt wonderful in my hands. Its wings were soft and smooth. And then I felt something even more surprising—its heart pounding away against my skin. And right then I had an amazing realization.

"This bat is actually afraid of me!"

And in that instant, my fear of bats vanished. Each time Richard pulled out another bat from his bag, I didn't think to myself, "That's a creepy monster." Instead, I thought, "Wow, that is a really cool kind of bat."

And from that night, I've never again been afraid of bats. Now when I'm walking outside at night and I see the darting shadow of wings zip by me, I smile. I remember the soft, warm bat I held in my hands and whisper, "Catch lots of insects. I hope to see you again."



Tour leader Richard LaVal holds a round-eared bat as others look on.

Go on to the next page »

1. What makes this passage a dependable source of factual information about bats?
- A. The narrator had always been afraid of bats.
  - B. Richard LaVal was a biologist who studied bats.
  - C. The narrator was in Costa Rica to do research for his book.
  - D. Visiting teachers helped stretch the mist nets across the trail.
2. Based on the passage, which statement is MOST LIKELY true?
- A. Bats live in dry, hot areas of the world.
  - B. Most kinds of bats are smaller than a thumb.
  - C. The narrator was attacked by a bat as a child.
  - D. The narrator will write about the "Bat Man" in his book.
3. Which statement provides the BEST summary of the passage?
- A. Sonar allows bats to locate their positions by hearing echoes.
  - B. The narrator gets over his fear of bats by holding a bat.
  - C. Richard LaVal is studying bats in Costa Rica.
  - D. The narrator is afraid of night creatures.
4. What does Richard LaVal use to catch bats?
- A. volleyball nets
  - B. butterfly nets
  - C. fishing nets
  - D. mist nets
5. Read the sentence from the passage.  
"Now when I'm walking outside at night and I see the darting shadow of wings zip by me, I smile."  
Which word is a synonym for *darting*?
- A. fading
  - B. rushing
  - C. fluttering
  - D. whispering
6. Read the sentence from paragraph 11 of the passage.  
"Their strange, wrinkled faces reminded me of monsters, and I kept my distance."  
What is the root word of *distance*?
- A. dis
  - B. ant
  - C. stance
  - D. distant

7. Read the sentence from the passage.

"Their strange, wrinkled faces reminded me of monsters, and I kept my distance."

Why does the narrator use this hyperbole?

- A. to express his anger at Richard
- B. to describe his amazement
- C. to show his amusement
- D. to reveal his fear



**Directions:** Review the content below and answer the questions that follow

Ketut and the Banyan Tree  
by Heidi Chang

Ketut lived in Bali with her family. Every week her older sisters, Putu and Made, went to the open market with their mother, who was a *pasar* (merchant). They would gather their handmade wares into woven baskets and carry them to town on their heads. Ketut always wanted to go but was too young to carry a basket on her head.

"Ketut, once you learn to carry a coconut shell full of water on your head to the banyan tree, you can come," her sister Putu said.

"I can carry one!" she protested.

"Yes, but you always spill the water, Ketut," her sister Made said. "How do you ever expect to carry a heavy basket all the way to market?"

Ketut watched her sisters leave the house and then went to the well. She filled a coconut shell with water, determined to show her sisters she could carry it on her head without spilling. Putu and Made had shown Ketut several times how to walk while carrying a coconut shell on her head. Ketut always grew impatient with the slow and careful movements of putting one foot in front of the other. Ketut never made it to the banyan tree without spilling.

"Ketut, are you OK?"

Ketut looked up as she was trying to position the coconut shell on her head. It was the village elder, Wayan.

"My sisters will not let me go to the market until I can carry water to the banyan tree," Ketut said, feeling embarrassed. "I am afraid I will never be able to make it without spilling."

"Ketut, my child," Wayan said, "I am an old man. The banyan tree and I have lived very long lives. What I have learned is how to use time wisely."

"What do you mean, Elder Wayan?" Ketut asked.

"It takes more time when you hurry and spill the water, yes?" he asked Ketut. "Why is that?"

"Because I must start all over again," she replied.

Wayan steadied the coconut shell on Ketut's head. "This time, take your time, Ketut. Tell me everything you see and hear when you take a step."

Ketut carefully started to walk toward the banyan tree.

"What do you see?" Wayan called from behind.

"I see banana leaves blowing in the wind," Ketut said, taking a step.

"What do you hear?" Wayan asked.

"I hear birds in the trees." Ketut took another step. Wayan followed Ketut as she walked, asking her these questions every time she took a step. Finally Ketut was under the banyan tree.

**Go on to the next page »**

"Ketut, now what do you see?" Wayan asked.

"I see the banyan tree!" she gasped. Ketut felt the coconut shell on her head. It was still full of water.

"Elder Wayan," Ketut said, smiling, "I feel I have arrived so quickly. How is it possible?"

"My child," he said, bowing, "you took your time to notice what was around you as well as what was in front of you."

8. Which magazine would be MOST LIKELY to have this passage in it?

A. *Tales That Teach*  
B. *Foreign Fairy Tales*  
C. *Real Stories: Real Children*  
D. *Crafts from Around the Globe*

9. Which of these is a Far Eastern custom described in "Ketut and the Banyan Tree"?

A. balancing a coconut shell on one's head  
B. learning something from an older person  
C. selling objects to others at a market  
D. carrying baskets on one's head

10. Which of these BEST describes the author's view in this passage?

A. Living a long time is an achievement.  
B. Original ideas will be received well.  
C. Patience is an important value.  
D. Humor will entertain children.

11. Read the sentences from the passage.

"'What do you see?' Wayan called from behind.

'I see banana leaves blowing in the wind,' Ketut said, taking a step.

'What do you hear?' Wayan asked.

'I hear birds in the trees.' Ketut took another step."

What is the tone in these sentences?

A. joyful  
B. lonely  
C. peaceful  
D. frightening

12. In this passage, what do Elder Wayan's words do?

A. describe the characters  
B. describe the setting  
C. resolve the conflict  
D. introduce the plot

**Go on to the next page »**

13. Read the sentence from the passage.

"Ketut always grew impatient with the slow and careful movements of putting one foot in front of the other."

What is the meaning of the suffix *-ment* in *movements*?

- A. state of
- B. about to
- C. one who
- D. that which

14. Read the sentence from the "Ketut and the Banyan Tree."

"I feel I have arrived so quickly."

What is the meaning of the suffix *-ly* in *quickly*?

- A. like
- B. causing
- C. without
- D. the study of

**Directions:** Review the content below and answer the questions that follow

Joe Magarac: Man of Steel  
by Carina Pasquesi

"Long, long ago . . . *well*, not that long ago. It was the 1930s. Women had just won the right to vote ten years earlier; drive-in movie theaters were springing up; and our town of Pittsburgh was home to those mighty metal giants—the great steel mills."

"Not so long ago? The 1930s—wasn't that like a hundred million years ago, Grandpa Willie?" Kelly asked, rolling her eyes.

Grandpa Willie stopped chopping the onion and garlic. He was making his famous super-spicy, set-your-mouth-on-fire chili for dinner. "Oh, aren't you so funny. I guess to a pip-squeak like you the 1930s would seem ancient. But to a worldly, intelligent gentleman like me, it was just yesterday."

"OK, OK. Tell me the story, Grandpa. I'm listening, I promise!" Kelly replied. "I'll even help you stir the chili."

"I don't know . . . are you strong enough to stir *my* chili? Look at the spoon. It stands upright in the pot. I don't think you could make that chili budge," Grandpa Willie teased. "With all those beans, onions, and peppers, the cheese . . ."

"You know I can! Now please, tell the story?" Kelly pleaded.

"All right. As I was saying, right here in Pittsburgh, Pennsylvania, there lived a dedicated steelworker by the name of Joe Magarac who had out-of-this-world strength. Now don't get me wrong. You had to be very strong to work in the steel mills. Think about working with hot iron and building railroad tracks. No small job. This man was stronger than any ordinary steelworker. Joe's shoulders were like bowling balls—round and powerful. They were also wide, as wide as the double-door entrance to Pittsburgh's town hall. Joe would have to turn sideways to get through those doors. He was as tall as a steel mill's smokestack, and his arms were as powerful as jackhammers. He could lift a cast-iron stove above his head and then fold it like a pancake. In fact, Joe would go to the junkyard to find old stoves and other heavy objects to lift in order to keep his muscles strong. Lots of people would gather around the junkyard, watching Joe in awe. And Joe wasn't modest. He liked to show off his strength.

"Now, folks say that Joe was actually made of metal. Sometimes, hot steel would accidentally pour down his back as he worked, and he would just keep on making railroad tracks. This makes sense, given that Joe was born in a mountain of red iron ore. He sprang right out of the mountain, iron in hand, ready to work. Imagine that—a small baby bending a piece of iron into a pretzel like it weighed nothing. No ordinary person could ever do that. Ever. Look, you can't even stir the chili, Kelly. You have to use your arms and dig down into the pot, or it'll stick to the bottom."

"I can stir the chili just fine. And it's impossible for a baby to bend iron, Grandpa," Kelly replied huffily. She gave the chili a good, hard stir to show off her strength.

"The story *is* true. If you're going to doubt me, then I won't bother telling you more about mighty Joe Magarac. I won't tell you how he grew up to become the strongest man this side of the Mississippi, working day and night in the steel mills, bending hundreds of hot pieces of metal into railroad tracks like it was nothing at all. With his bare hands, I might add. Nor will I tell you about the time he rescued . . ."

"Sorry! I'm listening. Please keep going. Whom did he rescue?" Kelly begged.

"Well, one night in the mill, as the iron was being melted to form steel, one of the tubs containing the boiling metal came loose and was about to fall onto the workers. Mighty Joe grabbed the fifty-ton tub of hot metal before it could spill and saved the day!"

**Go on to the next page »**

"Was the metal as hot as your chili?" Kelly asked as she stood over the pot. She wiped the sweat from her forehead while the chili boiled.

"Well, you know my chili is the spiciest and hottest in Pittsburgh, but I have to say the metal was hotter," Grandpa replied.

"Wow!" Kelly said.

"Yeah. That Joe was something. There is even a stained-glass memorial honoring Joe and the other steelworkers. One glass window has an image of Joe in his shiny black work boots, with his big muscles bursting through his shirt as he bends a piece of metal. Joe is so huge that he barely fits in the frame!"

"Will you take me to see the memorial?" Kelly asked.

"So you do believe my tale?" Grandpa replied with a smile.

"Yes, I do! Now let's eat. I'm so hungry I could eat a *hundred* bowls of chili!" Kelly said.

"I see you're catching on . . ." Grandpa laughed.

15. Read the sentence from the passage.

"I guess to a pip-squeak like you the 1930s would seem ancient."

How do the words in this sentence create a teasing mood?

- A. by having Kelly ask a difficult question
- B. by showing Grandpa calling Kelly a name
- C. by telling what year Grandpa was born in
- D. by explaining that Grandpa is not sure what Kelly thinks

16. Which of these BEST describes how Grandpa feels about his chili?

- A. proud
- B. amused
- C. confused
- D. disappointed

17. Which type of story does Grandpa tell?

- A. folktale
- B. tall tale
- C. fable
- D. myth

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Go on to the next page »

18. Read the sentence from the passage.

"Well, one night in the mill as the iron was being melted to form steel, one of the tubs containing the boiling metal came loose and was about to fall onto the workers."

Which of these is the BEST summary of the sentence above?

- A. A tub came loose from the wall.
  - B. Some hot steel melted the tub it was in.
  - C. A tub of hot metal came loose and fell on Joe.
  - D. A vat of boiling metal almost spilled on some people.
19. Which phrase from the passage is an example of a simile?
- A. to a pip-squeak like you
  - B. shoulders were like bowling balls
  - C. born in a mountain of red iron ore
  - D. impossible for a baby to bend iron

**Stop! You have finished this exam.**

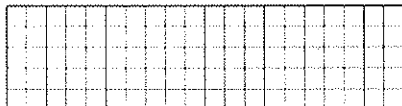
## Fifth Grade Tri 1, Math

**Directions:** Please choose the best answer choice for each of the following questions.

1. Forty percent of the members of the track team are also on the cross-country team. What fraction of the track team is also on the cross-country team?

- A.  $\frac{4}{100}$   
 B.  $\frac{1}{4}$   
 C.  $\frac{4}{10}$   
 D.  $\frac{1}{2}$

2. Greta's garden is divided into equal sections, as shown below.



Vegetables take up 0.80 of the garden. The rest is planted with flowers. What fraction of Greta's garden is flowers?

- A.  $\frac{2}{100}$   
 B.  $\frac{8}{100}$   
 C.  $\frac{1}{10}$   
 D.  $\frac{2}{10}$

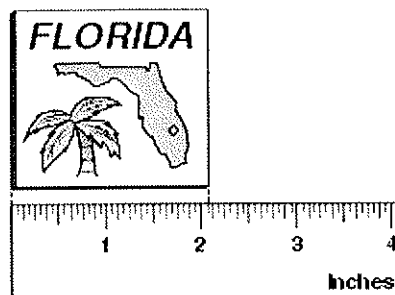
3.

$$\frac{3}{4}$$

Samantha has  $\frac{3}{4}$  of one dollar. How much money does that represent?

- A. \$0.15  
 B. \$0.75  
 C. \$1.50  
 D. \$1.75

4. A refrigerator magnet is shown below.

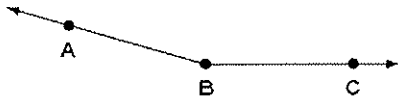


How wide is the magnet, to the nearest  $\frac{1}{16}$  of an inch?

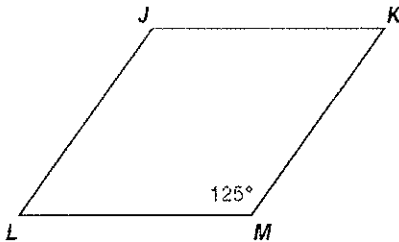
- A.  $1\frac{15}{16}$  inches  
 B. 2 inches  
 C.  $2\frac{1}{16}$  inches  
 D.  $2\frac{1}{8}$  inches

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5. Which is the closest to the measure of  $\angle ABC$ ?



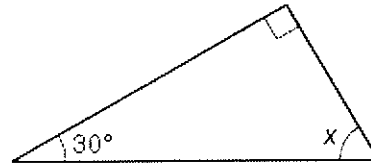
- A. 45 degrees  
B. 90 degrees  
C. 180 degrees  
D. 360 degrees
6. Ciara made a pattern to use when cutting cloth. She measured  $\angle M$  as shown below.



Which of the following could Ciara use to find the total number of degrees in the other three angles?

- A.  $460^\circ - 125^\circ$   
B.  $360^\circ - 125^\circ$   
C.  $300^\circ - 125^\circ$   
D.  $280^\circ - 125^\circ$

7. Jackson is describing this shape.



How many degrees should he say are in angle  $x$ ?

- A.  $60^\circ$   
B.  $70^\circ$   
C.  $80^\circ$   
D.  $90^\circ$
8. Melissa drew a right triangle in the sand with her finger. Which of the following could be the measures of the angles in her triangle?
- A.  $90^\circ, 45^\circ, 45^\circ$   
B.  $90^\circ, 50^\circ, 45^\circ$   
C.  $90^\circ, 60^\circ, 40^\circ$   
D.  $90^\circ, 75^\circ, 30^\circ$
9. Which of the following measurements could 120 cubic inches represent?
- A. the area of a rug  
B. the height of a flagpole  
C. the volume of a cereal box  
D. the width of a large window

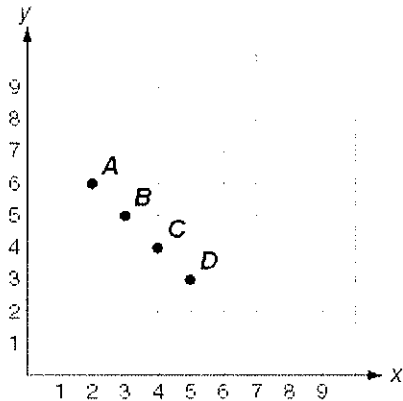
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10. Maria is measuring the amount of water needed to fill her aquarium. Which of these is Maria measuring?

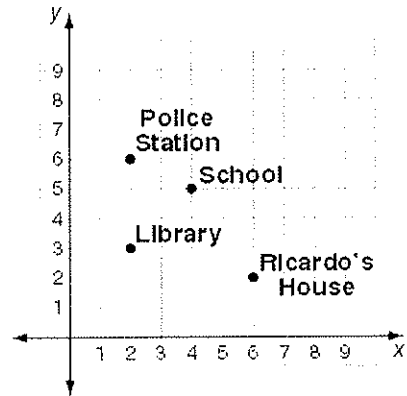
A. area  
B. length  
C. weight  
D. capacity

11. Which point is located at (5, 3)?



A. Point A  
B. Point B  
C. Point C  
D. Point D

12. Each unit on the coordinate grid represents a city block.



Ricardo goes from (6, 2) to (4, 5). Between what two locations did he travel?

A. his house and the police station  
B. his house and the school  
C. the police station and the school  
D. the library and the school

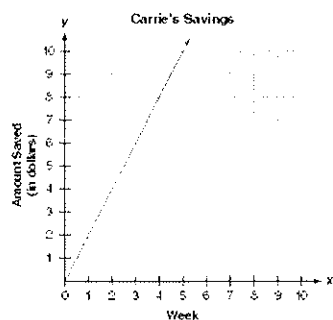
13. Zoe drew a circle on a graph. The midpoint of the circle was at  $(0, 0)$ . One point on the circle was at  $(0, 4)$ . What is the point on the circle directly across from this point?

A.  $(4, 0)$   
B.  $(4, 4)$   
C.  $(0, -4)$   
D.  $(-4, 0)$

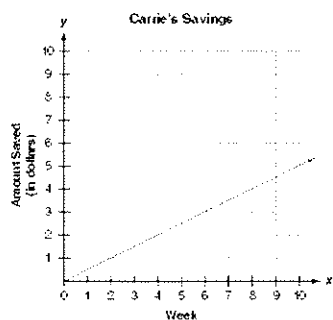
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14. Carrie opened a savings account and made a plan to save \$2 every week. Which graph shows the relationship between  $x$ , the number of weeks, and  $y$ , the total amount of money she saved?

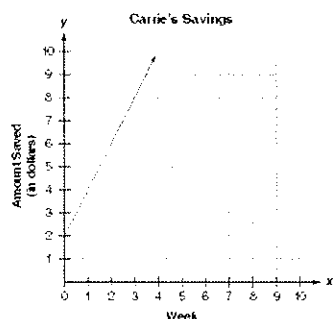
A.



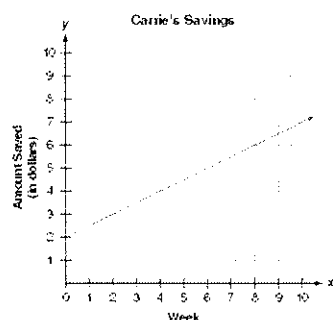
B.



C.



D.



15. Aidan built a block tower. He counted how many blocks ( $b$ ) were needed to make different numbers of stories ( $s$ ), as shown in the chart below.

Stories ( $s$ )	Blocks ( $b$ )
1	6
2	11
3	16
4	21

Which equation relates blocks ( $b$ ) and stories ( $s$ ) correctly?

- A.  $b = s + 5$   
 B.  $s = b + 5$   
 C.  $b = 5s + 1$   
 D.  $s = 5b + 1$

16. Erica measured the distance her turtle traveled every 15 seconds. She made this table based on the distance her turtle moved.

Time, in seconds	15	30	45	60	75	90	105
Distance, in feet	3	6	9	12	15	18	21

According to the table, how fast did Erica's turtle move?

- A. 1 foot every 5 seconds  
 B. 5 feet every second  
 C. 3 feet every 5 seconds  
 D. 15 feet every 5 seconds

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17. Lenny works at the Pizza Connection. From the amount of money Lenny earns each week ( $E$ ), he gives his father \$2 for driving him to work and keeps the rest. Which of the expressions below represents how much money Lenny keeps each week?
- A.  $E$
  - B.  $\$2$
  - C.  $E \div 2$
  - D.  $E - 2$

18. The sum of  $x - y = 2\frac{3}{4}$ . If  $x = 1\frac{1}{2}$ , which equation can be used to find the value of  $y$ ?

- A.  $x - y = 2\frac{3}{4}$
- B.  $1\frac{1}{2} - y = 2\frac{3}{4}$
- C.  $1\frac{1}{2} - y = 2\frac{3}{4}$
- D.  $x - 1\frac{1}{2} = 2\frac{3}{4}$

19. Carmen's parents encourage her to save money. Each month that Carmen saves at least half of her allowance, they will deposit an extra \$5 into her bank. Which of these expressions can be used to find the amount of money Carmen will have if she saves half of her allowance for one month? ( $S$  = allowance Carmen saves in a month)

- A.  $S + 5$
- B.  $5 - S$
- C.  $S \div 5$
- D.  $5 \times S$

20. Mr. Johnson's shoe is 0.25 meter long. Which fraction is equivalent to this decimal?

- A.  $\frac{1}{25}$
- B.  $\frac{3}{25}$
- C.  $\frac{1}{4}$
- D.  $\frac{3}{4}$

21. Which of these is the prime factorization of 12?

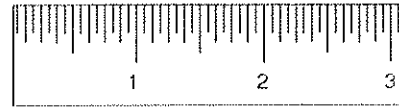
- A.  $3 \times 4$
- B.  $2^2 \times 3$
- C.  $2^2 \times 3^2$
- D.  $1 \times 2^2 \times 3$

22. At 6:00 P.M., the temperature was  $5^{\circ}$  below zero. By 7:00 P.M., it had gotten  $3^{\circ}$  colder. Which expression represents the temperature at 7:00 P.M.?
- A.  $5 - 3$   
B.  $5 + 3$   
C.  $-5 + -3$   
D.  $-5 - (-3)$
23. Sam weighs 75.5 pounds. When he steps on a scale holding his dog, the scale reads 97 pounds. How much does his dog weigh?
- A. 21.5 pounds  
B. 22.5 pounds  
C. 65.8 pounds  
D. 85.2 pounds
24. Ms. Nelson needs 9 square feet of wood flooring that costs \$2.49 per square foot. How much will the flooring cost?
- A. \$18.08  
B. \$21.78  
C. \$22.41  
D. \$22.81
25. What is the number negative seventy-three in expanded form?
- A.  $-7 + -3$   
B.  $-7 + 3$   
C.  $-70 + -3$   
D.  $-70 + 3$
26. A farmer has a field that is 85.5 acres in size. He planted 0.75 of the field with soybeans. How many acres did he plant with soybeans?
- A. 6.4125 acres  
B. 11.40 acres  
C. 64.125 acres  
D. 114.0 acres
27. The cafeteria serves juice in small cans. The cafeteria manager bought a case of 24 cans of juice for \$8.40. What is the price of one can?
- A. \$0.29  
B. \$0.33  
C. \$0.35  
D. \$0.39

8. Amaya's father bought her a package of 20 pencils. She uses  $\frac{1}{4}$  of the pencils. She then gives  $\frac{1}{3}$  of the remaining pencils to her friend Sidro. How can Amaya calculate what fraction of the package of pencils she has left?

- A.  $\frac{3}{4}$  and  $\frac{1}{3}$   
convert  $\frac{3}{4}$  and  $\frac{1}{3}$  to their common numerator, and then subtract the denominators
- B.  $\frac{3}{4}$  and  $\frac{1}{3}$   
convert  $\frac{3}{4}$  and  $\frac{1}{3}$  to their common denominator, and then subtract the numerators
- C.  $\frac{3}{4}$  and  $\frac{1}{3}$   
convert  $\frac{3}{4}$  and  $\frac{1}{3}$  to their common numerator, and then add the denominators
- D.  $\frac{3}{4}$  and  $\frac{1}{3}$   
convert  $\frac{3}{4}$  and  $\frac{1}{3}$  to their common denominator, and then add the numerators

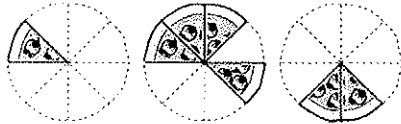
29. Gordon measures one line that is  $\frac{3}{4}$  inch (in.) long and another line that is  $\frac{1}{2}$  in. long.



What is the total length of the two lines?

- A.  $1\frac{1}{8}$  in.
- B.  $1\frac{1}{4}$  in.
- C.  $1\frac{1}{2}$  in.
- D.  $1\frac{3}{4}$  in.

30. Alyssa ordered 3 pizzas for a party. Each pizza was cut into 8 equally sized slices. The picture shows the pizza that was left after the party.



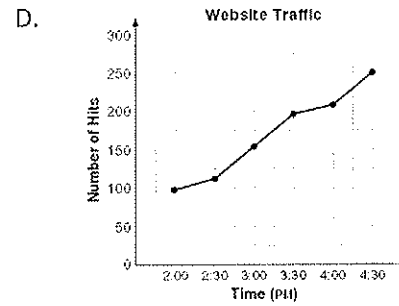
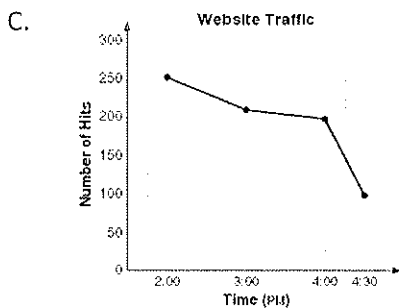
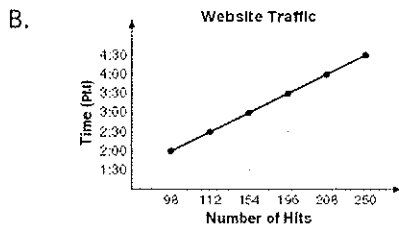
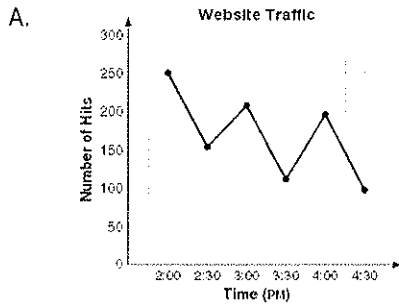
If Alyssa puts all the slices of pizza together, what fraction of one whole pizza will she have?

- A.  $\frac{7}{3}$
- B.  $\frac{8}{7}$
- C.  $\frac{7}{8}$
- D.  $\frac{7}{24}$

1. Olivia tracks the number of people who visit her website every thirty minutes from 2:00 P.M. to 4:30 P.M. She records the results in the table below.

Time	2:00	2:30	3:00	3:30	4:00	4:30
Number of Hits	250	154	208	112	196	98

Which line graph displays the data from the table correctly?



Go on to the next page »

**Directions:** For each of the following questions, use the provided piece of paper to write down your answers.

32. Each week after basketball practice, Kailyn records how many baskets she can make in a row without missing. The first week, Kailyn made 3 baskets. The second week, she made 6 baskets. The third week, she made 3 more baskets than she did in the second week. During the fourth week she made 3 more than the third week. Then in week 5, Kailyn made 3 more baskets than she'd made in the fourth week. She started making this table to keep track of her baskets.

Baskets	
Week	Number of Baskets Made in a Row
1	3
2	6
3	<u>  ?  </u>
4	<u>  ?  </u>
5	<u>  ?  </u>

What numbers are missing from the table? Tell how you used the information given to find the answer. Use words, numbers, and/or pictures to show your work. Write your answers on the paper provided.

33. Jasmine buys 4 containers of 21 ants to put in her ant farms. She wants to put the same number of ants in each of her 12 ant farms. She uses  $a \times 12 = 21 \times 4$  to solve for the number of ants,  $a$ , that she can put in each ant farm.

- Solve the equation  $a \times 12 = 21 \times 4$ . Explain or show your work.
- How many ants can Jasmine put in each ant farm?
- Check your work by showing another way to find  $a$  in the equation.

Write your answer(s) on the paper provided. Use words, numbers, and/or pictures to show your work.

**Stop! You have finished this exam.**



### Program Improvement Plan to Increase Student Performance

Year(s)	Improvements Made/Proposed	Results/Expected Results
<b>2009-2010</b>		
1.	Added leveled minute math, daily math practice and Scope & Sequence homework to leveled skill levels grades 5 <sup>th</sup> – 8 <sup>th</sup> .	1. Increased CST math scores in proficiency in grade 5 by 34%, however, the results in grades 6 <sup>th</sup> -8 <sup>th</sup> show our flexible math group instructional time needs to be increased and a program improved to ensure increased proficiency in all grades.
2.	Provided sample STAR test questions to students and Increased instructional time devoted to state standards.	2. Increased API by 58 points.
3.	English Language Arts supplemented with SRA reading labs for grades 3 <sup>rd</sup> – 8 <sup>th</sup> and Writers Workshop.	3. ELA proficiency increased from 41.8% to 46.1%.
<b>2010-2011</b>		
1.	Updated Flexible Math program for grades 5 <sup>th</sup> – 8 <sup>th</sup> with increased instructional time and addition of text book "Everyday Math". (Textbooks purchased 11/23/10)	1. Flexible groupings will increase math proficiency in grades 5 <sup>th</sup> – 8 <sup>th</sup> by a minimum of 10% and will provide more rigorous math instruction to high academically achieving students.
2.	Increased Intervention Specialist to ¾-time and will add second Intervention Specialist (Position added 12/7/10. Employment to begin January 2011)Co-alignment of Waldorf curriculum in main lesson with state standards. (Co-alignment process commenced September in a collaborative process between faculty and Director. Drafts of block rotation alignment will be completed December 2010 with Director approval).	2. Increased intervention time will provide more individualized instruction to below proficient students. Co-alignment will ensure that grade-level state standards are taught in all grades.
3.	Adjust specialty schedule to move some art-related classes to after school to allow more time during the school day of academic instruction (Some strings classes in upper grades moved to after school effective October 2010 to allow more math instructional minutes during school day. Director, Assistant Director and faculty are researching further scheduling changes to increase instructional minutes and will submit report to Blue Oak Charter Council (BOCC) on 02/01/11.)	3. Moving some art classes to after school will increase instructional time during school day.
4.	Update assessment process to include development of new local formative assessments and triennial benchmarking. (First school-wide benchmark assessment administered on 12/9/10.)	4. Updated assessment process will provide more information to teachers and administration about student and teacher performance throughout the year.
5.	Created Academic Achievement Committee comprised of parents, teachers and administration to research now ways to improve student academic achievement. (Created September 2010)	5. Academic Improvement Committee will develop and implement new strategies to improve student performance.

h. Flexible math groupings program evaluation. The Director will annually evaluate this program in August after receipt of STAR test data, and report on it's effectiveness and recommend changes, if necessary.	h. Evaluation of flexible math grouping program will help ensure its effectiveness.
i. Director will annually, in June, present an evaluation of our triennial benchmark assessment program, report on it's effectiveness and recommend changes, if necessary.	i. Evaluation of benchmark assessment program will help ensure its effectiveness.
j. Faculty chairs will present an evaluation of Waldorf pedagogy annually in June and recommend changes, if necessary.	j. Evaluation of Waldorf pedagogy will inform us of our effectiveness in delivering the unique aspects of our program.
k. Director will administer an annual evaluation of professional development to be completed by faculty and reported to the BOCC in August.	k. Evaluation of professional development program will provide feedback to BOCC about its effectiveness.
4. Deepen strategic relationships with high-performing public Waldorf schools by scheduling at least one visit by the Director and Faculty Chair per school year.	4. Strategic relationships with high-performing public Waldorf-methods school will allow us to grow and learn from the experiences and successes of peer schools.
5. Establish Homework Club for grades 2-8 as a committee for the Parent Council with faculty and administrative input and oversight.	5. Homework Clubs will allow us to improve student retention of classroom instruction and address the SED achievement gap by offering a venue for after school assistance in situations where that assistance may not exist at home.
6. Hire a part-time Development Director to focus on grant writing and fundraising by September 2012.	6. A development Director would allow us to apply for grants which would help us develop new programs to improve program quality and effectiveness.
7. Hire a part-time certificated Director of Waldorf pedagogy by September 2012.	7. Director of pedagogy would help us fully develop the unique aspects of our program as described in the charter.
8. Complete development of backspace to include gardens and athletic fields by September 2012.	8. Development of our backspace area will help us diversify our physical movement program and provide a better medium for games and sports. A larger garden area would be used to provide an environment for scientific experimentation.
9. Enrollment tracking plan – Administration to develop a system to track enrollment migration using our current student information system (SchoolWise) and have in place by 10/1/11. In addition, a standardized student exit interview process will be implemented.	9. Enrollment tracking plan – Accurately track when students enter/exit our school, at what grade and for what reasons.

# Blue Oak School

## Fourth Grade Trimester Progress Report

Attachment 6

Student \_\_\_\_\_

Date \_\_\_\_\_

Days Absent \_\_\_\_\_

Days Tardy \_\_\_\_\_

**Key:**

3 = Meets grade/age standard, 2 = Approaching standard, 1 = Not yet at grade/age level  
NA = Standard not yet taught

English Language Arts	Trimester		
	T1	T2	T3
<b>READING</b>			
<b>Word Analysis, Fluency, and Systematic Vocabulary Development</b>			
1.1 Reads narrative and expository text aloud with grade-appropriate fluency and accuracy			
1.2 – 1.3 Applies knowledge of word origins, including root words to determine and analyze the meaning of words and phrases.			
1.5 Use a thesaurus to determine related words and concepts.			
1.6 Distinguish and interpret words with multiple meanings.			
<b>Reading Comprehension</b>			
2.1 Identify structural patterns found in informational text			
2.2 – 2.3 Use appropriate strategies and predictions when reading for different purposes.			
2.4 – 2.7 Evaluate, hypothesize, compare, contrast, and distinguish between cause and effect regarding information, passages, articles, fact, opinion, expository text, and/or manuals.			
<b>Literary Response and Analysis</b>			
3.1 Describe the structural differences between imaginative forms of literature including fantasies, fables, myths, legends, and fairy tales			
3.2 – 3.4 Identify, determine, compare and contrast plot, cause, and character traits of tales originating from diverse cultures.			
3.5 Define and Identify figurative language (e.g. simile, metaphor, hyperbole, personification).			
<b>WRITING</b>			
<b>Writing Strategies</b>			
1.2 – 1.3 Demonstrate written organizational structure (including traditional structures) and point of view to create multiple-paragraph compositions			
1.4 Write fluidly and legibly in cursive			
1.5 – 1.7 Accurately quote and cite sources as well as effectively use reference materials and features including a glossary, appendix, dictionary, thesaurus, or encyclopedia to aid in the writing process.			
1.10 Edit and revise drafts by adding, deleting, consolidating and rearranging text.			
<b>Writing Applications</b>			
2.1 – 2.4 Write narratives, responses, reports and summaries that contain the main idea, details, facts and questions that demonstrate understanding of literary works			
<b>Written and Oral English Language Conventions</b>			
1.1 – 1.7 Demonstrate accurate sentence structure, grammar, punctuation, capitalization and spelling appropriate to this grade level.			
<b>LISTENING and SPEAKING</b>			
<b>Listening/Speaking Strategies and Applications</b>			
1.1 – 1.10 Comprehension, analysis, evaluation, organization and delivery of oral communication.			
2.1 – 2.3 Make informational and narrative presentations with summaries, main ideas and details			

# Fourth Grade Trimester Progress Report (cont.)

KEY: 3 = Meets grade/age standard 2 = Approaching standard 1 = Not yet at grade/age level	Trimester		
<b>Mathematics</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>Number Sense</b>			
1.0 – 2.0 Students understand the place value of whole numbers and decimals to two decimal places and understand addition and subtraction of simple decimals.			
3.0 - 4.0 Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among operations including factoring.			
<b>Algebra and Functions</b>			
1.0 – 2.0 Students use variables, symbols, and properties to write, simplify and manipulate expressions, sentences, and equations			
<b>Measurement and Geometry</b>			
1.0 – 3.0 Students understand perimeter, area, planes, solid geometric objects, and use coordinate grids to show points, lines, and solve problems			
<b>Statistics, Data Analysis, and Probability</b>			
1.0 – 2.0 Students organize, represent, and interpret numerical data and make predictions for simple probability scenarios			
<b>Mathematical Reasoning</b>			
1.0 – 3.0 Students use strategies, skills and concepts to make decisions, find solutions, and generalize mathematical concepts to other situations			

<b>Social Science</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
4.1 – 4.3 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California and the social, political, economic, and cultural life and interactions among people in California.			
4.4 Students understand and explain how California became and agricultural and industrial power.			
4.5 Students understand the structures, functions, and powers of local, state, and federal government described in the U.S. Constitution.			

<b>Physical Science</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
1.0 (a – g) Understand electricity and magnetism.			
<b>Life Science</b>			
2.0 – 3.0 Organisms need energy and matter to live and grow and depend on one another and on their environment for survival.			
<b>Earth Science</b>			
4.0 – 5.0 Understand the formation process of rocks and minerals and how waves, wind, water, and ice shape Earth's surface.			
<b>Investigation and Experimentation</b>			
6.0 Understand scientific progress is made by asking meaningful questions and conducting careful investigations addressing physical, life, and earth science (1.0-5.0).			

<b>Motor Skills</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
Movement			
Games			
Handwork			

Main Lesson Work Habits			
T1 Subject:	T2 Subject:	T3 Subject:	
Able to translate drawings and text from board to book			
Proper understanding of directions			
Age-appropriate use of form and color			

Behavior	T1	T2	T3
Respects all others			
Finishes assigned work on time			
Contributes to class discussions/activities			
Takes care of materials and workspace			

Teacher Comments:

Trimester 1 Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Trimester 2 Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Trimester 3 Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# THE BLUE OAK SCHOOL

## FISCAL INFORMATION

Budget Narrative

5 Year Budget Projections  
Budget Model Assumptions

5 Year Cash Flow Projections

Articles of Incorporation

501c3 Documentation

The five year budget information for THE BLUE OAK SCHOOL is presented for your review and information. Although a new charter school, Blue Oak School brings with it an experienced fiscal team with a proven track record of conservative and sound financial management. In addition, the team brings the experience required for accurate recordkeeping, a meticulous system of internal controls and a clear understanding of school finance and generally accepted accounting principals (GAAP). This is evidenced by the team's track record of nine years of annual audits, conducted by an independent accounting firm, with no findings or exceptions.

The attached budgets and cash flow projections are based on conservative estimates of the actual costs to implement the Blue Oak School as described in the charter.

Since the Blue Oak School is in a somewhat unique situation, we have included two budget and cash flow options for review.

- Option #1 assumes the Blue Oak School will be granted carry over funds from another charter school under their corporate umbrella. This option gives Blue Oak a beginning fund balance estimated at \$451,000.
- Option #2 assumes no gift of funds to Blue Oak School. In this scenario, Blue Oak School will aggressively fund raise (not to exceed more than 10% of revenue) and seek community grants to assist with early cash flow. In 2009-2010 our school community raised \$185,000! In addition, Blue Oak School has secured lines of credit though Wells Fargo and/or Tri Counties Banks contingent on the approval of this charter.

The Blue Oak School has not included a start up budget with these documents. We anticipate no costs for items such as furniture, equipment and supplies. The assumption is that existing inventory from another charter school will be utilized for the Blue Oak School.

### ENROLLMENT:

Blue Oak School will begin operations serving 408 students in grades Kindergarten through 8. In year one, Blue Oak plans to have 4 Kindergartens and two classes per grade in grades 1-5. Blue Oak will continue its lateral growth each year through 2014-2015.

Blue Oak School projects its increase in enrollment during the next five years as follows:

2011-2012 (Year 1) 408 students

2012-2013 (Year 2) 433 students

2013-2014 (Year 3) 453 students

2014-2015 (Year 4) 473 students

2015-2016 (Year 5) 478 students

For budgeting purposes, we have rounded projected enrollment down to be conservative.

## REVENUE:

Revenue projections for year one (2011-2012) are based on the most conservative estimates from School Services of California, following the signing of the 2010-2011 state budget. These estimates are in line with projections from both the California Charter Schools Association and the Charter Schools Development Center. Due to the unstable economic times in California, the State revenue projections for years two through five (2012-2016) have remained constant. We show no increase in State funding rates for the 5 year term contained in this projection.

Blue Oak School plans to actively fundraise each year by soliciting cash donations from our parent body and the community at large. Fundraising will occur in individual classrooms and for specific projects to offset material and supply costs. In addition, Blue Oak plans to participate in community events such as the Annie B's Fund Drive.

Blue Oak School plans to operate an After School childcare program as a service to our families. A very conservative estimate of revenue from this program is shown in both budget scenarios as the source of "All Other Local Revenue". Expenditures for this program have also been incorporated into the budgets.

In addition, Blue Oak School may seek funding from the CDE Public Charter School Grant, CDE Revolving Charter School Loan and Class Size Reduction Funding. For the purpose of conservative budgeting, none of these funding sources have been included in the attached budgets.

## EXPENDITURES:

Blue Oak School expenses have been estimated based on current market conditions in the Chico Unified School District and Blue Oak's experience in working with other area charter schools. Overall expense assumptions have been increased 1 -2% per year. Below is a summary of the major expense categories and the assumptions associated with them.

1000 Series: Blue Oak School will open with a 75% time Executive Director and a full time Assistant Director, both holding Administrative credentials. Year 1 assumes 17 certificated classroom teachers and 3 full-time (or a combination of part-time) certificated specialty teachers such as Spanish, Music or Academic Support. The school will add one certificated class teacher each year in years 2, 3 and 4 and has calculated a 1% increase in compensation annually.

2000 Series: Overall, classified staffing will remain constant as projected in Year 1. Blue Oak will begin Year 1 with a full-time administrator of fiscal services and 2 full time and 1 part time administrative assistants fulfilling the roles of receptionist/ health aide, registrar and



attendance clerk. Additional classified staff will consist of 6 classroom aides, 2 part time specialty presenters and 3 afterschool program aides and a custodian. To meet demands of enrollment growth, we have budgeted for an additional part time support staff in Years 3-5.

3000 Series: Blue Oak School will offer a cafeteria health plan with a fixed contribution rate of \$8000 per year, per employee. We have included a 10% increase per year in our budget to accommodate potential increases in health care costs. Blue Oak will participate in all mandated employee payroll costs such as social security, Medicare and unemployment insurance. In addition, we will participate in State Disability Insurance, STRS and PERS.

4000 Series: In Year 1, Blue Oak School plans to utilize new state adopted textbooks acquired in 2010. We have included funds for new textbooks beginning in Year 2. Supplies are budgeted at \$110 per student in Year 1, with a 10% cost increase each year thereafter. In addition, the school has budgeted for typical office, medical and janitorial supplies as well as equipment and furniture.

5000 Series: The largest expense in this series is for facilities, based on a current lease agreement. Blue Oak School has liberally estimated utilities and housekeeping costs, dues and memberships and communications budgets. Blue Oak will maintain all liability insurances, including excess liability as well as student accident insurance and these costs have been estimated in the budget. Blue Oak will provide for professional development for staff. The school plans to perform all business services such as Payroll, AP, AR, financial, governmental and attendance reporting in house and has budgeted for legal and annual audit services.

7000 Series: Blue Oak plans to join the CUSD SELPA and share in encroachment. We have projected a cost of \$700 per ADA in our budget for encroachment costs. Blue Oak has budgeted for a 1% district oversight cost. Blue Oak will maintain a 5% cash reserve for contingencies. Option #2 budget includes debt interest for a possible cash flow loan.

Object Code	Description	Startup	2011-12	2012-13	2013-14	2014-15	2015-16
<b>REVENUES</b>							
<b>Revenue Limit Sources</b>							
8015	General Purpose Entitlement Block Grant						
	Grades K - 3	\$5,030	\$ 1,165,954	\$ 1,165,954	\$ 1,185,068	\$ 1,194,625	\$ 1,194,625
	Grades 4 - 6	\$5,106	\$ 557,831	\$ 630,591	\$ 654,845	\$ 664,546	\$ 669,397
	Grades 7 - 8	\$5,252	\$ 244,481	\$ 294,375	\$ 349,258	\$ 429,088	\$ 449,046
	Grades 9 - 12		\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total, Revenue Limit Sources</b>		\$ 1,968,265	\$ 2,090,920	\$ 2,189,171	\$ 2,288,259	\$ 2,313,068
<b>Federal Revenues</b>							
8290	No Child Left Behind (Title I)		\$ -	\$ -	\$ -	\$ -	\$ -
8110	CDE PCS Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8190	EES/AMath & Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8220	Child Nutrition - Federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8260-8299	Other Federal Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total, Federal Revenues</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Other State Revenues</b>							
8480	Categorical Block Grant	\$410	\$ 158,916	\$ 168,654	\$ 176,444	\$ 184,234	\$ 186,181
8321	Special Education - State		\$ -	\$ -	\$ -	\$ -	\$ -
8556	State Lottery	\$121	\$ -	\$ 46,900	\$ 49,773	\$ 52,072	\$ 54,371
8536	Class Size Reduction	\$1,070	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8584	EIA	\$318	\$ 64,236	\$ 67,416	\$ 73,140	\$ 76,956	\$ 82,680
8535	All Other State Revenues		\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total, Other State Revenues</b>		\$ 223,152	\$ 282,969	\$ 299,357	\$ 313,262	\$ 323,232
<b>Other Local Revenues</b>							
8600	Transfers from Sponsoring LEA	\$ 451,000	\$ -	\$ -	\$ -	\$ -	\$ -
8660	Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8696	Fundraising	\$ -	\$ 85,000	\$ 90,000	\$ 95,000	\$ 105,000	\$ 115,000
8700	Other Grants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8710	All Other Local Revenues	\$ -	\$ 32,000	\$ 35,000	\$ 38,000	\$ 40,000	\$ 42,000
8979	Loan Financing (e.g. Charter School Revolving Loan)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total, Local Revenues</b>	\$ 451,000	\$ 117,000	\$ 125,000	\$ 133,000	\$ 145,000	\$ 157,000
	<b>TOTAL REVENUES</b>	\$ 451,000	\$ 2,308,417	\$ 2,498,889	\$ 2,621,527	\$ 2,746,521	\$ 2,793,300
<b>EXPENDITURES</b>							
<b>Certificated Salaries</b>							
1100	Teacher Salaries		\$ 680,000	\$ 721,140	\$ 763,035	\$ 805,895	\$ 813,752
1170	Substitute Teacher Salaries (4% of Teacher Salaries)		\$ 27,200	\$ 28,846	\$ 30,521	\$ 32,228	\$ 32,550
1200	Certificated Pupil Support/Teacher Aide Salaries		\$ -	\$ -	\$ -	\$ -	\$ -
1300	Certificated Supervisor and Administrator Salaries		\$ 90,000	\$ 90,900	\$ 91,809	\$ 92,727	\$ 93,654
1900	Other Certificated Salaries		\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total, Certificated Salaries</b>	\$ -	\$ 797,200	\$ 840,886	\$ 885,365	\$ 930,650	\$ 939,957
<b>Classified (non-certificated) Salaries</b>							
2100	Instructional Aide Salaries		\$ 60,000	\$ 60,600	\$ 61,206	\$ 61,818	\$ 62,436
2200	Non-certificated Support Salaries		\$ -	\$ -	\$ -	\$ -	\$ -
2300	Non-certificated Supervisor and Administrator Salaries		\$ 60,000	\$ 60,600	\$ 61,206	\$ 61,818	\$ 62,436
2400	Clerical and Office Salaries		\$ 90,000	\$ 90,900	\$ 91,809	\$ 92,727	\$ 93,654
2900	Other Non-certificated Salaries (IT support, etc.)		\$ 72,000	\$ 72,720	\$ 73,440	\$ 74,160	\$ 74,880
	<b>Total, Non-certificated Salaries</b>	\$ -	\$ 282,000	\$ 284,820	\$ 296,999	\$ 302,908	\$ 305,938
<b>Employee Benefits</b>							
3101-3302	STRS/PERS/OASD/Medicare (10.2% Certificated; 10.87% Classified)		\$ 126,113	\$ 130,877	\$ 137,789	\$ 142,740	\$ 144,167
3401-3402	Health and Welfare Benefits		\$ 184,000	\$ 211,200	\$ 242,000	\$ 276,848	\$ 316,246
3501-3502	Unemployment Insurance	1%	\$ 8,094	\$ 8,443	\$ 8,890	\$ 9,252	\$ 9,344
3601-3602	Workers' Compensation Insurance	1%	\$ 10,792	\$ 11,257	\$ 11,853	\$ 12,336	\$ 12,459
3701-3702	Retiree Benefits		\$ -	\$ -	\$ -	\$ -	\$ -
3901-3902	Other Employee Benefits		\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total, Employee Benefits</b>	\$ -	\$ 328,999	\$ 361,777	\$ 400,531	\$ 441,175	\$ 482,216
<b>Books and Supplies</b>							
4100	Approved Textbooks and Core Curricula Materials		\$ -	\$ 16,320	\$ 16,546	\$ 16,979	\$ 17,319
4200	Books and Other Reference Materials		\$ 4,000	\$ 4,000	\$ 4,000	\$ 5,000	\$ 5,000
4300	Materials and Supplies		\$ 47,630	\$ 48,583	\$ 51,843	\$ 55,215	\$ 56,914
4400	Non-capitalized Equipment (computers, printers, servers)		\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 5,000
4700	Food		\$ 2,000	\$ 2,200	\$ 2,400	\$ 2,600	\$ 2,800
	<b>Total, Books and Supplies</b>	\$ -	\$ 57,630	\$ 75,103	\$ 78,899	\$ 83,794	\$ 87,033
<b>Services and Other Operating Expenditures</b>							
5200	Travel and Conferences		\$ 27,000	\$ 28,700	\$ 30,500	\$ 32,000	\$ 32,500
5300	Dues and Memberships		\$ 5,140	\$ 5,265	\$ 5,365	\$ 5,465	\$ 5,490
5400	Insurance		\$ 22,000	\$ 22,400	\$ 22,804	\$ 23,212	\$ 23,624
5500	Utilities and Housekeeping Services	\$ -	\$ 47,000	\$ 47,500	\$ 48,000	\$ 48,500	\$ 49,000
5600	Rentals, Leases, Repairs, and Noncap. Improvements	\$ -	\$ 273,000	\$ 363,140	\$ 483,281	\$ 483,422	\$ 483,565
5800	Professional/Consulting Services and Operating Expend.	\$ -	\$ 10,750	\$ 16,075	\$ 16,402	\$ 16,730	\$ 16,809
5900	Communications (Phones, ISP, Internet)	\$ -	\$ 5,500	\$ 5,600	\$ 5,702	\$ 5,806	\$ 5,912
	<b>Total, Services/Other Operating</b>	\$ -	\$ 390,390	\$ 488,680	\$ 612,053	\$ 615,135	\$ 616,900
<b>Capital Outlay</b>							
6100-6170	Land and Land Improvements		\$ -	\$ -	\$ -	\$ -	\$ -
6200	Buildings and Improvements of Buildings		\$ -	\$ -	\$ -	\$ -	\$ -
6300	Books and Media for New Libraries		\$ -	\$ -	\$ -	\$ -	\$ -
6400	Equipment (computers, servers, etc. over \$5,000)		\$ -	\$ -	\$ -	\$ -	\$ -
6490	Furniture	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6500	Equipment Replacement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total, Capital Outlay</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Other Outgo</b>							
7110-7143	Tuition to Other Schools		\$ -	\$ -	\$ -	\$ -	\$ -
7221-7223SE	Transfers of Apportionment to Other LEAs (except SPED)		\$ -	\$ -	\$ -	\$ -	\$ -
7221	Transfers of Apportionment to LEAs (Special Ed)		\$ 271,320	\$ 287,945	\$ 301,245	\$ 314,545	\$ 317,870
7221-7223AO	All Other Transfers of Apportionments to Other LEAs		\$ -	\$ -	\$ -	\$ -	\$ -
7281	All Other Transfers		\$ -	\$ -	\$ -	\$ -	\$ -
7350	District Oversight (1%-3%) 1% set as default		\$ 21,272	\$ 22,596	\$ 23,658	\$ 24,725	\$ 24,992
7430	Loan Repayment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7438	Debt Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total, Other Outgo</b>	\$ -	\$ 292,592	\$ 310,541	\$ 324,901	\$ 339,270	\$ 342,862
	<b>TOTAL EXPENDITURES</b>	\$ -	\$ 2,148,811	\$ 2,361,806	\$ 2,601,650	\$ 2,712,933	\$ 2,774,906
	Cash Reserve Requirement (5% of Categorical and Block Grants)		\$ 106,359	\$ 6,620	\$ 5,302	\$ 5,344	\$ 1,338
	<b>Excess of Revenues over Expenditures and Reserve</b>	\$ 451,000	\$ 53,247	\$ 130,463	\$ 14,576	\$ 28,244	\$ 17,056
	Beginning Cash Balance (less reserves)	\$ -	\$ 451,000	\$ 504,247	\$ 634,710	\$ 649,286	\$ 677,530
	Net Cash Balance	\$ 451,000	\$ 504,247	\$ 634,710	\$ 649,286	\$ 677,530	\$ 694,586
	Cumulative Reserve Total	\$ -	\$ 106,359	\$ 112,979	\$ 118,281	\$ 123,625	\$ 124,962
	<b>Total Cash Balance Including Reserves</b>	\$ 451,000	\$ 610,606	\$ 747,689	\$ 767,566	\$ 801,155	\$ 819,548

Object Code	Description	Startup	2011-12	2012-13	2013-14	2014-15	2015-16
<b>REVENUES</b>							
<b>Revenue Limit Sources</b>							
9015	General Purpose Entitlement Block Grant						
	Grades K - 3	\$5,030	\$ 1,165,054	\$ 1,165,954	\$ 1,185,068	\$ 1,194,625	\$ 1,194,625
	Grades 4 - 6	\$5,106	\$ 557,831	\$ 630,591	\$ 654,845	\$ 664,948	\$ 669,397
	Grades 7 - 8	\$5,252	\$ 244,481	\$ 294,375	\$ 349,258	\$ 429,088	\$ 449,046
	Grades 9 - 12		\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total, Revenue Limit Sources</b>		\$ 1,968,265	\$ 2,090,920	\$ 2,189,171	\$ 2,288,259	\$ 2,313,068
<b>Federal Revenues</b>							
8290	No Child Left Behind (Title I)		\$ -	\$ -	\$ -	\$ -	\$ -
8110	CDE PCS Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8190	EESA/Math & Science		\$ -	\$ -	\$ -	\$ -	\$ -
8220	Child Nutrition - Federal		\$ -	\$ -	\$ -	\$ -	\$ -
8260-8299	Other Federal Revenues		\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total, Federal Revenues</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Other State Revenue</b>							
8480	Categorical Block Grant	\$410	\$ 158,916	\$ 168,654	\$ 176,444	\$ 184,234	\$ 186,181
8321	Special Education - State		\$ -	\$ -	\$ -	\$ -	\$ -
8556	State Lottery	\$121	\$ -	\$ 46,900	\$ 49,773	\$ 52,072	\$ 54,371
8536	Class Size Reduction	\$1,070	\$ 0	\$ 0	\$ 0	\$ 0	\$ -
8584	EIA	\$318	\$ 64,236	\$ 67,416	\$ 73,140	\$ 76,956	\$ 82,680
8536	All Other State Revenues		\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total, Other State Revenues</b>		\$ 223,152	\$ 282,969	\$ 299,357	\$ 313,262	\$ 323,232
<b>Other Local Revenue</b>							
8600	Transfers from Sponsoring LEA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8660	Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8699	Fundraising	\$ -	\$ 110,000	\$ 90,000	\$ 95,000	\$ 105,000	\$ 115,000
8700	Other Grants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8710	All Other Local Revenues	\$ -	\$ 32,000	\$ 35,000	\$ 38,000	\$ 40,000	\$ 42,000
8979	Loan Financing (e.g. Charter School Revolving Loan)	\$ -	\$ 300,000	\$ -	\$ -	\$ -	\$ -
	<b>Total, Local Revenues</b>	\$ -	\$ 442,000	\$ 125,000	\$ 133,000	\$ 145,000	\$ 157,000
	<b>TOTAL REVENUES</b>	\$ -	\$ 2,633,417	\$ 2,498,889	\$ 2,621,527	\$ 2,746,521	\$ 2,793,300
<b>EXPENDITURES</b>							
<b>Certificated Salaries</b>							
1100	Teacher Salaries		\$ 680,000	\$ 721,140	\$ 763,035	\$ 805,695	\$ 813,752
1170	Substitute Teacher Salaries (4% of Teacher Salaries)		\$ 27,200	\$ 28,846	\$ 30,521	\$ 32,228	\$ 32,550
1200	Certificated Pupil Support/Teacher Aide Salaries		\$ -	\$ -	\$ -	\$ -	\$ -
1300	Certificated Supervisor and Administrator Salaries		\$ 90,000	\$ 90,900	\$ 91,809	\$ 92,727	\$ 93,654
1900	Other Certificated Salaries		\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total, Certificated Salaries</b>	\$ -	\$ 797,200	\$ 840,886	\$ 885,365	\$ 930,650	\$ 939,957
<b>Classified (non-certificated) Salaries</b>							
2100	Instructional Aide Salaries		\$ 60,000	\$ 60,600	\$ 61,206	\$ 61,818	\$ 62,436
2200	Non-certificated Support Salaries		\$ -	\$ -	\$ -	\$ -	\$ -
2300	Non-certificated Supervisor and Administrator Salaries		\$ 60,000	\$ 60,600	\$ 61,206	\$ 61,818	\$ 62,436
2400	Clerical and Office Salaries		\$ 90,000	\$ 90,900	\$ 91,809	\$ 92,727	\$ 93,654
2900	Other Non-certificated Salaries (IT support, etc.)		\$ 72,000	\$ 72,720	\$ 73,440	\$ 74,160	\$ 74,880
	<b>Total, Non-certificated Salaries</b>	\$ -	\$ 282,000	\$ 284,820	\$ 299,909	\$ 302,908	\$ 305,938
<b>Employee Benefits</b>							
3101-3302	STRS/PERS/OASDI/Medicare (10.2% Certificated, 10.07% Classified)		\$ 126,113	\$ 130,877	\$ 137,789	\$ 142,740	\$ 144,167
3401-3402	Health and Welfare Benefits		\$ 184,000	\$ 211,200	\$ 242,000	\$ 276,848	\$ 316,246
3501-3502	Unemployment Insurance	1%	\$ 8,094	\$ 8,443	\$ 8,890	\$ 9,252	\$ 9,344
3601-3602	Workers' Compensation Insurance	1%	\$ 10,792	\$ 11,257	\$ 11,853	\$ 12,336	\$ 12,459
3701-3702	Retiree Benefits		\$ -	\$ -	\$ -	\$ -	\$ -
3901-3902	Other Employee Benefits		\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total, Employee Benefits</b>	\$ -	\$ 328,999	\$ 361,777	\$ 400,531	\$ 441,176	\$ 482,216
<b>Books and Supplies</b>							
4100	Approved Textbooks and Core Curricula Materials		\$ -	\$ 16,320	\$ 16,546	\$ 16,979	\$ 17,319
4200	Books and Other Reference Materials		\$ 4,000	\$ 4,000	\$ 4,000	\$ 5,000	\$ 5,000
4300	Materials and Supplies		\$ 47,630	\$ 48,583	\$ 51,843	\$ 55,215	\$ 56,914
4400	Non-capitalized Equipment (computers, printers, servers)		\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 5,000
4700	Food		\$ 2,000	\$ 2,200	\$ 2,400	\$ 2,600	\$ 2,800
	<b>Total, Books and Supplies</b>	\$ -	\$ 57,630	\$ 75,103	\$ 78,890	\$ 83,794	\$ 87,033
<b>Services and Other Operating Expenditures</b>							
5200	Travel and Conferences		\$ 27,000	\$ 28,700	\$ 30,500	\$ 32,000	\$ 32,500
5300	Dues and Memberships		\$ 5,140	\$ 5,265	\$ 5,365	\$ 5,465	\$ 5,490
5400	Insurance		\$ 22,000	\$ 22,400	\$ 22,804	\$ 23,212	\$ 23,624
5500	Utilities and Housekeeping Services	\$ -	\$ 47,000	\$ 47,500	\$ 48,000	\$ 48,500	\$ 49,000
5600	Rentals, Leases, Repairs, and Noncap. Improvements	\$ -	\$ 273,000	\$ 363,140	\$ 483,281	\$ 483,422	\$ 483,585
5800	Professional/Consulting Services and Operating Expend.	\$ -	\$ 16,750	\$ 16,075	\$ 16,402	\$ 16,730	\$ 16,809
5900	Communications (Phones, ISP, Internet)	\$ -	\$ 5,500	\$ 5,600	\$ 5,702	\$ 5,806	\$ 5,912
	<b>Total, Services/Other Operating</b>	\$ -	\$ 390,390	\$ 488,680	\$ 612,053	\$ 615,135	\$ 616,900
<b>Capital Outlay</b>							
6100-6170	Land and Land Improvements		\$ -	\$ -	\$ -	\$ -	\$ -
6200	Buildings and Improvements of Buildings		\$ -	\$ -	\$ -	\$ -	\$ -
6300	Books and Media for New Libraries		\$ -	\$ -	\$ -	\$ -	\$ -
6400	Equipment (computers, servers, etc. over \$5,000)		\$ -	\$ -	\$ -	\$ -	\$ -
6490	Furniture	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6500	Equipment Replacement		\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total, Capital Outlay</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Other Outgo</b>							
7110-7143	Tuition to Other Schools		\$ -	\$ -	\$ -	\$ -	\$ -
7221-7223SE	Transfers of Apportionment to Other LEAs (except SPED)		\$ -	\$ -	\$ -	\$ -	\$ -
7221	Transfers of Apportionment to LEAs (Special Ed)		\$ 271,320	\$ 287,945	\$ 301,245	\$ 314,545	\$ 317,870
7221-7223AO	All Other Transfers of Apportionment to Other LEAs		\$ -	\$ -	\$ -	\$ -	\$ -
7281	All Other Transfers		\$ -	\$ -	\$ -	\$ -	\$ -
7350	District Oversight (1%-3%) 1% set as default		\$ 21,272	\$ 22,596	\$ 23,656	\$ 24,725	\$ 24,992
7430	Loan Repayment	\$ -	\$ 80,000	\$ -	\$ -	\$ -	\$ -
7438	Debt Interest	\$ -	\$ 18,000	\$ -	\$ -	\$ -	\$ -
	<b>Total, Other Outgo</b>	\$ -	\$ 390,592	\$ 310,541	\$ 324,901	\$ 339,270	\$ 342,862
	<b>TOTAL EXPENDITURES</b>	\$ -	\$ 2,246,811	\$ 2,361,806	\$ 2,601,650	\$ 2,712,933	\$ 2,774,905
	Cash Reserve Requirement (5% of Categorical and Block Grants)		\$ 106,359	\$ 6,620	\$ 5,302	\$ 5,344	\$ 1,338
	<b>Excess of Revenues over Expenditures and Reserve</b>	\$ -	\$ 280,247	\$ 130,463	\$ 14,576	\$ 28,244	\$ 17,056
<b>Beginning Cash Balance (less reserves)</b>							
	<b>Net Cash Balance</b>	\$ -	\$ 280,247	\$ 410,710	\$ 425,286	\$ 453,530	\$ 470,586
	<b>Cumulative Reserve Total</b>	\$ -	\$ 106,359	\$ 112,979	\$ 118,281	\$ 123,625	\$ 124,962
	<b>Total Cash Balance Including Reserves</b>	\$ -	\$ 386,606	\$ 523,689	\$ 543,566	\$ 577,155	\$ 595,548

ASSUMPTION WORKSHEET  
THE BLUE OAK SCHOOL

*Enrollment*

YEAR ONE

	Enrollment	ADA %	ADA #	EL #	ED#	FRL #
Grades K-3	244	95.0%	231.80	-	108	-
Grades 4-6	115	95.0%	109.25	-	76	-
Grades 7-8	49	95.0%	46.55	-	18	-
Grades 9-12	-	95.0%	0.00	-	-	-
<b>TOTAL</b>	<b>408</b>	<b>95.0%</b>	<b>387.60</b>	<b>-</b>	<b>202</b>	<b>-</b>

Students Per Teacher  
24.40 K - 3  
16.40 4 - 12

YEAR TWO

	Enrollment	ADA %	ADA #	EL #	ED#	FRL #
Grades K-3	244	95.0%	231.80	-	108	-
Grades 4-6	130	95.0%	123.50	-	78	-
Grades 7-8	59	95.0%	56.05	-	26	-
Grades 9-12	-	95.0%	0.00	-	-	-
<b>TOTAL</b>	<b>433</b>	<b>95.0%</b>	<b>411.35</b>	<b>-</b>	<b>212</b>	<b>-</b>

Students Per Teacher  
24.40 K - 3  
17.18 4 - 12

YEAR THREE

	Enrollment	ADA %	ADA #	EL #	ED#	FRL #
Grades K-3	248	95.0%	235.60	-	112	-
Grades 4-6	135	95.0%	128.25	-	82	-
Grades 7-8	70	95.0%	66.50	-	36	-
Grades 9-12	-	95.0%	0.00	-	-	-
<b>TOTAL</b>	<b>453</b>	<b>95.0%</b>	<b>430.35</b>	<b>-</b>	<b>230</b>	<b>-</b>

Students Per Teacher  
24.80 K - 3  
17.08 4 - 12

YEAR FOUR

	Enrollment	ADA %	ADA #	EL #	ED#	FRL #
Grades K-3	250	95.0%	237.50	-	115	-
Grades 4-6	137	95.0%	130.15	-	82	-
Grades 7-8	86	95.0%	81.70	-	45	-
Grades 9-12	-	95.0%	0.00	-	-	-
<b>TOTAL</b>	<b>473</b>	<b>95.0%</b>	<b>449.35</b>	<b>-</b>	<b>242</b>	<b>-</b>

Students Per Teacher  
25.00 K - 3  
17.15 4 - 12

YEAR FIVE

	Enrollment	ADA %	ADA #	EL #	ED#	FRL #
Grades K-3	250	95.0%	237.50	-	117	-
Grades 4-6	138	95.0%	131.10	-	85	-
Grades 7-8	90	95.0%	85.50	-	58	-
Grades 9-12	-	95.0%	0.00	-	-	-
<b>TOTAL</b>	<b>478</b>	<b>95.0%</b>	<b>454.10</b>	<b>-</b>	<b>260</b>	<b>-</b>

Students Per Teacher  
25.00 K - 3  
17.54 4 - 12

## Salaries

### Certificated Staff Salaries

1000	Teachers		Aides		Administrators		Total Certificated	
	# Teachers	Avg. Salary	# Aides	Avg. Salary	# Admin	Avg. Salary	Admin Total	Total
Year One	20	\$ 34,000	-	\$ -	2.0	\$ 45,000	\$ 90,000	\$ 770,000
Year Two	21	\$ 34,340	-	\$ -	2.0	\$ 45,450	\$ 90,900	\$ 812,040
Year Three	22	\$ 34,683	-	\$ -	2.0	\$ 45,905	\$ 91,809	\$ 854,844
Year Four	23	\$ 35,030	-	\$ -	2.0	\$ 46,364	\$ 92,727	\$ 898,422
Year Five	23	\$ 35,381	-	\$ -	2.0	\$ 46,827	\$ 93,654	\$ 907,407

COLA 1.0%

### Class Size Reduction Funding

	# of Teachers K-3	# of Half-Day Kindergarten Students
Year One	10.0	78.0
Year Two	10.0	78.0
Year Three	10.0	80.0
Year Four	10.0	80.0
Year Five	10.0	80.0

### Classified Staff Salaries

2000	Aides (Classified)		Support	
	# Aides	Avg. Salary	# Support	Avg. Salary
Year One	6.0	\$ 10,000	-	\$ -
Year Two	6.0	\$ 10,100	-	\$ -
Year Three	6.0	\$ 10,201	-	\$ -
Year Four	6.0	\$ 10,303	-	\$ -
Year Five	6.0	\$ 10,406	-	\$ -

2000	Administrators		Clerical/Office		Other (e.g. IT)		Total Classified	
	# Admin	Avg. Salary	# Office	Avg. Salary	# Other	Avg. Salary	Office Total	Other Total
Year One	1.0	\$ 60,000	3.0	\$ 30,000	6.0	\$ 12,000	\$ 90,000	\$ 72,000
Year Two	1.0	\$ 60,600	3.0	\$ 30,300	6.0	\$ 12,120	\$ 90,900	\$ 72,720
Year Three	1.0	\$ 61,206	3.0	\$ 30,603	7.0	\$ 12,241	\$ 91,809	\$ 85,688
Year Four	1.0	\$ 61,818	3.0	\$ 30,909	7.0	\$ 12,364	\$ 92,727	\$ 86,545
Year Five	1.0	\$ 62,436	3.0	\$ 31,218	7.0	\$ 12,487	\$ 93,654	\$ 87,411

## Benefits

### Staff Benefits and Health Plan

3000	Benefits	Health Plan Cost (\$/Person)	# employees	Health Plan Total	Total Benefits
Year One	\$ 126,113	\$ 8,000	23	\$ 184,000	\$ 310,113
Year Two	\$ 130,877	\$ 8,800	24	\$ 211,200	\$ 342,077
Year Three	\$ 137,789	\$ 9,680	25	\$ 242,000	\$ 379,789
Year Four	\$ 142,740	\$ 10,648	26	\$ 276,848	\$ 419,588
Year Five	\$ 144,167	\$ 11,713	27	\$ 316,246	\$ 460,413

Books & Supplies (\$ Per Student)				
4000	Textbooks	Other Books	Supplies	Equipment
Year One				
Year Two	\$ 40.00	-	\$ 110.00	\$ -
Year Three	\$ 40.80	-	\$ 112.20	\$ -
Year Four	\$ 41.62	-	\$ 114.44	\$ -
Year Five	\$ 42.45	-	\$ 116.73	\$ -

**General Purpose Entitlement Block Grant**

8000	% from Source
State Portion	74%
Local District	26%
<b>TOTAL</b>	<b>100%</b>

COLA	0.0%
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CASH FLOW PROJECTION  
THE BLUE OAK SCHOOL

Year 2 of Operations (based on 2011-2012 cash fl. THE BLUE OAK SCHOOL)													
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	Total
BEGINNING CASH	497,417	501,867	417,797	296,682	290,000	319,232	294,802	315,595	464,240	398,851	372,249	255,618	193,772
REVENUE													
Revenue Limit Sources	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment Block Grant - State-Md Portion	19,661	19,661	19,661	19,661	19,661	19,661	19,661	19,661	19,661	19,661	19,661	19,661	19,661
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	40,840	40,840	40,840	40,840	40,840	40,840	40,840	40,840	40,840	40,840	40,840	40,840	40,840
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-	-	-	-	-	-	-	-	-
General Purpose Endowment - Local Revenue (21.14% of Property Tax)	-	-	-	-	-								

**THE BLUE OAK SCHOOL**

[illegible]

Figure 1. A schematic diagram of the experimental setup. The subject is seated in a chair, viewing a screen displaying a target. The target is a vertical line with a horizontal bar at the top. The subject's hand is positioned at the bottom of the vertical line. The distance between the hand and the target is labeled as  $d$ . The distance between the hand and the screen is labeled as  $L$ . The distance between the target and the screen is labeled as  $D$ . The distance between the hand and the target is labeled as  $d$ . The distance between the hand and the screen is labeled as  $L$ . The distance between the target and the screen is labeled as  $D$ .

Page 2 of 3



[illegible]

## Year 1 - Year 5 (OPTION #2)

[illegible]

Year 3 of Operations

THE BLUE OAK SCHOOL

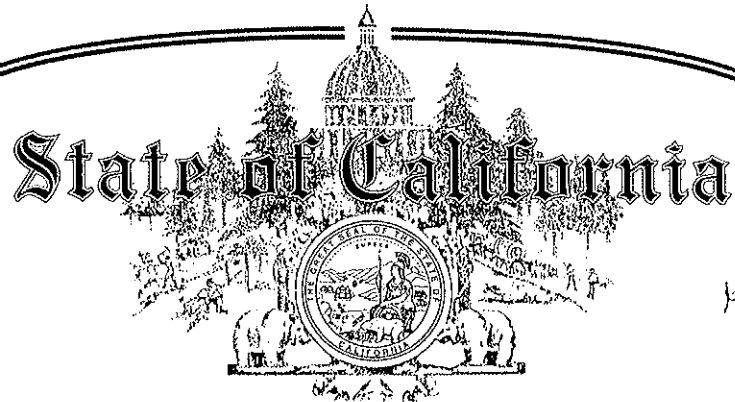
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued Year 3	Total
BEGINNING CASH	\$ 449,888	\$ 449,888	\$ 449,888	\$ 449,888	\$ 449,888	\$ 449,888	\$ 449,888	\$ 449,888	\$ 449,888	\$ 449,888	\$ 449,888	\$ 449,888	\$ 449,888	\$ 449,888
REVENUE														
Revenue Limit Sources														
General Purpose Enrollment - Block Grant - State Aid Portion	\$ 14,524	\$ 14,524	\$ 14,524	\$ 14,524	\$ 14,524	\$ 14,524	\$ 14,524	\$ 14,524	\$ 14,524	\$ 14,524	\$ 14,524	\$ 14,524	\$ 14,524	\$ 14,524
General Purpose Enrollment - Local Revenue (10.0% of Property Tax)	\$ 65,237	\$ 65,237	\$ 65,237	\$ 65,237	\$ 65,237	\$ 65,237	\$ 65,237	\$ 65,237	\$ 65,237	\$ 65,237	\$ 65,237	\$ 65,237	\$ 65,237	\$ 65,237
Local Revenue	\$ 32,618	\$ 32,618	\$ 32,618	\$ 32,618	\$ 32,618	\$ 32,618	\$ 32,618	\$ 32,618	\$ 32,618	\$ 32,618	\$ 32,618	\$ 32,618	\$ 32,618	\$ 32,618
Other State Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Federal Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Capitalized Block Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Local Plan Area (SELPA)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Grant (Quarantined)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Revenue Impact Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer from LEAS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fundations (85% of 00 in budget)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Grant (85% of 00 in budget)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Loan Financing (6% Charter School Facilities Loan or Line of Credit) (SO)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 40,618	\$ 40,618	\$ 40,618	\$ 40,618	\$ 40,618	\$ 40,618	\$ 40,618	\$ 40,618	\$ 40,618	\$ 40,618	\$ 40,618	\$ 40,618	\$ 40,618	\$ 40,618
DISBURSEMENTS														
1000 Classified Salaries	\$ 73,780	\$ 73,780	\$ 73,780	\$ 73,780	\$ 73,780	\$ 73,780	\$ 73,780	\$ 73,780	\$ 73,780	\$ 73,780	\$ 73,780	\$ 73,780	\$ 73,780	\$ 73,780
2000 Classified Salaries	\$ 24,992	\$ 24,992	\$ 24,992	\$ 24,992	\$ 24,992	\$ 24,992	\$ 24,992	\$ 24,992	\$ 24,992	\$ 24,992	\$ 24,992	\$ 24,992	\$ 24,992	\$ 24,992
3000 Classified Salaries	\$ 33,378	\$ 33,378	\$ 33,378	\$ 33,378	\$ 33,378	\$ 33,378	\$ 33,378	\$ 33,378	\$ 33,378	\$ 33,378	\$ 33,378	\$ 33,378	\$ 33,378	\$ 33,378
4000 Books and Supplies	\$ 3,844	\$ 3,844	\$ 3,844	\$ 3,844	\$ 3,844	\$ 3,844	\$ 3,844	\$ 3,844	\$ 3,844	\$ 3,844	\$ 3,844	\$ 3,844	\$ 3,844	\$ 3,844
5000 Salaries and Other Operating Expenditures	\$ 26,502	\$ 26,502	\$ 26,502	\$ 26,502	\$ 26,502	\$ 26,502	\$ 26,502	\$ 26,502	\$ 26,502	\$ 26,502	\$ 26,502	\$ 26,502	\$ 26,502	\$ 26,502
6000 Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000 Other Charge	\$ 13,834	\$ 13,834	\$ 13,834	\$ 13,834	\$ 13,834	\$ 13,834	\$ 13,834	\$ 13,834	\$ 13,834	\$ 13,834	\$ 13,834	\$ 13,834	\$ 13,834	\$ 13,834
TOTAL EXPENDITURES	\$ 39,538	\$ 39,538	\$ 39,538	\$ 39,538	\$ 39,538	\$ 39,538	\$ 39,538	\$ 39,538	\$ 39,538	\$ 39,538	\$ 39,538	\$ 39,538	\$ 39,538	\$ 39,538
REVENUE LESS EXPENDITURES	\$ 1,080	\$ 1,080	\$ 1,080	\$ 1,080	\$ 1,080	\$ 1,080	\$ 1,080	\$ 1,080	\$ 1,080	\$ 1,080	\$ 1,080	\$ 1,080	\$ 1,080	\$ 1,080
Revenue Requirements	\$ 442	\$ 442	\$ 442	\$ 442	\$ 442	\$ 442	\$ 442	\$ 442	\$ 442	\$ 442	\$ 442	\$ 442	\$ 442	\$ 442
NET INCREASE (DECREASE)	\$ 1,882	\$ 1,882	\$ 1,882	\$ 1,882	\$ 1,882	\$ 1,882	\$ 1,882	\$ 1,882	\$ 1,882	\$ 1,882	\$ 1,882	\$ 1,882	\$ 1,882	\$ 1,882
CASH BALANCE	\$ 450,970	\$ 450,970	\$ 450,970	\$ 450,970	\$ 450,970	\$ 450,970	\$ 450,970	\$ 450,970	\$ 450,970	\$ 450,970	\$ 450,970	\$ 450,970	\$ 450,970	\$ 450,970
CASH BALANCE WITH RESERVES	\$ 450,970	\$ 450,970	\$ 450,970	\$ 450,970	\$ 450,970	\$ 450,970	\$ 450,970	\$ 450,970	\$ 450,970	\$ 450,970	\$ 450,970	\$ 450,970	\$ 450,970	\$ 450,970

Year 4 of Operations

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued Year 4	Total
BEGINNING CASH	\$ 461,966	\$ 461,966	\$ 461,966	\$ 461,966	\$ 461,966	\$ 461,966	\$ 461,966	\$ 461,966	\$ 461,966	\$ 461,966	\$ 461,966	\$ 461,966	\$ 461,966	\$ 461,966
REVENUE														
Revenue Limit Sources														
General Purpose Enrollment - Block Grant - State Aid Portion	\$ 15,208	\$ 15,208	\$ 15,208	\$ 15,208	\$ 15,208	\$ 15,208	\$ 15,208	\$ 15,208	\$ 15,208	\$ 15,208	\$ 15,208	\$ 15,208	\$ 15,208	\$ 15,208
General Purpose Enrollment - Local Revenue (10.0% of Property Tax)	\$ 68,302	\$ 68,302	\$ 68,302	\$ 68,302	\$ 68,302	\$ 68,302	\$ 68,302	\$ 68,302	\$ 68,302	\$ 68,302	\$ 68,302	\$ 68,302	\$ 68,302	\$ 68,302
Local Revenue	\$ 34,151	\$ 34,151	\$ 34,151	\$ 34,151	\$ 34,151	\$ 34,151	\$ 34,151	\$ 34,151	\$ 34,151	\$ 34,151	\$ 34,151	\$ 34,151	\$ 34,151	\$ 34,151
Other State Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Federal Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Capitalized Block Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Local Plan Area (SELPA)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Grant (Quarantined)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Revenue Impact Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer from LEAS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fundations (\$105,000.00 in budget)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Grant (\$20,000 in budget)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Other Local Revenue (\$40,000.00 in budget)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Loan Financing (6% Charter School Facilities Loan or Line of Credit) (SO)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 42,510	\$ 42,510	\$ 42,510	\$ 42,510	\$ 42,510	\$ 42,510	\$ 42,510	\$ 42,510	\$ 42,510	\$ 42,510	\$ 42,510	\$ 42,510	\$ 42,510	\$ 42,510
DISBURSEMENTS														
1000 Classified Salaries	\$ 77,554	\$ 77,554	\$ 77,554	\$ 77,554	\$ 77,554	\$ 77,554	\$ 77,554	\$ 77,554	\$ 77,554	\$ 77,554	\$ 77,554	\$ 77,554	\$ 77,554	\$ 77,554
2000 Classified Salaries	\$ 25,242	\$ 25,242	\$ 25,242	\$ 25,242	\$ 25,242	\$ 25,242	\$ 25,242	\$ 25,242	\$ 25,242	\$ 25,242	\$ 25,242	\$ 25,242	\$ 25,242	\$ 25,242
3000 Classified Salaries	\$ 36,765	\$ 36,765	\$ 36,765	\$ 36,765	\$ 36,765	\$ 36,765	\$ 36,765	\$ 36,765	\$ 36,765	\$ 36,765	\$ 36,765	\$ 36,765	\$ 36,765	\$ 36,765
4000 Books and Supplies	\$ 4,190	\$ 4,190	\$ 4,190	\$ 4,190	\$ 4,190	\$ 4,190	\$ 4,190	\$ 4,190	\$ 4,190	\$ 4,190	\$ 4,190	\$ 4,190	\$ 4,190	\$ 4,190
5000 Salaries and Other Operating Expenditures	\$ 25,621	\$ 25,621	\$ 25,621	\$ 25,621	\$ 25,621	\$ 25,621	\$ 25,621	\$ 25,621	\$ 25,621	\$ 25,621	\$ 25,621	\$ 25,621	\$ 25,621	\$ 25,621
6000 Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000 Other Charge	\$ 184,446	\$ 184,446	\$ 184,446	\$ 184,446	\$ 184,446	\$ 184,446	\$ 184,446	\$ 184,446	\$ 184,446	\$ 184,446	\$ 184,446	\$ 184,446	\$ 184,446	\$ 184,446
TOTAL EXPENDITURES	\$ 309,817	\$ 309,817	\$ 309,817	\$ 309,817	\$ 309,817	\$ 309,817	\$ 309,817	\$ 309,817	\$ 309,817	\$ 309,817	\$ 309,817	\$ 309,817	\$ 309,817	\$ 309,817
REVENUE LESS EXPENDITURES	\$ (267,307)	\$ (267,307)	\$ (267,307)	\$ (267,307)	\$ (267,307)	\$ (267,307)	\$ (267,307)	\$ (267,307)	\$ (267,307)	\$ (267,307)	\$ (267,307)	\$ (267,307)	\$ (267,307)	\$ (267,307)
Revenue Requirements	\$ 445	\$ 445	\$ 445	\$ 445	\$ 445	\$ 445	\$ 445	\$ 445	\$ 445	\$ 445	\$ 445	\$ 445	\$ 445	\$ 445
NET INCREASE (DECREASE)	\$ (267,752)	\$ (267,752)	\$ (267,752)	\$ (267,752)	\$ (267,752)	\$ (267,752)	\$ (267,752)	\$ (267,752)	\$ (267,752)	\$ (267,752)	\$ (267,752)	\$ (267,752)	\$ (267,752)	\$ (267,752)
CASH BALANCE	\$ 314,390	\$ 314,390	\$ 314,390	\$ 314,390	\$ 314,390	\$ 314,390	\$ 314,390	\$ 314,390	\$ 314,390	\$ 314,390	\$ 314,390	\$ 314,390	\$ 314,390	\$ 314,390
CASH BALANCE WITH RESERVES	\$ 314,390	\$ 314,390	\$ 314,390	\$ 314,390	\$ 314,390	\$ 314,390	\$ 314,390	\$ 314,390	\$ 314,390	\$ 314,390	\$ 314,390	\$ 314,390	\$ 314,390	\$ 314,390

Year 5 of Operations

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued Year \$	Total
BEGINNING CASH	\$ 465,114	\$ 340,131	\$ 233,810	\$ 98,707	\$ 89,892	\$ 47,749	\$ 6,785	\$ 74,423	\$ 139,885	\$ 17,593	\$ 3,447	\$ 2,840	\$ 2,033	
REVENUE														
Revenue Limit Sources														
General Purpose Endowment - Block Grant - State Aid Portion	\$ -	\$ 15,817	\$ -	\$ 152,338	\$ 23,774	\$ 78,599	\$ 219,453	\$ 228,597	\$ 6,120	\$ 110,154	\$ 73,803	\$ 55,077	\$ 750,178	\$ 1,711,670
General Purpose Endowment - Local Revenue (On Line of Property Tax)	\$ 35,697	\$ 71,288	\$ 47,566	\$ 47,596	\$ 47,596	\$ 47,596	\$ 47,596	\$ 48,443	\$ 42,721	\$ 42,721	\$ 42,721	\$ 42,721	\$ -	\$ 521,388
Federal Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
COE P-25 Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Federal Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Categorical Block Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Local Plan Area (SELPA)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
California Green (Qualcomm)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Education Finance Act	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Other State Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transfers from LEAs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fundraising (\$115,000.00 in budget)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grants (\$30,000 budget) (\$2,000.00 in budget)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Other Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Local Endowment (i.e., Charter School Bookings) Loan or Line of Credit (\$20)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 65,704	\$ 112,565	\$ 195,116	\$ 233,472	\$ 279,845	\$ 220,865	\$ 260,527	\$ 347,515	\$ 171,106	\$ 218,202	\$ 232,452	\$ 232,747	\$ 732,238	\$ 3,101,390
EXPENDITURES														
1000 Certified Salaries	\$ -	\$ 70,330	\$ 78,330	\$ 78,330	\$ 78,330	\$ 78,330	\$ 78,330	\$ 78,330	\$ 78,330	\$ 78,330	\$ 78,330	\$ 78,330	\$ 78,330	\$ 939,957
2000 Certified Salaries	\$ -	\$ 25,495	\$ 25,495	\$ 25,495	\$ 25,495	\$ 25,495	\$ 25,495	\$ 25,495	\$ 25,495	\$ 25,495	\$ 25,495	\$ 25,495	\$ 25,495	\$ 305,558
3000 Certified Salaries	\$ -	\$ 40,185	\$ 40,185	\$ 40,185	\$ 40,185	\$ 40,185	\$ 40,185	\$ 40,185	\$ 40,185	\$ 40,185	\$ 40,185	\$ 40,185	\$ 40,185	\$ 482,215
4000 Salaries and Other Operating Expenditures	\$ -	\$ 4,832	\$ 13,055	\$ 13,055	\$ 27,758	\$ 3,678	\$ 3,678	\$ 3,678	\$ 13,055	\$ 3,678	\$ 3,678	\$ 3,678	\$ 3,678	\$ 87,033
5000 Salaries and Other Operating Expenditures	\$ 25,704	\$ 53,745	\$ 53,745	\$ 53,745	\$ 53,745	\$ 53,745	\$ 53,745	\$ 53,745	\$ 53,745	\$ 53,745	\$ 53,745	\$ 53,745	\$ 53,745	\$ 616,830
6000 Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000 Other Outlay	\$ 144,599	\$ 14,599	\$ 31,366	\$ 31,366	\$ 31,366	\$ 31,366	\$ 31,366	\$ 31,366	\$ 31,366	\$ 31,366	\$ 31,366	\$ 31,366	\$ 31,366	\$ 382,822
TOTAL EXPENDITURES	\$ 170,303	\$ 214,769	\$ 244,762	\$ 244,762	\$ 244,762	\$ 244,762	\$ 244,762	\$ 244,762	\$ 244,762	\$ 244,762	\$ 244,762	\$ 244,762	\$ 244,762	\$ 2,954,906
REVENUE LESS EXPENDITURES	\$ (104,599)	\$ (102,204)	\$ (49,646)	\$ (11,290)	\$ (64,917)	\$ (23,897)	\$ (84,237)	\$ (97,247)	\$ (73,876)	\$ (26,560)	\$ (12,310)	\$ (12,015)	\$ (11,528)	\$ 146,484
Net Increase (Decrease)	\$ (104,599)	\$ (102,204)	\$ (49,646)	\$ (11,290)	\$ (64,917)	\$ (23,897)	\$ (84,237)	\$ (97,247)	\$ (73,876)	\$ (26,560)	\$ (12,310)	\$ (12,015)	\$ (11,528)	\$ 146,484
CASH BALANCE	\$ 340,131	\$ 237,927	\$ 187,271	\$ 176,001	\$ 111,084	\$ 87,187	\$ 3,548	\$ 74,423	\$ 139,885	\$ 191,642	\$ 209,352	\$ 197,337	\$ 185,809	\$ 617,210
CASH BALANCE WITH RESERVES	\$ 340,131	\$ 237,927	\$ 187,271	\$ 176,001	\$ 111,084	\$ 87,187	\$ 3,548	\$ 74,423	\$ 139,885	\$ 191,642	\$ 209,352	\$ 197,337	\$ 185,809	\$ 617,210



## SECRETARY OF STATE

I, *Kevin Shelley*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 3 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

**IN WITNESS WHEREOF**, I execute this certificate and affix the Great Seal of the State of California this day of

AUG 13 2003



*Kevin Shelley*  
Secretary of State

**ENDORSED - FILED**  
in the office of the Secretary of State  
of the State of California

AUG 13 2003

**KEVIN SHELLEY**  
Secretary of State

## ARTICLES OF INCORPORATION

ARTICLE I  
NAME

The name of the corporation is Blue Oak Charter School, Incorporated.

ARTICLE II  
ORGANIZATION

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes.

ARTICLE III  
PURPOSES AND POWERS

The purposes for which the Corporation is formed are as follows:

- (a) The general purpose and powers of the Corporation are as follows:
  - (1) The Corporation is formed exclusively to manage, operate, guide, direct and promote the Blue Oak Charter School, a California Public School, within the meaning of Section 501(c) (3) of the United States Internal Revenue Code of 1954, as amended (the "Code"). All references to the Code contained herein are deemed to include corresponding provisions of any future United States internal revenue law or regulation.
  - (2) In furtherance of the purposes set forth in this Article III, the Corporation may exercise all rights and powers conferred on nonprofit public benefit corporations under the laws of the State of California.
- (b) Notwithstanding any of the above statements of the purposes and powers, the Corporation shall not engage in any activities or exercise any powers, whether express or implied, so as to disqualify the Corporation from exemption from federal income tax under Section 501(a) of the Code or to disqualify the Corporation as a corporation contributions to which are deductible under Section 170(c)(2) of the Code, and/or so as to disqualify the corporation from exemption from California income tax under Section 23701 of the California Revenue and Taxation Code, as amended, by reason of being an organization described in Section 23701(d) of said Revenue and Taxation Code.

## ARTICLE IV INITIAL AGENT FOR SERVICE OF PROCESS

The name and address of the corporation's initial agent for service of process are:

David Robinett, Esq.  
California Education Legal Services  
1007 Seventh Street, Suite 200  
Sacramento, CA 95814

## ARTICLE V MEMBERS

The authorized number, if any, and qualifications of members of the Corporation, the different classes of membership, the property, voting, and other rights and privileges of members, their liability for dues, assessments, and sanctions, the termination or transfer of membership, and such other provisions relating to members as may be adopted, shall be stated in the By-Laws.

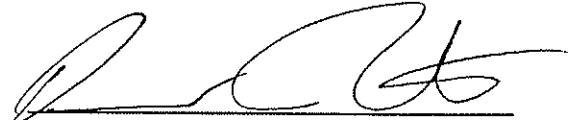
## ARTICLE VI DEDICATION AND DISSOLUTION

- (a) No part of the net earnings of the Corporation shall inure to the benefit of, or be distributed to, its members, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof.
- (b) No part of the net earnings or of the property or assets of the Corporation shall be used other than for the purposes of the Corporation set forth in Article III hereof.
- (c) No substantial part of the activities of the Corporation shall consist, except as otherwise provided in Section 501(h) of the Code, or carrying on propaganda, or otherwise attempting to influence legislation, nor shall the Corporation participate in, or intervene in (including, without limitation, the publishing and distributing of statements or otherwise), any political campaign on behalf or in opposition to any candidate for public office.
- (d) In the event of liquidation, dissolution, termination, or winding up of the Corporation (whether voluntary, involuntary, or by operation of law), the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the Corporation, transfer all of the property and assets of the Corporation to one or more Qualified Organizations, as defined below in this Article VI, as the Board of Directors shall determine. For the purposes of this Article VI, "Qualified Organization" shall mean a corporation or other organization organized and operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as exempt from income tax

under Section 501(c)(3) of the Code by reason of being an organization described in Section 501(c)(3) of the Code, or corporation or other organization, contributions to which are deductible under Section 170(c)(2) of the Code.

IN WITNESS WHEREOF, the undersigned incorporators have executed these Articles of Incorporation.

Date: August 11, 2003

  
David Robinett





INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **JAN 12 2004**

BLUE OAK CHARTER SCHOOL INC  
PO BOX 6220  
CHICO, CA 95927

Employer Identification Number:  
02-0702969  
DLN:  
17053238017043  
Contact Person:  
RONALD D BELL ID# 31185  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Form 990 Required:  
Yes  
Addendum Applies:  
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

BLUE OAK CHARTER SCHOOL INC

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

Letter 947 (DO/CG)

BLUE OAK CHARTER SCHOOL INC

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

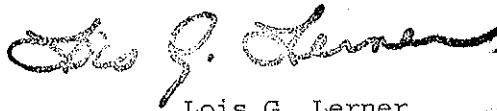
You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Lois G. Lerner", with a stylized flourish at the end.

Lois G. Lerner  
Director, Exempt Organizations  
Rulings and Agreements

**BYLAWS  
OF  
BLUE OAK CHARTER SCHOOL INC.**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I  
NAME**

Section 1. NAME. The name of this corporation is Blue Oak Charter School Inc.

**ARTICLE II  
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 450 W. East Ave., Chico, State of California. The Charter Council may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Charter Council may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III  
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the Blue Oak Charter School ("Charter School"), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV  
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

## **ARTICLE V DEDICATION OF ASSETS**

Section 1. **DEDICATION OF ASSETS.** This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Council member or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

## **ARTICLE VI CORPORATIONS WITHOUT MEMBERS**

Section 1. **CORPORATIONS WITHOUT MEMBERS.** This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Charter Council may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Charter Council finds appropriate.

## **ARTICLE VII CHARTER COUNCIL**

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Charter Council ("Council"). The Council may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Council.

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Charter Council shall have the power to:

- a. Appoint and remove, at the pleasure of the Charter Council, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. **DESIGNATED COUNCIL MEMBERS AND TERMS.** The number of Council members shall be seven (7), unless changed by amendments to these bylaws; provided that three (3) seats shall be reserved for parent representatives and four (4) seats shall be reserved for community representatives. Parent Representatives and Community Members may not be employees of Blue Oak Charter School. Community Representatives may not be the

parent, legal guardian or significant other of a parent or legal guardian of a child enrolled at Blue Oak Charter School. Parents, legal guardians or significant others of a parent or legal guardian of a child formerly enrolled at Blue Oak Charter School are eligible to serve as a community representative one (1) year after their child is not longer enrolled at Blue Oak Charter school. Additionally, pursuant to Education Code Section 47604(b), the governing board of the granting authority has the right to appoint one representative to the Charter Council. In the event that a representative of the governing board of the granting authority is appointed to the Charter Council, the number of Council members shall be increased to eight (8).

Except for the initial Charter Council, each Council member shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) year(s) and until a successor Council member has been designated and qualified. Terms for the initial Charter Council shall be staggered as drawn by lot with three (3) seats serving a one (1) year term and four (4) seats serving a two (2) year term.

#### Section 4. RESTRICTION ON INTERESTED PERSONS AS COUNCIL MEMBERS.

No more than 49 percent of the persons serving on the Charter Council may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Council member as Council member; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. Employees of the corporation may not serve on the Charter Council. The Council may adopt other policies circumscribing potential conflicts of interest.

Section 5. COUNCIL MEMBERS' TERM. Each Council member shall hold office for two (2) years and until a successor Council member has been **elected** and qualified.

Section 6. EVENTS CAUSING VACANCIES ON COUNCIL. A vacancy or vacancies on the Charter Council shall occur in the event of (a) the death, resignation, or removal of any Council member; (b) the declaration by resolution of the Charter Council of a vacancy in the office of a Council member who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of Council members; and (d) the failure of a Council member to attend three (3) meetings in a calendar year, unless the Charter Council, by majority vote, takes action to retain them.

Section 7. RESIGNATION OF COUNCIL MEMBERS. Except as provided below, any Council member may resign by giving written notice to the Council Chair, if any, or to the President, or the Secretary, or to the Council. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Council member's resignation is effective at a later time, the Charter Council may appoint a successor to take office as of the date when the resignation becomes effective according to Article VII, Section 10.

Section 8. COUNCIL MEMBER MAY NOT RESIGN IF NO COUNCIL MEMBER REMAINS. Except on notice to the California Attorney General, no Council member may resign if the corporation would be left without a duly elected Council member or Council members.

Section 9. REMOVAL OF COUNCIL MEMBERS. Any Council member may be removed, with or without cause, by the Blue Oak Charter School community members. A recall election shall be held within ninety (90) days after the presentation of a removal petition to the Council Chair signed by sixty (60) percent of the Blue Oak Charter School community members. Any vacancy caused by the removal of a Council member shall be filled as provided in Section 10.

Section 10. VACANCIES FILLED BY COUNCIL. Vacancies on the Charter Council may be filled by approval of the Charter Council or, if the number of Council members then in office is less than a quorum, by (a) the unanimous consent of the Council members then in office, (b) the affirmative vote of a majority of the Council members

then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining Council member. Vacancies shall be filled by appointment of an interim Council member who shall serve until the next regular May election where the vacant seat shall be filled as provided in Article VIII. Prior to assuming duties, all newly elected and appointed Charter Council members will read the Board's Code Of Ethics (see Board Policy #5)

Section 11. NO VACANCY ON REDUCTION OF NUMBER OF COUNCIL MEMBERS. Any reduction of the authorized number of Council members shall not result in any Council members being removed before his or her term of office expires.

Section 12. PLACE OF CHARTER COUNCIL MEETINGS. Meetings shall be held at the principal office of the Corporation. The Charter Council may designate that a meeting be held at any place within California that has been designated by resolution of the Charter Council or in the notice of the meeting. All meetings of the Charter Council shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 13. MEETINGS; ANNUAL MEETINGS. All meetings of the Charter Council and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Charter Council shall meet annually within 30 days of the approval of the Charter Council election results by the Charter Council for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting will be held in accordance with the provisions of Board Policy #3 "Annual Organizational Meeting". This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Charter Council.

Section 14. REGULAR MEETINGS. Regular meetings of the Charter Council, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Charter Council. At least 72 hours before a regular meeting, the Charter Council, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting in a location accessible and open to the public. The agenda shall also be provided to the Charter Authorizer Representative, Faculty Representative, Administrative Representative, Parent Council Chair, Parent Council Co-Chair and will be posted to the school website prior to the meeting.

Section 15. SPECIAL MEETINGS. Special meetings of the Charter Council for any purpose may be called at any time by the Chairman of the Charter Council, if there is such an officer, or a majority of the Charter Council. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 16. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Charter Council may be held only after twenty-four (24) hours notice is given to each Council member, the Charter Authorizer Representative, Faculty Representative, Administrative Representative, Parent Council Chair, Parent Council Co-Chair and to the public through the posting of an agenda. Pursuant to the Brown Act, the Charter Council shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be addressed or delivered to each Council member at the Council member's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Council member for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Charter Council are regularly held.
- b. Notice by mail shall be deemed received at the time that a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 17. QUORUM. A majority of the Council members then in office shall constitute a quorum. All acts or decisions of the Charter Council will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the Council members present at any meeting, the meeting shall be adjourned. Council members may not vote by proxy. A Parent Representative majority of Council members shall not constitute a quorum.

Section 18. TELECONFERENCE MEETINGS. Members of the Charter Council may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Charter Council shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Charter Council elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Charter Council participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>1</sup>

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<sup>1</sup> This means that members of the Charter Council who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.



- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Charter Council directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>2</sup>

Section 19. ADJOURNMENT. A majority of the Council members present, whether or not a quorum is present, may adjourn any Charter Council meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Council members who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 20. COMPENSATION AND REIMBURSEMENT. Council members may receive such compensation, if any, for their services as Council members or officers, and such reimbursement of expenses, as the Charter Council may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 21. CREATION AND POWERS OF COMMITTEES. The Council, by resolution adopted by a majority of the Council members then in office, may create one or more committees, each consisting of two or more Council members and no one who is not a Council member, to serve at the pleasure of the Council. Appointments to all committees of the Charter Council shall be by majority vote of the authorized number of Council members. The Charter Council may appoint one or more Council members as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Council, to the extent provided in the Charter Council's resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Charter Council or any committee of the Council;
- c. Fix compensation of the Council members for serving on the Charter Council or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Charter Council that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Charter Council or appoint the members of committees of the Council;
- g. Expend corporate funds to support a nominee for Council member if more people have been nominated for Council member than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its Council members has a material financial interest.

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<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Section 22. **ADVISORY COMMITTEES.** Advisory committees may be created by as deemed necessary and appropriate by the Charter Council. These committees shall serve in an advisory capacity only. At least one Charter Council member shall serve as a member of each such Charter Council advisory committee. A list of all committees shall be kept by the Council Chair and will be available by request and posted on the school website. All Charter Council Committees shall have a description of their objectives and goals. The Charter Council advisory committees shall report directly to the Charter Council, however, the Director shall be informed of meeting schedules and agendas, and shall receive meeting minutes and reports that may be developed by the committees.

Section 23. **MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Charter Council shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Charter Council' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Charter Council resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Charter Council may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Charter Council has not adopted rules, the committee may do so.

Section 24. **NON-LIABILITY OF COUNCIL MEMBERS.** No Council member shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 25. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Charter School and the Charter Council shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 26. **ROBERT'S RULES OF ORDER.** Meetings shall be governed by Robert's Rules of Order, as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws or with any applicable provision of law, including the Brown Act. The Council Chair may choose to suspend Robert's Rules of Order to allow a greater range of discussion among those present at a meeting, however, such suspension will not apply to motions or other actions necessary to conduct business.

## **ARTICLE VIII ELECTION PROCESS**

Section 1. **ELIGIBILITY TO SERVE ON CHARTER COUNCIL.** All parents and community members are eligible to be elected to the Charter Council so long as they are not employees of Blue Oak Charter School.

Section 2. **ELECTION COMMITTEE AND APPLICATIONS.** The Parent Council Election Committee shall be responsible for coordinating all elections. The Parent Council will oversee the Election Committee. During the January Parent Council Meeting the Executive Director will inform the Parent Council of the Charter Council vacancies. At the regular February Charter Council meeting the Parent Council Chair and Election Committee Chair will be in attendance for reading and review of the Charter Council Bylaws concerning Charter Council elections. If the Election Committee Chair is not in attendance, or at the Charter Council discretion, the Charter Council may choose to appoint, by majority vote, another person to be the Election Committee Chair. The Election Committee shall include one Council member whose term is not expiring, one Blue Oak Charter School teacher, one Blue Oak Charter School administrator, and at least one parent of a child enrolled at Blue Oak Charter School. Application packets may be obtained from and submitted to the front office of the school.

At the regular March Charter Council meeting the Election Committee Chair will present their selections for the Election Committee and present the election schedule. The approval of the Election Committee selections will be an action item on the March Charter Council agenda. The Election Committee makeup and schedule will be posted by the Election Committee on school bulletin board and website on the day following the March Charter Council meeting and will be included in the April Blue Oak Charter School newsletter.

Section 3. DUTIES OF ELECTION COMMITTEE. Duties of the Election Committee include:

- a) Actively seeking applicants to serve on the Charter Council;
- b) Developing and updating the complete nominating documents for the Charter Council election. Nominating documents include a letter of intent, resume, and application form with confidential references.
- c) Providing applicants with the Council member applicant requirements, conflict of interest disclosures and an application deadline.
- d) Developing and updating the ballot for the Charter Council election.
- e) All applicable election process documents shall be kept by the Election Committee Chair in the Election Committee binder.

Section 4. ELECTIONS. Elections shall be held in May, beginning on the first Monday in May of each year, except in cases where the incumbents or candidate have no one challenging their position. Should there be no other interested parties, the incumbents or candidates shall be automatically elected upon Charter Council ratification. Voting begins on the first Monday in May, when ballots are available at the front office voting station. Trained election officials chosen by the Election Committee shall be present at all times during polling hours. The polling hours shall be determined by the Election Committee with the goal of accommodating the availability of the Blue Oak Charter School families.

Each election shall:

- (a) Be preceded by public announcements over a two week period prior to the election;
- (b) Have complete nominating documents submitted from each applicant;
- (c) Have the complete nominating documents maintained in a public place for viewing;
- (d) Include a public forum for the community to meet candidates after the nominating period is closed and prior to the election and , and;
- (e) Utilize a ranked voting system to break ties. Ranked voting allows voters to rank candidates on the ballot and prevents ties by using 2nd choice votes to break ties for 1st place votes,

The ballots shall list all candidates. Ballots may not be removed from the voting area. All candidates applications, resumes, and letters of intent shall be posted at the polling station for public viewing.

Section 5. VOTING. Each Blue Oak Charter School community member is entitled to submit one ballot. Community members include each parent and/or legal guardian of children currently enrolled in Blue Oak Charter School (not to exceed a total of two ballots per family), each Blue Oak Charter School employee and each Charter Council member. Independent contractors are not community members. A list of eligible voters will be used by election officials to check off names of voters. If a voters name can not be found on the official list, a clearly marked provisional ballot will be issued but not cast until the election official determines the eligibility of the voter. Provisional voters will be notified within 24 hours of their eligibility.

On Friday of the week of the Charter Council elections, the ballot box shall be removed at 3:15 pm. Ballots shall be counted by two or more Election Committee Members selected by the Election Committee and the Executive Director or designate. All completed ballots will bound and kept with school records. Election results are posted the following school day to school bulletin boards and the Blue Oak Charter School website, however results are not considered final until they are approved by the Charter Council at the regular June meeting. At the regular Charter Council June meeting the Election Chairperson will present the results of the Charter Council election. The results must be approved by a majority vote of the Charter Council. The Charter Council does reserve the right to take action when or if any irregularities, anomalies, or violations of these Bylaws occur. Such irregularities, anomalies, or violations may be waived by a unanimous vote of Charter Council. Newly elected members will assume office and duties at the next regular or special meeting of the Charter Council following approval of the Charter Council election results by the Charter Council.. Prior to assuming duties, all newly elected and appointed Charter Council members will read the Board's Code Of Ethics (see Board Policy #5)

## **ARTICLE VIX OFFICERS OF THE CORPORATION**

Section 1.       OFFICES HELD. The officers of this corporation shall be a Chairman of the Board, (who shall be known as the "Council Chair"), a Vice-Chairman of the Board (who shall be known as the "Vice-Council Chair"), a President, a Secretary, and a Chief Financial Officer. The corporation, at the Council's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIX, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIX shall also have administrative duties as set forth in any applicable contract for employment or job specification. Employees may be appointed officers of the corporation, but may not be members of the Charter Council.

Section 2.       DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the Council Chair.

Section 3.       ELECTION OF OFFICERS. The officers of this corporation shall be chosen by the Charter Council at the Annual Organizational Meeting held within 30 days of the approval of the Charter Council election results by the Charter Council, as described in Article VII, Section 15 of these bylaws and shall serve at the pleasure of the Council, subject to the rights of any officer under any employment contract.

Section 4.       APPOINTMENT OF OTHER OFFICERS. The Charter Council may appoint and authorize the Council Chair, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Council. Oneboard member will be elected by majority of the BOCC as Parent Council Liaison and will report at both Parent Council and BOCC meetings. One board member will be elected by majority of the BOCC as the Charter Authorizer Liaison.

Section 5.       REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Charter Council may remove any officer with or without cause. An officer who was not chosen by the Charter Council may be removed by any other officer on whom the Charter Council confers the power of removal.

Section 6.       RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Council. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7.       VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8.       COUNCIL CHAIR. The Council Chair shall preside at the Charter Council' meetings and shall exercise and perform such other powers and duties as the Charter Council may assign from time to time. If there is no President, the Council Chair shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Charter Council is elected, there shall also be a Vice-Council Chair. In the absence of the Council Chair, the Vice-Counsel Chair shall preside at Charter Council meetings and shall exercise and perform such other powers and duties as the Charter Council may assign from time to time.

Section 9.       VICE-COUNCIL CHAIR. The Vice-Council Chair shall preside at Charter Council meetings in the absence of the Council Chair and shall exercise and perform such other powers and duties as the Charter Council may assign from time to time.

Section 10. PRESIDENT. Subject to such supervisory powers as the Charter Council may give to the Chairman of the Board, if any, and subject to the control of the Council, and subject to President's contract of employment, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Charter Council or the bylaws may require.

Section 11. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Council, or, if not ranked, a Vice-President designated by the Council, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Charter Council or the bylaws may require.

Section 12. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Charter Council may direct, a book of minutes of all meetings, proceedings, and actions of the Council and of committees of the Council. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the Council members present at Charter Council and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Council and of committees of the Charter Council that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Charter Council or the bylaws may require.

Section 13. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to Council members such financial statements and reports as are required to be given by law, by these bylaws, or by the Council. The books of account shall be open to inspection by any Council member at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Charter Council may designate; (b) disburse the corporation's funds as the Charter Council may order; (c) render to the President, Chairman of the Board, if any, and the Council, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Council, contract, job specification, or the bylaws may require.

If required by the Council, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Charter Council for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

## ARTICLE X CONTRACTS WITH COUNCIL MEMBERS

Section 1. CONTRACTS WITH COUNCIL MEMBERS. The Corporation shall not enter into a contract or transaction in which a Council member directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's Council members are Council members have a material financial interest) unless all of the following apply:

- a. The Council member with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Charter Council meeting minutes.
- b. The Council member with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested Council member who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Council discussion and when the final vote is taken).
- c. Such contract or transaction is authorized in good faith by a majority of the Charter Council by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Charter Council considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more Council members or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

## **ARTICLE XI CONTRACTS WITH NON-COUNCIL MEMBER DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-COUNCIL MEMBER DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-Council member designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Blue Oak Charter School Conflict of Interest Policy have been fulfilled.

## **ARTICLE XII LOANS TO COUNCIL MEMBERS AND OFFICERS**

Section 1. **LOANS TO COUNCIL MEMBERS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any Council member or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a Council member or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Council member or officer would be entitled to reimbursement for such expenses of the corporation.

## **ARTICLE XIII INDEMNIFICATION**

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its Council members, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Charter Council by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Charter Council shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Charter Council shall authorize indemnification.

## **ARTICLE XIV INSURANCE**

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its Council members, officers, employees, and other agents, to cover any liability asserted against or incurred by any Council member, officer, employee, or agent in such capacity or arising from the Council member's, officer's, employee's, or agent's status as such.

## **ARTICLE XV MAINTENANCE OF CORPORATE RECORDS**

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Council and committees of the Council; and
- c. Such reports and records as required by law.

## **ARTICLE XVI INSPECTION RIGHTS**

Section 1. **COUNCIL MEMBERS' RIGHT TO INSPECT.** Every Council member shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the Council member's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any Council member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Charter Council and committees of the Charter Council at any reasonable time for a purpose reasonably related to the Council member's interest as a Council member. Any such inspection and copying may be made in person or by the Council member's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Council members at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any Council member, furnish to that Council member a copy of the articles of incorporation and bylaws, as amended to the current date.

## **ARTICLE XVII REQUIRED REPORTS**

Section 1. **ANNUAL REPORTS.** The Charter Council shall cause an annual report to be sent to itself (the members of the Charter Council) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report to all Council members, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each Council member and furnish to each Council member a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
  - (1) Any Council member or officer of the corporation, its parent, or subsidiary (but mere common Council membership shall not be considered such an interest); or
  - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

## **ARTICLE XVIII BYLAW AMENDMENTS**

Section 1. **BYLAW AMENDMENTS.** The Charter Council may adopt, amend or repeal any of these Bylaws by a majority of the Council members present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the Blue Oak Charter School or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws. The Charter that created Blue Oak Charter School may only be amended by a two-thirds majority vote of the Charter Council.

## **ARTICLE XIX FISCAL YEAR**

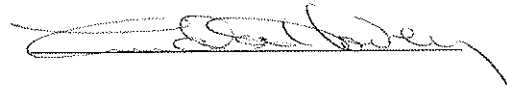
Section 1. **FISCAL YEAR OF THE CORPORATION.** The fiscal year of the Corporation shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.



## CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Blue Oak Charter School Inc., a California nonprofit public benefit corporation; that these bylaws, consisting of **18** pages, are the bylaws of this corporation as adopted by the Charter Council on Feb 1, 2011; and that these bylaws have not been amended or modified since that date.

Executed on February 1, 2011 at Chico, California.



\_\_\_\_\_, Secretary

## The Blue Oak School Council Members, 2010-2011

The following individuals serve on the nonprofit board of Blue Oak Charter School, Inc., which is referred to as the Charter Council. The Charter Council has historically been responsible for operating the Blue Oak Charter School. Going forward, this Charter Council will be responsible for operating The Blue Oak School.

**Heather Altfeld** is the Board Chair. She teaches Composition and Rhetoric courses in the English Department and University Studies for the First-Year Experience Program at California State University, Chico and at Butte Community College. She holds an Master of Fine Arts degree in Poetry from CSU Chico and a Bachelor of Arts in Anthropology and Writing from Columbia University in the City of New York. Heather is the co-author of *One Thousand and One Books: A Guide to Children's Literature* and she is Area Coordinator of the California Poets-in-the-Schools program, a statewide literary arts organization for K-12 students. She has completed some Waldorf training and has been a parent at Blue Oak since its inception. She is a practicing and publishing poet and was recently invited to attend the critically acclaimed Squaw Valley Community of Writers for the second time.

**Dan Grover** has a California multi-subject teaching credential with a supplement in science and received an award for his work as an interpretive naturalist for the National Parks Service. He has worked regularly with all age groups in outdoor/environmental education and has served on the Blue Oak Charter Council for three years.

**Marc Kessler** holds a Bachelor of Arts in Environmental Science from the University of Denver. He worked as a outdoor educator for many years at the Teton Science School and Targhee Institute. Presently Marc is the owner and manager of California Organic Flowers, a nationwide flower shipping company. Marc is a member of the Mayor's Business Advisory Council in Chico, CA, Co-Chair of the board of directors of Think Local, Chico! and has served as a Parent Member of the Blue Oak Charter Council since January 2009.

**Michael Martin** has a Master of Arts degree from California State University in Instructional Design and Technology . He works as a trainer, speaker, author and educational product designer, using academic research, current best practices and compelling delivery methods to help organizations find success in every aspect of their businesses. Mike has an extensive background in youth services, and over five years experience working directly with educational institutions including the Butte County Office of Education.

**Talia Scherquist** holds a Bachelors of Arts in Child Development and a Masters of Science in Parenting Education and Family Support. She has over ten years of experience working with non-profit organizations supporting children and families in both an employment capacity and she has served on various committees and boards in the support services field. She bring experience with policies, procedures, evaluation processes, and other administrative responsibilities and extensive work with training staff and community members in various human services related topics.

## **Blue Oak Charter School, Administrative Leaders**

**The following individuals are the administrators of Blue Oak Charter School. These individuals are proposed to serve in the same capacity for The Blue Oak School.**

**Michael Ramos** was hired in November at Blue Oak Charter School as the Executive Director. He holds a Bachelor of Arts degree from Sonoma State University in Psychology and has teaching credentials in multiple subject areas for Kindergarten through 9<sup>th</sup> grade. Additionally, he holds an Administrative Services Credential from California State University, Chico and a Master of Arts degree in Curriculum Development from CSU Chico. For the last 32 years, he has served as a teacher in Grades 3-12 and provided leadership as a site principal in a variety of academic settings in Northern California.

**Dan LaBarr** was hired in Summer 2010 as the Assistant Director at Blue Oak Charter School. He holds a Bachelor's Degree in History from California State University, Chico and California Credentials in Social Sciences, Multiple Subjects, and School Administration. He is an experienced administrator, teacher, coach, and educational consultant and travels the country as a Certified Trainer with the Center for Teacher Effectiveness. He has taught grades K-12 in the areas of history, economics, civics, geography, technology, Special Day Class, algebra, reading intervention, In-School suspension, and independent study. He has coordinated and implemented grant programs focused on prevention services targeting severely at-risk youth and curriculum support including two terms as a member of AmeriCorps.

**Linda Hovey** has worked as the Business Manager at Blue Oak Charter School since September of 2003. She has extensive training in accounting and finance, and worked for twelve years in the corporate field as a small business owner and has experience with sole proprietorships/partnerships, and corporate accounting, and has a year of Chief Business Officer training from the Charter Schools Development Center and has trained on a yearly basis for the rapid changes in the charter schools movement.

## **Blue Oak Charter School Staff**

**The following staff works at the Blue Oak Charter School. Most, if not all, intend to work at The Blue Oak School.**

### **Faculty**

Columbine Kindergarten: Susan Whittlesey (Kindergarten Chair)  
Maple Rose Kindergarten: Cheryl Grant  
Tiger Lily Kindergarten: Sarah Lee  
Lavender Kindergarten: Melissa Oliver  
First Grade: Michelle Miller  
First Grade: Jen Robertson  
Second Grade: Brianna Lee  
Second Grade: Kylee Knowles  
Third Grade: Jennifer Glennen  
Third Grade: Rebecca Ginney  
Fourth Grade: Barbara Ott (Faculty Chair)  
Fourth Grade: Elska King  
Fifth Grade: Carol Fegte  
Sixth Grade: Shannon O'Laughlin  
Seventh Grade: Miguel Russo  
Eighth Grade: Ally Welch

### **Specialty Teachers**

Academic Support: Jennifer Vaught  
Games and Movement: David Janinis  
Spanish: Andrea Ryan  
Strings: Shelley Fairchild  
Music: Jake Carr  
Handwork: Susan Henneger  
Woodwork: Lars Sundelius

### **Instructional Assistants**

Columbine Kindergarten: Kari Madera  
Maple Rose Kindergarten: Sheila Moss  
Tiger Lily Kindergarten: Ginger Chew  
Lavender Kindergarten: Barbara Roberts  
First Grade: Jocelyn Glatthaar  
First Grade: Daniel Hendriks

### **After School Program**

Coordinator: Becky Miller  
Kindercare: Sheila Moss  
Kindercare Assistant: Patricia Harrison

### **School Administration**

Reception: Beth Howard  
Enrollment Clerk: Cyd Orneallas

Attendance Clerk: Hire in Progress  
Business Manager: Linda Hovey  
Assistant Director: Dan La Bar  
Executive Director: Michael Ramos

## **Suspension and Expulsion Policy and Procedure**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

### **A. Grounds for Suspension and Expulsion of Students:**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
18. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
19. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
20. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.



22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.
23. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.

- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually

carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

4. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Governing Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference:**

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whatever teacher, supervisor or school employee who referred the student to the Director.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### **2. Notice to Parents/Guardians:**

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is

suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### 3. Suspension Time Limits/Recommendation for Expulsion:

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

## **D. Authority to Expel**

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

## **E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Charter School Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the School's disciplinary rules which relate to the alleged violation;

- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence

that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### **G. Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

#### **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

#### **I. Written Notice to Expel**

The Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Director or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student

#### **J. Disciplinary Records**

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District upon request.

#### **K. No Right to Appeal**

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

#### **L. Expelled Pupils/Alternative Education**

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The School shall work cooperatively with parents/guardians as requested by parents/guardians or by the District of residence to assist with locating alternative placements during expulsion.

#### **M. Rehabilitation Plans**

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The



rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

#### **N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

#### **O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

##### **1. Notification of SELPA:**

The School, if they are a school of the district for special education purposes, shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who the School or SELPA would be deemed to have knowledge that the student had a disability

##### **2. Services During Suspension:**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

##### **3. Procedural Safeguards/Manifestation Determination:**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals:

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the School agree otherwise.

#### 5. Special Circumstances:

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting:

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services:

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

The School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other School supervisory personnel.

If the School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the School pending the results of the evaluation.

The School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.