

John Bohannon, Director, Alternative Education:

The following are my observations from the visit to The Blue Oak School on April 18, 2012.

Recruitment/Enrollment

Blue Oak just completed its first year as a CUSD authorized charter school. Blue Oak reported an enrollment of 381 students at its April 17 Charter Council meeting.

Governance Structure

Blue Oak is governed by a seven-member Charter Council. Marc Kessler is currently the Board Chair.

Michael Ramos has been the director of the school for the past two years, but will be retiring at the end of the school year. Blue Oak's Board recently approved the hiring of Nathan Rose as the new Executive Director. Mr. Rose served as principal of the John Adams Academy in Loomis.

Laurie Kopping is the Assistant Director.

Joanne Parsley, Director, Curriculum and Instruction: Educational Program

The Blue Oak School is committed to following its curricular and instructional plan as presented in the approved charter petition. The school endeavors to integrate standards-based instruction via the Waldorf Methods instructional model. The knowledge that the provisions in their new CUSD charter specify that Blue Oak School will be denied renewal if Blue Oak CST performance levels in all subjects are not equal to or better than two demographically comparable CUSD schools, and the fact that Blue Oak's 2010-11 API had a decline of 12 points has inspired them to re-evaluate their instructional program. They planned to focus on further standards alignment across grade levels, increase the use of publisher-developed curriculum to guide instruction, provide more comprehensive assessments, provide staff development in data analysis and curriculum implementation, increase time dedicated to core instruction and to incorporate test taking skills as an integral part of instruction. As the term to increase CST scores ends in the 2012-2013 school year, and test scores will not come back until the 2013-2014 school year, the 2012 CST performance data will be used to determine the renewal. A goal was established by the Blue Oak Board to increase Blue Oak's API by 100 points during the 2011-12 school year.

To achieve these goals the school has a program improvement plan that was drafted in 2009-2010 and updated annually. The 2011-2015 plan continued the 2009-2010 plan proposals, plus included the following new items to support boosting academic student achievement:

- Expand flexible math groupings to grades 2-4 (September 2011, to be developed by Director and implemented by classroom teachers).
- Flexible math groupings program evaluation. The Director will annually evaluate this program in August after receipt of STAR test data, and report on its effectiveness and recommend changes, if necessary.
- Director will annually, in June, present an evaluation of the triennial benchmark assessment program, report on its effectiveness and recommend changes, if necessary.
- Faculty Chairs will present an evaluation of Waldorf pedagogy annually in June and recommend changes, if necessary.
- Director will administer an annual evaluation of professional development to be completed by faculty and reported to the BOCC in August.
- Deepen strategic relationships with high-performing public Waldorf schools by scheduling at least one visit by the Director and Faculty Chair per school year.
- Establish Homework Club for grades 2-8 as a committee for the Parent Council with faculty and administrative input and oversight.
- Hire a part-time Development Director to focus on grant writing and fundraising by September 2012.
- Hire a part-time certificated Director of Waldorf pedagogy by September 2012.

Additionally, recommendations were made to the Blue Oak School Board as strategies for reaching 820 API and 60% proficiency in all subjects and are as attached.

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

Blue Oak School did not have any identified English Learners in 2011-2012.

David Scott, Director - Educational Services

The Blue Oak School visitation was conducted on Friday, March 9th. The school is in its first year of operation as a school chartered by CUSD. Michael Ramos, Director of Blue Oak School (BOS), and Laurie Kopping, Assistant Director, provided an overview of the school's program and services. Instruction was observed in several classrooms during the visitation.

Student Support Services:

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

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

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

The number of students with Individualized Education Programs (IEPs) enrolled at Blue Oak School in March of 2011 was approximately six students. As of March 2012, there are thirty-one students at BOS with Individualized Education Programs. The primary disabilities for these students are in seven of the thirteen Federal disability categories as follows:

Intellectual Disability	1 student
Hard of Hearing	1 student
Emotional Disturbance	1 student
Specific Learning Disability	18 students
Other Health Impairment	4 students
Autism	3 students
Speech or Language Impairment	<u>3 students</u>
Total	31 students

The current student enrollment at BOS is approximately 381 students. The percentage of students with Individual Education Plans (IEPs) at BOS is 8.14 percent. As reported in the December 1, 2011 SELPA Student Report, the percentage of students with IEPs for CUSD is approximately 12.50, for the SELPA 12.70, and approximately 10.9 percent for the state of California (2010-11).

Mr. Ramos and the Blue Oak School staff continue to cultivate the school's academic program. He and the staff are commended for their efforts in enrolling and retaining more students with disabilities than has been evident in the school's previous years of operation.

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

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

Based on a review of records, Blue Oak School meets the established criteria in this area.

Scott Jones, Director, Fiscal Services:
The Blue Oak School – 2011/2012 Financial Review
Financial Viability

The Blue Oak School (BOS) came to us as their chartering entity in 2011/2012, as they were formerly with the Butte County Office of Education. BOS and CUSD signed a joint MOU in May, 2011 outlining the responsibilities and expectations of the two parties. As per the terms of the MOU, BOS has hired a third party administrator to provide

budget/financial services to the school. BOS chose the Charter School Management Corporation as their TPA. This firm has numerous contracts with charter schools throughout the state and has the credentials to provide solid budget/financial support to the school. The charter petition estimated enrollment this first year at 408 students to generate 375.67 ADA for a reasonable ADA rate of 92%. BOS 10/11 Unaudited Actuals reflect a healthy unrestricted ending fund balance of \$1,549,128 representing 65.4% of their 11/12 total adopted expenditure budget.

1st Interim: 7/01/11 - 10/31/11: BOS at first interim added about \$381K in revenue to their adopted budget in both the other state and other federal categories. A like amount of \$378K was also added to expenditures, of which about \$162K was in the salary/benefits area, \$92K in books and supplies, \$104K in services and about \$22K in other outgo. Projected fund balance increased by \$45K to \$1,594,302.

2nd Interim: 11/01/11 – 1/31/12: The second interim budget contains a minor decrease of about \$10K to total revenue with minor increases and reductions to most of the revenue categories. Expenditures are projected to decrease by only \$27K. \$105K has been reduced from the salary and benefit category, \$35K added to books and supplies, and \$70 added to the services category. Projected year end fund balance declined by \$36K to \$1,558,277 but still represents a healthy 57.3% of total budgeted expenditures.

Final P-2 ADA came in at 363.36, a reduction of 12.31 from BOS initial petition estimated at 375.67 and a 2.67% reduction from the school's beginning of year estimate.

BOS continues to use Matson and Isom for its annual external audit. Just like in 09/10 there were no audit exceptions for fiscal year 6/30/11.

As requested BOS provides CUSD with cash flow reports which provide both school administration and CUSD as the oversight agent a look into the actual receipt and expenditure history and projection as it pertains to cash. If a school cannot meet its cash obligations at any given time a backup plan like a line of credit will be needed on a short term basis until the entities fulfill their obligations. The state continues to push their cash problem onto the public agencies and depending on what happens with the November, 2012 election on increased sales taxes and deferral relief on school districts, cash will continue to be of prime importance to monitor. Due to the serious and continued uncertain nature of school funding it is requested that BOS update their cash flow schedule and submit it to CUSD monthly.

CalSTRS published a Fact Sheet titled "IRS Considers Clarifying Definition of 'Governmental Plan'". The Fact Sheet notes potential consequences for California Public Charter Schools due to the possible exclusion of STRS and PERS as acceptable retirement plans under Internal Revenue Code section 414(d). The school should make sure they keep abreast of this important issue.

John Bohannon, Director, Alternative Education:

The following are my observations from the visit to Chico Country Day School on March 30, 2012.

Recruitment/Enrollment

Chico Country Day School (CCDS) has been in existence since 1996, providing an educational program for students in grades K-8. The school has grown to be a popular choice for parents and students, with a reported 2011-12 school year enrollment of 551 students. The school submits copies of state attendance reports to the district.

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

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

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

1. Hire a part-time bilingual Outreach Coordinator with ties to ethnically diverse neighborhoods within Chico to help recruit students of diverse backgrounds to enter the lottery system, especially the Kindergarten lottery. This position will assist our current staff in organizing open houses at various community events and by providing direct outreach to a wide variety of community organizations. Specific job-related goals will be assigned to this position and in relation to an increase in the number of ethnically diverse students applying to be admitted to the CCDS lottery. Update: This position was funded this year, but the person in the position left in shortly before the Lottery for spots was held. A new Outreach Coordinator will be hired for next year's recruitment.
2. Require 100% of the teaching staff to be trained by the Butte County Office of Education in teaching techniques for English Language Learners, Migrant Education, and teaching students with diverse backgrounds. (Timeline: First staff training workshop were scheduled for CCDS Development. This training was completed through BCOE last year. 100% of the teaching staff and many support personnel attended a series of ELD strategies workshops put on by Holly Ahmadi. There were 4 trainings throughout the year – each 2 hours in duration.

3. Appoint a liaison to the Parent Migrant Education Council coordinated by BCOE. (Timeline: Within six months.) Outreach Coordinator has interfaced with the County Migrant Education Program and receives information about that program and parent materials to be distributed to migrant parents. CCDS does not have any “migrant” students, so they are not able to have a parent formally on the Council. They are staying abreast of that issue, and are actively seeking out students who may be “migrant” through their recruitment and registration processes.
4. Continue direct outreach to the Barber Yard Neighborhood through open houses and by continuing to build relationships through the neighborhood action group, current staff and the Outreach Coordinator. (Timeline: Current and continuing.) This has continued, as in the past, with mailings, information nights, membership in the Barber Neighborhood Association, and the preference given to students residing in the Barber Neighborhood.

Governance Structure

Chico Country Day School is governed by a Board of Directors whose members include representatives from parents, community and staff.

CCDS experienced a significant change in administration staff this year as long time Principal/Superintendent Paul Weber resigned. He was replaced by Carol Masters, a long-time CCDS teacher, as Interim Principal. CCDS has been going through the process of selecting a permanent principal this spring. In addition, Karen Schreder became Interim Special Education Director and Darren Massa Interim Vice Principal this year.

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

Joanne Parsley, Director, Curriculum and Instruction: Educational Program

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

Curriculum Adoptions

- **English Language Arts**

- Integrated Thematic Units based on ELA content standards. Supplementary materials include: Scholastic; Reading Counts; SRI; Step Up To Writing; Strategies for Expository Reading; Reading A-Z; Handwriting without Tears, Lexia online; Reading Mastery
- Houghton-Mifflin program used in Kindergarten, 1st through 3rd grades.

- **Math**

K-6 = Harcourt Brace

7-8 = CPM

Fast Math Computer Program

- **Social Science and Science**

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

Technology

- * 90 laptop computers on carts used by 4th through 8th grade students
- * Individual classrooms have computer stations with 3 to 6 computers
- * Smart boards in 4th through 8th grade classrooms
- * Elmos in 8th grade classrooms

Music/Art

- * Music - once per week for Kindergarten, twice a week for grades 1 - 5. Music elective available to 6 - 8 students one time per week plus fee-based band and choir classes after school with scholarships available
- * Art - once per week for grades 1-7

Electives for Middle School students

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

All curriculum is delivered by a variety of methods including whole class instruction, small group instruction, field trips, group work, partner work, cross age tutoring, as well as games, songs, projects, etc. Essential standards were identified at each grade level

in English Language Arts and Math. The staff worked to vertically align the standards across grade levels. The staffing is sufficient to carry out the educational program.

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

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

Expected School Wide Learning Results (ESLRS) also provide further evidence of student learning. In addition, other assessments are used to identify at-risk students, including Dibels (K-6) which is administered three times per year and the BPST for grades 1 - 3.

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

CCDS staff uses the Rtl model as their system to offer interventions which pinpoint instruction that addresses learning differences for students who are achieving significantly below proficient. This year they are piloting a morning program, the Learning Center; a pull-out multi-grade (3rd - 8th) self-contained classroom. Students with greatest academic and behavioral needs are served with targeted small group instruction with a resource teacher and one instructional aide. Additionally, they have expanded their Rtl program to be more responsive and fluid with push-ins and pull-outs at grades 1-8 for English Language Arts and Mathematics.

Supplemental Curriculum/Support

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

- Tier II
- SIPPS
- Read Naturally
- I-Pad interactive educational programs
- Lexia Lab - combination of direct instruction and interactive independent learning
- Earobics
- Touch Math
- REWARDS
- Reading Mastery
- Quick Reads

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

- * Bi-monthly newsletter
- * Regular classroom newsletters
- * Mid trimester Progress reports (intermediate and middle school)
- * E-mail, E-flyers
- * School WEB page
- * Facebook
- * Trimester report card
- * Twitter

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

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

CCDS currently has a low percentage of English learners enrolled. CCDS works in tandem with Nord Country School's support staff to ensure that all required assessments are completed for their English learner students. This includes initial

identification and redesignation criteria. Avenues is used as the ELD curriculum for identified students.

David Scott, Director – Educational Services

The members of the District's Charter Review Committee met with members of the Chico Country Day School staff on Friday, March 30, 2012. Carol Masters, Interim Principal, Karen Schreder, Interim Director of Special Education and Margaret Reece, Chief Business Officer, provided the Committee with a completed copy of the District's Charter School Oversight Reference Tool and reviewed the significant changes at the school since the Committee's previous visit in March of 2011.

Student Services:

Chico Country Day School is a Local Education Agency (LEA) for the purposes of special education services in the Butte County SELPA. In this capacity, the school is responsible for providing or obtaining special education services for all students with disabilities enrolled at the school. CCDS employs resource specialist teachers, intervention teachers, a speech and language therapist, a school psychologist, a school nurse, a health technician, an adaptive physical education specialist and special education instructional aides to provide services to students through the school's Response to Intervention model. The school contracts with CUSD and other service providers as needed in order to provide services to students with low incidence disabilities (e.g. visual impairments, etc.).

In March of 2011, there were thirty-seven students at CCDS with Individualized Education Program (IEPs). As of March 30th, 2012, there are forty-two students at CCDS with Individualized Education Programs. The primary disabilities for these students are in nine of the thirteen Federal disability categories as follows:

Specific Learning Disability	20 students
Speech or Language Impairment	7 students
Hard of Hearing	1 student
Orthopedic Impairment	1 student
Autism	5 students
Other Health Impairment	3 students
Visual Impairment	1 student
Emotional Disturbance	3 students
Intellectual Disability	<u>1 student</u>
Total	42 students

Additionally, the CCDS staff reported that students without IEPs who need assistance are provided interventions through the school-based speech program and the intervention programs at CCDS. The student enrollment at CCDS is approximately 551 students. The percentage of students with Individual Education Plans (IEPs) at CCDS is 7.6%. As reported in the December 1, 2011 SELPA Student Report, the percentage

of students with IEPs for CUSD is approximately 12.50, for the SELPA 12.70, and approximately 10.9 percent for the state of California (2010-11).

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

Karen Schreder, Interim Director of Special Education at CCDS, reported after the visitation that the school has contracted with a counselor for 4.0 hours per week; the counselor is providing services to students in Kindergarten through 8th grade.

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

Based on a meeting with the Executive Director and the interim Principal on March 30, 2012, it appears that Chico Country Day School has no issues of concern relative to personnel or staffing at this time based on the criteria for such.

Scott Jones, Director, Fiscal Services:
Chico Country Day School – 11/12 Financial Review

Financial Viability

2010/2011 Financial Statement Actuals: Since 05/06 CCDS continues to improve its financial health. CCDS ended the 09/10 year with a fund balance of \$1,526,983 and has subsequently dramatically improved at year end 6/30/11 by adding \$1,530,835 for a total undesignated/unappropriated audited fund balance of \$3,028,535. The school is to be commended for continuing to add to fund balance at a time where most public school districts are deficit spending due to the lack of any cost of living adjustment by the State.

1st Interim: 7/01/11 - 10/31/11: The CCDS first interim report, as in the July 1 adopted budget, reflects a reduction of \$49,900 to fund balance for a year-end estimate of \$3,258,328. Adopted budget revenue has remained unchanged with expenditure estimates up by \$50K primarily in the salary/benefits category.

2nd Interim: 11/01/11 – 1/31/12: The second Interim budget contains a modest overall net increase of \$49K in revenue with increases to special education funding and property taxes and reductions to federal revenue. The CCDS projected fund balance at second interim reduced by \$46,192 to \$3,212,136.

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

There were two audit exceptions in FY 09/10 which were fully implemented the subsequent year. In 10/11 there was one audit exception pertaining to reconciliation of prior year payables and receivables as they are received and paid the following year. Procedures will be in place during 11/12 to satisfy the audit exception.

CCDS needs to provide CUSD a cash flow document updated monthly to ensure the school maintains adequate cash without having to tap into alternative financing. More than adequate fund balance will likely result in healthy cash balances but as the state continues to defer its cash obligations to public agencies it is an area which needs constant monitoring.

CalSTRS published a Fact Sheet titled "IRS Considers Clarifying Definition of 'Governmental Plan'". The Fact Sheet notes potential consequences for California Public Charter Schools due to the possible exclusion of STRS and PERS as acceptable retirement plans under Internal Revenue Code section 414(d). The school should make sure they keep abreast of this important issue.

John Bohannon, Director, Alternative Education:

The following are my observations from the visit to Forest Ranch Charter School on March 27, 2012.

Recruitment/Enrollment

Forest Ranch continues to work on maintaining and growing its enrollment. They have put potential plans to add 7th and 8th grades on hold for a few more years. Forest Ranch had an enrollment of 110 students in 2011-2012 and could be looking at a maximum of about 120 students in 2012-2013.

Governance Structure

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

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

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

Joanne Parsley, Director, Curriculum and Instruction: Educational Program

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

During the 2011-2012 school year the grade level configurations are:

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

Curriculum; *English Language Arts*

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

Social Studies

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

Science Lab and Outdoor Classroom

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

Interventions

The staff utilizes a variety of interventions/support curriculum for struggling students. Spelling Mastery, Reading Mastery, Read Naturally, SIPPS, and targeted individualized instruction are used to support ELA and Touch Math, and targeted individualized instruction are used to support Mathematics. A credentialed aide pulls students out on a one to one basis or works with small groups. The school also has a method of grouping students for activities that will leave a classroom teacher with a smaller group to work with for a period of time.

On Going Activities

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

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

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

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

David Scott, Director – Educational Services

The Forest Ranch Charter School visitation was conducted on a rainy Tuesday, March 27th. Christia Marasco, Director of Forest Ranch Charter School (FRCS), provided an update of the activities and program improvements since the previous visit in March of 2011. The visitation team visited nearly all of the classrooms on campus.

Student Support Services:

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

- 0.34 FTE Resource Specialist Teacher (approximately 10 hours per week)
- 0.04 FTE Speech Therapist (approximately 7 hours per month)
- A/N FTE School Nurse (as needed or called)
- A/N FTE Occupational Therapist (as needed per IEPs)
- 0.03 FTE School Psychologist (approximately 5 hours per month)

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

In March of 2011 there were twelve students at FRCS with Individualized Education Programs (IEPs). As of April, 2012 there are eleven students at FRCS with IEPs. The primary disabilities for these students are in three of the thirteen Federal disability categories as follows:

Specific Learning Disability	5 students
Other Health Impairment	1 students
Speech or Language Impairment	<u>5 students</u>
Total	11 students

The student enrollment at FRCS is approximately 110 students. The percentage of students with Individual Education Plans (IEPs) at FRCS is 10%. As reported in the December 1, 2011 SELPA Student Report, the percentage of students with IEPs for CUSD is approximately 12.50, for the SELPA 12.70, and approximately 10.9 percent for the state of California (2010-11).

Ms. Marasco and the FRCS staff continue to improve and expand the school's GATE and response to intervention programs.

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

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

A site visit was conducted at Forest Ranch Charter School on March 27, 2012. In general, FRCS appears to be dealing well with their development as a school with respect to Human Resources issues. Based on the prescribed criteria, there do not appear to be any issues of concern with respect to personnel or staffing.

Scott Jones, Director, Fiscal Services:
Forest Ranch Charter School – 2011/2012 Financial Review

Financial Viability

The Forest Ranch Charter School ended its third year of operation on a high note by realizing a 2010/2011 unrestricted ending fund balance of \$538,878 representing a \$39,889 addition over the prior year. The school is to be commended for continuing to add to fund balance at a time when most public school districts are deficit spending due to the lack of any cost of living adjustment by the State.

1st Interim: 7/01/11 - 10/31/11: FRCS at first interim added about \$43K in revenue to their adopted budget in both state aid and categorical block grant categories. A like amount of \$43K was also added to expenditures of which about \$26K was in the salary/benefits area and most of the balance split between services and additions to debt service. Projected fund balance remained unchanged at \$548K of which \$200K is earmarked as their General Reserve and the balance as undesignated/unappropriated.

2nd Interim: 11/01/11 – 1/31/12: The second interim budget contains an increase of \$20K in total revenue over the first interim all of which was in the state aid category. Expenditures are projected to increase by only \$1,609. \$18K has been added to projected year end fund balance due to the increase in state aid.

FRCS continues to use Matson and Isom for its annual external audit. There were no audit exceptions for fiscal year 6/30/11, the third year in a row of achieving an audit with no findings.

As requested FRCS continues to provide CUSD with monthly cash flow reports which provide both school administration and CUSD as the oversight agent a look into the actual receipt and expenditure history and projection as it pertains to cash. If a school cannot meet its cash obligations at any given time a backup plan like a line of credit will be needed on a short term basis until the entity fulfills its obligations. The state continues to push their cash problem onto public agencies and depending on what

happens with the November, 2012 election on increased sales taxes and deferral relief on school districts, cash will continue to be of prime importance to monitor.

CalSTRS published a Fact Sheet titled "IRS Considers Clarifying Definition of 'Governmental Plan'". The Fact Sheet notes potential consequences for California Public Charter Schools due to the possible exclusion of STRS and PERS as acceptable retirement plans under Internal Revenue Code section 414(d). The school should make sure they keep abreast of this important issue.

John Bohannon, Director, Alternative Education:

The following are my observations from the visit to Inspire School of Arts and Science on March 8, 2012.

Recruitment/Enrollment

Inspire's Charter Petition was approved by the CUSD for a five-year renewal on Dec. 7, 2011. Language in the renewal expands Inspire's desired capacity from a maximum of 399 students to maximum of 480 students. During the 2011-2012 Inspire had an enrollment of 121 9th graders, 100 10th graders, 86 11th graders and 47 12th graders. Inspire graduated 47 seniors in the spring of 2012. A follow up WASC visit was held with John Pimentel of Marysville Charter Academy of the Arts on November 29, 2011. The purpose of this visit was to review, evaluate and approve the addition and implementation of the 12th grade to the school for 2011-2012.

Approximately 20 percent of Inspire's student population resides outside of the CUSD attendance boundaries.

Governance Structure

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

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

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

Inspire School of Arts and Sciences is a college preparation high school designed to provide students with a school structure and curriculum that offers expanded choices and gives students support to develop their individual educational and career-pathway plans. A focus is placed on the application of student skills and knowledge of real-world problems which will expose the students to the connections between academic skills and career pathways. Inspire seeks to hire teachers that develop a professional rapport with students while also establishing inter-connected relationships as described in the Charter. Inspire values a smaller learning community of students and teachers supported administratively by the professional learning community model. Inspire is committed to following its curricular and instructional plan as presented in the approved Charter Petition.

Inspire focuses its career/technical educational components on the California Department of Education's Arts, Media and Entertainment Industries (AMEI) and Science and Engineering-related pathways. They are developing partnerships with CSU Chico's Computer Science, Engineering, Robotics, Kinesiology and Natural Sciences departments. This partnership with

CSU, Chico includes the "Project Lead the Way" curriculum and a four-year articulation in engineering. Inspire is the only high school in the North Valley implementing this program and will be entering the second year of Project Lead the Way in 2012-2013. They have an active partnership with L.A. Center Studios and media City Sound (Studio City). They are currently developing a partnership with Butte College's Recording Arts Program.

Inspire offers students up to eight 80 minute classes via a hybrid schedule similar to a college schedule. The classes meet every other day with a complete instructional cycle lasting two weeks. Under this model, students are able to take up to four electives each quarter in addition to their core classes. The schedule also allows for credit acceleration as students can earn anywhere between the traditional 60 credits, up to a maximum of 95 credits in a school year. Credit recovery options are available on referral basis through the E2020 online system. The schedule also makes it possible to provide immediate intervention strategies for students who need extra support in their core classes. Inspire has sufficient staffing to carry out the educational program as planned.

Several opportunities for enrichment are supported by the school. In 2011-2012 Inspire started a mentoring program connecting over 20 Inspire students with Chapman elementary students on a weekly basis. The 2011-2012 school year also witnessed several opportunities for students to apply their learning with a performing arts Gala, 2 full scale theater productions, the U.S. History "Sojourn to the Past" experiential learning trip through many southern states, a longitudinal ecological study of native and non-native flora at Chico State's preserve, poetry readings, a new campus-wide poetry publication, a Spanish language immersion trip to Costa Rica, a variety of ASB events including a collaborative effort for the "Every 15 Minutes" prevention program, a musical theater variety show, a dance showcase, a school-wide award's night, and opportunities to perform and assist with Inspire's first commencement ceremony.

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

Inspire School of Arts and Sciences Course Descriptions

Foreign Language

Spanish I - College Prep 9-12 (y)

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

language usage. 100% target language is a main focus in this course. Text: Realidades Uno and accompanying workbook are used.

Spanish II - College Prep 9-12 (y)

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

Spanish III - College Prep 10-12 (y)

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

Spanish IV- College Prep 10-12 (y)

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

AP Spanish – College Prep 11/12 (y)

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

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

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

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

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

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

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

Science

Integrated Science 9 - 9 (y)

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

Biology - College Prep 9-10 (y)

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

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

Chemistry - College Prep 10-12 (y)

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

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

Physics - College Prep 11-12 (y)

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

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

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

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

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

Language Arts

English 9 - College Prep 9 (y)

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

English 9 - Honors 9 (y)

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

English 10 - College Prep 10 (y)

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

English 10 - Honors 10 (y)

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

American Literature - College Prep 11 (y)

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

Contemporary Themes and Literature - College Prep 12 (y)

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

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

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

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

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

Language Arts Electives

Literature and Music – 9-12 (q)

This course is designed as an exploration of the major cultural movements in 20th century America and how they have influenced the literature and music of their times. Students will look at the ways the works

of musicians and authors have borrowed from, and spoken to each other, reflecting themes that either parallel or push against the values of their times. Using what they have learned in the class, students will also respond to the big questions: Can music be literature? Can literature be music?

History of Rock – 9-12 (q)

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

Creative Writing – 9-12 (q)

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

World Literature and Humanities – 9-12 (s)

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

Math

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

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

Algebra 1— college prep 9-12 (y)

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

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

Algebra Support - 9-12 (y)

Pre-requisites: Concurrent enrollment in Algebra 1

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

Geometry - College Prep - 9-12 (y)

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

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

Algebra 2 - College Prep 9-12 (y)

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

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

Math Analysis - College Prep 10-12 (y)

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

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

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

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

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

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

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

This course covers topics usually taught in first and second semester college calculus. Topics include derivatives and applications of derivatives, the definite and indefinite integral, and applications of the definite integral and special methods of integration. The advanced placement examination in calculus may be taken in the spring for college credit.

Social Science

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

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

Geography – 9-12 (s)

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

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

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

United States History – College Prep 11 (y)

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

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

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

Economics – College Prep 12 (s)

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

American Government –College Prep 12 (s)

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

Advanced Placement American Government – College Prep 12 (s)

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

Music

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

This group will perform music from the classical repertoire. Music will be chosen that will advance the student skill level over the course of the school year. Orchestra members will be expected to be proficient

readers. This class will be open to all students, grades 9 – 12, depending on skill level. Woodwinds, Brass, Percussion and Strings will be represented in this group. The Inspire School Orchestra will have many opportunities to perform at concerts for their fellow students and at community events

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

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

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

This course covers elementary piano technique and knowledge of the structure of music: note names on the grand staff and piano keyboard, key signatures, time signatures, rhythm values, diatonic intervals, major and minor triads and major, harmonic minor, and chromatic scales. Students will follow a progressive study of piano and music theory that will allow them to learn to read and play traditional piano literature. Students will study sight-reading through learning sight-singing and writing from dictation. This course will also explore simple improvisation and composition for piano.

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

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

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

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

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

Beginning Acoustic Guitar 9-12 (s)

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

Songwriting 9-12 (s)

Students in this class will have opportunity for their creative spirits and energies to soar! Self-expression and self critique will facilitate the honing the students' song writing skills. Song analysis and

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

Pop Band 9-12 (s)

This class will combine the talents of young musicians who play electric guitar, drums, electric bass, keyboards and/or sing. The band will play music from different eras of rock n roll, including early '50's, Motown, Surf music, Hard Rock, and Funk, as well songs written by students in our Songwriting class. Depending on the instrument, students do not necessarily need to read music, but will be encouraged, as scores will be provided to all participants. Creativity and improvisation will drive this band. This class will be aligned with our Tech department where students will record their efforts in a professional setting.

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

No pre-requisite

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

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

Pre-requisite: Singing Techniques, Sight-Singing

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

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

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

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

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

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

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

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

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

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

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

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

Pre-requisite: Singing Techniques, Sight-Singing.

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

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

Pre-requisite: Inspire Chorale or teacher permission

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

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

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

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

This course is for those who want to improve their note-reading skills and playing technique. Students will learn to play scales and chords using the circle of 5ths, and will improve their knowledge of music

theory through composing their own music using Sibelius 6 music notation software. Piano instruction will be on an individualized basis. (May be repeated)

Dance

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

Students will develop their individual knowledge, skills, abilities, behaviors, and attitudes in relation to the world of dance, their own unique identity, and the world around them through the perspective of dance. Focus will be given to learning various dance techniques, dance history, and expressing one's self through movement. Students will discover their own movement potential and expand respect of self and others through the practice of studio etiquette, various class structures, and audience participation. By exploring the field of dance natural connections to personal interests and related fields of study will develop.

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

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

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

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

The course will be filled by audition.

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

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

The hip-hop and break dancing curriculum is designed to help dancers create a fun atmosphere to explore the foundations of hip-hop through movement, discussion, and exploration. Focusing on the

process of creativity, discipline and self knowledge instead of choosing a performance driven approach is fostered by critical and process-oriented thinking. Students will learn basic hip-hop vocabulary and moves. They will also explore the fundamentals of break dancing.

Contemporary and Jazz 9-12 (y)

The contemporary and jazz curriculum is designed to help dancers create a strong pedagogical foundation through movement, discussion, and exploration in a variety of contemporary idioms. Focusing on the process of creativity, discipline and self knowledge instead of choosing a performance driven approach is fostered by critical and process-oriented thinking. Students will work on developing versatility to incorporate a variety of idioms including modern, jazz, and improvisation.

Ballet 9-12 (y)

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

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

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

Dance Improvisation 9-12 (y)

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

Choreography 10-12 (Y)

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

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

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

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

Theatre

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

This course meets the UC "f" requirement

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

Theatre 2 Grades 11, 12 (Y)

Prerequisite: Drama 1 and teacher approval.

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

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

Theatre 3 Grades 11, 12 (Y)

Prerequisites: Drama 1, 2 and teacher approved

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

Theater Craft & Design Classes

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

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

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

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

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

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

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

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

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

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

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

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

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

Intermediate to Advanced Theater Classes

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

Acting I 10-12 (Q)

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

Audition Techniques 10-12 (Q)

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

Acting II 10-12 (Q)

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

Diction for Actors 10-12 (Q)

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

Visual Arts

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

Basic Drawing 9-12 (Y)

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

Painting 9-12 (Y)

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

Ceramics 9-12 (Y)

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

Photography 9-12 (S or Y)

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

Technology

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

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

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

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

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

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

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

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

Topics under study in Electronics Circuits/System Analysis course introduce students to theory and principles of modern communication systems that addresses the complexity, and pervasiveness of

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

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

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

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

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

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

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

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

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

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

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

This course provides the student with the basic understanding for the creation of 2D animation and cartooning through the application of traditional cel techniques, using a computer animation program.

Students create layered 2D objects, animate them, produce voice over files in the audio recording studio, lip sync those files to their animated characters, and then render them to video. Topics include all twelve principles of animation. This course prepares students for future advanced 2D and 3D animation classes at Inspire.

Engineering

Introduction to Engineering Design 9-12 (y)

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

Physical Education

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

Special Electives

Student Government 9-12 (y)

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

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

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

Fiber Arts Design 9-12 (q or s)

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

Yearbook 9-12 (Y)

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

Online Health 9-12 (y)jan

Study Hall 9-12 (y)

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

A meeting was held with Inspire officials regarding their plan for serving English learners for the 2012-13 school year. Staff is planning a thorough review of student records to accurately identify students who may need assessment and ELD instruction. ELD services were not provided for students during the 2011-12 school year. Staff is currently in the process of incorporating ELD sections into their program for the 2012-13 school year. Chico High School ELD teachers are currently using Edge as the adopted ELD curriculum. Inspire would like to utilize the same curriculum. A thorough review of the new Inspire ELD program will be scheduled for the 2012-13 school year.

David Scott, Director - Educational Services

The District Charter Review Committee visited Inspire School of the Arts and Sciences on Thursday, March 8th. The school is in its second year of operation. Eric Nilsson, Principal of Inspire School of the Arts and Sciences, provided an overview of the school's program. Dan La Bar, Inspire's Assistant Principal, led the tour of the Inspire classrooms.

Student Support Services:

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

- 1.0 FTE Resource Specialist Teacher (5.0 days per week)
- A/N FTE Speech Therapist (as needed per assessments and IEPs)
- A/N FTE School Nurse (as needed or called)

0.15 FTE School Psychologist (0.75 days per week and as needed)

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

In March of 2011 there were twelve students at Inspire with Individualized Education Programs (IEPs). As of April, 2012 there are twenty-two students at Inspire with Individualized Education Programs. The primary disabilities for these students are in five of the thirteen Federal disability categories as follows:

Specific Learning Disability	12 students
Autism	2 students
Emotional Disturbance	2 students
Visual Impairment	2 students
Other Health Impairment	<u>3 students</u>
Total	21 students

The current student enrollment at Inspire is approximately 382 students. The percentage of students with Individual Education Plans (IEPs) at Inspire is 5.49%. As reported in the December 1, 2011 SELPA Student Report, the percentage of students with IEPs for CUSD is approximately 12.50, for the SELPA 12.70, and approximately 10.9 percent for the state of California (2010-11).

The District provides a 1.0 FTE School Counselor to Inspire to support students with academic, educational and personal/social concerns.

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

John Bohannon, Director, Alternative Education:
Suspension/Expulsion Process

Inspire follows the CUSD suspension/expulsion processes.

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

Based on a site visit on March 8, 2012, a review of records and a tour of the facility, Inspire School of Arts and Sciences meets the established criteria in this area. The school will be growing next year and will be adding teachers. The school year that just ended, marked the 2nd year that CUSD teachers were on a leave of absence to work at Inspire. All but one of those teachers elected to remain with Inspire and resign from CUSD.

Scott Jones, Director, Fiscal Services:
Inspire School of Arts and Science – 2011/2012 Financial Review

Financial Viability

Inspire is the first charter school within CUSD that has its fiscal operations performed entirely by their sponsoring district and will be completing its second year of operation with students. Although not an independent IRS 501c3 organization, Inspire has an independent Board and works cooperatively with CUSD in such matters as education, fiscal, and facility concerns. All Inspire revenue comes through the district. Effective January 1, 2012 the district has transferred Inspire's financial data from the General Fund to the Charter Schools Special Revenue Fund 09. Inspire data will still flow through the district's Standardized Account Code Structure (SACS) system for state reporting purposes but it will be separate, being in a unique fund. Interest will also be accrued in the new fund whereas it was comingled previously in the General Fund.

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

Direct costs are the responsibility of Inspire. The district is paid the following ways by Inspire for support services rendered by the district: 1. Allocated Support Costs derived for 11/12 by taking 09/10 Unaudited Actuals from the district and applying a percent of Inspire's projected ADA against the ADA of the district as a whole. This results in a total of \$202,655 for Maintenance/Operations, Library/Media/Instructional Technology, and Pupil Support Services. 2. Special Education Services – Projected special education costs based on 360 students at \$182,238, and 3. Indirect Costs of 3.80% for 59,837.

Inspire received second year startup grant funding of \$175,000 awarded for the 8/1/10 – 7/31/11 and third year grant funding of \$75,000 awarded for the 8/1/11 – 7/31/12 year.

By the end of the 2nd interim Inspire has budgeted for 340.2 ADA from its original projection of 348.75 with reductions to both state aid of \$26,422 and property taxes of \$10,739. Funding changes included an increase of \$44/ADA in state funding, state mid-year cuts of \$13/ADA, and in lieu of Transportation cuts of .65%. Inspire's fund balance at adopted budget was projected to be \$204,251. The 2nd interim report has Inspire's estimated year end fund balance of \$159,798. Final P-2 numbers have come in and reflect a modest increase to 351.27. Inspire has estimated growth in 2012/2013 from approximately 360 students to about 425 students with an estimated 399.5 ADA. Inspire will remain on their current campus shared with Chico Senior High School through the 2012-2013 school year.

Like CUSD, Inspire will change auditors to Matson and Isom Accountancy for the FY ending 6/30/12 audit. Since all Inspire financial data runs through the CUSD financial system, and because Inspire is a "dependent charter" of CUSD, the Inspire audit will be a component unit of the CUSD audit report.

CalSTRS published a Fact Sheet titled “IRS Considers Clarifying Definition of ‘Governmental Plan’”. The Fact Sheet notes potential consequences for California Public Charter Schools due to the possible exclusion of STRS and PERS as acceptable retirement plans under Internal Revenue Code section 414(d). The school should make sure they keep abreast of this important issue.

John Bohannon, Director, Alternative Education:

The following are my observations from the visit to Nord Country School on March 29, 2012.

Recruitment/Enrollment:

Nord Country School was founded as a charter school in 2005, when the former CUSD school was closed due to low enrollment. Since reopening as a charter, the Nord community has embraced the school and has continued to practice an ongoing and successful recruitment campaign. There were 150 students (127 reside within the Chico Unified School District boundaries) enrolled for the 2011-12 school year. Nord has a diverse population that includes 30% English Learners and 67 percent of their students qualify for the Free or Reduced lunch program.

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

Governance Structure:

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

Overall, the Board seems to be strong, capable and willing to lead the school into the next phase of development.

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

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

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

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

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

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

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

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

- English Language Arts
 - K- 6 California Treasures (Macmillan/McGraw-Hill)
 - 4th – 6th grade teachers merge the Treasures program with Social Science into thematic units incorporating literature books to support the theme.
 - Examples of literature books used are:

4th graders are reading: By the Great Horned Spoon, Island of the Blue Dolphins, The Iron Dragon Never Sleeps

5th graders are reading: Carry on Mr. Bowditch, The Sign of the Beaver, Hope's Revolutionary War Diary

6th graders are reading: Ancient Egypt - A Place in the Sun, Tales of Ancient Egypt, Prehistoric Man - Boy of the Painted Cave Ancient Greece - Favorite Greek Myths
- ELD
 - California Treasures ELD Curriculum (Macmillan/McGraw-Hill)
- Math
 - K-3 - Houghton Mifflin
 - 4-6 - Saxon
- Social Science
 - K-6 - McMillan/McGraw-Hill
- Science
 - K-6 - McMillan/McGraw-Hill

- Technology
Nord has 1 computer for every 3 students
- Music/Art
Music is offered every other week K-6 by a music teacher.
Annual performances are held during Open House.
Art is offered every other week K - 6
Weekly violin lessons during school for 5th– 6th grade.
Recorder lessons once a week for 3rd and 4th grade.
- P.E.
A retired professor from CSUC leads P.E. activities twice a week for K – 6th grades.

Supplemental Curriculum/Support

- Nord has seven intervention groups using a variety of curriculum and strategies to support struggling students.

Before-/After-School Program

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

Garden/Farm

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

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

ELD Program:

Nord Country School currently has 22 EL students. All English Learners are supported through a Structured English Immersion program (SEI Program). Students receive support in their general education classrooms from teachers who have been trained in

SDAIE and other ELD strategies. Additionally, students receive pull-out instruction from the ELD Coordinator 30 minutes each day.

Curriculum:

California Treasures English Language Development curriculum (Macmillan/ McGraw-Hill) is used to support ELs in their acquisition of English. Additionally, students are supported through writing instruction with strategies taken from the Step Up to Writing Program.

Reclassification:

There are a number of requirements students must meet in order to become reclassified as Fluent English Proficient. Last year we reclassified 4 students.

David Scott, Director - Educational Services:

The Chico Unified School District Charter Review Committee met at Nord Country School (NCS) on March 29th, 2012. Kathleen Dahlgren, Principal, Nord Country School, Board Members and staff members met with the Committee. During the brief visit, instruction was observed in several classrooms.

Student Support Services:

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

In March of 2011, there were thirteen students at NCS with Individualized Education Program (IEPs). As of March 12, there are thirteen students at NCS with Individualized Education Programs. The primary disabilities for these students are in four of the thirteen Federal disability categories as follows:

Specific Learning Disability	5 students
Speech or Language Impairment	4 students
Other Health Impaired	1 student
Autism	<u>2 students</u>
Total	12 students

The NCS staff reported that students without IEPs who need academic assistance are provided additional interventions during the school day and in the after school program. The student enrollment at NCS is approximately 153 students. The percentage of students with Individual Education Plans (IEPs) at NCS is 7.8%. As reported in the December 1, 2011 SELPA Student Report, the percentage of students with IEPs for

CUSD is approximately 12.50, for the SELPA 12.70, and approximately 10.9 percent for the state of California (2010-11).

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

Suspension/Expulsion Process

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

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

Based on a site visit on March 20, 2012, a meeting with Nord Country School (NCS) leadership a review of records and a tour of the school, the school appears to meet all of the criteria in this area. There is a great deal of continuity in the staff at NCS. The school provides a welcoming environment. The staff appears to be committed to creating an environment that is conducive to student achievement and their emotional well-being as well. They have worked hard to recruit from within and to retain their current staff members.

Scott Jones, Director, Fiscal Services: Nord Country School – 2011/2012 Financial Review

Financial Viability

2010/2011 Financial Statement Actuals: NCS again ended the 10/11 fiscal year with a very healthy \$881,397 ending fund balance representing an increase of \$198,608 over prior year and accounts for about 81.2% of budgeted 11/12 expenditures. P-2 ADA continues to increase from 119.71 in 09/10 to 133.9 in 10/11 which accounts for the healthy increase in revenues. NCS has been extremely successful ever since the charter began in 2005/2006 due to excellent planning, fiscal constraint, and the countless hours and fiscal support of community volunteers.

1st Interim: 7/01/11- 10/31/11: The NCS first interim report reflects adding an additional \$55,807 to fund balance for a year end estimate of \$980,319. Significant changes to the budget since it was adopted include an increase of about \$21K to general state aid, \$20K to special education, \$22K in federal revenue, and \$16K to categorical block grant funding. Net change to all expenditures was about \$36K with most of it coming from aide salaries and benefits.

2nd Interim: 11/01/11 – 1/31/12: The second interim budget contains an increase to local funds of about \$13k signifying the continued financial support the local community shares with the school. Total revenue from 1st interim increased about \$40K which, besides local revenue, the balance of about \$17K came from state aide. Total expenditures from the 1st interim have been increased by only \$7K spread pretty evenly throughout all the major expense categories. P-2 ADA landed at 141.65 for a healthy

increase of 7.75 over prior year. Fund balance is estimated at \$1,013,952 which represents a very healthy 89.8% of budgeted expenditures.

NCS changed audit firms from Hosaka, Nagel & Company to Matson & Isom Accountancy and once again received no audit exceptions for the FY ending 6/30/11.

As requested NCS continues to provide CUSD with monthly cash flow reports which provide both school administration and CUSD as the oversight agent a look into the actual receipt and expenditure history and projection as it pertains to cash. If a school cannot meet its cash obligations at any given time, a backup plan like a line of credit will be needed on a short term basis until the entity fulfills its obligations. The state continues to push their cash problem onto the public agencies and depending on what happens with the November, 2012 election on increased sales taxes and deferral relief on school districts, cash will continue to be of prime importance to monitor.

CalSTRS published a Fact Sheet titled "IRS Considers Clarifying Definition of 'Governmental Plan'". The Fact Sheet notes potential consequences for California Public Charter Schools due to the possible exclusion of STRS and PERS as acceptable retirement plans under Internal Revenue Code section 414(d). The school should make sure they keep abreast of this important issue.

John Bohannon, Director, Alternative Education:

The following are my observations from the visit to Sherwood Montessori on March 29, 2012.

Recruitment/Enrollment

Sherwood just completed its second school year. The CUSD Board of Education approved a five-year renewal for Sherwood on March 7, 2012, with the caveat that Sherwood must improve its student achievement scores in mathematics to a level equivalent to schools in Chico Unified with similar demographics.

Sherwood completed its first year with 89 students in Kindergarten through 8th grade, and had approximately 124 students attend in 2011-2012 (117 that reside within CUSD's boundaries). The school projects a maximum of 155 students during the term of its new petition.

Governance Structure

Russell Shapiro was one of the founders of the school and is the Board Chair.

Sherwood has contracted with the Butte County Office of Education to provide support for financial reports.

The Board membership has been stable throughout the first year.

Michelle Yezbick is the school's Director.

Joanne Parsley, Director, Curriculum and Instruction: Educational Program

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

Sherwood Montessori School has sufficient staffing to carry out the educational program with a credentialed teacher in each classroom plus support staff and parent volunteers. The SBIT process is used for students who are achieving significantly below grade level and the Rtl pyramid. Language enrichment is offered twice weekly for K-8 but predominantly for 4th-8th. Enrichment writing occurs once weekly preparing for a Literacy Tea, an event of sharing and presenting written final drafts.

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

Kindergarten

In the traditional Montessori model, kindergarten students are educated in a separate environment from elementary school-aged children. The *Casa de Bambini* is designed for children ages 3 to 6, with the lower elementary designed for children ages 6 to 9. During our inaugural year at Sherwood, we had children who were kindergarten age grouped with first graders. In this second year, we have kindergarten as a single grade with first graders in the traditional 6 to 9 grouping.

Reading

- Sandpaper letters for learning sound/symbol
- Making and reading words with the moveable alphabet
- Pink reading series: cards with words and pictures to match with C/V/C words
- Blue reading series: cards with words and pictures to match with C/C/V/C words
- Green reading series: cards with words and pictures to match with words containing long vowel patterns, digraphs, and diphthongs
- Green sound work: word families work with long vowel patterns, digraphs, and diphthongs used to make words
- Guided reading, small homogeneous groups, leveled text
- Supplemental materials to follow up reading for students at level “F” and above
- Daily morning message
- Daily independent reading time using classroom library books
- Traditional Montessori materials in other subjects (i.e.: zoology, botany, math, geography) that include reading
- Daily singing of songs
- Sight word work with Big Buddies
- Reading intervention for emergent readers behind benchmark
- Read aloud
- Activities to strengthen and develop oral language (sharing, story-telling)

Writing

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

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

Math

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

- Number rods for teaching quantity and ordering
- Spindle boxes for teaching symbol/quantity connection for numerals
- Bead chains for numeration, ordering numbers, and skip counting
- 100 board for ordering numbers represented as abstract symbols (numerals)
- Counter activities for teaching odd/even
- Hierarchical materials for place value and quantity (these are now often found in traditional classroom in plastic, a small cube represents “one”, ten connected like a stick represent “ten”, hundred squares, thousand cubes)
- Sorting materials
- Bead bars for math facts (used for counting, calculating games “Snake Games”)
- Fingerboards for memorization of math facts
- Stamp games for abstraction of operations with larger numbers
- Geometric solids
- Teacher created clock materials
- Daily calendar lesson (whole group)
- Teacher created graphing and statistics lessons

Zoology

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

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

Botany

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

History

- Personal timelines created and discussed at birthday celebrations
- Daily calendar activities
- Traditional Montessori “Great Lessons” on origins of universe and life on earth
- Studies of heroic people from the past and present, famous and local

Geography

- Sandpaper/water globe, Montessori continents globe
- Puzzle maps of the world and continents
- Clay/water representations of landforms and bodies of water
- *Children Just Like Me* and other books that focus on children of many continents and cultures
- Cultural presentations about countries and cultures of the world by parents and community members
- Continent studies
- Study of multicultural celebrations

Science

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

Social Skills and Community Development

- *Second Step* program
- Peace Table-conflict resolution

- Daily integration of these skills into classroom life

Music

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

Spanish

- Weekly Spanish instruction

Cooking and Gardening

- 2-3 times per month

P.E.

- Once a week balance beam work
- 2-3 times/week guided games with teacher’s aide
- Free play outside daily
- Dance and Movement weekly

First/Second/Third Grade

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

Reading

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

- Waseca Reading Program
- Waseca Biome Readers

Writing

- Cursive writing instruction
- Metal Insets (indirect practice, pencil grip and fine motor control)
- Daily journal writing
- Thank you letters and friendly letters
- Writing projects (i.e. book making, research projects, writers' workshop)
- Mind mapping as a prewriting activity
- Skyscraper language card materials for conventions and mechanics of writing
- Grammar box materials
- Writing group with literacy specialist for fluent writers
- Developmental stages spelling groups with weekly lists (individualized)

Math

- Hierarchical materials for place value, quantity, and introduction to operations
- Bead bars for memorization of math facts
- Bead chains for skip counting, multiplication facts, squaring and cubing
- Bead Frame for addition, subtraction, and multiplication
- Addition Dot Board for adding large numbers
- Snake Game for memorization of facts, development of concentration
- Multiplication Bead Board for concept of multiplication as an array
- Multiplication Tile Board (aka Pythagorus Board) for memorization of multiplication facts
- Division Bead Board for concept of division as an inverse of multiplication
- Test Tube Division for long division
- Bank Game for multiplication of large numbers and reinforcement of place value
- Checkerboard for multiplication of large numbers and reinforcement of place value
- Stamp games for abstraction of operations with larger numbers
- Fingerboards for memorization of math facts
- Fraction insets for concept of fractions, equivalencies, and operations with fractions
- Geometric solids
- Geometry cabinet: curved figures and polygons
- Geometry Stick Box (building and exploring properties of plane geometric figures, guided constructivist approach to learning geometry concepts)
- Constructive triangles

- Teacher created materials for any standards not addressed by traditional Montessori materials
- Daily calendar activity

Zoology

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

Botany

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

History

- Traditional Montessori “Great Lessons” on origins of universe and life on earth
- Studies of heroic people from the past and present, famous and local
- Study of the Fundamental Needs of Humans, frames research of cultures from the past and how they met their needs based on their environments
- Birthday celebrations-Earth circling sun
- Research Guides by *Montessori for Everyone*

Geography

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

Science

- Experiments in botany and geography, also tied to history and the “Great Lessons”
- Participation in Chico Science Fair (optional)

- Daily recording of weather and temperature
- Teacher created science lessons and materials to address standards not covered by traditional Montessori curriculum
- Steelhead Exploration-Egg to fry to release
- Research Guides by Montessori for Everyone

Social Skills and Community Development

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

Music

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

Spanish

- Weekly Spanish instruction

Drama

- Weekly drama lessons

Cooking and Gardening

- Weekly

P.E.

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

Fourth/Fifth Grade

Reading

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

Writing

- Cursive writing instruction
- Daily morning message activity (group lesson often seen in traditional classrooms in which writing conventions are taught in the context of an authentic message)
- Writing projects with literacy specialist
- Genre studies with literacy specialist
- Skyscraper language card materials for conventions and mechanics of writing
- Grammar box materials

- *Spelling Workout* Modern Curriculum Press levels B-G
- *Caught'ya! Grammar With a Giggle* Jane Bell Kiester proofreading skills
- Intervention for spelling with students below grade level

Math

- Hierarchical materials for place value, quantity, and introduction to operations
- Bead bars for memorization of math facts
- Bead chains for skip counting, multiplication facts, squaring and cubing
- Bead Frame for addition, subtraction, and multiplication
- Addition Dot Board for adding large numbers
- Multiplication Bead Board for concept of multiplication as an array
- Division Bead Board for concept of division as an inverse of multiplication
- Test Tube Division for long division
- Checkerboard for multiplication of large numbers and reinforcement of place value
- Stamp games for abstraction of operations with larger numbers
- Fraction insets for concept of fractions, equivalencies, and operations with fractions
- Geometry cabinet: curved figures and polygons
- Constructive triangles
- Games for facts memorization
- Teacher created materials for any standards not addressed by traditional Montessori materials
- *Envision* Daily Math Review packet for fourth and fifth grade
- *Envision* Homework packet for fourth and fifth
- *Key To* books for fractions, decimals, geometry, percent, measurement.

Zoology

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

Botany

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

History

- Traditional Montessori "Great Lessons" on origins of universe and life on earth
- Studies of heroic people from the past and present, famous and local

- Study of the Fundamental Needs of Humans, frames research of cultures from the past and how they met their needs based on their environments-emphasis on Native Californians and Native Americans at this level
- California history and westward expansion
- Teacher created materials for standards not addressed by traditional Montessori materials, instructional strategies used: debates, journal writing, think/pair/share
- Harcourt *Social Studies* textbooks for fifth grade

Geography

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

Science

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

Social Skills and Community Development

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

Music

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

Art

- Art history
- Painting, collage, sculpting

Spanish

- Weekly Spanish instruction

Drama

- Weekly drama lessons

Cooking and Gardening

- Weekly

P.E.

- Twice a week guided games with volunteer (P.E. credentialing program student)

- Health Education with teacher created materials, instructional strategies include: group work, journal writes, think/pair/share

Sixth/Seventh/Eighth Grade

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

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

Reading

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

Writing

- Holt-McDougal *Language Arts*
- Daily journal writing/Critical Thinking response writing
- Writing projects with literacy specialist-Writing workshop 3 xs/week emphasizing: poetry, descriptive writing, suspenseful writing
- Genre studies with literacy specialist-persuasive, expository research writing, documenting
- Skyscraper language card materials for conventions and mechanics of writing
- Research writing-Endangered Animal Report, Country Report
- Holt-McDougal *Grammar for Writing* and Vocabulary and Spelling Workbooks

Math

- Holt-McDougal *Math*
- Montessori cubing materials
- *Key To* series: fractions, geometry, algebra
- McDougal-Littell Math textbooks and practice workbooks

- Upper level Montessori materials to introduce new concepts
- Individualized computer activities and games
- Hands on activities, e.g.: building a 3D graph on the playground
- Math board games
- Teacher created materials to address standards as needed

Science

- Holt-McDougal *Science*
- Research of animals and interaction with humans (endangered species)
- Montessori nomenclature cards
- Participation in the Endangered Species Faire
- Observation of species in natural environment on nature walks
- Botany/environmental science experiments
- Work in the school garden
- Cooking classes incorporate science concepts
- Hands on activities that accompany textbook readings
- Guest speakers to incorporate real life work in the science field
- All day rafting trip to observe native salmon in their spawning habitats
- Raising salmon eggs in the classroom
- Participation in the “Flame Challenge”
- Experiments in botany and geography, also tied to history and the “Great Lessons”
- Participation in Chico Science Fair
- Teacher created science lessons and materials to address standards not covered by traditional Montessori curriculum

History

- Traditional Montessori “Great Lessons” on origins of universe and life on earth
- Holt-McDougal 6th Grade- *World History: Ancient Civilizations*, 7th Grade- *World History: Medieval and Early Modern Times*, 8th Grade- *Creating America: A History of the United States*
- Connecting to past studies of the Fundamental Needs of Humans, frames research of cultures from the past and how they met their needs based on their environments
- World history
- Timelines for each grade of period of history studied

Geography

- Montessori pin maps of continents-countries, capitals, flags
- Continent studies-comparing/contrasting cultures and physical geography
- Study of maps: physical, political, special purposes

- Landforms and bodies of water on Earth-study culminating in large student made maps
- Montessori nomenclature cards-landforms and bodies of water

Science

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

Social Skills and Community Development

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

Art

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

Music

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

Spanish

- Weekly Spanish instruction
- Spanish conversation for more fluent students

Drama

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

Cooking and Gardening

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

P.E.

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

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

Sherwood did not have any identified English Learners in 2011-2012.

David Scott, Director - Educational Services

The Sherwood Montessori School visitation was conducted on Thursday, March 29th. The school is in its second year of operation. Michelle Yezbick, Director of Sherwood Montessori School (SMS), provided an overview of the school's program and services. Instruction was observed in several classrooms during the visitation.

Student Support Services:

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

0.25	FTE Resource Specialist Teacher (approximately 9 hours per week)
A/N	FTE Speech Therapist (as needed per assessments and IEPs)
A/N	FTE School Nurse (as needed or called)
A/N	FTE Occupational Therapist (as needed per IEPs)
0.	FTE School Psychologist (approximately 12 hours per month)

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

In March of 2011 there were six students at SMS with Individualized Education Programs (IEPs). As of March 2012, there are ten students at SMS with Individualized Education Programs. The primary disabilities for these students are in three of the thirteen Federal disability categories as follows:

Specific Learning Disability	5 students
Other Health Impairment	4 students
Speech or Language Impairment	<u>1 student</u>
Total	10 students

The current student enrollment at SMS is approximately 124 students. The percentage of students with Individual Education Plans (IEPs) at SMS is 8.10 percent. As reported in the December 1, 2011 SELPA Student Report, the percentage of students with IEPs

for CUSD is approximately 12.50, for the SELPA 12.70, and approximately 10.9 percent for the state of California (2010-11).

Ms. Yezbick and the SMS staff continue to refine the school's academic program (focus on Math) and the intervention services and supports for students needing additional academic support.

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

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

Based on a site visit on March 29, 2012, a review of records and a tour of the facility, Sherwood Montessori School meets the established criteria in this area.

Scott Jones, Director, Fiscal Services:
Financial Viability

The Sherwood Montessori Charter School (SMS) began its first year of operation with students in the 2010/2011 school year. SMS and CUSD signed a joint MOU in January, 2010 outlining the responsibilities and expectations of the two parties. SMS has hired a third party administrator to provide budget/financial services to the school. SMS selected the Butte County Office of Education in 11/12 as their TPA. In 12/13 SMS will hire staff to perform day to day financial duties but contract with Lisa Speegle for services such as budgeting, cash monitoring and financial reporting. SMS finished the 10/11 year with 87.51 ADA and fund balance of \$88,632 representing 10.1% of actual expenditures.

1st Interim: 7/01/11 - 10/31/11: The SMS at first interim added \$38K to their total adopted budget revenue with decreases in state aid, property taxes, and other state revenue sources. However, SMS added \$150K to federal revenue sources resulting in the overall total revenue increase. SMS added a relatively minor \$22K in expenditures on a total adopted budget of over \$822K. Only minor amounts in the salary/benefits category were added with the majority of the increase coming in the books and supplies category of \$11K and services category of \$14K. Indirect/direct support costs of \$7K were removed from budget. Fund balance of \$15.6K was added at first interim for a total projection of \$106K or 12.5% of budgeted expenditures.

2nd Interim: 11/01/11 – 1/31/12: The second interim revenue projection remained almost unchanged from the first interim at \$871,874. Total expenditures increased by about \$12K. Virtually all of the increase was contained in object 4700 food category. Projected year end fund balance increased substantially to \$190K due to the addition of \$86,525 to the Adjustments to Beginning Balance category from 10/11. Fund balance now represents 22.2% of budgeted expenditures adding a huge safety net to the school as cash needs continue to present an issue to all public school entities. SMS is currently trying to secure a short term loan of approximately \$25K in order to meet their June, 2012 cash needs. Additional potential cash flow problems on the horizon is the possibility of \$441 per ADA in state aid reductions for 12/13 if the November, 2012 election fails with respect to the school initiatives, then SMS may experience a very difficult time to balance their books in the coming years as will most public school entities.

Final P-2 ADA came in at 113.57, an increase of 26.06 from the 2010/2011 year.

SMS used the audit firm J R Martin and Associates and had no audit exceptions during FY ending 6/30/11. SMS has contracted with Matson and Isom for the upcoming FY 6/30/12 audit.

CUSD has not been provided with regular cash flow projections as requested in the 2010/2011 charter site review. However, with the contracting of Lisa Speegle, CUSD looks forward to receiving cash flow reports during the upcoming year. Mrs. Speegle regularly provides such reports for the charter schools she provides services to. Cash flow needs as noted previously will continue to be an important issue with public school entities as the state continues to implement deferral payments to districts and charter schools to solve the State's own cash problems.

CalSTRS published a Fact Sheet titled "IRS Considers Clarifying Definition of 'Governmental Plan'". The Fact Sheet notes potential consequences for California Public Charter Schools due to the possible exclusion of STRS and PERS as acceptable retirement plans under Internal Revenue Code section 414(d). The school should make sure they keep abreast of this important issue.

John Bohannon, Director, Alternative Education:

The following are my observations from the visit to Wildflower Open Classroom on April 18, 2012.

Recruitment/Enrollment

Wildflower just completed its first school year with approximately 59 students, of which 56 are residents of the CUSD boundaries. The school had an Average Daily Attendance of 50.68. The school originally anticipated enrollment of 119 students in its initial year. The school had no English Learners and about five students receiving special education services.

Governance Structure

Jonas Herzog was one of the founders of the school and is the Board Chair. The board membership has been stable throughout the first year, and recently filled two positions that were set to term out this year. One of the Board members scheduled to term out was retained for a second term and one new Board member was selected. Tom Hicks is the school's Director.

Joanne Parsley, Director, Curriculum and Instruction: Educational Program

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

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

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

Program Description (Curricular and Instructional):

The curriculum and instruction at the Open Classroom is set apart not by its content – which follows state core curriculum – but by the way that content is implemented.

The Open Classroom is a community of learners. Students, parents and teachers share the roles of teacher and learner, with teacher guidance.

The diversity of backgrounds and experience that students, parents and teachers bring to the classroom enrich the entire Open Classroom community. Classrooms are not isolated from the learning of the community. Multi-age classrooms collaborate with each other.

Collaboration between students, parents, teachers and other community partners is an essential element of what makes the Open Classroom program unique and strong.

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

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

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

Curriculum and Instructional Design

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

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

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

Reading Instruction:

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

Writing Development:

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

Mathematics:

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

Social Studies:

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

Science:

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

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

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

Sherwood did not have any identified English Learners in 2011-2012.

David Scott, Director - Educational Services

The CUSD Charter School Review Team visited the Wildflower Open Classroom School, currently located on the John McManus Elementary School campus, on Wednesday, April 18th. The school is in its first year of operation. Tom Hicks, Director of Wildflower Open Classroom School (Wildflower), provided an overview of the school's program and services. Instruction was observed in all but one of the classrooms during the visitation.

Student Support Services:

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

- 0.1 FTE Resource Specialist Teacher (approximately 4 hours per week)
- A/N FTE Speech Therapist (as needed per assessments and IEPs)
- A/N FTE School Nurse (as needed or called)
- A/N FTE Occupational Therapist (as needed per IEPs)
- 0.1 FTE School Psychologist (approximately 12 hours per month)

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

As of March 2012, there are five students at Wildflower with Individualized Education Programs. The primary disabilities for these students are in four of the thirteen Federal disability categories as follows:

Autism	1 student
Emotional Disturbance	1 student
Other Health Impairment	1 students
Speech or Language Impairment	<u>2 students</u>
Total	5 students

The current student enrollment at Wildflower is approximately 59 students. The percentage of students with Individual Education Plans (IEPs) at Wildflower is 8.5 percent. As reported in the December 1, 2011 SELPA Student Report, the percentage of students with IEPs for CUSD is approximately 12.50, for the SELPA 12.70, and approximately 10.9 percent for the state of California (2010-11).

Mr. Hicks and the Wildflower staff are preparing to move the school to its new location for the 2012-13 school year.

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

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

A site visit was conducted on April 18, 2012, along with a review of records, an interview with the Director and a tour of the facility. This is the end of their first full year in operation. They are in process with respect to several issues including the development of procedures. One area of concern is that, at this point, they have no system in place for providing a retirement. This needs to be addressed and rectified by the school.

Scott Jones, Director, Fiscal Services:
Wildflower Open Classroom Charter School – 2011/2012 Financial Review

Financial Viability

The Wildflower Open Classroom Charter School began its first year of operation with students in the 2011/2012 school year. Wildflower and CUSD signed a joint MOU in August, 2011 outlining the responsibilities and expectations of the two parties. Wildflower has hired a third party administrator to provide budget/financial services to the school. Wildflower selected Lisa Speegle, Forest Ranch Charter School CBO as their TPA. Mrs. Speegle has successfully provided financial services to FRCS and Nord Country School for several years. The charter supplemental petition estimated enrollment this first year at 130 students grades K-8 to generate 122.85 ADA for an ADA rate of 94.5%. Wildflower filed a beginning of the year PENSEC report reflecting estimated October enrollment at 65 students and Charter Petition Enrollment of 90. Their estimated P-2 enrollment was 61.43, substantially lower than their estimated enrollment when the school's petition was approved by CUSD.

1st Interim: 7/01/11 - 10/31/11: The Wildflower adopted budget reflected state aid and in lieu of \$432,980. At first interim Wildflower lowered their estimate to \$186,354 to recognize the lower than expected enrollment. Total revenue was reduced by \$176,061 with \$43,819 added in federal revenue. Total expenditures were reduced by \$15K with the books and supply category increasing the greatest by \$61K, but offset by the salary and benefits category reducing by \$82K primarily in reduction of instructional aides. Again, due to lower than expected enrollment adopted fund balance of \$104,403 was actually reduced to a negative \$55,839. However, beginning balances from 6/30/11 primarily from the state start up grants enabled the school to add significant dollars and end with an additional \$16K for a \$120K projected year end fund balance.

2nd Interim: 11/01/11 – 1/31/12: The second interim budget contains a minor decrease of about \$7K to total revenue with minor increases and reductions to most of the revenue categories. Expenditures are projected to increase by \$42K. \$12K has been added to the salary and benefit category, \$21K added to indirect/direct support costs and minor adjustments to the rest of the categories. Projected year end fund balance declined by \$49K since the first interim. Projected year end fund balance as a percent of total expenditures is 11.3%, however, with the reduction of startup state grant dollars and since there is no added revenue coming in the form of state aid in 12/13 along with the possibility of \$441 per ADA in reductions if the November, 2012 election fails with respect to the school initiatives, then WOC may experience a very difficult time to balance their books in the coming years.

Final P-2 ADA came in at 50.68, a reduction of 72.17 from the WOC initial petition estimated at 122.85.

Wildflower has selected Matson and Isom for its annual external audit.

As requested Wildflower provides CUSD with cash flow reports which provide both school administration and CUSD as the oversight agent a look into the actual receipt and expenditure history and projection as it pertains to cash. If a school cannot meet its cash obligations at any given time a backup plan like a line of credit will be needed on a short term basis until the entity fulfills its obligations. The state continues to push their cash problem onto the public agencies and depending on what happens with the November, 2012 election on increased sales taxes and deferral relief on school districts, cash will continue to be of prime importance to monitor. Due to the serious and continued uncertain nature of school funding it is requested that Wildflower continue to update their cash flow schedule and submit it to CUSD monthly.

CalSTRS published a Fact Sheet titled "IRS Considers Clarifying Definition of 'Governmental Plan'". The Fact Sheet notes potential consequences for California Public Charter Schools due to the possible exclusion of STRS and PERS as acceptable retirement plans under Internal Revenue Code section 414(d). The school should make sure they keep abreast of this important issue.

BLUE OAK SCHOOL

Strategic Plan for API 820

2011-12

Adopted 9-20-11

Status color code:

 Sept. , Oct, Nov., Dec.. Jan Feb

On September 6, 2011 the Blue Oak Charter Council (BOCC) held it's regularly scheduled meeting and discussed, among other things, the school's disappointing 2010-11 Academic Performance Index of 720 and low proficiency levels in some grades and subjects. Resulting from this discussion the Council directed school administration to collaborate with stakeholders and develop a strategic plan designed to increase the school's performance index by 100 points prior to the scheduled CST administration in April 2012. Following this directive administration formed a taskforce of stakeholders entitled the API 820 Committee. This taskforce was formed with the intent of representing varying points of view and identifying high priority interventions which would increase student performance levels. The API 820 Committee developed a faculty survey which listed significant school wide interventions in Math, ELA and Science/SS. The entire faculty was asked to prioritize the interventions which they believed would be most effective if implemented early this school year. Faculty responses were abundant with many additional comments and recommendations that were not listed on the API 820 Committee survey. What follows is a compilation of those responses in the form of a representative strategic plan which we believe effectively responds to the BOCC call to action.

	2010-11 CST Results	Area of Focus	Strategy/Intervention	Accountability	Resources/ Financial	Timeline/Status
1	ELA, 2 nd gr. historically low in this subject. 3 rd gr. 9% proficient.	Gr. 2-4 Reading performance Levels	Hire a primary grades Reading Specialist to develop and sustain a reading program which is teacher driven and publisher supported and recommend the purchase of reading curriculum	DIBELS reading assessment administered quarterly. Trimester Benchmark ELA assessment. Publisher embedded assessments and end of block assessments, CST	Primary Reading Support Teacher at 10 hours per week ¹ . California Edition Reading Program with ancillary curriculum.	Full implementation by October 10, sooner if possible. Hired Temp. Reading Specialist to coordinate the development of a program at gr. 1-4, effective 10/26

1. See Appendix A for cost projection.
2. Some specialty teachers will provide services in several areas of focus.
3. This position will also provide small group pull-out math instruction.
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					Projected cost, 30-50K	Specialist working with grade 2-4 teachers/students to implement the formal reading program, textbooks have been purchased and about 30% are on site. Reading selections have arrived and hiring of Reading Support Aides effective 1/3/12. Program scheduled for full implementation 1/3/12. Reading Discovery Program in full implementation and appears to be very successful
	2010-11 CST Results	Area of Focus	Strategy/Intervention	Accountability	Resources/ Financial	Timeline/Status
2	Math 5 th gr. 43% proficient, 6 th grade 41% Proficient	Gr. 2-7 math performance levels	Realignment of Bell Schedule to increase gr. 2-4 flex math time to 65 min. per day and gr. 5-8 flex math time to 90 min. per day.	End of block assessments. Recurring publisher embedded assessments (every two weeks), Trimester Benchmark Math assessments, CST	Financial Impact Indirect	Full implementation by October 10, sooner if possible. 10/3, Bell sch. Realigned to = 65 min. P1 at gr. 1-4 and 75 min. P1 at gr. 5-8 Staff has adjusted to the new schedule and it is working well
3		Performance levels at all gr.	Rearrange staffing of specialty teachers in order to eliminate	End of Block assessments,	Hiring 2-3 part-time specialty	Full implementation by October 10

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		1-8 in all subjects	specialty classes from occurring during main lesson times	Benchmark assessments, CST	teachers ² Projected cost, \$7,200 per employee	pending employment search. Goal met 10/3 with temp. employees. Hired temp. Games teacher, Math Coach. Advertising for temp Music teacher, and reassigned Spanish to alternate schedule. Have reassigned Math Specialist to support instruction in 2 nd -4 th , PreAlg., Alg., also provide Spanish to some primary grades
4	Math, 2 nd gr. Historically low in this subject, 3 rd gr. 45% proficient, 4 th gr. 23% of students in the Basic band = good potential for advancement to proficient.	Gr. 2-4 math performance levels	Focus on improved math instructional techniques by hiring an additional part-time math specialist/coach (3 hr. per day) to support and assist primary teachers in the classroom	Embedded publisher assessments, end of block assessments, benchmark assessments, CST	Salary for an additional part-time math specialist/coach (3 hr. per day) ³ Projected cost, \$16,184.	Full implementation by Sept. 30 Goal met with temp. employee.

	2010-11 CST Results	Area of Focus	Strategy/Intervention	Accountability	Resources/Financial	Timeline/Status
5	Math, 2 nd gr. Historically low in this subject, 3 rd gr. 45% proficient, 4 th gr. 23% of students in	Gr. 2-6 math performance levels	Focus on improved math instructional techniques by hiring an “Everyday Math” representative ⁴ to inservice	Embedded publisher assessments, end of block assessments, benchmark	Hire “Everyday Math” representative ⁴	Unknown at this time Goal set, Scheduled for 11/1, 1:00 to 3:30pm

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	the Basic band = good potential for advancement to proficient.		staff in implementation of the program and demonstrate instructional strategies.	assessments, CST	Per web site, minimum cost \$750. per day plus costs.	Training complete on 11/1, great success in deepening the teacher's understanding of the curriculum
6	See Attachment B	Special Education Program	Increase RSP to full time plus 1 full time aide. Provide complete SIPPS reading intervention program,	RSP administered assessments, end of block assessments, benchmark assessments, CMA/CST	No fiscal impact. Cost included in special education encroachment fees.	Full implementation by Oct. 10 Per CUSD goal set to occur during October. SIPPS curric. Ordered by CUSD on 10/7 Informed by CUSD that position is advertised so that BOS, RSP can move to Full-time. Received notification from CUSD that our RSP position will be FT effective no later than 1/3/12. Due to regular RSP becoming ill the RSP position was reduced to PT with additional PT Temp. RSP teacher supporting instruction and assessments. CUSD has provided BOS with a full-time RSP plus a .75 RSP

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						effective Feb. 2012
7	Gr.8 Algebra 1, 22% of students are BB and FBB in PreAlgebra.	Gr. 8 Algebra 1 performance levels	Reduce teacher/student ratio and provide support and innovation for 8 th grade Algebra instruction plus support for Alg. 1 remediation class.	Publisher embedded assessments, Benchmark assessments, CST	Hire part-time Specialty Teacher with Algebra 1 qualification and experience ⁵ Projected cost, \$5,395.	Full implementation by Oct. 10 pending employment search. Goal partially met, Math Spec in class two periods per week. Currently advertising for an Alg. Spec. Continuing to advertise Invited Alg. Specialist to demonstrate lesson, didn't fit with teacher instructional model. Have decided to continue throughout the year with Math Specialist support only David Hendricks working with struggling Alg. Students 3 days a week for 45 minutes. Reports good results

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	2010-11 CST Results	Area of Focus	Strategy/Intervention	Accountability	Resources/ Financial	Timeline/Status
8		Staff collegiality, cohesion, implementation of Waldorf methods and joy in the practice plus across grade performance	Form Teacher Study Teams composed of teaching peers for the purpose of collegial support and collaboration to further develop best practices in instruction, assessment and classroom management.	Peer support, administrative observation, teacher moral, demonstration of increased collegiality and joy of the practice.	Hire substitute teachers ¹ to provide classroom instruction while teachers are observing/ supporting peers. Projected cost, \$3640.	Full implementation by Sept. 1 Faculty Chair met with Asst Dir and Academic Achievement Committee to develop a procedure for forming collegial groups and performing the coaching process First coaching team observation scheduled in November Teacher Study Teams have began to observe/coach peers throughout November. Study Teams continuing through December. Some frustration expressed due to coordination of PT subs for teacher coverage and timeliness of process Recently incorporated George Hoffacker technique "Case

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						Clinic” based on the “Theory U” approach.
9	Science, last year’s 5 th grade: 3% adv., 30% proficient, 41% basic, 15% BB, 11% FBB last year’s 8 th grade: 47% adv, 20% prof, 33% basic, 0% BB,FBB	Science performance levels at gr. 4-8	Purchase science reference materials for teacher use and require 4-8 grade students to participate in a standards driven science day camp for 2 days, 2 times per school year.	Publisher embedded assessments, CST release questions, gr. 5 and 8 CST	Hire a science specialist ¹ for 16 days per year.	Unknown at this time 10/5, requested science curric. details from CUSD. Science TE’s aligned with CUSD purchased and planning meetings for the development of science camp occurring with Kids and Creeks Program. Currently negotiating with Science Teacher with Kids and Creeks folks to contract for services in January and March. Science Camp confirmed to begin in February 2012. Completed first Science Camp orientation for teachers on January 19. Second orientation complete Feb. 23. Materials purchased and ready to implement. 6 th March 12-16, 5 th

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						April 2-6, 7 th March 26-30, 8 th April 19-23.
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	2010-11 CST Results	Area of Focus	Strategy/Intervention	Accountability	Resources/ Financial	Timeline/Status
10		Staff collegiality, cohesion, perfection of Waldorf methods and joy in the practice.	Continue Classroom Mentoring Program at one week per month through May 2012 and reducing visitations to bi-monthly for the remainder of the school year	Teacher moral, demonstration of increased joy in teaching and learning, encourage collaborative and collegial thinking/language.	Increase of time commitment and subsequent cost.	Full Implementation immediately 10/5 increased mentoring times scheduled to monthly Recently completed October coaching (10/ 24-27) by Barbara Warren Coaching continuing during November. Received positive feedback Mentoring Program continuing as scheduled. Barbara Warren speaking to BOCC on 2/7/12
11		Performance levels at all gr. 1-8 in all subjects	School wide commitment to standardized, media free, homework program for a minimum of four days per week.	All assessments	No fiscal impact	Full Implementation Immediately Verbal statement of administrative expectation to faculty, Home work policy being developed continuing to be

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						developed. Completion scheduled in December Homework Policy rescheduled for February Board Meeting in order to elicit additional faculty input. Faculty input completed and policy to be submitted to BOCC in March
12		Teacher instructional techniques, perfection of Waldorf methods and strategies	Provide opportunities for teacher visitations to high achieving Waldorf Schools and CUSD comparative schools.	Teacher responsible for returning with specific information pertaining to educational programs and reporting out/training faculty	Cost of substitute teachers to provide classroom instruction during their visitation.	Full Implementation Immediately Group of teachers scheduled to visit Navato Charter School on October 14 Teachers and one board member visited Navato CS and returned with positive information and ideas for improvement.

	2010-11 CST Results	Area of Focus	Strategy/Intervention	Accountability	Resources/ Financial	Timeline/Status
13	See attachment B	Gr. 2-8 performance levels in all subjects	All teachers coordinate CST release question analysis groups one period per week	Admin Observation, increase of student test taking skills.	No fiscal impact	Full Implementation Immediately Inservice for faculty was on 9/29, all faculty are currently

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						<p>implementing</p> <p>Teachers providing class schedules for administration to observe during November Asst. Dir. Scheduling with teachers</p> <p>Included in annual evaluation observations starting in January</p> <p>Observations indicate that all 2-8 teachers are spending a minimum of one period a week reviewing test taking strategies using release Q's. 4th and 7th grade has been preparing for the CST writing test to be administered on March 6th</p>
14		ELA writing skills at grades 5 through 8.	Development of a small group (14 student capacity) computer lab to support faculty instruction in composition and word processing skills.	Student performance on 5 th and 7 th grade writing tests, teacher evaluation of assignments.	Undetermined at this time.	<p>Full implementation by January 15, 2012.</p> <p>Technology Committee planning to develop implementation plan in November</p> <p>First Tech. Committee meeting scheduled for December 5. First</p>

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						Tech Committee meeting moved to mid January. Draft Tech Plan completed 1/3/12 Revising Tech plan with planned implementation Fall 2012 Next Tech meeting scheduled for 2/14. Tech Plan submitted to CTAP readers for edits and to CDE for approval
15		Lunch/Recess period	Evaluate the length of the current lunch period to determine it's impact on teaching and learning		Potential fiscal impact through the hiring of an additional noon supervisor	Undetermined Shortened 5-8 lunch period to allow for additional 3 rd period time New scheduling working well

	2010-11 CST Results	Area of Focus	Strategy/Intervention	Accountability	Resources/ Financial	Timeline/Status
16		Teacher release time for staff development, observations and	Provide substitute teacher support to allow teachers to be out of the classroom.	Increased teacher efficacy and capacity to implement the terms of the API 820 strategic plan.	Cost of substitute teachers to provide classroom instruction during teacher absence	Immediately Scheduled affiliation with CUSD to utilize their sub system, effective 11/1 Have subscribed to

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		collaboration.				CUSD sub. system and will begin implementing in November. New sub. System working well. Difficulty has arisen in calculating payroll due to varying hours/schedules.
17		Hiring of a part-time Pedagogical Coach/curriculum Consultant.	Provide faculty support in the implementation of Waldorf Methods in the classroom and provide broad knowledge of K-8 California Edition curriculum, assessment and instruction	Improved faculty moral, classroom consistency in the implementation of Waldorf Methods, Effective use of current curriculum and consultation when making future curriculum purchases. Management of scope and sequence and articulation of curriculum and instruction across the grades	Fiscal impact related to the salary and additional costs associated with employment of a .50 part-time employee	Advertise the position starting on October 1. Fill the position in the Spring of 2012 for placement at the start of the 2012-13 SY Developing job description during October. Academic Achievement Committee has assumed the task of developing the job description and Asst. Dir will post when the disc. is complete. New Admin. Team Committee has had discussions of the Ped. Coach position included with broader discussions of the Admin team for 2012-13. AA

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						Committee completed Ped. Coach (Ed. Coordinator) job description Position advertised on 1/3/12 closes on 3/30/12 No applicants at this time
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	2010-11 CST Results	Area of Focus	Strategy/Intervention	Accountability	Resources/ Financial	Timeline/Status
18		School wide student behavior	Develop a fully articulated Behavior Support Plan which has incorporated the Blue Oak Discipline Policy, Class Behavior plans, Suspension/Expulsion Policy, and Grade Level Behavior Rubrics	Admin. will track behavior referrals to determine classrooms of origin, grade levels and school wide trends for the purpose of determining the need for staff development training..	Potential staff development in classroom management skills and behavior interventions (Conscious Discipline, Love and Logic)	Immediately Nurturing Heart presentation at 10/4 board meeting. Site based plan in place. Still considering the selection of a publisher developed behavior support plan. Admin moving forward with Nurturing Heart Behavior Plan. Asst. Dir. Has scheduled meetings to formalize process and bring to BOCC

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						Rescheduled to February 7 th BOCC Meeting Moved to March 6 BOCC meeting
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