

BLUE OAK

John Bohannon, Director, Alternative Education:

The following are my observations from the visit to The Blue Oak School on March 8, 2013.

Recruitment/Enrollment

The Chico Unified School District Board of Education approved Blue Oak for a new five-year term at its meeting on January 2, 2013. Blue Oak continues to have more than 350 students in grades K-8 at its East Avenue Location. Blue Oak's demographics show 80 percent white students, 10 percent Hispanic and 6 percent African American. The 2011-2012 CALPADS data show no English Learners and 10 percent students with disabilities.

Governance Structure

Blue Oak saw a big shift in its governance with Board Chair Marc Kessler resigning his post. Tighe O'Neill, who had been the vice chair, was chosen as the new chair of the council. The remaining board members are Jeff Plotnick, Heather Altfeld, Clair Hutkins-Seda, Lyn Harrod and Louthea Griffin.

Nathan Rose is completing his first full year as the Executive Director of Blue Oak.

Laurie Kopping is the Assistant Director.

Joanne Parsley, Director, Curriculum and Instruction:

Educational Program

The Blue Oak School (BOCS) is committed to following its curricular and instructional plan as presented in the approved charter petition. The school endeavors to integrate standards-based instruction via the Waldorf Methods instructional model as stated in their mission "to nurture and deepen each child's academic and creative capacities using Waldorf Methods in a public setting".

A goal was established by the Blue Oak Board to increase the Blue Oak's API by 100 points during the 2011-12 school year. To achieve this goal the school has a program improvement plan that was drafted in 2009-2010 and is updated annually. The 2011-2015 plan continued the 2009-2010 plan proposals, plus included the following new items to support boosting academic student achievement:

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

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

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

The following interventions have been kept in place during the 2012-13 school year to continue to enrich and improve teaching and learning at Blue Oak:

- Hired outside consultant, Barbara Warren (veteran Waldorf teacher who taught in a public setting) to work one on one and in small groups with faculty in the interpretation and implementation of essential state standards
- Grade level reference binders were created and issued – Waldorf and Content Standards plus CST release questions for assessment reference
- Faculty were required to create and submit Block rotation Schedules that indicated where and when grade level standards based assessments occur
- Grade level benchmark assessments were developed using the OARS Assessment system and administered at trimester 1 & 2 to have data to use to drive instruction
- California Edition English Grammar was purchased for grades 3rd – 8th and Everyday Math for K-6th grades with CPM for 7th and 8th grades.
- Math Intervention teacher provides pull-out services and after-school Homework Club support Monday – Thursday from 3-4:00 p.m.

In addition, BOCS established 2012-2013 goals that supported an overall goal that student scores will demonstrate a 10% or greater movement between Basic or Proficient on ELA and math as measured by its annual AMO. Those goals were as follows:

- Staff planned to vertically align essential and targeted standards K-8 in ELA and Math.
- Purchased, adopted curriculum was to be taught and aligned with Waldorf methods (Everyday Math and CPM)
- New teacher BCOE BTSA providers helped coordinate best instructional practices, aligned to BOCS adopted curriculum
- Staff was to use publisher-imbedded formative and summative assessments as they develop the capacity to design and implement common formative assessments

- Administer triennial curriculum benchmark assessments in ELA and math using OARS Assessment Program
- Staff were to restructure the current daily schedule to enable increases in academic time on task in both ELA and Math
- Staff added Tech classes, CPM math and Kids and Creeks Science program to ensure that secondary preparedness curriculum will be provided to 6-8th grade students
- Increased the Intervention Program teachers to .8 each to help meet identified student needs
- The goal of increasing monthly attendance to 95% was met at the P1 reporting date but at the P2 attendance dipped to 93% due to various factors including a January flu. BOCS plans to utilize BCOE's SARB process.

Five areas of improvement with additional goals were identified for the 2012-2013 Year:

- Barbara Warren, an outside Waldorf consultant was hired to support the deepening of the story cycle
- Four teachers attended The Critical Friends PLC training to support the development of Professional Learning Communities
- Implementation of a new discipline program – Nurtured Heart Approach (also used by Glenn & Tehama counties as well as Paradise Unified) Trainer has worked with staff on site and Principal Laurie Kopping has attended an additional 4 days of training
- Small leveled reading groups met daily to support cohesive reading instruction
- Sustain progress in standardized test results (will be determined by Spring 2013 CST scores)

David Scott, Assistant Superintendent - Educational Services
Student Support Services

The Blue Oak School visitation was conducted on Friday, March 8th. The school is completing its second year of operation as a school chartered by CUSD. Nathan Rose, Executive Director of Blue Oak School (BOS) provided an overview of the school's program and services and led a tour of the facility. Instruction was observed in several classrooms during the visitation. Additionally, Mr. Rose reviewed information regarding the nutritional services provided at Blue Oak by Revolution Foods.

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

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

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

The number of students with Individualized Education Programs (IEPs) enrolled at Blue Oak School in March of 2011 was approximately six students. As of March 2013, there are thirty-eight students (three pending students) at BOS with Individualized Education Programs. The primary disabilities for these students are in four of the thirteen Federal disability categories as follows:

Specific Learning Disability	19 students
Other Health Impairment	6 students
Autism	6 students
Speech or Language Impairment	<u>7 students</u>
Total	38 students

The current student enrollment at BOS is approximately 360 students. The percentage of students with Individual Education Plans (IEPs) at BOS is 10.55 percent. As reported in the December 1, 2012 SELPA Student Report, the percentage of students with IEPs for CUSD is approximately 12.16, for the SELPA 12.82, and approximately 11.03 percent for the state of California (2011-12).

Mr. Rose, Ms. Kopping, School Principal and the Blue Oak School staff continue to foster the school's Waldorf-methods academic program.

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

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

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

Jan Combes, Interim Assistant Superintendent of Business
Blue Oak Charter School – 2012-13 Financial Review

Financial Viability

This is the second year of fiscal oversight provided by Chico Unified School District (CUSD) for the Blue Oak Charter School (BOCS). BOCS was originally chartered by the Butte County Office of Education. BOCS has hired a third party administrator to provide budget/financial services to the school. BOCS chose the Charter School Management Corporation as their Third Party Administrator (TPA).

2012-13 Adopted Budget:

The budget was submitted before July 1, 2012 as required. The budget showed a balanced budget: revenue minus expense added \$718 to fund balance.. A multi year projection was

submitted that continues to project a better than balanced budget for the subsequent three years through 2015-16.

2011-12 Year End Financial Report.

The report was approved and submitted by September, 15 as required. The charter school financial statement identified a decrease in ending fund balance by \$26,250, ending 2011-12 with a healthy \$1,512,425, a reserve level of 54%.

Audit Report: BOCS continues to use Matson and Isom for its annual external audit. The audit report identified variances of \$103,274 for changes in posting of depreciation expense, increasing beginning balance for 2012-13 to \$1,615,699. This adjustment was made by BOCS when presenting their First Period Interim Report in December.

1st Interim: 7/01/12 - 10/31/12:

The report was approved and submitted by December 15 as required. Revenue projections were reduced by \$10,801 and expense projections were reduced by \$66,475 resulting in the budget being now better than balanced by \$55,674.

2nd Interim: 11/01/12 – 1/31/13:

The report was approved and submitted by March 15 as required. Revenue projections were increased by \$145,906 and expenses were reduced further by \$33,432; This is the latest information on file from the charter, which now projects adding \$186,750 to fund balance in 2012

If correct, BOCS would end this year with increasing reserves by 8% to 62%.

Attendance:

BOCS ended the year with P2 ADA of 355.98 as compared to 363.36 in the prior year.

Cash Flow: BOCS provided cash flow projections with its interim reports as requested by CUSD. There are no anticipated shortfalls for which short term borrowing would be required.

Chico Country Day School

John Bohannon, Director, Alternative Education:

The following are my observations from the visit to Chico Country Day School on April 9, 2013.

Recruitment/Enrollment

Chico Country Day School (CCDS) has been in existence since 1996, providing an educational program for students in grades K-8. The school has grown to be a popular choice for parents and students, with a reported 2012-13 school year enrollment of approximately 550 students.

The demographics of CCDS according to CALPADS show 78 percent white students and 12 percent Hispanic or Latino. CCDS has 18% of its students on Free and Reduced Lunch with two percent English Learners and eight percent students with disabilities.

Governance Structure

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

After finishing last year with an interim principal, CCDS started 2012-2013 with another interim principal – former Little Chico Creek Principal Suzanne Michelony. The search for a new principal came to an end with the hiring of Megan Neely. Neely officially took over as Principal in January.

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

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

Chico Country Day School is following its curricular and instructional plan as presented in the approved Charter petition. The mission of CCDS is to hold each student to clearly articulated, high expectations for academic achievement. The academic program is based upon state and national content and performance standards and is built upon current research. Integrated Thematic Instruction is used to deliver standards based curriculum at all grade levels and for all content areas at Chico Country Day School. The majority of the teachers at CCDS have attended staff development focusing on “Highly Effective Teaching (HET)” strategies. Field trips are routinely scheduled to coincide with the units which connect real world experiences with the classroom curriculum.

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

Goals for 2012-2013

- The percent of all students achieving proficiency on the 2013 CST Math will increase by 10%
- The percent of all students achieving proficiency on the 2013 CST ELA will increase by 10%
- Develop a plan for how to maintain the close, interpersonal feeling of the school with students, amongst grade levels, and with families.

Curriculum:

English Language Arts

- Integrated Thematic Units based on ELA content standards.
- Supplementary materials include: Scholastic; Reading Counts; SRI; Step Up To Writing; Strategies for Expository Reading; Reading A-Z; Lexia; Handwriting without Tears.
- Houghton-Mifflin program used in 1st and 2nd grades.

Math

- K-6 = Harcourt Brace
- 7-8 = CPM
- Fast Math Computer Program
- OMEGA Math
- Moby Math
- IXL
- Social Science and Science
- Integrated Thematic Units based on content standards. Supplementary materials include: Primary sources, sample textbooks, online resources (United Streaming).

Technology

- 90 laptop computers on carts used by 4th through 8th grade students
- Individual classrooms have computer stations with 4 to 6 computers
- Smart boards in 4th through 8th grade classrooms
- Elmo cameras in 8th grade classrooms
- 70 IPADS grades K-8
- TVs with Apple TV connection

Music/Art

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

Electives for Middle School students

- Instruction delivered by parents, staff, and community volunteers.
- Examples – psychology, art, cooking, sports, music appreciation, here and there, life skills, Spanish, leadership, yearbook, etc.

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

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

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

Expected School Wide Learning Results (ESLRS) also provide further evidence of student achievement. In addition, other assessments are used to identify at-risk students, including Aims-Web (K-6) which is administered three times per year to all students and RTI students are progress monitored every other week.

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

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

Supplemental Curriculum/Support

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

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

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

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

David Scott, Assistant Superintendent – Educational Services
Student Support Services

Several members of the District’s Charter Review Committee met with Megan Neely, Principal and Margaret Reece, Chief Business Officer on Tuesday, April 9th, 2013. Ms. Neely and Ms. Reece 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 2012.

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 2012, there were forty-two students at CCDS with Individualized Education Program (IEPs). As of April 9th, 2013, there are 44 students at CCDS with Individualized Education Programs. The primary disabilities for these students are in ten of the thirteen Federal disability categories as follows:

Specific Learning Disability	21 students
Speech or Language Impairment	4 students
Hard of Hearing	1 student

Orthopedic Impairment	1 student
Autism	8 students
Other Health Impairment	3 students
Visual Impairment	1 student
Emotional Disturbance	3 students
Other	1 student
Intellectual Disability	<u>1 student</u>
Total	44 students

Additionally, the CCDS staff reported that students without IEPs who need assistance are provided interventions through the school-based speech program and intervention programs at CCDS. The student enrollment at CCDS is approximately 550 students. The percentage of students with Individual Education Plans (IEPs) at CCDS is approximately 8.00 percent. As reported in the December 1, 2012 SELPA Student Report, the percentage of students with IEPs for CUSD is approximately 12.16, for the SELPA 12.82, and approximately 11.03 percent for the state of California (2011-12).

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

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

Based on a review of records, there does not appear to be any areas of concern with respect to Human Resource issues.

Jan Combes, Interim Assistant Superintendent of Business Chico USD
Chico Country Day School – 12/13 Financial Review

This is the 17th year of fiscal oversight provided by Chico Unified School District (CUSD) for the Chico Country Day School (CCDS).

CCDS has its own Chief Business Officer who prepares the financial reports for this charter school with K-8 enrollment of over 500 students.

2012-13 Adopted Budget:

The July 1 adopted budget was approved and submitted by July 1, as required.

2011-12 Year End Financial Report.

The report was approved and submitted by September, 15 as required. The charter school financial statement identified an increase in ending fund balance of \$202,694 ending 2011-12 with a healthy fund balance of \$3,259,982.

Audit Report:

CCDS uses Stephen Roatch Accountancy Corporation to prepare its annual external audit. The audit report agrees with the fund balance reported by the charter school on its year-end financial report. There are no current findings or questioned costs

1st Interim: 7/01/12 - 10/31/12:

The report was approved and submitted by December 15 as required.

Revenue Projections were increased by \$50,429 from adopted budget. Expenses were increased by \$166,300 as compared to adopted budget. Overall fund balance was reduced \$115,871 to a projected \$3,389,783

2nd Interim: 11/01/12 – 1/31/13:

The report was approved and submitted by March 15 as required.

Revenue projections were increased by \$25,161 and expenses were reduced by \$93,431 thus CCDS anticipates adding \$146,274 to fund balance in 2012-13.

The projected balance at year end is \$3,406,256 of which \$2,638,656 is identified as unrestricted and available for reserves (62%).

Attendance:

P2 Attendance for 2012-13 at CCDS is 530.6 as compared to 536.34 in 2011-12.

Cash Flow:

CUSD has requested and received updated cash flow reports from CCDS with each financial cycle (July 1 Budget, First Interim, and Second Interim).

FOREST RANCH

John Bohannon, Director, Alternative Education:

The following are my observations from the visit to Forest Ranch Charter School on April 2, 2013.

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 113 in 2012-2013.

Governance Structure

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

There is a clear separation of duties between the Board and the 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 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 2012-13 school year the grade level configurations were:

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

Curriculum;

English Language Arts

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

Social Studies

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

Science Lab and Outdoor Classroom

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

Interventions

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

On Going Activities

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

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

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

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

David Scott, Assistant Superintendent– Educational Services
Student Support Services

The Forest Ranch Charter School visitation was conducted on a very pleasant spring day, Tuesday, April 2nd, 2013. 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 2012. The visitation team visited many of the classrooms on campus.

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

0.40	FTE Resource Specialist Teacher
0.20	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)
0.06	FTE School Psychologist (approximately 3 hours per week)

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

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

Intellectual Disability	1 student
Specific Learning Disability	4 students
Other Health Impairment	2 students
Speech or Language Impairment	<u>7 students</u>
Total	14 students

The student enrollment at FRCS is approximately 113 students. The percentage of students with Individual Education Plans (IEPs) at FRCS is 11.96 percent. As reported in the December 1, 2012 SELPA Student Report, the percentage of students with IEPs for CUSD is approximately 12.38, for the SELPA 12.82, and approximately 11.03 percent for the state of California (2011-12).

Ms. Marasco and the FRCS staff continue to implement highly effective teaching methods to provide a program designed to educate the “whole child”.

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

Based on a site visited and a review of records no significant issues are evident with respect to Human Resources. They have experienced a plateau with respect to student growth and thus staffing.

Jan Combes Interim Assistant Superintendent of Business
2012/13 Financial Review

This is the fifth year of fiscal oversight provided by Chico Unified School District (CUSD) for the Forest Ranch Charter School (FRCS).

An experienced member of the staff for FRCS prepares the financial reports for this charter school which has a K-6 enrollment of about 110 students.

2012-13 Adopted Budget:

The adopted budget was approved by the Forest Ranch Board and submitted to Chico USD prior to July 1, 2012, as required.

2011-12 Year End Financial Report.

The report was approved and submitted by September, 15 as required. FRCS received revenues of \$792,800 and expended \$781,869, adding \$82,030 to their fund balance. FRCS reported an ending fund balance of \$621,299 as of June 30, 2012.

Audit Report:

FRCS uses Matson and Isom to prepare its annual external audit. The audit report identifies an ending fund balance of \$607,101 which is \$14,198 less than on the school's year-end report for reclassifications and adjustments. There are no discrepancies or findings in the audit report.

1st Interim: 7/01/12 - 10/31/12:

The report was approved and submitted by December 15 as required. The beginning balance was adjusted to \$607,101 in line with the audit report.

Revenue Projections were reduced by \$19,684 from the adopted budget to \$789,239. Expenses were increased by \$23,734 to \$793,805. The First Interim Budget reported deficit spending of \$4,566, reducing the beginning balance down to \$602,535 as the projected ending balance. FRCS had a slightly out of balance budget as of this report.

2nd Interim: 11/01/12 – 1/31/13:

The report was approved and submitted by March 15 as required.

There were no changes in Revenue Projections, remaining at \$789,239. Expenditures increased by \$4,219 to \$797,727.

FRCS now anticipates a deficit of \$8,488 ending the year at \$598,612. None of these funds are restricted for special purposes. This represents an unallocated reserve level of 75%

Attendance:

P2 Attendance for 2012-13 at FRCS is 109.87 as compared to 104.88 in 2011-12.

Cash Flow:

Forest Ranch Charter School has submitted monthly cash flows on a timely basis.

INSPIRE

John Bohannon, Director, Alternative Education:

The following are my observations from the visit to Inspire School of Arts and Science on April 9, 2013.

Recruitment/Enrollment

Inspire continues to grow as it moves toward its maximum goal in the current charter of 480 students. As of May 6, 2013 Inspire's total enrollment was 409. Of the 409 students, 82 were from outside of the district. These numbers show 20 percent of Inspire's population come from neighboring school districts.

Governance Structure

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

Jay Goldberg was the Board Chair for Inspire in 2012-2013, but he will be leaving the Board at the conclusion of the 2012-2013 school year. At the Inspire Board meeting on May 20 Denver Latimer was elected president and Jann Reed Vice President. At the same meeting, Michael Panunto was voted in as a new board member, replacing Jay Goldberg. Also on the Inspire Board are: Rose Krepelka, Deborah Travers, Matt Brown, Ben Juliano.

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

Joanne Parsley, Director, Curriculum and Instruction: Educational Program

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

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

Engineering, Robotics, Kinesiology and Natural Sciences departments, as well as with its Center for Nutrition and Activity Promotion program.

Inspire offers students up to eight 80 minute classes via a hybrid schedule similar to a college schedule. The classes meet every other day with a complete instructional cycle lasting two weeks. Under this model students are able to take up to four electives each quarter in addition to their core classes. The schedule also makes it possible to provide immediate intervention strategies for students who need extra support in their core classes. Inspire has sufficient staffing to carry out the educational program as planned.

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

School Goals

1. Continually increase school-wide student achievement in mathematics throughout the charter term 5% minimally each academic year
2. Increase Proficiency in ELA, Science and Social Studies by 3%
3. Increase instructional effectiveness through the use of formative assessments techniques and ABEO

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

- Math intervention coordinator will use data to identify gaps in student understanding, pull small groups from Study Hall and “push in” to classes to team teach when appropriate
- Math teachers are available before school, at lunch and after school most days
- Students behind on assignments will be placed on an intervention contract until they are caught up with the work
- Math Department will continue to develop learning targets and common formative assessments to monitor progress
- Math Department will continue to collaborate with colleagues from CHS, PVHS and Fairview to review data, identify areas of strength and areas of improvement
- Course and discipline alike teachers will collaborate weekly to write learning targets and common formative assessments and to analyze data to improve instruction
- Extra support will be provided via study halls, tutorials with advisors as well as lunchtime interventions

- Staff will attend CUSD district –wide meetings to collaborate with course alike colleagues
- Site based professional development provides professional development support in day-to-day formative assessment instruction
- Staff is participating in ABEO training which has a focus on the level of rigor offered during lessons
- Teachers observe each other on a regular basis throughout the school year and use documentation/data from the observations to discuss the effectiveness of the instruction

David Scott, Assistant Superintendent– Educational Services
Student Support Services

The District Charter Review Committee visited Inspire School of the Arts and Sciences on Tuesday, April 9th, 2013. The school is in its third year of operation. Eric Nilsson, Principal of Inspire School of the Arts and Sciences, and Dan La Bar, Inspire’s Assistant Principal provided an overview of the school’s program and progress to date.

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

- 1.0 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)
- 0.20 FTE School Psychologist (1 day per week and as needed)

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

In March of 2012 there were twenty-one students at Inspire with Individualized Education Programs (IEPs). As of April, 2013 there are twenty-five 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	13 students
Autism	4 students
Emotional Disturbance	3 students
Visual Impairment	2 students
Other Health Impairment	<u>3 students</u>
Total	25 students

The current student enrollment at Inspire is approximately 409 students. The percentage of students with Individual Education Plans (IEPs) at Inspire is 6.11 percent. As reported in the December 1, 2012 SELPA Student Report, the percentage of students with IEPs for CUSD is approximately 12.16, for the SELPA 12.82, and approximately 11.03 percent for the state of California (2011-12).

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

During the 2012-13 school year, Inspire has focused on improving math interventions to students in need of such interventions.

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

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

Based on a review of records, there does not appear to be any areas of concern with respect to Human Resource issues.

**Jan Combes, Interim Assistant Superintendent of Business
Inspire School of Arts and Science – 2012/13 Financial Review**

Inspire School of Arts and Science (Inspire) is the first charter school within CUSD that has its fiscal operations performed entirely by their sponsoring district and will be completing its third 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.

Although a part of CUSD, accounting for Inspire is managed through a completely separate fund from the District's General Fund. The Charter School Fund (09) is used to account separately for Inspire. In this manner, Inspire retains its own interest earnings from the Butte County Treasurer's Office.

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. Inspire is a separate part of the Chico High School campus.

Most of the expenses for Inspire are paid directly out of Fund 09 such as salary expenses and the cost of materials, books, and supplies. In accord with the Memorandum of Understanding (MOU), Inspire contracts with Chico USD for support services for maintenance and operations cost (i.e. facility repair, utilities, custodial costs), Library/Media/Technology Services, and Pupil Support Services (counseling, attendance reporting, grade reporting).

2012-13 Adopted Budget:

The beginning budget was approved by the Inspire Board prior to July 1, 2012, as required. The initial budget showed revenues exceeding expenses by \$74,308.

2011-12 Year End Financial Report

Inspire reported Revenues of \$2,553,086 and Expenses of \$2,285,189, adding \$267,896 to their beginning fund balance of \$172,952. Inspire ended the school year with an ending fund balance of \$440,848. This represents a 19% reserve level.

Audit Report:

Inspire is a part of the audit performed for CUSD by Matson and Isom. There is one audit finding pertaining to Inspire from 2011-12 relative to attendance reporting. The issue was fully corrected in 2012-13.

1st Interim: 7/01/12 - 10/31/12:

The report was approved by the Inspire Board by December 15 as required. Changes to revenue and expense projections were made, with the budget now expecting revenue to exceed expenses by \$130,873.

2nd Interim: 11/01/12 – 1/31/13:

The report was approved by the Inspire Board by March 15 as required. Changes to revenue and expense projections were made. Inspire anticipates adding \$129,975 to its fund balance in 2012-13 ending with a fund balance of \$570,824. Of this amount \$16,900 is restricted leaving \$553,924 as available reserves. This represents a reserve level of 23%.

Attendance:

P2 Attendance for 2012-13 was 400.55 as compared to 350.37 in 2011-12.

Cash Flow:

Cash flow for Fund 09 has not been prepared separately from the cash flow reports prepared by CUSD.

NORD

John Bohannon, Director, Alternative Education:

The following are my observations from the visit to Nord Country School on March 12, 2013.

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 139 students (121 reside within the Chico Unified School District boundaries) enrolled for the 2012-13 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. Kelli Ruley is the current Nord School Board President. The remaining members of the board are: Robert Cann, Richard Aguilera, Marcia Worden, Lexie Aceves, Vivian Appleby and Luke Messenger.

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

Joanne Parsley, Director, Curriculum & Instruction: Educational Program

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

Nord Country School is following its curricular and instructional plan as presented in their approved Charter petition. They have 7 regular education teachers a .6 ELD teacher and 1 special education teacher in addition to 4 support staff (3 have teaching credentials) and a part time librarian.

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

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

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. Accelerated Reader is used 2nd – 6th to monitor comprehension.

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

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

Balclutha sailing adventure each fall for 5th graders

- Science
K-6 - McMillan/McGraw-Hill
Environmental Camp program for 6th graders in the spring
- Technology
Nord has 1 computer for every 2 students
- Music/Art/Enrichment
Art is offered twice a month for K- 6students
Classroom Music is offered twice a month to K-6 students
Recorders weekly for 3rd and 4th graders
Weekly violin lessons during school for 4th – 6th grade
Chess Club & Cribbage Club
- P.E.
P.E. activities twice a week for K – 6th grades
Running Club
“Off the Wall Soccer” team

Supplemental Curriculum/Support

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

Before-/After-School Program

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

Garden/Farm

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

Other Community Events

- Back to School Night
- Mexican Independence Day
- Harvest Festival
- Halloween Carnival
- Stone Soup Day
- Loved Ones Day
- Pie Auction
- Open House and Carnitas Dinner

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

ELD Program:

Nord Country School currently has 17 EL students. All English Learners are supported through the mainstream classroom. Students receive support in their general education classrooms from teachers who have been trained in SDAIE and ELD strategies. *California Treasures, English Language Development* program is used for instruction. Additionally, students are supported through writing instruction with strategies taken from the *Step Up to Writing* program. Students receive an additional 30 minutes of supplemental pull-out ELD instruction daily. This instruction is delivered by the ELD teacher. Student progress is reviewed annually for possible reclassification. Currently, criterion for two students is being reviewed for possible reclassification for the current school year.

Title I Program:

Supplemental support programs are offered to students who have not reached the proficient level in reading and/or math. This support is provided by instructional support staff paid from Title I funds. Students are supported by individual or small group instruction delivered in the classroom or in pull-out instruction. Approximately 65.69% of the student population qualifies for Free and or Reduced Lunch.

Nord Country School entered into Program Improvement Year 1 for the 2012-13 school year. The school did not meet AYP in the areas of English Language Arts and math for two consecutive years. The Nord principal has meet with district staff to ensure that the proper PI Year 1 requirements are met. They are as follows: revise the Single Plan for Student Achievement to include all PI plan requirements, offer school choice, allocate 10 percent of the school's Title I funds to provide high quality professional development to address the reasons the school is identified for improvement and establish specific, measurable objectives for continuous and substantial progress by each group of students.

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

The Chico Unified School District Charter Review Committee met at Nord Country School (NCS) on March 12th, 2013. 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.

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

In March of 2012, there were twelve students at NCS with Individualized Education Program (IEPs). As of March 12th, 2013 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	3 students
Speech or Language Impairment	5 students
Other Health Impaired	4 students
Autism	<u>1 student</u>
Total	13 students

The NCS staff reported that students without IEPs who need academic assistance are provided additional interventions during the school day and in the after school program. The student enrollment at NCS is approximately 139 students. The percentage of students with Individual Education Plans (IEPs) at NCS is 9.3%. As reported in the December 1, 2011 SELPA Student Report, the percentage of students with IEPs for CUSD is approximately 12.16, for the SELPA 12.82, and approximately 11.03 percent for the state of California (2010-11).

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

Bob Feaster, Assistant Superintendent, Human Resources:

Based on a site visit, a meeting with Nord Country School (NCS) leadership and a review of records, the school appears to meet all of the criteria this area. 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 wellbeing as well. They have worked hard to recruit from within and to retain their current staff members.

Jan Combes Interim Asst. Supt of Business
Nord Country School – 2012/13 Financial Review

This is the eighth year fiscal oversight has been provided by Chico Unified School District (CUSD) for the Nord Country School (NCS).

NCS contracts with Forest Ranch Charter School for their fiscal services.

This is a K-6 school of 140 students.

2012-13 Adopted Budget:

The beginning budget was adopted and submitted by July 1, 2012, as required.

2011-12 Year End Financial Report.

The report was approved and submitted by September, 15 as required. NCS received revenues of \$1.31 million and expended \$1.137 million, adding \$173,530 to their fund balance. NCS had an ending fund balance of \$1,055,004 as of June 30, 2012.

Audit Report:

NCS uses Matson and Isom to prepare its annual external audit. The audit report identified an ending fund balance of \$1,055,042 which is \$38 more than on the school's year-end report.

There are no discrepancies or findings in the audit report.

1st Interim: 7/01/12 - 10/31/12:

The report was approved and submitted by December 15 as required.

Revenue Projections were increased by \$136 from adopted budget to \$1,069,131. Expenses were increased by \$136 to \$1,042,240. The First Interim Budget projects adding \$26,891 to fund balance bringing the projected ending balance to \$1,081,933. NCS has a better than balanced budget.

2nd Interim: 11/01/12 – 1/31/13:

The report was approved and submitted by March 15 as required.

Revenue Projections were increased to \$1,068,811 (an additional \$320) and Expense Projections were increased to \$1,042,991 (an additional \$751).

NCS now anticipates adding \$25,820 to ending fund balance, ending the year at \$1,080,862. Of this amount \$30,000 is designated for special purposes, leaving a reserve balance of \$750,861. This represents unallocated reserve levels of 72%

Attendance:

P2 Attendance for 2012-13 at NCS is 132.12 as compared to 141.65 in 2011-12.

Cash Flow:

Nord Country School has submitted monthly cash flow reports.

SHERWOOD

John Bohannon, Director, Alternative Education:

The following are my observations from the visit to Sherwood Montessori on March 26, 2013.

Recruitment/Enrollment

The 2012-2013 school year was the first year for Sherwood under its new five-year renewal.

Sherwood's enrollment was 143 students in 2012-2013 (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. Other board members are Stephen Lucas, Jill Bailey, Erwin Williams, Robyn Faraone, David Kuperman and Corin Meester. Sherwood has contracted with the Butte County Office of Education to provide support for financial reports. 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 RtI pyramid.

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

In the traditional Montessori model, kindergarten students are educated in a separate environment from the elementary school-aged children. The *Casa de Bambini* is designed for children ages 3 to 6, with the lower elementary designed for children ages 6 to 9. All classrooms have a full time certificated teacher in addition to a teacher's aide which results in the adult to student ratio as follows: 10:1 in kindergarten, 11.5:1 in 1st, 2nd, 3rd grades, 12:1 in 4th and 5th grades and 14:1 in 6th, 7th, 8th grades.

The class configurations are as follows:

1 Kindergarten class

2 1st/2nd/3rd classes

1 4th/5th class

6th/7th/8th class

New additions for 2012-13

- Computer Lab with donated computers
- Library collection has over 10,000 books
- Resource Room
- “Garden to Table “ program
- 6th -8th grade rafted down the Lower Yuba River with Environmental Traveling Companions
- Guitar as elective option for 6th – 8th graders
- Concurrent enrollment in Inspire available to advanced middle school students

Kindergarten

Reading

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

Writing

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

- Metal insets (teach academic language related to geometry while progressively refining control of pencil use)

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

Math

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

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

Zoology

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

- Classification (living/nonliving; fish, amphibian, reptile, bird, mammal at this level)
- Zoology puzzles for drawing and labeling diagrams

- Zoology nomenclature card works
- Observation of and care for classroom pets

Botany

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

History

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

Geography

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

Science

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

Social Skills and Community Development

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

Music

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

Spanish

- Weekly Spanish instruction

Cooking and Gardening

- 2-3 times per month

P.E.

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

First/Second/Third Grade

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

Reading

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

Writing

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

Math

- Hierarchical materials for place value, quantity, and introduction to operations
- Bead bars for memorization of math facts
- Bead chains for skip counting, multiplication facts, squaring and cubing
- Bead Frame for addition, subtraction, and multiplication
- Addition Dot Board for adding large numbers
- Snake Game for memorization of facts, development of concentration

- Multiplication Bead Board for concept of multiplication as an array
- Multiplication Tile Board (aka Pythagorus Board) for memorization of multiplication facts
- Division Bead Board for concept of division as an inverse of multiplication
- Test Tube Division for long division
- Bank Game for multiplication of large numbers and reinforcement of place value
- Checkerboard for multiplication of large numbers and reinforcement of place value
- Stamp games for abstraction of operations with larger numbers
- Fingerboards for memorization of math facts
- Fraction insets for concept of fractions, equivalencies, and operations with fractions
- Geometric solids
- Geometry cabinet: curved figures and polygons
- Geometry Stick Box (building and exploring properties of plane geometric figures, guided constructivist approach to learning geometry concepts)
- Constructive triangles
- Teacher created materials for any standards not addressed by traditional Montessori materials
- Daily calendar activity

Zoology

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

Botany

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

History

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

Geography

- Montessori continents globe, traditional globe

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

Science

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

Social Skills and Community Development

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

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

Math

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

Science

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

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

History

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

Geography

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

Science

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

Social Skills and Community Development

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

Art

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

Music

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

Spanish

- Weekly Spanish instruction

- Spanish conversation for more fluent students

Drama

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

Cooking and Gardening

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

P.E.

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

David Scott, Assistant Superintendent - Educational Services

Student Support Services

The Sherwood Montessori School visitation was conducted on Thursday, March 28th. The school is in its third 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.

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

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

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

In March of 2012 there were twelve students at Sherwood Montessori School with Individualized Education Programs (IEPs). As of March 2013, there are seventeen students (two pending) at the school with Individualized Education Programs. The primary disabilities for these students are in four of the thirteen Federal disability categories as follows:

Autism	1 student
Specific Learning Disability	8 students
Other Health Impairment	3 students
Speech or Language Impairment	<u>5 students</u>
Total	17 students

The current student enrollment at SMS is approximately 143 students. The percentage of students with Individual Education Plans (IEPs) at SMS is 11.88 percent. As reported in the December 1, 2011 SELPA Student Report, the percentage of students with IEPs for CUSD is approximately 12.16, for the SELPA 12.82, and approximately 11.03 percent for the state of California (2011-12).

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

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

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

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

**Jan Combes Interim Asst. Supt of Business
Sherwood Montessori Charter School – 2012/13 Financial Review**

This is third year of fiscal oversight provided by Chico Unified School District (CUSD) for the Sherwood Montessori Charter School (SMCS) which opened in 2010-11. SMCS began contracting with Forest Ranch Charter School for their fiscal services in 2012-2013. This K-8 school maintains an enrollment of about 140 students.

2012-13 Adopted Budget:

The beginning budget was adopted and submitted by July 1, 2012, as required. The budget anticipated revenues of \$835,692 and anticipated expenditures of \$839,028 for a reduction in fund balance of \$3,336 to \$186,665 (projected).

2011-12 Year End Financial Report.

The report was submitted in September but not approved by the Board until October 5th. In the future, this report is expected to be approved on or before September 15. SMCS received revenues at \$895,164 and expended \$843,424, for a net change in fund balance of \$51,739. According to the report, SMCS ended the 2011-12 with a fund balance of \$203,459 or about 24% of annual expenditures.

Audit Report:

SMCS used Matson and Isom to prepare its annual external audit. The audit report re-classed revenues to \$893,232 and expenses to \$836,144 for a net change in fund balance of \$57,088. In addition, the beginning balance on July 1, 2011 was reported by the charter as \$151,720 while the audit report identifies it as \$73,076 because of prior period adjustments (2010-11). As a result the restated ending fund balance identifies a 2011-12 ending fund balance of \$130,164 which is \$73,296 less than the charter school reported. These adjustments were necessary

insofar as the former auditor capitalized equipment that was below the threshold, resulting in overstatement of net assets.

1st Interim: 7/01/12 - 10/31/12:

The report was approved and submitted by December 15 as required. Revenue Projections were reduced by \$25,075 and Expenditure Projections were increased by \$40,899 increasing the deficit spending from \$3,336 to \$35,490. The charter school also posted an adjustment to bring the beginning fund balance in line with the audit report (\$130,164). As a result of these changes the projected ending balance as of the end of the First Interim was now projected at \$94,674 representing reserves of approximately 11%.

2nd Interim: 11/01/12 – 1/31/13:

The report was approved and submitted by March 15 as required. There were no changes to revenue expectations. Expenditure projections increased by \$13,490. SMCS anticipates reducing balance by \$48,980 in 2012-13 ending the year with \$81,184. This represents reserve levels of about 9.44% which is substantially less than the ending fund balance reported at the end of 2011-12. The audit restatement represents over half of the reduction.

An operating deficit of \$48,980 is clearly something that the charter school will want to manage as they develop their 2013-14 budget and projections for 2014-15 and 2015-16. A careful review of multi-year projections for SMCS will be made as part of a review of their initial budget submission.

Attendance:

P2 Attendance for 2012-13 at SMCS was 134 as compared to 114 in 2011-12.

Cash Flow:

SMCS has submitted monthly cash flow reports, as required, since December, 2012.

WILDFLOWER

John Bohannon, Director, Alternative Education:

The following are my observations from the visit to Wildflower Open Classroom on April 12, 2013.

Recruitment/Enrollment

Wildflower just completed its second school year with approximately 110 students. The school had no English Learners. Wildflower saw its population grow with the addition of a middle school program.

Governance Structure

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

Joanne Parsley, Director, Curriculum and Instruction: Educational Program

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

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

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

Academic Goals

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

- School was reviewing assessment data and establishing a plan for targeted growth

- School was developing a plan for a more comprehensive data collection, analysis and reporting system

Strategies that will be implemented between Dec 2012 and Jan 2014 to meet API and AYP target include:

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

Program Description (Curricular and Instructional):

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

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

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

- Positive interpersonal relationships

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

Curriculum and Instructional Design

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

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

Writing Development:

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

Mathematics:

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

- MATH SCAPE
- MATH – Thematic

Social Studies:

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

Science:

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

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

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

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

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

On Friday, April 12th, the CUSD Charter School Review Team visited the Wildflower Open Classroom School at its new location on Cohasset Road. The school is in its second year of operation. Tom Hicks, Director of Wildflower Open Classroom School (Wildflower), provided an overview of the school's programs, services and progress. Instruction was observed in all but one of the classrooms during the visitation.

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

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

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

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

Autism	2 students
Specific Learning Disability	1 student
Orthopedic Impairment	1 student
Other Health Impairment	1 students
Speech or Language Impairment	<u>3 students</u>
Total	8 students

The current student enrollment at Wildflower is approximately 110 students. The percentage of students with Individual Education Plans (IEPs) at Wildflower is approximately 7.27 percent. As reported in the December 1, 2012 SELPA Student Report, the percentage of students with IEPs for CUSD is approximately 12.16, for the SELPA 12.82, and approximately 11.03 percent for the state of California (2011-12).

Mr. Hicks reported that Wildflower will add a portable classroom to the facility prior to the start of the 2013-14 school year.

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

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

A site visit was conducted on April 12, 2013, along with a review of records, and an interview with the Director. This is the end of their second year in operation. Last year's report in this area noted that "...One area of concern is that, at this point, they have no system in place for providing a retirement program for employees. This needs to be addressed and rectified by the school." We discovered in our review this year that the issue has not been resolved. We were told that their Board is looking into retirement options for employees beginning with the 2013/14 school year. This violates the prescribed regulations but also harms those employees who have been working there for the past 1-2 years without being a part of retirement system. During the past year they have worked to increase their enrollment and are now in a place to add a portable building to their facility next year but were unable, after 2 years, to establish a retirement plan for their employees.

Jan Combes Interim Asst. Supt of Business
Wildflower Open Classroom Charter School – 2012/13 Financial Review

This is the second year of fiscal oversight provided by Chico Unified School District (CUSD) for the Wildflower Open Classroom Charter School (WOC). WOC contracts with Forest Ranch Charter School for their fiscal services.

This K-8 school anticipated a first year enrollment of 130 students but fell short of that in 2011-12, ending last year with 50.68 P2 ADA earned on an average enrollment of 61 students ---

almost half of what was expected. For 2012-13 enrollment increased with P2 ADA coming in at 94.8. WOC has made great strides this year in enrollment and subsequently their budget and multi-year projections for 2013-14 are expected to be more balanced.

2012-13 Adopted Budget:

The beginning budget was adopted and submitted by July 1, 2012, as required. The initial budget showed revenues exceeding expenses by \$170,513.

2011-12 Year End Financial Report.

The report was approved and submitted by September, 15 as required. WOC received revenues of \$561,056 and expended \$532,649, ending the year with a fund balance of \$33,532 or about 6.3% of budget. For a school of this size, a fund balance of \$50,000 is considered a necessary reserve. In its first year of implementation WOC fell substantially short of this requirement.

Audit Report:

WOC used Matson and Isom to prepare its annual external audit. The audit report identified an ending fund balance of \$36,783 which is \$3,250 more than the school's year-end report for adjustments and restatements. There are no discrepancies or findings in the audit report.

1st Interim: 7/01/12 - 10/31/12:

The report was approved and submitted by December 15 as required. Changes to revenue and expense projections were made, with the budget now expecting revenue to exceed expenses by \$143,608.

2nd Interim: 11/01/12 – 1/31/13:

The report was approved and submitted by March 15 as required. Changes to revenue and expense projections were made. At this point in the year, WOC anticipates adding \$121,296 to its beginning balance of \$36,783 --- ending at \$158,179. This represents reserves of 21%.

Attendance: P2 Attendance for 2012-13 at WOC was 94.8 as compared to 50.68 2011-12.

Cash Flow: WOC has submitted monthly cash flow reports, as required.