

Attachments

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

School Growth and Academic Performance

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

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

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

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

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

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

Blue Oak Charter School Academic Results Over Time

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

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

BOCS met its 95% participation rate for ELA and MATH

YEAR

2005	2006	2007	2008	2009	2010
100%	100%	>95%	>95%	>95%	>95%

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

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

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

Internal Assessments

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

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

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

High Caliber Staff

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

Financial Strength

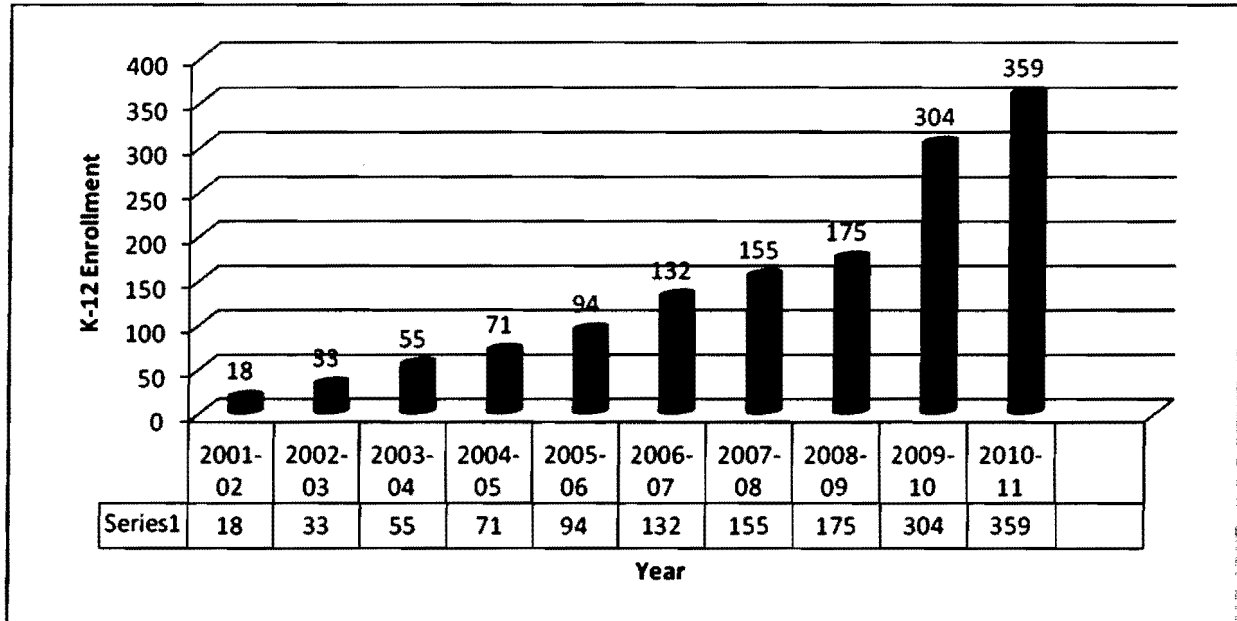
Blue Oak Charter School has proven itself to be financially solvent and stable over the past nine years of operation as witnessed by its conservative fiscal management and growth of fund balance. As a growing charter school, BOCS had planned for the eventual need for a larger facility and set aside a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

Enrollment

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

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

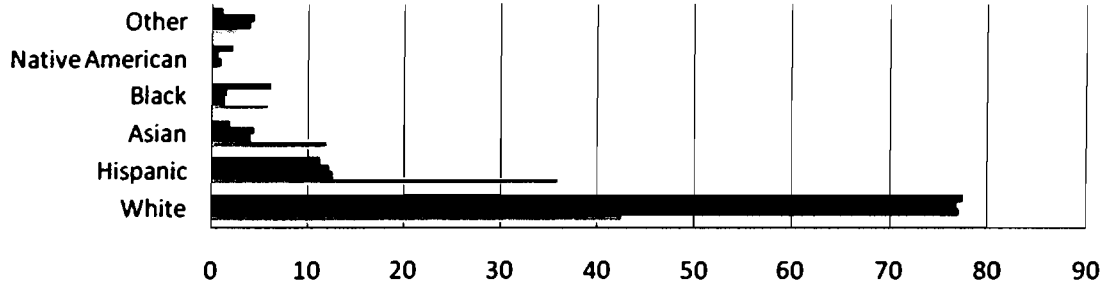
Blue Oak Charter School Enrollment Over Time



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

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

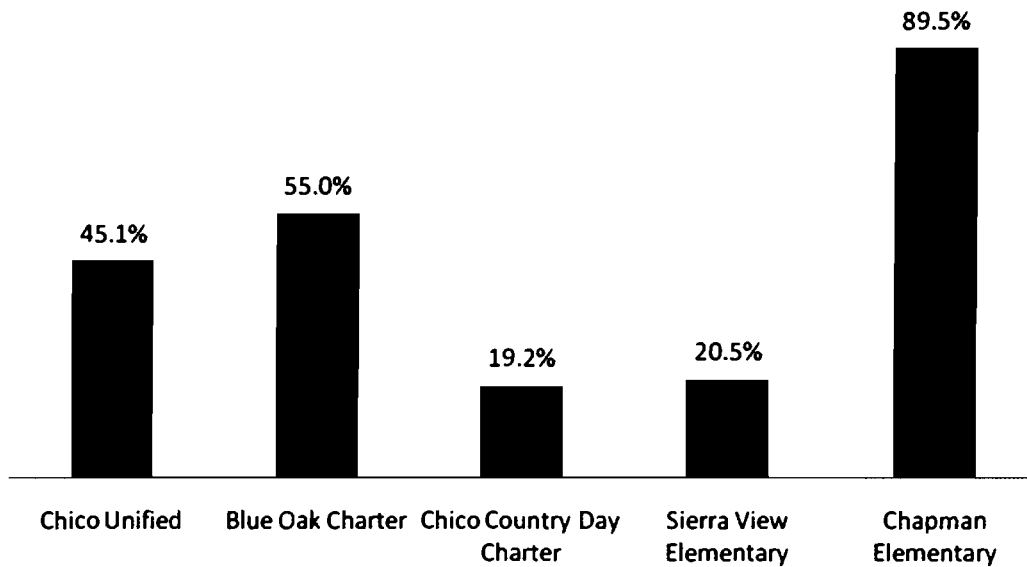
Demographic Comparison of Blue Oak Charter School's Student Population (%)



	White	Hispanic	Asian	Black	Native American	Other
■ Blue Oak	77.5	11.2	1.9	6.1	2.2	1.1
■ Chico	76.9	12.2	4.4	1.5	0.6	4.4
■ Butte County	77.1	12.6	4	1.4	0.9	4
■ California	42.6	36.1	12.1	6	0.5	2.7

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

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



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

Academic Renewal at Blue Oak Charter School

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

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

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

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

Facility

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

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

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

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

Trimester Block Schedule Standards Pacing Plan

Teacher **XXXXX**

Grade 5

	Subject	Skill, Emphasis, Content	Field Trip, Enrichment Activity	CDE/Waldorf Standards Taught	Adopted Curriculum/Text (Chapter or Pages #).	CDE Released or Zoom test questions	Date Standard Assessed, Instrument used
Sept. 7-17	Grammar, Form Drawing, Ancient Myths	Reading Comp., Lit. Response, Written EL Conventions	Chico Museum, Sept. 15.	Reading R 1.1, 1.5, 1.2 Lit Response R 1.2, 3, 5 Written Conventions R 1.4		Reading R 1.1-4 Lit Response R 1.2, 3, 5 Written Conventions R1.1-4	Sept. 17 (10 item quiz)
Sept 20-Oct 8	Math	+, -, ×, ÷, Fractions	None	NS 1.5,	Everyday Math Pg. 74-80,95-97	NS 1.5, 2.3-5	Oct 8
Oct 11-29							

SAMPLE

Questions to consider when developing a block:

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

Blue Oak School Curriculum Matrix at a Glance

1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
Language Arts Writing Phonics Reading Fairy Tales	Language Arts Cursive writing Basic grammar & punctuation Reading	Language Arts Cursive writing Writing skills Spelling Sentence structure Punctuation Reading Comprehension	Language Arts Descriptive writing Creative writing Spelling & Grammar Reading Comprehension Poetry	Language Arts Creative, Expository, and Narrative writing Research papers Spelling & Grammar Reading Comprehension	Language Arts Expand writing skills Research papers Business letters Reading Non-fiction & fiction Poetry	Language Arts Creative writing Classical literature Spelling & Grammar	Language Arts Composition Short stories Letters Spelling & Grammar Shakespearean drama
Social Studies Fairy Tales	Social Studies Animal Fables & Folk Tales, Legends Native American stories	Social Studies Hebrew Myths Geography Cooking	Social Studies Norse Myths & Sagas California & Local History Geography	Social Studies Ancient cultures-India, Persia, Egypt, Greece Geography/US history	Social Studies Ancient to Modern history Ancient cultures - Americas	Social Studies Curricular themes- the Renaissance, Reformation and the Age of Exploration	Social Studies American History World economics Industrial and Scientific Revolution
Mathematics Addition Subtraction Multiplication Division	Mathematics +, -, x, ÷ Simple story problems	Mathematics +, -, x, ÷ Measurement: volume, length, weight, time, and money Story problems	Mathematics Adv. Multiplication Long division Fractions Story problems	Mathematics Fractions Decimals Metric system Intro. to Geometry	Mathematics Geometry Ratios Percentages Mastery in whole, fraction and decimals Business math	Mathematics Mathematical theory Intro. to Algebra Geometry	Mathematics Intermed. Algebra Geometry Practical applications of Arithmetic
Sciences Nature based obs.: stories, projects & walks Living dynamic Earth Plants, animals, & people Seasonal & weather changes	Sciences Nature based obs. Plant & animal life cycles Plant & animal needs Wholeness of nature Interconnection Earth components & features Sun/moon movement	Sciences Plant & animal structures Gardening/farming Building structures Intro. Energy: light Earth science: water Local physical geog. Sun/moon changes tracked	Sciences Animal Kingdom Organisms, Ecosystems & Environment Physical geography: -landscapes development, California, local watershed	Sciences Plant Kingdom Organisms, Ecosystems & Environment Physical geography: hydrologic cycle	Sciences Astronomy Physics (sound, light, heat, magnets, electrostatics) Geology Earth life history: Evolution Physical Geography Health/Sex Ed.	Sciences Astronomy Physics (mechanics) Properties of matter Inorganic chemistry Biology(cell/genetics) Physiology Nutrition	Sciences Physics (acoustics, optics, heat, electromagnetism) Hydraulics & hydrostatics Organic chemistry Physiology-Anatomy Physical Geography: meteorology
Foreign Language Spanish	Foreign Language Spanish	Foreign Language Spanish	Foreign Language Spanish	Foreign Language Spanish	Foreign Language Spanish	Foreign Language Spanish	Foreign Language Spanish
Musical Arts Pentatonic Flute Singing	Musical Arts Pentatonic Flute Singing	Musical Arts Intro. Recorder Violin Singing (rounds)	Musical Arts Intro. Recorder Violin Singing (harmony)	Musical Arts Intermed. Recorder Violin Singing (choral)	Musical Arts Adv. Recorder Violin or other string instrument Singing (2-3 part choruses)	Musical Arts Adv. Recorder Violin or other string instrument Singing (choral)	Musical Arts Adv. Recorder Violin or other string instrument Singing (choral)
Craft & Visual Arts Beeswax modeling Painting Knitting	Craft & Visual Arts Beeswax modeling Painting Form Drawing Crayon Drawing Knit Purl	Craft & Visual Arts Beeswax modeling Painting Form Drawing Crochet Building structures	Craft & Visual Arts Animal Form Painting Form Drawing Cross Stitch	Craft & Visual Arts Drama Painting Calligraphy Needle Knitting	Craft & Visual Arts Drama Painting Calligraphy Wood working Hand Sewing	Craft & Visual Arts Painting Calligraphy Perspective Drawing Wood working Hand Sewing	Craft & Visual Arts Drama Painting Calligraphy Wood working Machine sewing
Physical Activity Games Recess	Physical Activity Games Recess	Physical Activity Games Recess	Physical Activity Games Recess	Physical Activity Games Recess	Physical Activity Games Recess	Physical Activity Games Recess	Physical Activity Games Recess

Fifth Grade Tri 1, ELA

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

A Bat in the Hand
by Sneed B. Collard III

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

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

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

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

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

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

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

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

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

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

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

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

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

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

"What if one bites us?" someone asked.

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

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

It didn't.

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

"This bat is actually afraid of *me!*"

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

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



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

1. What makes this passage a dependable source of factual information about bats?
- A. The narrator had always been afraid of bats.
 - B. Richard LaVal was a biologist who studied bats.
 - C. The narrator was in Costa Rica to do research for his book.
 - D. Visiting teachers helped stretch the mist nets across the trail.
2. Based on the passage, which statement is MOST LIKELY true?
- A. Bats live in dry, hot areas of the world.
 - B. Most kinds of bats are smaller than a thumb.
 - C. The narrator was attacked by a bat as a child.
 - D. The narrator will write about the "Bat Man" in his book.
3. Which statement provides the BEST summary of the passage?
- A. Sonar allows bats to locate their positions by hearing echoes.
 - B. The narrator gets over his fear of bats by holding a bat.
 - C. Richard LaVal is studying bats in Costa Rica.
 - D. The narrator is afraid of night creatures.

4. What does Richard LaVal use to catch bats?
- A. volleyball nets
 - B. butterfly nets
 - C. fishing nets
 - D. mist nets

5. Read the sentence from the passage.
"Now when I'm walking outside at night and I see the darting shadow of wings zip by me, I smile."
Which word is a synonym for *darting*?
- A. fading
 - B. rushing
 - C. fluttering
 - D. whispering

6. Read the sentence from paragraph 11 of the passage.
"Their strange, wrinkled faces reminded me of monsters, and I kept my distance."

What is the root word of *distance*?

- A. dis
- B. ant
- C. stance
- D. distant

7. Read the sentence from the passage.

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

Why does the narrator use this hyperbole?

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

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

Ketut and the Banyan Tree
by Heidi Chang

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

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

"I can carry one!" she protested.

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

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

"Ketut, are you OK?"

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

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

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

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

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

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

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

Ketut carefully started to walk toward the banyan tree.

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

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

"What do you hear?" Wayan asked.

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

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

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

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

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

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

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

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

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

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

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

11. Read the sentences from the passage.

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

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

'What do you hear?' Wayan asked.

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

What is the tone in these sentences?

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

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

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

13. Read the sentence from the passage.

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

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

- A. state of
 - B. about to
 - C. one who
 - D. that which
14. Read the sentence from the "Ketut and the Banyan Tree."

"I feel I have arrived so quickly."

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

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

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

Joe Magarac: Man of Steel
by Carina Pasquesi

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

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

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

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

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

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

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

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

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

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

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

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

Go on to the next page »

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

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

"Wow!" Kelly said.

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

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

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

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

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

15. Read the sentence from the passage.

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

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

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

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

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

17. Which type of story does Grandpa tell?

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

18. Read the sentence from the passage.

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

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

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

Stop! You have finished this exam.

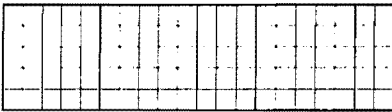
Fifth Grade Tri 1, Math

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

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

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

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



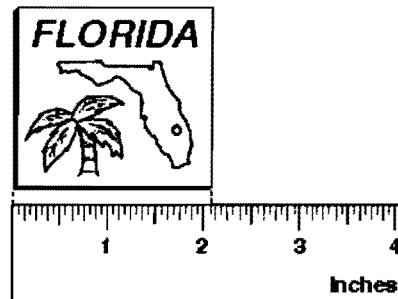
Vegetables take up 0.80 of the garden. The rest is planted with flowers. What fraction of Greta's garden is flowers?

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

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

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

4. A refrigerator magnet is shown below.

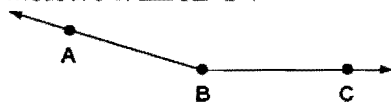


How wide is the magnet, to the nearest $\frac{1}{16}$ of an inch?

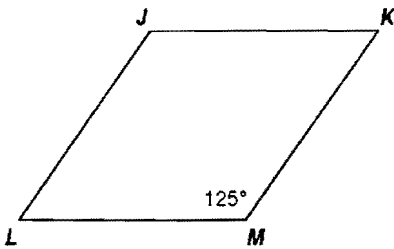
- A. $1\frac{15}{16}$ inches
 B. 2 inches
 C. $2\frac{1}{16}$ inches
 D. $2\frac{1}{8}$ inches

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

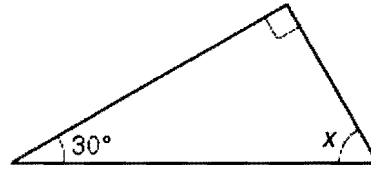


- A. 45 degrees
 - B. 90 degrees
 - C. 180 degrees
 - D. 360 degrees
6. Ciara made a pattern to use when cutting cloth. She measured $\angle M$ as shown below.



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

7. Jackson is describing this shape.



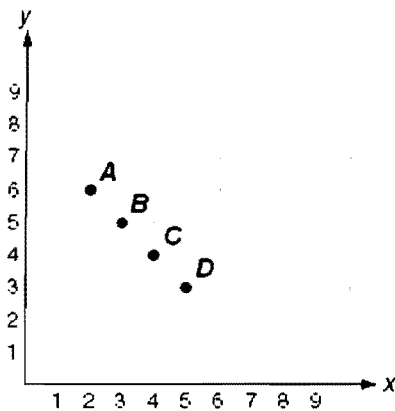
How many degrees should he say are in angle x ?

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

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

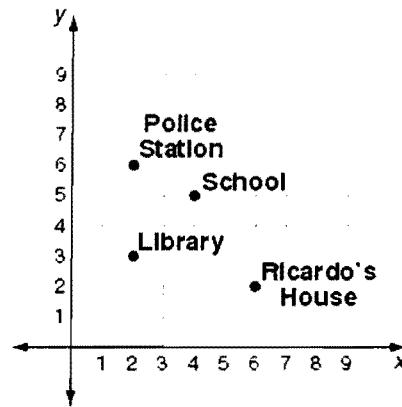
- A. area
- B. length
- C. weight
- D. capacity

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



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

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



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

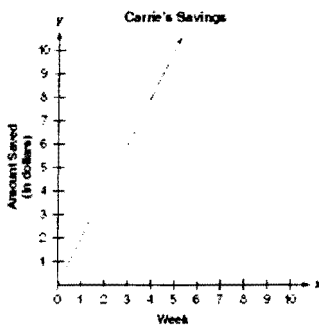
- A. his house and the police station
- B. his house and the school
- C. the police station and the school
- D. the library and the school

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

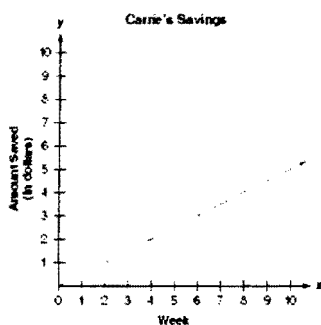
- A. (4, 0)
- B. (4, 4)
- C. (0, -4)
- D. (-4, 0)

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

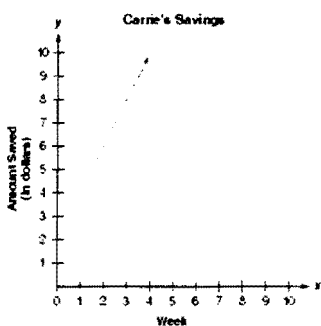
A.



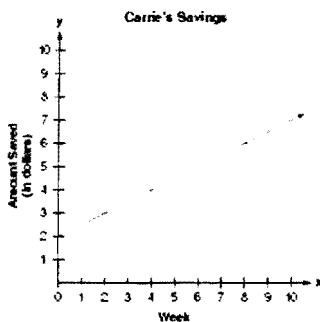
B.



C.



D.



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

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

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

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

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

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

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

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

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

- A. E
- B. \$2
- C. $E + 2$
- D. $E - 2$

18.

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

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

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

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

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

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

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

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

22. At 6:00 P.M., the temperature was 5° below zero. By 7:00 P.M., it had gotten 3° colder. Which expression represents the temperature at 7:00 P.M.?

- A. $5 - 3$
- B. $5 + 3$
- C. $-5 + -3$
- D. $-5 - (-3)$

23. Sam weighs 75.5 pounds. When he steps on a scale holding his dog, the scale reads 97 pounds. How much does his dog weigh?

- A. 21.5 pounds
- B. 22.5 pounds
- C. 65.8 pounds
- D. 85.2 pounds

24. Ms. Nelson needs 9 square feet of wood flooring that costs $\$2.49$ per square foot. How much will the flooring cost?

- A. $\$18.08$
- B. $\$21.78$
- C. $\$22.41$
- D. $\$22.81$

25. What is the number negative seventy-three in expanded form?

- A. $-7 + -3$
- B. $-7 + 3$
- C. $-70 + -3$
- D. $-70 + 3$

26. A farmer has a field that is 85.5 acres in size. He planted 0.75 of the field with soybeans. How many acres did he plant with soybeans?

- A. 6.4125 acres
- B. 11.40 acres
- C. 64.125 acres
- D. 114.0 acres

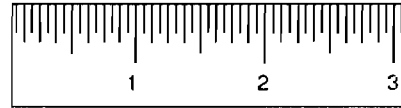
27. The cafeteria serves juice in small cans. The cafeteria manager bought a case of 24 cans of juice for $\$8.40$. What is the price of one can?

- A. $\$0.29$
- B. $\$0.33$
- C. $\$0.35$
- D. $\$0.39$

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

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

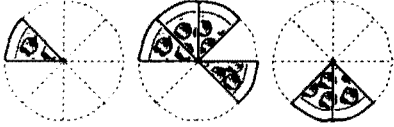
29. Gordon measures one line that is $\frac{3}{4}$ inch (in.) long and another line that is $\frac{1}{2}$ in. long.



What is the total length of the two lines?

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

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



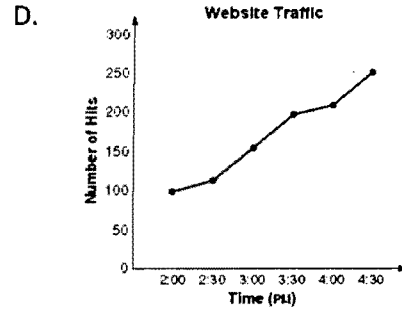
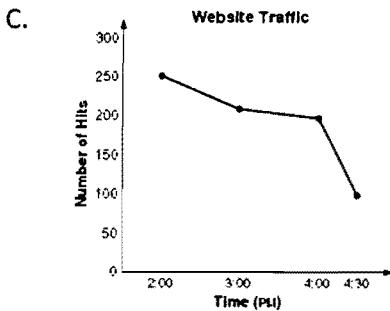
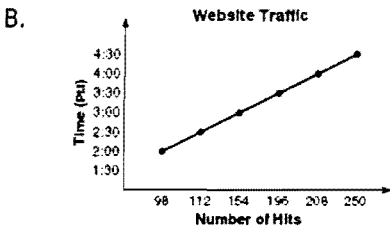
If Alyssa puts all the slices of pizza together, what fraction of one whole pizza will she have?

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

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

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

Which line graph displays the data from the table correctly?



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

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

Baskets	
Week	Number of Baskets Made in a Row
1	3
2	6
3	?
4	?
5	?

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

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

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

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

Stop! You have finished this exam.

Program Improvement Plan to Increase Student Performance

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

6. Teach test-taking skills to all grades. (Test skills classes to be administered to grades 2-8 in April 2011.)	6. Teaching of test-taking skills and test vocabulary will improve scores on STAR tests in all grades.
7. Created dedicated Special Education office with ¾ FTE special education resource specialist	7. Improve detection of students in need of special education services and improve delivery of special education services.
8. Created new Recommendation for Special Education Evaluation protocol to allow earlier detection of students in need. (First staff training in new process administered 12/2/10. Second training occurring in January 2011.)	8. Improve detection of students in need of special education services and improve delivery of special education services.
9. Have completed school-wide evaluation of all students to determine where special education services will be recommended (September 2010). DIBELS assessment to be completed February 2011.	9. Improve child-find process for earlier identification of students who could benefit from special education services.
10. Adopted ZOOM! Data Director system to improve tracking of student performance and to facilitate assessment process in the classroom (10/27/10). (Two-day ZOOM! Training seminar for Assistant Director and Enrollment Clerk will take place in Bay Area on January 19 & 20, 2011.)	10. ZOOM! will help us develop comprehensive and timely benchmark assessments, allow us to be proactive in addressing students' academic strengths and weaknesses. In addition, ZOOM! will help us interpret CST and internal benchmark data, create customized reports and customized testing materials.
11. Provide ZOOM! Assessment training for faculty (Scheduled for 1/27/2011).	11. ZOOM! training will allow teachers to access and interpret student assessment data to facilitate individualized classroom instruction.
12. Add after school academic programs to After Care Program. (Recommendations to be presented by Director to BOCC on 2/1/11.	12. After school academic program will help students by providing additional academic support for students.
13. Create a new comprehensive Teacher Evaluation Process. (Completed November 2010. First biannual evaluation to occur January 2011.)	13. Comprehensive teacher evaluation process will help teachers to understand their areas of strength and weakness in delivery of curriculum and will help administration develop individualized professional support of teachers.
2011-2015	
1. Continue improvements and programs outlined for 2010-2011 to meet goal of 800 API by 2015.	1. Continuing the academic improvements and programs outlined for 2010-2011 will help us meet the state goal of API 800 by 2015.
2. Expand flexible math groupings to grades 2-4 (September 2011, to be developed by Director of designate and implemented by classroom teachers).	2. Expanding flexible math grouping to 2nd-4th grades will build a stronger base for increased proficiency in math school-wide.

<p>3. BOCC Annual Evaluation of Academic Program completed by the September regular meeting which will coordinate reports from staff, board and outside sources to be used to create an Annual Report submitted to CUSD by September 30th of each year to implement programs and processes that ensure program effectiveness. Reports to include the following:</p>	<p>3. Annual Evaluation of Academic Program by BOCC will allow board to assess whether our academic program is effective in implementing the vision, mission and primary goals of the charter.</p>
<p>a. Charter Review Committee Report. BOCC ad-hoc committee convening in June and August will provide an annual report on TBOS alignment to charter in regards to vision, mission, goals, educational program, measurable student outcomes, reporting and accounting and compliance. This committee will report findings in September and make recommendations for changes if necessary.</p>	<p>a. Charter Review Committee will ensure alignment to our charter in regards to vision, mission, goals, educational program, measurable student outcomes, reporting and accounting.</p>
<p>b. Three-year facility plan presented in August (Director)</p>	<p>b. Director will present a three-year facilities plan each year in May that will outline the future facility needs of our school and allow us to prepare for enrollment trends, facility costs and options including Prop 39 availability, and future facility needs and upgrades.</p>
<p>c. Annual Budget Report in May and August (Business Manager)</p>	<p>c. Annual budget for following year will be presented as part of the Budget Review Committee to inform the next year's revenue and cost scenarios.</p>
<p>d. Three-year Budget Projection presented in August (Business Manager)</p>	<p>d. Three-year budget projection completed annually in June will ensure that the program is financially sustainable.</p>
<p>e. Director will present an annual evaluation of Special Education Program in August of each year to inform BOCC of effectiveness of program. This evaluation will recommend to continue current program, change program and/or apply to be our own SELPA.</p>	<p>e. Special Education evaluation by Director will ensure an effective and compliant special education program at BOCCS.</p>
<p>f. Third-party survey of parents, staff and students to be completed annually in June and administered by administration.</p>	<p>f. Parent, staff and student survey will provide BOCC with an on-the-ground evaluation of overall program quality.</p>
<p>g. Schedule of board development workshops for following year to be presented to BOCC secretary annually in August (BOCC).</p>	<p>g. Board development workshops will improve Board's understanding of Waldorf pedagogy, Federal, State and County requirements, Brown Act, meeting logistics and Board effectiveness.</p>

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

Blue Oak School

Fourth Grade Trimester Progress Report

Attachment 6

Student _____

Date _____

Days Absent _____

Days Tardy _____

Key:

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

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

Fourth Grade Trimester Progress Report (cont.)

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

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

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

Motor Skills	T1	T2	T3
Movement			
Games			
Handwork			

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

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

Teacher Comments:

Trimester 1 Parent Signature: _____ Date: _____

Trimester 2 Parent Signature: _____ Date: _____

Trimester 3 Parent Signature: _____ Date: _____