

Charter Renewal Petition

July 1, 2018 – June 30, 2023

The Blue Oak School

A K-8 Waldorf-Inspired Public Charter School



Submitted to the Chico Unified School District on January 2018

By

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HISTORY, VISION, MISSION & GOALS

INTRODUCTION

The Blue Oak School (“Blue Oak”) is a tuition-free Waldorf-methods public school that opened in September of 2000 with seventeen children and one teacher. Today the school supports over 380 children and 50 employees and represents over three hundred families all over Butte County. Our school has outgrown our site four times in ten years due to expanding enrollment with some parents commuting from remote rural areas to attend.

Blue Oak brings a formerly private-sector developmental model of educational pedagogy into the public sphere with integrity, purpose, and vision. Engagement of the child is foremost; one of the tenants of Waldorf-inspired education is that it is the job of the teacher, and the life-blood of the school, to awaken and engage the will of a child. Children at Blue Oak model citizenry, compassion, and excellence in academic and social endeavors while wholly embracing standards-based curriculum, instruction and assessment. The curriculum is developmentally appropriate, neurologically sound, integrative and imaginative and aligned with California state standards, including the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Standards, English Language Development (“ELD”) Standards, and any other applicable state content standards (hereinafter, collectively “State Standards”), with an emphasis on practical skills highly applicable to life in the 21st century.

Blue Oak serves a highly diverse socioeconomic population with 46% students who qualify for Free and Reduced Price Meals (FRPM) in 2017. The diverse population of the school allows our learning community to experience a landscape of richness with respect to cultural backgrounds while also presenting an opportunity to meet the instructional needs of a highly heterogeneous population of students. This interdisciplinary whole-child approach to education serves children of all backgrounds with equality and rigor.

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

VISION

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

MISSION

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

The Primary Goals of Blue Oak are:

- To inspire children to grow and learn by using a developmentally based curriculum, active learning, integration of the arts, and rigorous academic instruction that aligns with state standards
- To prepare children for active and ethical citizenship by using instruction that measures and guides critical thinking, self-awareness, intellectual curiosity, creative imagination, and social responsibility.
- To enable each student to demonstrate proficiency in English-Language Arts, mathematics, science and social sciences.
- To ensure a comprehensive and complete education for students in each year of enrollment, such that students who leave Blue Oak will be well prepared to attend any school they choose and students who join Blue Oak at any grade level will be welcomed and supported in their transition into our program.
- To prepare students to transition into High School, as creative and engaged adolescents.
- To develop a lifelong love of learning by honoring daily and seasonal rhythms and by teaching subject matter when children are at the appropriate developmental stage for learning.
- To enable pupils to become or remain self-motivated, competent and lifelong learners.
- To attract, develop, and retain highly-effective, adaptable faculty, staff, and administrators
- To foster a strong community of parents, teachers, and staff, who collaborate to create a supportive and healthy Blue Oak School learning environment.

AFFIRMATIONS AND ASSURANCES

The Blue Oak School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including, but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Blue Oak Charter School, Inc. declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all pupils who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State.
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School, shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall adhere to the District's reporting requirements including, but not limited to CBEDS, ADA, SARC, annual audits and all financial reports and data as contained in the District's Administrative Regulations on Charter Schools and Education Code Section 47604.33.
- The Charter School shall meet the requirements of Education Code 47611 regarding the State Teachers' Retirement System.
- The Charter School shall meet the requirement of Government Code Section 3540-3549.3 related to collective bargaining in public education employment.
- The Charter School shall, if applicable, meet federal requirements for qualifications of paraprofessionals working in programs supported by Title I funds.
- The Charter School shall meet the requirements of Education Code Section 51745-51749.3 if it provides independent study, except that it may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code Section 51745(e).

- The Charter School shall identify and report to the Superintendent of Public Instruction any portion of its average daily attendance that is generated through non-classroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education.
- The Charter School shall comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located, unless the Charter School facility meets either of the following two conditions:
- The facility complies with the Field Act pursuant to Education Code Section 17280-17317 and 17365-17374; or
- The facility is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the federal government.
- The Charter School shall promptly respond to all reasonable inquiries from the District, the county office of education, or the Superintendent of Public Instruction, including, but not limited to, inquiries regarding its financial records.

Susan Domenighini, Executive Director

Date

SUCSESSES AND ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM: 2012-2017

CHARTER RENEWAL CRITERIA

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that Blue Oak meets the statutory criteria required for renewal set forth in Education Code Section 47607(b) (Also see Appendix: 4 CDE DataQuest/CAASPP Reports):

ANALYSIS OF COMPARISON SCHOOLS DATA

Blue Oak Charter School California Assessment of Student Performance and Progress ("CAASPP") Scores, 2015-17: Percentage of Students Meeting or Exceeding Standards

Demographic	Assessment	2015	2016	2017
Schoolwide	ELA	33%	38%	35.68%
	Math	30%	32%	28.71%
Hispanic or Latino	ELA	22%	18%	24.39%
	Math	11%	14%	12.82%

White	ELA	38%	43%	41.33%
	Math	34%	36%	33.99%
Economically Disadvantaged	ELA	29%	36%	24.75%
	Math	23%	29%	18.56%
Students with Disabilities	ELA	16%	18%	7.14%
	Math	8%	12%	7.7%

COMPARISON SCHOOLS THAT ARE DEMOGRAPHICALLY SIMILAR IN THE DISTRICT

School	Schoolwide Assessment	2015	2016	2017
Bidwell Junior High	ELA	43%	53%	45%
	Math	39%	44%	38%
Emma Wilson Elementary	ELA	46%	52%	49%
	Math	40%	52%	48%
Rosedale Elementary	ELA	42%	35%	42%
	Math	35%	35%	43%

COMPARISON SCHOOLS THAT BLUE OAK SCHOOL STUDENTS WOULD OTHERWISE BE REQUIRED TO ATTEND

School	Schoolwide Assessment	2015	2016	2017
McManus	ELA	36%	39%	25.42%
	Math	21%	29%	29.38%

Blue Oak received support and approval from The California Charter School Association through its review of multiple measures.

ANALYSIS OF STATE ASSESSMENT AND PLAN TO ACHIEVE LEVEL 3+

A major change in state assessments occurred during The Blue Oak School's current cycle.

In the 2011-12 school year Blue Oak met all AYP and API goals. Blue Oak was not able to maintain this improvement in the 2012-13 school year, dropping significantly. However, Blue Oak showed an average improvement over the final three years of this measure. Though not as drastic, Emma Wilson and Rosedale showed similar patterns, peaking in 2012 and dropping in 2013.

In the 2013-14 school year field testing occurred on the new SBAC/CAASPP assessments, no scores were reported.

In the 2014-15 school year Summative Assessments became operational. The Blue Oak School's scores were low for the district but on average within the Standard Nearly Met range. In the 2015-16 school year Blue Oak showed a significant improvement in test scores but remained within the Nearly Met Standard Range. This gain was not sustained in the 16-17 school year. 2016-17 test scores for Blue Oak again fell primarily in the Nearly Met Standard range as do the majority of district schools. The anomaly is 4th grade which also includes 11 students who did not test, 20% of the class and 30% of all students not testing for the school. See Appendix 4 for details

SUMMARY

The Blue Oak School has shown overall improvement in test scores through the current 2012-2017 charter cycle. Though the trend is upward, both for the school as a whole and individual classes, test scores fluctuate dramatically from year to year. Blue Oak believes the ability to achieve test scores of met and nearly met show the effectiveness of the overall educational program. Fluctuations can be more common in smaller school programs due lack of statistically significant populations, nevertheless, additional work needs to be done to consistently sustain score improvements when gained. Blue Oak believes that the goals set through the LCAP and MTSS processes will act to stabilize these scores.

New Innovative Programs

- Implementation of S'cool moves for Kindergarten through 5th grade as part of the regular education and intervention programs.
- Blue Oak School funded Waldorf Certification for fourteen (14) teachers.
- Began a three-year implementation of Multi-Tiered Systems of Support. Please See Appendix 5

ELEMENT 1: EDUCATIONAL PROGRAM AND PHILOSOPHY

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

A. EDUCATIONAL PROGRAM

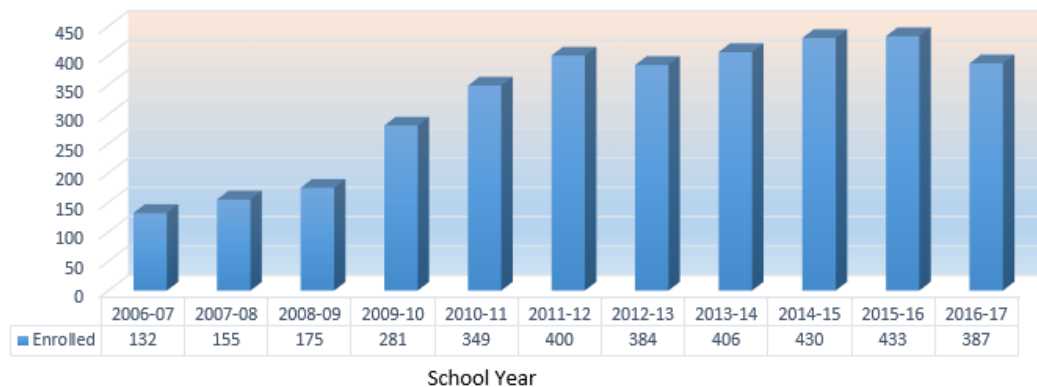
The goal of The Blue Oak School (“Blue Oak”) is to bring to the Chico community and surrounding areas an instructional method and educational philosophy committed to educating the whole child. This approach creates in each child an ability to respond to curricular material with empathy and a will to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

Blue Oak blends Waldorf-inspired methods and content with rigorous standards-based instruction and curriculum to deliver the Common Core Standards. This approach results in a relevant, rigorous, child-centered curriculum that incorporates the creative arts, storytelling, literature, music, drama, and activities adapted to the learning needs of each child. This teaching pedagogy has universal appeal and is effective with children of varied backgrounds, learning styles and cultures. It is supported by many child development specialists such as Gesell, Piaget, Montessori, and more recently Elkind, Healy and Gardner.

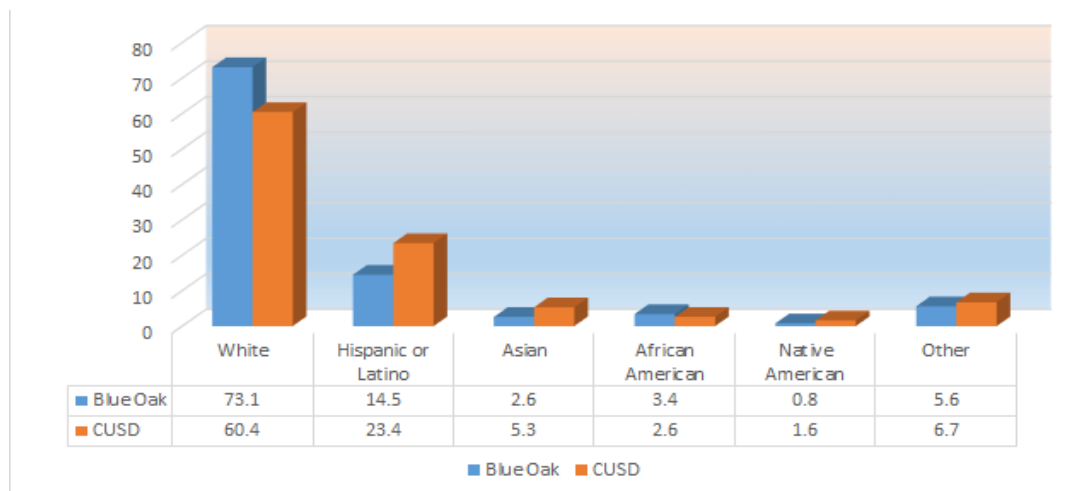
Blue Oak’s teaching approach supports our goals of imparting meaningful understanding, critical thinking skills, imagination, self-reliance, confidence and responsibility while fostering respect for our social and natural worlds. We know that there are key moments in the development of every child when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

Blue Oak strives to create and maintain a student population that represents the Chico area's ethnic diversity and fosters an educational atmosphere in which cultural, racial, ethnic and religious differences are respected and celebrated. (See charts that follow)

GRAPH: THE BLUE OAK SCHOOL – ENROLLMENT OVER TIME

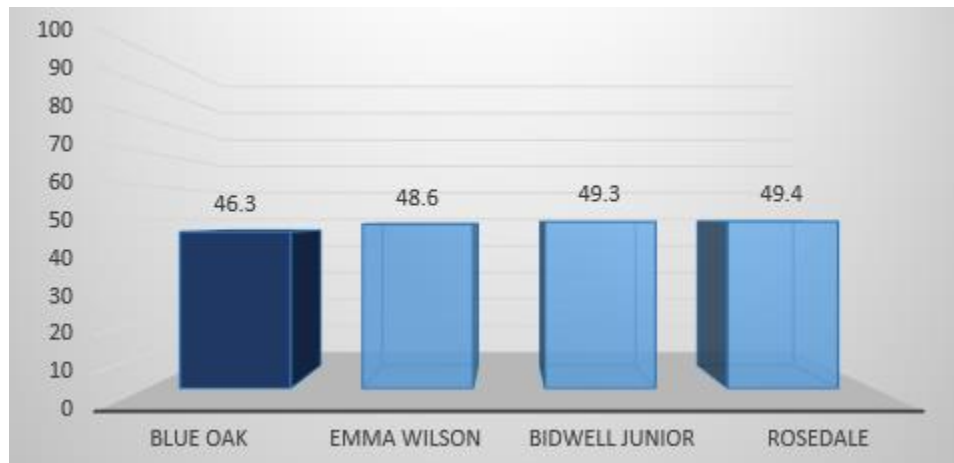


GRAPH: DEMOGRAPHIC COMPARISON OF STUDENT POPULATION (%)



Graph compares Blue Oak demographic enrollment data from 2016-17 school year with Chico Unified School District. Source: Dataquest

GRAPH: SOCIOECONOMICALLY DISADVANTAGED STUDENTS COMPARED TO SIMILAR SCHOOLS (%)



WHOM THE SCHOOL INTENDS TO EDUCATE

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

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

Blue Oak will not promote nor affiliate itself with any religious doctrine or organization. Students will be admitted without discrimination based on ethnicity, national origin, gender, gender expression, gender identity, disability, or any of the characteristics as listed in Education Code Section 220.

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

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

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

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

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

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

In addition to offering the core subject areas of English Language Arts and literacy, world languages, arts, mathematics, science, geography, history, social-science, Blue Oak places a high priority on the development and awareness of the 21st Century Interdisciplinary Themes as stated by the Partnership for 21st Century Skills.

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

- Multiple intelligences and cross-disciplinary learners
- Global consciousness and knowledge of sustainable practices
- Basis for moral navigation
- Creative problem solving
- High levels of social intelligence
- Environmental stewardship
- High levels of emotional intelligence

In Rudolf Steiner's vision of Waldorf education, he was inspired to create a democratic educational model that "would make [students] so healthy, strong and inwardly free that they would become a kind of tonic for society as a whole." Now, more than ever, it is necessary to embrace that ideal and expand its boundaries to include the spectrum of rapidly growing demands that will meet our school's students when they move into the larger world. Specifically, the following categories reflect the ways in which Blue Oak retains the conceptual vision of Waldorf Education, while evolving toward the demands on the 21st century student:

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

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

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

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

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

HOW LEARNING BEST OCCURS

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

- An instructional model that recognizes the individual child's stages of development and supports the unfolding of the cognitive, physical, emotional, and social aspects of a child.
- An integrated academic curriculum inspired by Waldorf education that is developed in an artistic, interactive, creative, and stimulating environment while incorporating Common Core Standards that meets the needs of the 21st century California student.
- Staff sensitive to each child's unique intelligence so they can support and guide the child, fostering attitudes and habits that promote responsibility and confidence.
- A school faculty that is held accountable for upholding the philosophy and learning goals of Blue Oak through regular staff meetings, ongoing training, and yearly teacher evaluations.
- Standards-based local assessments in grades 2-8.
- A prevailing school attitude that encourages and supports cooperation over competition.
- Educational models in which the emphasis on the process and outcome are equally important.
- Limiting children's exposure to electronic media with the aspiration that these will be replaced by creative play, recreational reading, social interests, and physical activity.
- Parental commitment, support, and involvement in the child's education and school.
- Maintain a school year of 175 teaching days, unless otherwise required by law.
- Instructional minutes will meet or exceed the quantity required by law.

UNIQUE ASPECTS OF THE BLUE OAK SCHOOL EDUCATIONAL PROGRAM

1. Commitment to Developing the Whole Child

- **Developmentally Based Curriculum** - Blue Oak's curriculum is founded on the understanding that there are distinct developmental stages during childhood. Our curriculum is carefully designed to honor these developmental stages and ensure that students can achieve healthy emotional and intellectual growth through the grades.
- **Active and Ethical Citizenship** – A classical approach to world history gives students a broad overview of past world cultures by using legends, myths and multicultural stories. This perspective helps students understand and appreciate the diversity of humankind and develops gratitude, empathy and respect.
- **Community Service** – Encouraging students to move beyond the ego of the individual and expanding their perspective to the community around them is emphasized in many aspects of our school. The teacher forms a strong classroom community where students work together for the positive growth of all. Primary-grade students deliver May Day flowers to the homes in the neighboring community while upper grade students participate in meaningful community service projects.

- **Specialty Subjects** – Blue Oak’s specialty subjects include music, art, games, handwork, technology (grades 3-8), and foreign language. These subjects help develop the diversity of skills necessary for a well-rounded education. Former U.S. Secretary of Education, Arne Duncan stated, “The arts, perhaps more than any other subject, prepare young people with creativity and innovative thinking.”
- **Movement-** In addition to the physical education program presented as a specialty subject, teachers integrate movement into their general education classroom experience. By utilizing research-tested movements and activities, teachers are able to keep a focus on the brain-body integration process of the developing child. By moving purposefully in programs which may include S’Cool Moves, Bal-a-vis-x, Eurythmy and others, children are able to positively affect areas of brain-body integration such as core strength, fine and gross motor dexterity, asymmetrical bilaterality, decision making, critical thinking, safe risk-taking, appropriate forms of touch, and other areas which tie directly to the whole-child experience of learning.

2. Stories and Oral Tradition

- **Storytelling** – In each grade, stories form the foundation for academic work at Blue Oak School. From Kindergarten fairy tales to the stories of the Renaissance and the American Revolution in the upper grades, a rich oral tradition is a central component of the Waldorf-inspired classroom. Storytelling cultivates imagination in the child while expanding their capacities for literacy through rich language, comprehension, and story plot structure.
- **Biographies** - Blue Oak teachers deliver oral narratives describing the lives of important individuals who have defined the spirit of their time. Biographies of luminaries from Euclid to Michelangelo and Dr. Martin Luther King Jr., deepen students’ understanding of history, social change and science.
- **Imagination, imagery and metaphor** - At a time when visual electronic media dominates the attention of most children, Blue Oak’s emphasis on stories, classical literature and imaginative cognition provides a healthy foundation for emotional and intellectual development in young children and provides age appropriate scaffolding for academic content while inspiring students to engage with the curriculum. Actively building a child’s imagination in such ways lays the foundation from which a healthy critical thinking sets in.

3. The Blue Oak Teacher – Long Term Commitment to Students

- **Looping** - Blue Oak teachers may have the opportunity to follow their class for multiple grades. This instructional continuity helps form stable classes and forges strong student-teacher, and parent-teacher relationships. In the Middle School, years (grades 6-8) the role of the class teacher will transition to a collaborative co-teaching arrangement. This gives middle school students the opportunity to adjust to new teaching strategies and expectations in preparation for high school. Additionally, it allows teachers the opportunities to become more specialized in particular subject areas of focus.
- **Home Visits** – Kindergarten and new to class teachers customarily visit the homes of each child in their class to deepen their relationship with the student and to develop collaborative relationships with parents.

- **Parent Education Seminars** —Blue Oak’s Parent Council hosts various luminaries in Waldorf Education and trainers in the Nurtured Heart Approach throughout the year. These serve as avenues to inform parents about the educational pedagogy their children are receiving and provide practical parenting tools. Parent Education Seminars are offered to Blue Oak parents and the general community.

4. The Main Lesson

- **Main Lesson** – Daily lessons, ranging from 1.75-2.25, hours,—delivered by class teachers allows for in-depth subject study as detailed in the Waldorf curriculum, integrated with Common Core Standards. The Main Lesson includes rigorous academic activities, art, music, movement, and recitation.
- **Main Lesson Book** - Students create their own elaborate portfolio of Main Lesson curriculum through a process of written and artistic representation. The high standard of work required for completion of main lesson books demands a student’s full engagement in this meaningful work. The evaluation of the main lesson book is one of the multiple measures of student achievement.
- **Rotating Lesson Blocks** – Main Lesson subjects are delivered in 3-4 week lesson blocks created and presented by the teacher. Teachers use an articulated cycle of instruction that includes introduction, recall and artistic work. This rotating cycle allows for in-depth treatment of core instructional material. Sample yearly block rotations, aligned to Common Core Standards, can be referenced in Appendix 2. Detailed grade-by-grade Main Lesson curriculum for all grades is outlined in pages 33-36 of this document.

5. Art, and Music Embedded In Curricular Activities

- **All Students Participate** – Art and music are embedded into each day’s activities. All students participate in visual and performing arts several times a week, which develops perseverance and the full artistic expression of the student.
- **Singing** – Beginning in Kindergarten and continuing through the grades, students sing to build unity as a class and to deepen their connection to grade curriculum. Vocal skills increase in complexity with each grade from whole class singing, to singing in rounds, and harmonizing in multiple part songs.
- **Instruments** – Beginning in the first grade, students are introduced to the study of multiple instruments including various sizes and styles of recorders and stringed instruments, and in middle school, an option to pursue band instruments. Instrument work has been shown to fine-tune auditory skills, hone critical thinking and decision making, increase student engagement and decrease behavior problems, all of which support a child’s cross-curricular learning.
- **Handwork** – Practical work, crafts and handwork are an integral part of the curriculum. In the early grades, knitting and crocheting help develop fine motor skills and enhance intellectual development. In the middle and upper grades, advanced knitting, cross-stich, sewing and woodwork mirror the complex problem-solving capacities developing in the adolescent child.
- **Performing Arts** –Each year students in grades one through eight will perform in a class play or public performance. Two concerts a year showcase the musical talents of children grades two through eight.

6.

Experiential Kindergarten Curriculum

- **Hands-on Activities** – Artistic pursuits such as watercolor painting, beeswax modeling, drawing and participating in seasonal crafts, along with the practical activities of chopping vegetables, shaping dough and washing dishes enhance a child’s ability to focus and concentrate, while fostering hand-eye coordination.
- **Physical Movement Activities** - Play is an essential part of Kindergartener’s physical development. Copious research by prominent educational researchers such as David Elkind, Howard Gardner, and Jane Healy confirm that healthy play is necessary for future academic success of young children. The development of the young child’s physical body, including fine and gross motor skills prepares them for the physical skills necessary to read, write and perform academically in future grades.

7. Foreign Language and Cultural Studies

- **Cultural Introduction** – In the primary and middle grades, students are introduced to different cultures through foreign language classes that celebrate stories, songs, poems and traditions of other countries.
- **Foreign Language instruction** – In the middle and upper grades, foreign language instruction is provided for all students building multicultural understanding, vocabulary, grammar, and literacy. As students advance through the grades, the complexity of language instruction increases. At the end of eighth grade, students may take the Spanish 1 competency exam for potential placement in Spanish 2 when entering high school.

8. Rhythm Guides Instruction and School Activities

- **Individual Rhythm** – Teachers craft their lessons to complement the natural attention span of students. Alternating between stillness and activity, seriousness and laughter, imagination and practical application, recitation and silence, the teacher moves the child seamlessly through the day in a way that allows them to experience academic demands with joy.
- **Seasonal Rhythms** - Creating a connection to natural seasonal rhythms is integral to our educational program. Daily lesson plans reflect seasonal variations and honor the multicultural significance of seasonal celebrations. In addition to traditional holidays, Blue Oak comes together annually for the Harvest Festival in Fall, the Multicultural Festival of Light in Winter, and the Mayfaire in Spring.

B. CURRICULUM AND INSTRUCTIONAL DESIGN

THEMATIC INSTRUCTION AND CHILD DEVELOPMENT - A JOURNEY THROUGH THE GRADES

Waldorf education is set in the context of the evolution of consciousness of the human being. Each child's journey through the grades is like a microcosm of the human journey with a step by step blossoming worldview. Younger children dwell in a dreamy state with little consciousness of time or place. Throughout the school years, the relationship between the child and the world changes in three developmental phases. Through concrete engagement in the physical world, their consciousness moves from a dreamy state (0-7 years old) to imaginative picture-filled cognition (7-14 years old), to independent critical thinking and self-direction as young adults (14-21 years old).

Around the age of six or seven, children transition from kindergarten (dreamy state) and commence their journey through the grades (imaginative picture-filled cognition). A number of indicators show that the first developmental stage is coming to an end. Beginning around the age of five, children begin to plan their activities in a way that is beyond the ability of a younger child. Children become more conscious of their surroundings and their classmates. They are able to allow physical activity to come to rest in order to sit still for increasing periods of time, and they develop an ability to form inner pictures. Imitative learning remains in the grades, and the children still need a great deal of physical movement and healthy engagement of the will. However, a new and powerful learning tool is available: the capacity for imagination!

The grade school child is predominantly a child of feeling. Their cognition is best developed through living pictures, reflective exercises, and physically active lessons. Children experience the world around them in an artistic way. They admire beauty in their environment and work, have a great enthusiasm for learning, and have an ever-growing curiosity about the world. The class teacher's task is to transform intellectual content into an artistic language, using storytelling to provide detailed images conveying facts, methods, and the laws of life in a comprehensible, warm manner. Stories are told by the teacher, not read aloud, thus leaving children open to interpret and imagine scenes in a free and unique way. A rich storytelling cycle is the heart of Waldorf Education because it arouses and holds the child's interest and engages their feelings. When strong feelings are attached to lessons, the content is owned and stored in long-term memory. This is in contrast to stale information that may be received, briefly retained, tested, and often quickly forgotten. Even as intellectual capacities mature and become expansive in ages seven to fourteen, an imaginative approach to learning continues. Each year's thematic instruction is intentionally based upon human development. The development of Man provides a map for the curriculum, as it mirrors the children's unfolding abilities and meets their emerging interests.

Kindergarten

The Waldorf Kindergarten program is based on an understanding of child development in which the child between birth and age seven develops and learns through imitation and imaginative play. Young children are open to every impression in their environment, absorbing the world through their senses and responding in the most active mode of knowing – imitation. We strive to create a beautiful home-like environment, with adult models worthy of imitation. The Kindergarten fosters a protected childhood space where the imagination and

creativity of the child will flourish and where their inherent capacities are nurtured. The Kindergarten child is capable of direct academic instruction; however, the Waldorf Kindergarten provides a program that more fully utilizes the energy of the young child through open-ended creative play, purposeful movement, language-rich circle and story times, reverence for the world of nature, and cultivation of community and social awareness.

Academic concepts are taught implicitly in the Waldorf Kindergarten program. Oral telling of fairy tales and multicultural stories with rich, nuanced vocabulary immerse children in vivid oral speech; develop phonemic awareness, a sense of story sequence, character development, language development, comprehension capacities, concentration skill, and strengthen imagination and creativity. Foundational mathematical concepts are experienced through practical activities such as: setting the table, baking, ordering, sorting, and patterning natural materials, and counting classmates for attendance. Engaging singing games incorporate counting both forwards and backwards, patterning, relative positions, concepts of shapes, addition, subtraction, more than, less than, and equal to. During creative free play, children explore the physical properties of objects, such as: mass, density, gravity, balance, and leverage through active use and observation of natural open-ended play objects. Problem-solving, sharing, taking, turns, and self-regulation are all capacities cultivated during play time.

Just as a child lives in a rhythmical life of waking and sleeping, kindergarten provides the young child with a predictable rhythm for daily and weekly activities. Throughout the week, the kindergarten schedule includes: creative and open-ended play using simple wooden toys, music and verses accompanied by movement and gestures, as well as, mesmerizing nature stories and fairy tales. Practical activities include: gardening, baking, sewing, chopping, washing and folding. Artistic activities include: coloring, painting, and seasonal crafts. Children in the kindergarten spend extended time in nature, allowing their imagination and creativity to develop at a natural pace, creating a foundation of a lifelong love of learning. Teachers complete a thorough assessment for first grade readiness, and collaborate with administration to place students in a first grade class family that will remain together for the following eight school years.

First Grade

Opening Ceremony on the first day of school commences the child's grade school journey. Blue Oak has a tradition where each eighth grader gifts a rose to a first grader welcoming them to the grades, and that is mirrored on the last day of school when each first grader gifts a rose back to an eighth grader as a final farewell from the community. The gesture of first grade is a circle, and this is manifested in the forming of a strong class community based in kindness, empathy, and duty. Traditional fairy tales and fantasy nature stories are the themes of instruction in first grade. They nourish the imagination of the active and dreamy first grade child, capturing their interest in learning and their connection to the world. Fairy tales carry archetypal characters and symbols that reflect human existence and striving throughout history. They unfold in a setting in which animals talk, wrongs are righted, and resolution is found. The first grade classroom is imbued with wonder and reassurance that the world is a good, beautiful, and safe place to be.

A large focus of the work in first grade is learning how to be a student. The children have had an enriching play-based kindergarten and, for most students, first grade is their first exposure to direct academic work, presenting new challenges in focus and self-control. While the first grade teacher gives form to a new generation of

students, the first grade child gives form to new ideas on paper with academic work. Students are taught to encode in order to decode, learning Form Drawing in order to learn phonics and geometry. Form Drawing awakens several capacities in the child. Children learn to concentrate in a quiet environment to do well in class; to trust their eye/hand coordination by rhythmically transferring content from the chalkboard to their Main Lesson Book; to see the relationship of the part to the whole, numerical relationships, and geometrical concepts; and to strive for neatness and balance when their work is placed upon paper. There is a lyrical movement from pedagogical storytelling with alliteration (which is heard), to the picture (in their imagination), to the final form on paper (letters and numbers). An example could be, Red Riding Hood's cloak cascading down straight on the left, curving at the head on the top right, and flowing down to the bottom right as the image for [R]. Every time a concept is learned, the child is recapitulating thousands of years of human progress in literacy. By going through the process of discovery, students establish a deep relationship with literacy.

"Is my child learning to read?" is a common first grade parent question, however, an even more important question would be, "How is my child doing in math?" Reading is a spectrum subject like walking or talking—there is hardly an age at which it is learned easier than at any other age, it simply depends upon each child's development. Mathematics is quite age-specific and what is not learned during a given time period is much more difficult to learn in later years. A great emphasis in first grade is placed on mathematics by learning the qualities of numbers and various counting systems to the 100's place; and an introduction to all four operations of arithmetic: addition, subtraction, multiplication, and division. Fantasy nature stories with characters such as gnomes are brought to life with human-like characteristics. Possible examples include: Plus as a character who feels better when they have more than before; Minus as a generous giving friend to others; Times as a quick gatherer of bundles and skip counting; Divide as a knight for fair sharing; and the Equal Wizard or Queen Equalis as a figure with a set of balancing scales standing on a bridge between two lands.

Second Grade

The fairy tales and fantasy nature stories fade in second grade to give way to developing self-awareness in the children. The themes of Saints and shining hearts, Aesop's Fables, and international folktales are told throughout the second grade year. Native American tales as well as the epic, The King of Ireland's Son, are often shared because they weave the mood of fable and legend. Just as the circle is a picture of first grade as a unified oneness with each part supporting the rest, the second grade gesture is two strong parallel lines. The children are no longer guided by a dreamy sense of wholeness that encircles them. They begin to sense a feeling of apartness and individuality. At this age, criticalness may appear, along with a tendency to squabble endlessly, or feel wronged by the group. Aesop's fables are metaphors for human beings' lower selves that appear all around the second grader becoming more conscious of actions. Often depicted as animals, they illustrate parts of human nature such as bad habits, instincts, and poor judgment. The Saints' and shining hearts legends console and inspire the children with examples of selfless transformation; describing extraordinary deeds of human beings who were able to overcome or work in harmony with nature, people, and animals to bring goodness to the world. The second grader is given an opportunity to reflect upon the human task of balancing instincts with a higher purpose to serve others. Possible examples include: St. Francis of Assisi and Dr. Jane Goodall.

Students make a large academic leap from first to second grade. Numbers are recognized as quantities, extending in space and time. Rich story problems describing place value to the millions place; carrying and borrowing; skip counting; and multiplication tables as geometric patterns are at the heart of second grade mathematics. Nature science embedded in the story cycle brings the seasons alive with changing wildlife observations, life cycle lessons, and animal drawings with close attention to characteristics and behaviors. Homogenized small group direct instruction in reading begins in second grade. Parts of speech (naming, action, and describing words) are introduced, as well as, sentence mechanics, sequencing and summary writing in longer compositions, and an enthusiastic introduction to cursive writing through Form Drawing.

A special tradition at Blue Oak is the festival of strong will with the second grade theatrical production of “Sr. George and the Dragon” that commences the Harvest Festival. Santa Lucia is another special celebration for second graders to give to the school community by honoring the Scandinavian procession of sharing light, choir music, and homemade cookies during the Festival of Lights.

Third Grade

Around the age of nine, children become more awake in their self-awareness and consciousness. The middle phase of the second developmental stage (grades three to five) begins, and the children increasingly experience themselves as individuals, separate from the world around them. Existential questioning and uncertainty often coincide with their growing feeling of separation. The third grade curriculum responds with content and activities that strongly engage the child’s interest and provide a sense of responsibility and action in a time of internal change. The ancient legends of the Hebrew people are told alongside international legends of origin. These stories are taught in a reverent anthropological lens and encompass stories of creation, the departure from paradise (mirroring the child’s departure from early childhood), and the practical skills required to live self sufficiently on Earth. As early childhood shifts to memorable days gone by, third graders are kinesthetically introduced to new capacities within themselves by learning farming, cooking, textiles, and shelter building from cultures around the world.

Mastery in measurement, time, and money is an essential part of the practical living curriculum. Linear measurement has a base of twelve, weight measurement is based on fours and sixteens, and the monetary system is based on decimals. Solving measurement problems requires adjusting bases and then correctly borrowing from them with agility in one’s thinking. The children often generate a class marketplace—buying goods, practicing calculations, and supporting one another’s skill sets. They learn about the historical ways in which time has been measured, and they often create beautiful, accurate calendars for the upcoming year as a traditional third grade project. Memorization of multiplication tables; two to three digit multiplication; long division; area and perimeter; and an introduction to fractions in cooking are also core concepts in third grade thematic math instruction.

Homogenous direct instruction reading groups continue in third grade. Cursive gradually becomes the primary font used by the teacher and students in all board and book work. Students learn to independently write summaries of thematic stories and are guided in beginning narrative writing using proper mechanics and parts of speech. Students are introduced to reading and writing for information using purposeful recipes and building projects. The Shelter Project is an honored tradition in third grade at Blue Oak because it is the child’s first

experience in guided report writing, model construction, and oral presentations in a class museum for the wider school community. Other third grade traditions include Hebrew folk dancing lessons; local agricultural field trips; maintaining the school gardens; cooking lessons and Challah bread baking in class; a Hanukkah celebration in the Festival of Lights; and the children's first overnight camping trip on a family friendly farm such as the organic Full Belly Farm in Northern California.

Fourth Grade

The 10-year-old child commonly feels more comfortable with their growing separateness as they crash upon the shores of fourth grade. Norse legends are one of the three main themes, providing a second great mythology of creation, world order, and human nature. The gods of Asgard are portrayed as distinct individuals who encounter significant consequences for both their good and bad behavior. With their mighty wills, contentious natures, love of adventure, and roaring laughter, the Norse gods serve as an accurate reflection of the fourth graders who study them. The vivid stories of the northlands evoke inspiration for expanded mathematics and language arts lessons. The children become independent summary writers, and are guided in writing poetry, narratives, and oral presentations. An introduction to colored pencil illustrations in main lesson books and drawing complex Celtic knots in Form Drawing are special traditions for this grade; and the strong alliteration of verses strengthens clarity and dexterity in their speech. The rosy world of early childhood becomes a distant memory as the fourth grade child becomes conscious of a world that is no longer whole. The study of fractions meets this awareness and for the first time, the children work with numbers in a way that is abstract as well as experiential. When a child comprehends that the greater the denominator, the smaller the fraction, teachers observe an important step in their development take place. Fourth graders gravitate towards patterns and codes. They develop a passion for finding shortcuts to help with mental arithmetic, and do a lot of work with word problems, four-digit multiplication, and long division.

A degree of objectivity arises when a child begins to discern their "inner self" from the "outer world," and this makes the study of science meaningful. First lessons in formal science begin in fourth grade with the animal world, the closest kingdom of nature to the human being. Content is still brought through imaginative storytelling, hands-on activities, and artistic renderings; nourishing the rich inner feeling life of this second stage of development. The children appreciate the whole and parts of the animal kingdom, learning the environments to which each species has adapted. Through detailed study, creative narrative writing, and research report writing on the characteristics and habitats of animals, the children begin to get a feeling for the fascinating assortment of skills and qualities animals possess. Along with fractions, the study of Zoology marks a significant crossing point in the child's journey through the grades. As with all of the sciences that are taught in the curriculum, the focus is upon what the animals can teach the students about being human. Through the study of the world outside of themselves, the children learn much more about what lives within them.

Local and state geography and history is the third main theme of fourth grade, and helps to orient the children in space and time. They learn how a map represents the complexities of three-dimensional space in a compressed and schematic way, conscious to the world around them through a bird's eye view. The North Valley's physical characteristics, resources, and beauty are studied, as well as, the weaving of human activity and

the local physical conditions of the earth. Landforms, water distribution cycles, and ecosystems are studied in relationship to the diversity of human society in California. Students learn how the natives in various regions lived by using the gifts of nature around them, studying tribal folklore, crafts and traditions as well. Main events studied in California history include the arrival of Spanish explorers and missionaries, westward expansion, the Gold Rush and the transcontinental railroad. Memorable field trips may include the California Railroad Museum, Sutter's Fort, Lake Concow Maidu Village, Gold Nugget Museum and the legendary traditional overnight camping trip to Malakoff Diggins to live and reenact pioneer living.

Fifth Grade

For many children, fifth grade marks the final year of golden childhood. Their body proportions are harmonious and their movement appears coordinated, graceful, and effortless. Fifth graders often achieve a temporary balance in their development, foreshadowing their growth and becoming later in life. The eleven-year-old lives deeply in rich inner imaginative pictures, and their overall mood is more awake than in earlier years with a great appetite for learning. They have vigorousness for life.

The main themes for fifth grade students are the Ancient mythologies from India, Persia, Mesopotamia, Egypt, and Greece. The children become aware that there are numerous religions, cultures, and often, opposing ways of defining life on earth. Teachers provide a colorful sense of each cultural epoch so that the children may begin to understand how human consciousness has evolved through time. Students retell epics such as, the Ramayana the Mahabharata, Gilgamesh, the Iliad, or the Odyssey. They recite quotations from ancient texts, study novels, and their dramatic work includes characters from epics they have studied. The mythology curriculum culminates in the stories of Ancient Greece, transitioning from a dream like state of legends to a recorded history of ancient civilization. It mirrors the developmental growth in the children's cognition from picture-based thought to the dawning of formal thought. In this way, students move from independent fictional writing to independent expository writing in their work. Fifth grade students at Blue Oak have the tradition of hosting a Diwali celebration during the Festival of Lights in honor of Ancient India in the winter season, as well as, training to compete in the Pentathlon in the spring. The Pentathlon is a formal reproduction of the Olympic games with real javelin throwing, real discus throwing, long jump, sprint, long run, and Greek wrestling against children from Waldorf schools across the northern Sacramento Valley. In addition to preparing for competition on a physical level, the children prepare inwardly by writing odes to the Greek Gods highlighting their beauty, grace, strength, and dedication to excellence in their performance.

The study of geography in fifth grade serves to complement the study of ancient cultures. While history leads the children deeper into themselves, geography takes them to the farthest reaches of North American geography. The teacher provides a sense for the great contrasts between different geographical regions, as it awakens in the children a feeling of relatedness with fellow human beings across the world. Children develop an understanding for the major mountain ranges and river systems, and how these landforms influence the rest of the continent. They learn to look not only at mountains, rivers and prairies, but also at the indigenous tribes that lived harmoniously in their environments, and the biographies of individuals who exemplify a particular geographical setting such as Harriet Tubman or Sacagawea. Students encompass regional poetry, tall tales and

songs, topography, vegetation, animal life, and human use of the land in a variety of expository and creative writing assignments.

Fifth graders study the plant life that grows upon the earth's surface in addition to the physical characteristics studied in geography. They learn that the world of plants is made up of many different families, from the simple mushroom to the flowering bulb to the mighty redwood tree. Lessons expand to investigate how climate and geography affect plant growth. The children learn that there is a bionetwork in all that surrounds them in the natural world. The plant kingdom appeals to the child's love of beauty and requires precise observation. Botany inspires a warm interest and personal connection to science while providing a strong foundation for future thought and inquiry. The methodology relies upon the botanical work of J. W. Goethe who stressed the principle of metamorphosis in the life of the plant and the ever-changing forms of the roots, stems, leaves, sepals, flower and fruit. This approach to learning emphasizes the synthetic rather than analytical method, which is healthier for the fifth grade child. Students create an imaginative collection of work including drawings of plant parts and families, charts describing plant growth, poems about plant life, and guided research reports. The fifth grade students' study of Botany culminates in a traditional overnight field trip to Jug Handle Creek Farm and Nature Center to walk the ecological staircase and the Mendocino Botanical Gardens.

Fifth grade lessons are rounded out with a comprehensive study of decimal fractions and freehand geometric drawing. Students practice mathematical concepts daily using a state adopted standards based curriculum, in addition to thematic main lesson blocks. Three goals define this year's math work: the mastery of those skills learned in previous grades for middle school readiness; learning to fluently express fractions as decimals; and understanding geometrical concepts developed in ancient civilizations. For example, the deep mathematical wisdom of ancient Egypt, as embodied in the Great Pyramid of Giza, offers a concrete introduction to geometry. The relationship between radius, diameter, circumference and area of a circle is explored. Students learn how to measure angles, how to work with the Pythagorean theorem, as well as, how to draw and read shapes in the four quadrants of a coordinate plane. Geometric drawing combines artistry and ingenuity, and channels the children's emerging powers of thought.

Sixth Grade

As children move into the middle-school, they enter the final steps of their second phase of child development (7-14 yrs). Behaviorally, sixth-grade students move deeper into a social realm where the opinions of their peers often outweigh that of their adult leaders. As they move into pre-adolescence, they increase greatly in mass as the density of their bones begins to rapidly ossify, musculature begins to increase, and the adolescent body begins to take shape, leaving behind the soft roundness of childhood. In earlier years, their movements were naturally graceful, but now a certain clumsiness often appears. As a way of reaffirming their growing consciousness of the workings of the world around them, Physics is introduced this year. Although observable science has been brought each year before, sixth grade marks the beginning of phenomenology as a scientific mode of study. Students learn to understand and appreciate the phenomena of sound, light, heat, electricity, and magnetism while developing their observational and explanatory skills, and the fundamentals of scientific writing. In observing cause and effect in the world around them, students relive the scientific inquiry process of

forefathers, coming to realizations of the underpinnings and workings of their world in a way that they hold a connection to. This connection deepens their learning and retention of the material allowing for a strong foundation for further study of the empirical sciences as they progress through middle school, and into high school.

The history and geography curriculum that governs much of sixth grade encompasses the rise and fall of the Roman Empire, the birth of Christianity and Islam, the descent into the Dark Ages, and the dawning of the Middle Ages. The intercultural conflicts which arose out of the meeting of differing worldviews is explored, and comparative civilizations may be studied, such as, the Samurai of feudal Japan. The Roman Empire epitomizes, in a historical sense, what the children are experiencing in their bodies. As with many ancient civilizations, the Romans strongly dominated their physical world. These cultural traits match a feeling of ego-confidence and the consciousness of personal power that the sixth grader is inwardly developing as a sense of “I can do anything!” Equally important for this stage is an example of how the excesses of the Roman period led to the eradication of other cultures, and ultimately their own. The law-abiding, rule-bound culture of Rome, offers an instructive backdrop for the sixth-grade child in developing their language skills. The beauty and order of calligraphy is introduced and the Latin roots of common words and expressions are explored. Conventions of composition and research forms of writing are elaborated upon this year. Formal grammar rules are also explored in greater detail. Sixth graders participate in a rite of passage field trip to the Medieval Games where they are split into shires to compete against students from other Northern Sacramento Valley Waldorf schools in areas such as archery, pontoon jumping across a large pond, and tug-a-war in the mud. The day ends with a knighting ceremony for every child who participates in the obstacles.

With increased awareness of the world around them comes an opportunity for the sixth-grade student to take their previous five years of foundational math and develop a greater sense of abstraction. The introduction of practical business operations that govern the flow of money and commodities taught in connection to the rise of towns, trade, and guilds in history lessons. Business math requires the ability to manipulate arithmetic operations with ease by maintaining a ledger with accurate daily profit, loss, interest, and investment. Euclidean geometry is studied as well with precise form drawings constructed within a circle, such as a circle division of six, twelve, twenty-four, and the more complex five. Whereas geometric shapes have in the prior grades been drawn freehand as artistic exercises, the sixth grader learns the mathematical properties of these forms and strives to construct them with neatness and precision using only a T-square, straightedge and compass. In this practice, basic proofs are derived inductively through the construction of geometric forms. Students learn to copy and bisect angles as well as construct parallel and perpendicular lines, and the concept of *pi* is developed pictorially and arithmetically. The skills that the sixth graders develop will be put to use again as they depict the arcs and circle that describe the paths of stars in different quadrants of the sky.

With an increased awareness of the physical body, it is an appropriate time to introduce the study of the physical body of the Earth and its mechanical laws. To this end, Mineralogy and Geology form a unit of study in the sixth grade, focusing on the earth’s rock cycle, weathering processes, plate tectonics, and mineralogy. Students study the polarities of the world of the minerals expressed outwardly in the fiery genesis of igneous rocks and the watery development of the sedimentary rocks. Students study the precious metals and jewels and

their role in human civilization, the manufacturing of cement, glass, and the origins of coal and petroleum as fossil fuels. In balance to the earthbound study of Mineralogy, Astronomy is introduced this year, concentrating on those bodies of the solar system that are directly observable by the naked eye (the Astronomy of the Middle Ages). Once again, the children are encouraged to carefully and accurately observe phenomena. Such study asks the child to lift their gaze away from themselves toward something nearly imperceptible and expansive beyond their understanding. Star patterns, constellations, cardinal directionality, and calendrics begin to take on a deeper meaning as the teacher tells the stories and myths behind the names of constellations. The five visible planets are studied and the major constellations of the Northern Hemisphere are identified. Sixth grade students traditionally go on a field trip to see stalagmites and stalactites in the Shasta Caverns, often as an overnight camping trip to include a study of astronomy. One of the most memorable traditions of the year is the week long sixth grade outdoor science camp, with high school counselors, nature studies, cabins, and physical challenges with their peers at Shady Creek.

Seventh Grade

As the child enters early adolescence, there are increasing signs that the end of the second stage of development is in sight. This transition signals the beginning of a period of intense exploration and new discovery for the young person - in thinking, beliefs, feelings, and relationships. The seventh grader stands on the brink of puberty and therefore budding glimmers of adulthood. Not only are great physical changes taking place, but a major shift in cognitive development is also underway. Seventh grade teachers often marvel at the flowering of learning, understanding, and artistic abilities in their students. Like explorers, the seventh grade student must inch away from the familiar shores of family and childhood and set out for lands unknown. Traditional beliefs are challenged and tested, and the preadolescent must learn to stand firmly in their own thoughts. Self-awareness and social relationships become an increasingly primary focus. Seventh grade students are critically examining their past relationships, and deciding who they might want to become.

The Waldorf curriculum responds by introducing a humanistic study of the Renaissance, the Age of Discovery and Exploration, the Reformation, and the Scientific Revolution. Each of these mirrors aspects of the seventh grader's experience within themselves. Students find reassurance in their struggle to become themselves and contribute to the world through stories of great figures who went against the traditional views of their day in their own search for truth, innovation, and self-expression. The extroverted Leonardo da Vinci and the introverted Michelangelo, Galileo, Martin Luther, Elizabeth I and Shakespeare are some examples of fascinating biographies. With remarkable consistency, one genius leads to another, with one discovery or invention comes the foundation for the next, and the world expands in a way never conceived by Medieval culture. Through original compositions and renderings of paintings and sculptures by Renaissance masters, seventh graders establish their link to the beauty of this age. The naked eye astronomy of sixth grade also expands to encompass a heliocentric view, with the conviction and courage of pioneering Renaissance astronomers. In the language arts, the students continue to develop and strengthen listening, speaking, reading, and writing skills while studying biographical stories and written documents. Students read and re-enact Shakespearean drama and visit Oregon for a traditional overnight field trip to watch play performances and interact in theater workshops at the Ashland Shakespeare Festival. The explorers' search continues in an expanding world through the study of

cultural anthropology and geography in the pulsing lands of Africa. Expository texts are incorporated into map making lessons along with skills such as drumming, dancing, or mask making. Creative writing becomes a positive outlet for the powerful emotions and changes with the potential to spur a lifelong practice of expression. The student's deepening inner life is supported through creative poetry writing, giving further opportunities for the development of perspective and individual voice through an exploration of wish, wonder, and surprise.

Similar to Leonardo de Vinci, the seventh graders set out to study the human body and do so from the vantage point of health and hygiene. At this age, students are particularly able to look at issues of health and nutrition in an objective way. The study of human physiology concentrates on the digestive system, respiratory system, circulatory system, nervous system, and reproductive systems. The class considers those factors that foster health or illness in the human being, including an exploration of how various substances can promote one or the other condition. The science curriculum also expands to include inorganic chemistry: the processes of combustion, the role of acids and bases, solvents and solutions, and the lime cycle. The interplay of flame and smoke, and the transformation of matter through fire is observed in a number of experiments, in addition to the study of salts and their relationship to the balance of acids and bases. Scientific study continues to emphasize the careful observation of phenomena before concepts are formed. Lessons are linked directly to the students' experience. They discover scientific principles through observation of experiments while compiling accurately executed descriptions and drawings. Lastly, Physics is continued through the study of mechanics. Simple machines are introduced that underlie all labor-saving devices: the lever, inclined plane, wedge, wheel and axle, pulley, and screw. The concepts of effort and resistance are presented, and in their calculation, the students are reinforced in their understanding of ratio. Equations help students determine the length of a level needed to lift a certain weight, or how much more labor is saved by using two pulleys instead of one. This particular block embodies a lively balance of inventiveness and mathematical rigor.

Mathematically, the basic concepts of algebra, plane geometry, and mechanics are the predominant subjects of thematic instruction during main lesson, along with daily math practice periods using state adopted Common Core aligned curriculum. The general application and transformation of formulae and equations in practical life situations form a central part of the mathematical study. Euclidean geometry is continued through the division of a circle (by seven, eight, nine, and ten), vesica piscis are created using drafting tools, as well as, the Golden Ratio and Fibonacci series. Perspectives change dramatically for the seventh grader, just as they did for the artists of the Renaissance. Artistic lessons in the basic laws of perspective drawing are studied as students slowly master the technicalities of vanishing points, converging lines, interpolation and extrapolation, gaining the ability to create the illusion of three-dimensional space on a two-dimensional sheet of paper.

Eighth Grade

In many ways eighth grade is a bridge, completing the second seven year stage (7-14 years) and establishing a foundation for the third seven year stage (14-21 years). The task of the eighth grade teacher in this process of completion is therefore nothing less than bringing their lessons right into the modern age. The long-view outlook taken by the teacher in first grade comes now to a close. At the same time, the eighth grader's gaze is

turned towards the future and a bright new beginning. Students may fear, yet yearn for the immense changes they anticipate. The eighth-grade curriculum must address both of these impulses. The focus of the former is concentrated in the daily practice classes, where review and consolidation of practical skills and capacities are emphasized. In addition, their capacity for logical thinking and independent judgment fully awakens at this time. The authority of the generalist teacher gives way to the individual student's search for truth.

The forward-looking impulse characteristic of eighth grade is best addressed in the theme of revolution. Revolutions have far-reaching positive and negative consequences, and it is important that the students consciously realize and appreciate this as they are carried into the turmoil of adolescence. Biographies continue to provide a wealth of historical insight to connect students to personal journeys and achievements. High ideals of equality and freedom are explored in a comparative study of the American and French Revolutions, echoing the restless and questioning nature of the eighth grader, in addition to, the worldwide impact of the Industrial Revolution and major historical events such as the Civil War and reconstruction, waves of immigration, and the iconic eras of the Twentieth Century. Civics lessons and current events are studied throughout the year as historical content is consistently connected to contemporary trials and tribulations regarding human rights, international relations, environmental studies, and technological advancements. Students recreate paintings and music pieces- harmonizing bass, tenor, alto, and soprano registers - in order to share in the essence of the historical time periods together. Compositions are written based on classroom discussions and there is an increasing emphasis on the nuances of style and grammar in narrative, expository and creative assignments. Students read and learn perspective, voice, point of view, and style through a study of modern literature and a study of short stories. The height of their language arts education is manifested in The 8th Grade Project - an apprenticeship-based research paper and portfolio, culminating in formal presentations given to the parent community.

In mathematics, students work daily to complete their third and final year of Common Core aligned state adopted curriculum in preparation for high school. The principles of Euclidean geometry come to an exciting close with an expansive exploration of the five platonic solids: the tetrahedron, cube, icosahedron, octahedron, and dodecahedron. Students use their simple drafting tools from sixth and seventh grade to draw precise two-dimensional forms on paper that can be cut and assembled into three-dimensional models of sacred geometry. Clay modeling and toothpick or straw models are also often used by teams of students to demonstrate the intricate relationship between the platonic solids' faces and angles, as well as the students' collaboration.

The science curriculum explores the complexities of Chemistry, Physics, and Anatomy as the teacher demonstrates how the discovery and application of scientific principles contributed directly to the development of modern society. Organic Chemistry is introduced with a primary focus on the the chemistry of food and manufacturing processes. Through laboratory demonstrations, cooking lessons, and classroom discussions, students study the role of carbohydrates (sugars and starches), oils, fats, and proteins in nature and human nourishment. Students learn how to use reagents to test for the presence of various substances in foods, and learn about artificial sweeteners, synthetic flavors, preservatives, hardened oils, and processed foods. Anatomy is associated with the biomechanics of nutritional science, and in eighth grade, close attention is given to the muscles, bones, and senses of the human body. Uprightness, weight, and balance are explored through the

vestibular system of the ear as well as the intricate skeletal and muscular systems. Bones and muscles are memorized by name and location, and correspondences and joints are studied in relationship to simple machines the year before. Blood is studied as a life giving and saving force, and the human eye is explored in its connection to the electrical currents of the nervous system. Students thrive in creating detailed artistic renderings of the human body accompanying scientific notes in their main lesson book pages. In physics, the study of hydraulics, aeromechanics, and motors reflects the developments of the industrial and post-industrial ages. Electrical phenomena are studied, making a transition from static to current electricity, as students examine the electric cell and the battery. Students witness the creation of a magnetic field through the manipulation of an electrical current, and the creation of electrical currents through magnetic movement. Meteorology offers another chance to look up at the skies to examine patterns. Students learn the cooling and warming trends in the earth's atmosphere and hydrosphere that lead to such phenomena as fronts, sea breezes, and spiraling thermals. Extreme weather conditions such as hurricanes and tornadoes are studied in their role as pressure regulators in the world's weather system; and the relationship of how water and air pollution may affect future weather patterns leads to class discussions in sustainability and conservation innovations.

Eighth grade students are able to stand before others as confident individuals with independent thoughts and opinions to offer. By the end of eighth grade, a stage of growth has fully come to an end. The physical changes of puberty have been accompanied by significant changes in thinking. The adolescents are now more conscious of themselves, of their relationships with others, and of the surrounding world. The process of imitation and education through the will of the first seven years led to learning through imagination and feeling in the second seven years. Now education must appeal to the strong capacity to reason, analyze, and evaluate. Opportunities to reminisce the path that has been traveled over the years are provided, often by revisiting old classrooms, seasonal events, songs, and crafts. The school year ends with a series of culminating events that may include a final school dance, an extended and memorable class trip filled with bonding and adventure, a formal evening Graduation Ceremony off site, and lastly, the Closing Ceremony on the playground of the school, where the first graders gift back a rose to each eighth grader as a final farewell from the community. The students are thus set forth, having explored their world in an interwoven stream of truth in the humanities and sciences, and in the end, feel deep within themselves that it is still a good and beautiful place to be.

OVERVIEW OF CURRICULUM- CLASS TEACHER INSTRUCTION

Kindergarten

- **Mathematics:** One-to-one correspondence; sort, pattern, compare, and classify natural objects by attribute; measurement in baking; counting forward and backward; introduction to addition and subtraction in mental math
- **Language Arts:** Phonemic awareness; rhyming patterns; vocabulary development; poetry recitation; oral storytelling; introduction to setting, characters, and sequencing; comprehension and retelling; concepts about print
- **Science:** Seasonal nature stories; nature walks; close observation of nature; nature-based crafts and construction; introduction to life cycles and interconnectedness
- **History-Social Science:** Introduction to school environment, school community; social awareness, manners, and cooperative and problem-solving skills; temporal order of weekly and daily rhythms; multicultural stories and circle games
- **Visual and Performing Arts:** Introduction to wet-on-wet watercolor painting with primary colors; introduction to beeswax modeling; introduction to crayon drawing; introduction to sewing; introduction to origami; introduction to singing; introduction to folk dancing; introduction to drama
- **Traditions:** Lantern Walk; Light Spiral in the Festival of Lights; May Day Baskets

First Grade

- **Mathematics:** Qualities of numbers; reading and writing numbers to the 100's place; Roman numerals, the tally system, graphs; introduction to the four operations of arithmetic; introduction to skip counting; introduction to geometric forms
- **Language Arts:** Pictorial and phonetic introduction to letters and word families; poetry recitation; capital and lowercase handwriting; sentence writing
- **Science:** Nature stories; nature walks; weather science; observations and notes
- **History-Social Science:** Fairy tales from around the world; multicultural stories
- **Visual and Performing Arts:** Linear form drawing; wet on wet watercolor painting with primary colors; beeswax modeling; crayon illustrations; singing; pentatonic flute; in-class skits; performance of first annual Class Play
- **Traditions:** Opening Ceremony; Lantern Walk; Light Spiral in the Festival of Lights; Closing Ceremony

Second Grade

- **Mathematics:** Continue with four operations of arithmetic; story problems; place value to millions; regrouping; skip counting (2 through 12); beginning multiplication tables including geometric patterns
- **Language Arts:** Small homogenized reading groups; parts of speech (naming, describing words); introduction to mechanics; sequencing and summary writing; beginning cursive writing
- **Science:** Seasonal changes in nature; introduction to life cycles; Ethology (animal behavior); observation and experiential note taking

- **History-Social Science:** Animal fables; legends of Saints and shining hearts; folktales from around the world; epic stories (such as The King of Ireland's Son)
- **Visual & Performing Arts:** Crayon drawing (especially animals); mirrored form drawing; wet on wet watercolor painting; beeswax or clay modeling; singing; pentatonic flute; in-class skits; performance of annual Class Play
- **Traditions:** "St. George and the Dragon" play at the Harvest Festival; Lantern Walk; Santa Lucia celebration at the Festival of Lights; skipping around the Maypole at the May Faire

Third Grade

- **Mathematics:** Memorization of multiplication tables (2 through 12); measurement (weight, length, liquid volume, money, time); two by two or three by one digit multiplication; long division with single digit divisors, area and perimeter, introduction to fractions and fraction equivalence with the aid of cooking tools.
- **Language Arts:** Small homogenized reading groups, parts of speech (nouns, verbs, adjectives, adverbs); continuing cursive; writing mechanics; independent sequencing writing; guided narrative writing; introduction to reading and writing informational texts; guided report writing; project presentation
- **Science:** Agriculture; field trips to farms; maintaining school garden; cooking from garden
- **History-Social Science:** Hebrew legends; Hebrew folk dancing; Native legends; study of practical living around the world (farming, house building, textiles, cooking)
- **Visual and Performing Arts:** Crayon drawing; continued ribbon and mirrored form drawing; wet on wet watercolor painting; beeswax or clay modeling; singing in rounds; introduction to recorder; in-class skits; performance of annual Class Play
- **Traditions:** Challah bread baking; Hanukkah celebration in the Festival of Lights; overnight farm trip to a place like Full Belly Farm; Gypsy Tent weaving of the May Pole at the May Faire

Fourth Grade

- **Mathematics:** Proper and improper fractions; four operations with fractions; four-digit by two or one digit multiplication; continuation of long division; introduction to the Cartesian coordinate plane; map making
- **Language Arts:** Homogenized reading groups; independent summary writing; guided creative writing poetry and narratives; guided report writing; project presentation; parts of speech and figurative language
- **Science:** Zoology (relationship between humans and animals); landforms and water distribution cycles; ecosystems in relation to local history
- **History-Social Science:** Norse mythology, California and local history; American folk dancing; California and local geography (Native Americans to Gold Rush)
- **Visual and Performing Arts:** Introduction to colored pencil drawing; Celtic knot drawing; wet on wet watercolor painting; clay modeling; singing and recorder in rounds; in-class skits; performance of annual Class Play

- **Traditions:** California history field trip(s) may include CA Railroad Museum, Sutter's Fort, Lake Concow Maidu Village, Gold Nugget Museum; Overnight pioneer camping trip to Malakoff Diggins; Weaving of the May Pole at the May Faire

Fifth Grade

- **Mathematics:-** Introduction to decimals and decimal equivalents; freehand two-dimensional geometry as developed in ancient civilizations; mastery of multiplication with whole numbers, four operations with mixed numbers and fractions; coordinate plane map making
- **Language Arts:** Novel study; response to literature; summary writing; creative writing narratives and poetry; Greek roots; mechanics; guided research report writing; project presentation
- **Science:** Botany (plant kingdoms in relationship to humans); Health Science and introduction to puberty
- **History-Social Science:** Ancient India, Ancient Persia, Ancient Mesopotamia, Ancient Egypt, Ancient Greece, North American geography
- **Visual and Performing Arts:** Drawing with colored pencils; wet on wet watercolor painting; clay modeling; singing and recorder in rounds; folk dancing from Ancient civilizations; in-class skits; performance of annual Class Play
- **Traditions:** Diwali ceremony in the Festival of Lights; overnight trip to Mendocino Botanical Gardens and Jug Handle Creek Farm and Nature Center; The Pentathlon Greek Games

Sixth Grade

- **Mathematics:** Euclidean geometric construction with compass and straightedge (6, 12, and 24 division of the circle); Business Math (profit, loss, interest, percentages, ratios, accounting sheets); College Preparatory Mathematics Course 1: volumes 1 and 2 (or other state adopted Common Core curriculum)
- **Language Arts:** Biographies; novel study; response to literature; introduction to note-taking and technical writing; introduction to typed compositions; introduction to typed research reports; Latin roots; debate; Spelling Bee
- **Science:** Inductive Method (Phenomenology); Geology and Mineralogy; Astronomy; Physics (acoustics, electricity, magnetism, optics, and heat); Health Science and puberty
- **History-Social Science:** The Roman Empire; Medieval history; Islam and the Crusades; European and Near East Geography, Student Council
- **Visual and Performing Arts:** Art History; calligraphy; watercolor pencil drawing; charcoal drawing; portraits; wet on wet watercolor painting; woodworking; introduction to singing and recorder in alto, soprano, tenor parts; performance of annual Class Play
- **Traditions:** Class start-up business; Shasta or Lassen Caverns field trip; Physics light experience in the Festival of Lights; Shady Creek 6th Grade Camp; The Medieval Games field trip; musical performance at the May Faire, Middle School Dances

Seventh Grade

- **Mathematics:** Perspective Drawing; Euclidean geometric construction with compass and straightedge (5, 7, 8, 9 and 10 division of the circle, Vesica Piscis, The Golden Ratio); College Preparatory Mathematics Course 2: volumes 1 and 2 (or other state adopted Common Core curriculum)
- **Language Arts:** Biographies; Shakespearean drama; literary elements and literary analysis; in-depth creative writing; independent note-taking and technical writing; debate; guided typed compositions; guided typed research reports; Spelling Bee
- **Science:** Physics (mechanics); Human Physiology (respiratory, circulatory, nervous, digestive, and reproductive systems); Inorganic Chemistry (combustion, salt formation, acids, and bases)
- **History-Social Science:** The Renaissance; Scientific Revolution; Age of Exploration; Reformation; African Geography, Student Council
- **Visual and Performing Arts:** Art History; calligraphy; acrylic painting; charcoal drawing; portraits; watercolor pencil drawing; wet on wet watercolor drawing; woodworking; singing and recorder in alto, soprano, tenor parts; performance of annual Class Play
- **Traditions:** Science museum (i.e. Exploratorium); Physics light experience in the Festival of Lights; Middle School Dances; musical performance at the May Faire; Ashland Shakespeare Festival overnight field trip; Graduation set-up and clean-up

Eighth Grade

- **Mathematics:** Euclidean geometric drawing and modeling with instruments of Platonic Solids (tetrahedron, icosahedron, octahedron, dodecahedron); College Preparatory Mathematics Course 3: volumes 1 and 2 (or other state adopted Common Core curriculum)
- **Language Arts:** Reading and writing short stories; literary elements and analysis in class novels; biographies; typed compositions citing evidence; typed research reports citing evidence; formal debate; Spelling Bee; The 8th Grade Project
- **Science:** Meteorology; Physics (Fluid Mechanics, Hydraulics, Aerodynamics); Organic Chemistry (Nutritional Science); Human Anatomy (Musculoskeletal system, Five Senses)
- **History-Social Studies:** American History (Colonies to Current Events); Comparative study of American & French Revolutions; Civics; Student Council; World Geography
- **Visual and Performing Arts:** Art History; calligraphy; acrylic painting; charcoal drawing; portraits; watercolor pencils; watercolor painting; woodworking; singing and recorder in alto, soprano, tenor parts; performance of their Final Class Play
- **Traditions:** Opening Ceremony; Middle School Dances; Physics light experience in the Festival of Lights; 8th Grade Project Formal Presentations; “King Winter and the Green Man” Play at the May Faire; The 8th Grade Trip; Graduation; Closing Ceremony

SPECIALTY PROGRAMS

READING DISCOVERY

Reading Discovery is grade-wide, small-group, leveled reading program for second and third grades. Teachers and group leaders follow a common lesson plan format with emphasis placed on fluency, comprehension, grade-level phonics and English Language Arts standards. Students are formatively assessed at the beginning of each semester for grade-level basic phonics skills as well as reading proficiency as a basis for group placement. Students are also periodically reassessed both formally and informally to accommodate for group fine tuning as needed. To further support the reading program, each student is given a book bag containing reading materials at their level for daily at-home practice. A simple tracking log is used to communicate between classroom and home. With this as guidance, books are routinely exchanged and teachers are able to address parent feedback, reading progression, and student progress.

MATH

Through the use of state adopted mathematics curriculum and Waldorf pedagogy, students learn the California Common Core Standards and develop the Standards For Mathematical Practice at their grade level. Teachers practice sufficient differentiation so that all students have access to learning and are consistently challenged. With special attention placed upon students developing a growth mindset for mathematics, teachers create opportunities for all students to feel successful and meet individual goals.

MUSIC- VOCAL AND INSTRUMENTATION

First Grade

The 1st grade student learns a variety of songs and music games throughout their classroom day. Music chosen for 1st Grade typically follows a pentatonic format, often exhibiting qualities of the Mood of the Fifth which helps condition children to listen without listening for an end. These typically align with the seasons, the natural world, holidays, folkways around the world, and classroom curriculum. Songs are utilized for singing, dancing, games and a number of other pedagogical structures.

Students also begin their study of various flutes in 1st grade. This supports the student's physiological and neurological development in a variety of ways, including buccal region and respiratory system control, asymmetrical-bilateral integration and fine motor movement.

Second Grade

Much of the musical work of first grade is deepened and expanded to meet the second-grade child. Songs exhibiting the "light and airy" Mood of the Fifth give way to music seated strongly in a resolving pentatonic scale. Folk dances become more intricate as children's movements and abilities develop. Flute work also continues to flush out the available notes of the pentatonic flute, moving from simple call and response or limited note songs to more developed melodies with widening intervals.

Third Grade

Music education takes a giant leap forward in third grade as the students move from the pentatonic flute to the diatonic soprano recorder. Additionally, musical forms such as partner song, rounds, canons and simple part singing are introduced as the developing child begins to feel a sense of independence. Students also advance from songs being taught aurally or through pictorial stories to the introduction of standard western musical notation as both music reading and writing.

Violin - Third-graders begin to learn the violin, exploring, among other things, proper care and posture, simple tunes, scales and sound production. They also begin to translate their previously learned music theory to another instrument.

Fourth Grade

The fourth graders will continue to sing in a variety of ways throughout their classroom day. In addition to continuing and deepening their studies of three and four part rounds, students will more frequently learn songs with harmony. Music will continue to be drawn from folkways around the world, and may also tie directly to the third-grade social sciences curriculum with examples of Native American, California Gold Rush, and Norse traditions. Students will continue their study of the soprano recorder. Music theory and notation reading skills will also be reinforced and continued in alignment with the mathematics focus on fractions.

Violin- Fourth graders will continue to refine their left hand, right hand and whole body posture. They build upon the work of the previous grade expanding their repertoire and finger patterns. Fourth-grade students will be encouraged to join the orchestra and will participate in school-wide concerts.

Fifth Grade

The fifth-graders continue to advance their study of the music. Drawing on previous grades' music theory, an emphasis begins to be placed on the utilization of sight-reading. Polyphonic recorder pieces may be introduced this year and teachers may have some students explore other types of recorders, such as alto, tenor, and bass. Minor keys and Gregorian Modes are be introduced both in recorder music and singing. They also continue to sing, furthering their study of rounds and part singing with more complicated and multi-layered songs, including the songs of the ancient civilizations and states that they are studying.

Violin - Fifth Grade Violin students will continue to review their first and second-year pieces as they develop the necessary skills and proficiencies to take them into more advanced forms of violin work and orchestral experiences.

Sixth Grade

Music in the sixth grade is about taking the previous years' education and exploring variations. The sixth grade student will continue to sing in a variety of components of their school day and will deepen their studies of multipart music, both instrumentally and orally. Music theory studies continue and develop more complexity. Students are also encouraged to explore other types of recorders, such as alto, tenor and bass. Music choices

often align with their curricula, such as gregorian chants, medieval European tunes, and roman marching, as well as songs that meet their adolescent need for challenge and variety. All students will participate in a performance ensemble, however, they get to select either strings or band. Students may select both choices with teacher approval.

Seventh Grade

Music in the seventh grade is about building on the previous year's' music experiences and finding variations and challenges. The seventh-grade student will continue to sing in a variety of components of their school day and will deepen their studies of multipart music, both in singing and recorder. They may be able to learn the other types of recorders, such as alto and bass.

They will learn songs and music history that align with their curriculum, such as the variety of musical advancements, composers, and instruments that arose during the Renaissance. They will also learn songs that meet their adolescent need for challenge and variety.

All students will continue to participate in a performance ensemble, however they get to select either strings or band. Students may select both choices with teacher approval.

Eighth Grade

Music in the eighth grade is about finding culmination of the previous year's' music experiences, while still finding variations and challenges. The eighth-grade student will continue to sing in a variety of components of their school day and will further their studies of multipart music, both in singing and recorder. Those who choose so can continue with studies of the other types of recorders, such as alto, tenor and bass. They will also learn songs and music history that align with their curriculum, such as how the songs of the African-American slaves during the days of the colonies provided a way for the slaves to hold on to their cultural identity, while also subversively protesting the injustice they were living under. They will also learn songs that meet their adolescent need for challenge and variety. All students will continue to participate in a performance ensemble, however they get to select either strings or band. Students may select both choices with teacher approval.

Middle School Band

6th Grade Beginning Band

The students will be assessed based on music reading skill and prior musical experience and will be placed in the ensemble which best suits their skill level. The students will be introduced to the 3 of the main instrumental families; woodwinds, brass and percussion, and they will be guided in selecting an instrument to study. Students will learn how to properly hold and care for their instrument. A focus will be placed on developing proper embouchure, quality tone production, and accurate note reading. Band classes will be taught utilizing the Standards of Excellence curriculum and will focus on theory, musicianship, and instrumental techniques. There will be 2 concert performances per year.

6th Grade Intermediate Band

The students will be assessed based on music reading skill and prior musical experience and will be placed in the ensemble which best suits their skill level. The class will mirror beginning band in many ways but will have a higher level of rigor will move through the curriculum at a quicker pace. The students will be introduced to the three of the main instrumental families; woodwinds, brass and percussion, and they will be guided in selecting an instrument to study. Students will learn how to properly hold and care for their instrument. A focus will be placed on developing proper embouchure, quality tone production, and accurate note reading. Band classes will be taught utilizing the Standards of Excellence curriculum and will focus on theory, musicianship, and instrumental techniques. There will be 2 concert performances per year.

7th/8th Grade Intermediate Band

The students will be assessed based on music reading skill and prior musical experience, and will be placed in the ensemble which best suits their skill level. Intermediate band class will continue to focus on theory, musicianship, music history and instrumental techniques. The students will further the study of their individual instruments, with a focus on expanding their range of notes, the complexity of rhythms and improving tone quality. Band classes will be taught utilizing the Standards of Excellence curriculum and will be supplemented with various pieces that challenge them at their musical level. There will be two concert performances per year and students are encouraged to participate in regional solo and ensemble festivals.

7th/8th Grade Advanced Band

The students will be assessed based on music reading skill and prior musical experience, and placed in the ensemble best suiting their skill level. Advanced band will focus on more complex theory, musicianship, music history and instrumental techniques. The students further their study of their individual instrument, with an emphasis on expanding their range of notes, the complexity of rhythms and improving tone quality; this will also include learning concert pitch and different clefs. While this class may occasionally utilize curriculum from Standards of Excellence Book 2, they will primarily be taught from pieces that challenge them at their musical level, with an emphasis to be placed on more advanced complexity, global music styles and the development of high-level sight-reading skills. There will be two concert performances per year and students are strongly encouraged to participate in regional solo and ensemble festivals and honor bands.

MIDDLE SCHOOL (GRADES 6-8) STRINGS

Middle School Beginning Strings - This class is designed to meet the needs of students who were not present for previous strings work. They will learn violin care and correct violin postures, as well as work on good open string bowing technique and accurate fingering. Attention will be paid to developing precise pitch and tone production and building memorized repertoire. Students will learn note-reading fundamentals, how to identify violin pitches on the staff, and how to recognize various formats of musical motion. They will practice note-reading in steps and simple intervals. In the latter half of the year, students will be introduced to the low two finger pattern and the key of G Major. There will be 2 concert performances per year.

Middle School Intermediate Strings - Intermediate students will continue to refine playing postures, bowing technique, and accurate pitch production. They will focus on mastery of the key of G major, transposing their first-year songs into the key of G and incorporating G major scale and arpeggio patterns. They will work on a variety of pieces, such as those found in the second half of Suzuki, Book 1. Note-reading will involve more complex rhythms, skips, bowing patterns and articulations. There will be 2 concert performances per year and intermediate students are encouraged to join the orchestra.

Middle School Advanced Strings - Advanced students have the opportunity to study cello or viola as an alternative to the violin. This class is taught in orchestra formation. Students read and do technical work using curricula which may include the All for Strings Method and Mark O'Connor's Orchestra Method. Students are taught to recognize cliché rhythmic and pitch patterns and to respond to bowing and articulation indications. The students will study repertoire which may include Suzuki, Book 2, as well as selected accessible orchestra arrangements. Students gain familiarity with a number of major and minor keys and build dexterity with high and low finger attitudes and corresponding finger patterns. They also will continue to work on mastery of the bow for tone production and more diverse interpretive skills. There are two concerts per year and students are strongly encouraged to participate in the orchestra.

FOREIGN LANGUAGE - SPANISH

First Grade

In first grade, students are introduced to colors, numbers, basic greetings, seasons, and holidays. Students hear Latin American folktales and celebrate traditions of different Latin American countries. Students begin learning the correct pronunciation of the Spanish language through the recitation of daily verses and songs. These change throughout the year to continually challenge the student's acquisition of the language and develop their memorization skill. The repetition of verses and songs allows students to relax into the rhythm and accent of the Spanish language. Weekly art projects related to the area of study are created and taken home. Songs, dance, and games from various Latin American countries are a large part of the curriculum and are intended to foster a love of language learning in the young child.

Second Grade

In second grade, students build on their previous year's learning of colors, numbers, basic greetings, seasons, and holidays, with the addition of shapes, and the alphabet. Exposure to Latin American folktales and traditions carries into second grade as well. The practice of verse and song recitation remains in grade two, with lengthy pieces and more advanced language. In second grade, the teacher begins to ask for individual responses and recitations, making the children gradually aware of the social function of language. Students learn to listen attentively in order to comprehend and respond with accuracy. Artistic work is now documented in Main Lesson Books, similar to those created in the general classroom. Songs, dance, and games from various Latin American countries are a large part of the curriculum and are intended to foster a love of language learning in the young child.

Third Grade

In third grade, students review colors, numbers, shapes, the alphabet, basic greetings, seasons and holidays. They are introduced to new vocabulary such as days of the week and months of the year. Culturally relevant drawings and projects are added to the curriculum in third grade, to provide a broader spectrum of artistic expression by the students. In third grade, students begin writing Spanish words and phrases with which they are familiar. This accompanies the artistic work in their Spanish Main Lesson Books. Poem recitation, verses, songs, dance, and games continue to cultivate a love of learning language.

Fourth Grade

In fourth grade, the students review colors, numbers, the alphabet, basic greetings, days of the week, months of the year, seasons, and holidays. Their vocabulary is expanded as they learn clothing, body parts, and classroom items. Students add stamps to their passports as they begin to study different Latin American countries. Poem recitation, verses, songs, dance, and games augment lessons and support language acquisition. Spanish Main Lesson Book work becomes more advanced with text to accompany culturally relevant drawings. By year's end, students will have a collection of songs, poems, mini-stories, and vocabulary.

Fifth Grade

In fifth grade, students move from solely vocabulary study to beginning to learn prepositions and basic grammar. This will include; gender, plurals, articles, and capitalization. Independent writing in Spanish is introduced via daily quick writes on various topics that may include the weather, the date, descriptions of objects in the room, how the student is feeling, etc. Students add stamps to their passports as they continue to study different Latin American countries. Oral and written quizzes are introduced this year. Culturally relevant drawings and more advanced projects are added to the curriculum in the upper grades to provide an opportunity for a broader spectrum of artistic expression for the students.

Sixth Grade

In sixth grade, the students review the vocabulary and grammar of the previous years but they will also be introduced to more advanced tenses and vocabulary. Students start to learn the history and geography of various Spanish speaking countries. They will be asked daily to write independently in Spanish. Daily recitation and memorization, as well as Spanish songs, dances, and games, help to develop independence and comfort with the Spanish vocabulary and accent. Oral and written quizzes assess student learning and continually guide instruction.

Seventh Grade

In seventh grade, students are divided into two Spanish levels, intermediate and advanced. This allows for each group to work at a pace that will foster the highest level of interest and language acquisition. Students are placed in an appropriate grouping based on summative and formative assessment, as well as their work completion as they have advanced through the grades. Reading practice progresses gradually during the year, building to student's ability to read samples of representative literary works. Along with literature, students will study the geography, history, and culture of Spanish speaking countries. Oral and written quizzes continue in seventh grade and assess student learning and continually guides instruction.

Eighth Grade

In eighth grade, students are divided into two Spanish levels, intermediate and advanced. This allows for each group to work at a pace that will foster the highest level of interest and language acquisition. Students are placed in an appropriate grouping based on summative and formative assessment, as well as their work completion as they have advanced through the grades.

Reading and literature studies continue this year, with more complex texts introduced. Along with literature, students wrap up their comprehensive study of the geography, history, and culture of Spanish speaking countries. Oral and written quizzes will assess student learning and continually guide instruction. At the end of eighth-grade students have the option to take the Spanish 1 competency exam for placement in Spanish 2.

MOVEMENT & GAMES

First Grade

In first grade, students are first introduced to the six spatial planes (above, below, right, left, behind, and in front). This is taught in conjunction with self-space, general-space, and open-space. Students also learn about moving safely within space. Students participate in a variety movement lessons where they learn and practice different locomotor skills. They demonstrate the use of those skills moving throughout different pathways and obstacles. Their use of developed locomotor skills leads to tagging games, in which students develop a sense of backspace while they explore the tactile expression of touching gently when tagging others. In first grade cooperative play and exploring fun games in and out of the parachute are also cultivated. The first grade year ends, with entering the realm of manipulative skills to begin scaffolding of skills necessary for second grade games and skill development.

Second Grade

Second grade reviews and further develops locomotor skills, pathways, and moving safely throughout space as introduced in first grade. Tagging games increase in complexity and there is a continued cultivation of cooperative play. Second graders further develop their manipulative skills, using bean bags and balls to develop hand-eye coordination. Manipulative exercises require crossing one's midline, strengthening the bilateral integration of the right and left hemispheres of the brain. In addition to this supporting children to become comprehensive readers, this encourages the foundation of motor skill development necessary for third grade.

Third Grade

Third grade students demonstrate their strengthened ability to move safely within space, using a variety of developed locomotor skills they have learned and practiced in first and second grades. They use these skills to play more complex tagging games. In addition, they revisit cooperative play, strengthening their ability to work together cooperatively. Manipulative skills using hands and feet, both dominant and nondominant, develop hand-eye coordination and dexterity.

Fourth Grade

Fourth graders are challenged with more complex manipulative skills using hands and feet, both dominant and nondominant, develop hand-eye coordination and dexterity they began in third grade. Throwing, kicking, catching, and trapping, are some specific manipulative skills that will be used in group games and relays. Lessons are designed for student participation in a number of cooperative activities requiring them to work together to be successful. Students learn the importance of accepting one another's weaknesses and utilizing their strengths to support the success of the whole group.

Fifth Grade

Fifth grade marks the introduction of invasion games that require students to move in self-space, general-space, and open-space as learned in previous grades. Implementation of both offensive and defensive strategies are taught and cultivated through invasion games. These games require students continuous demonstration of how

to move safely within spaces with others while utilizing their developed manipulative skills. Students spend a number weeks training for the Pentathlon. They are taught javelin, discus, Greek wrestling, sprint and distance running, and long jump for competition at the Pentathlon. Fifth grade students also embark on the journey of Fitnessgram; a state testing requirement for all state and federally funded schools. Fitnessgram provides students the opportunity to challenge themselves towards achieving physical fitness benchmarks through a non-invasive assessment curriculum where students perform for themselves and not under the spotlight of others.

Sixth Grade

Sixth graders dive deeper into invasion games requiring them to move in self-space, general-space, and open-space as learned in previous grades. Implementation of both offensive and defensive strategies are taught and cultivated through invasion games. These games require, students continuous demonstration of how to move safely within spaces with others, while utilizing their developed manipulative skills. The enhanced complexity of these games requires students to use clear communication and specific feedback to teammates regarding skill and strategy. Students participate in a variety games that required the use of both dominant and nondominant hands while using bean bags and balls to develop and strengthen hand-eye coordination and crossing their midline for bilateral integration of the brain. Students spend a number weeks training for the Medieval Games. They are taught: archery, javelin, agility, and cooperative work in order to prepare them for participation in the Medieval Games. Participation in Fitnessgram to fulfill state testing requirements in continued in sixth grade. The individualization of the program encourages students to track their personal growth with each grade and over years.

Seventh Grade

Team sports are introduced in seventh grade. Students participate in a variety of block study that may include: ultimate disc, badminton, and volleyball. Team sports requires students to develop skill proficiency, learn the rules of team sports, cultivate strategy, focus on team cooperation. Students will participate in skill assessments, learning to assess self and peers based on similar skill-related criteria. Participation in Fitnessgram to fulfill state testing requirements in continued in seventh grade. The individualization of the program encourages students to track their personal growth with each grade and over years. Student assessments will also become more rigorous, as to reach both state and national benchmarks.

Eighth Grade

Athletic skill and sportsmanship are continued areas of focus as eighth graders delve deeper into team sports. Students participate in a variety of block study that may include: ultimate disc, badminton, and volleyball. Team sports require students to develop skill proficiency, learn the rules of team sports, cultivate strategy, focus on team cooperation. Students will participate in skill assessments, learning to assess self and peers based on similar skill-related criteria. Participation in Fitnessgram to fulfill state testing requirements in continued in seventh grade. The individualization of the program encourages students to track their personal growth with each grade and over years. Student assessments are more rigorous in preparation for High School and to support them in reaching both state and national benchmarks.

HANDWORK

First Grade

Students are introduced to basic woodworking through making their own knitting needles. Simple knitting projects are executed and through this work, eye tracking and fine motor skills are developed. Students must employ basic math skills in order to successfully finish a project. For example, students must count their stitches when they complete each row to make sure they have the correct amount or by knowing how many rows they need to have to complete a project and subtracting the number of rows they have done in order to know when to stop working. This work encourages tenacity and perseverance, even when things are difficult.

Second Grade

Knitting continues, but the complexity of the projects is increased. Different types of knitting stitches are taught and careful attention must be paid to the work in order to successfully complete patterns. More freedom is given to students in terms of color and design choice. Math skills continue to be employed in order to keep track of how many stitches and rows have been completed. At the end of the year, when hand dominance is established and dexterity has improved, crochet is introduced. This activity requires a new level of sensitivity to the materials. There is more flexibility to this technique, so students must make individual choices about how to execute their work.

Third Grade

Crochet work continues into third grade, with greater complexity. There is an emphasis in the third-grade curriculum, on students learning practical skills. In handwork, students learn how materials such as flax, cotton, and wool are grown and processed in order to make clothing and useful textile items. Much of this work is hands-on, so field trips to sheep farms or places where flax is grown may be taken. The process of washing, carding, and spinning wool is covered. The history and significance of these materials in relation to human survival are taught in conjunction with a Main Lesson block of study on fibers. The process of making felt, one of the first textiles used by humans, is covered as well as basic weaving.

Fourth Grade

As dexterity and fine motor skills continue to be refined, students are introduced to hand stitching using fine thread and needles. A variety of useful items may be made, such as pencil pouches, bags, pillows, quilt squares, etc. Cross stitch is also introduced. Using grid paper, students make patterns for their cross stitch projects that emphasize symmetry and simple geometric forms. In order to successfully complete their work, careful attention must be paid to reading the pattern they created as they execute their work. This kind of work helps to strengthen eye tracking and pattern recognition, two key skills for reading.

Fifth Grade

Students return to knitting during this year, but with more complexity. Double pointed needles are used to knit in the round. Depending on individual student skill, hats, slippers, socks or mittens may be made. In knitting, there are many different abbreviations for stitches and directions. In order to understand how to read a knitting pattern, students are taught how to decipher this form of directions, which is like a “secret code.” This code

reading relates to the kinds of ancient languages they are learning about in other areas of study during this year. Students are encouraged to read instructions for these projects and try to navigate them independently. As student's ability to focus and be self-reliant increases, the level of difficulty and intricacy of the handwork tasks increase. This can be frustrating for some, but when the tasks are completed, there is an even greater appreciation for their own ability to do purposeful work.

Sixth Grade

Students return to hand sewing during this year but in a more elevated way. Complex items such as clothing and stuffed animals can be made. This work requires students to think about how to create three-dimensional items from two-dimensional materials. There is an architectural quality to this kind of planning. Careful measurements must be done, to create their personalized design choices. Surface manipulation techniques such as embroidery and fabric dyeing are also explored.

Seventh Grade

Projects that reflect the human form, such as dolls, marionettes, and puppets are made. During their construction, the anatomy terms and proportions they are learning about in other classes during this year are applied. Many of the techniques learned in earlier grades can be used to complete these projects. Developmentally, students at this age are wanting to assert more control over their lives and are learning about their own likes, dislikes, and opinions. In order to gratify these desires in a healthy way, greater freedom in aesthetic and design choices is given to the students.

Eighth Grade

As part of the eighth grade curriculum, students learn about the industrial revolution. A very important part of this historical movement was the change in how textiles and clothing were made. Previous to this movement, clothing was hand-sewn by individuals in their own homes, but with the invention of the sewing machine and mechanized looms, clothing production grew exponentially and huge factories sprang up in order to mass produce clothing. In addition to this history, students learn how to use sewing machines to make a variety of items. Proper sewing technique and terminology is covered, as well as how to make simple patterns and how to use commercial sewing patterns to make basic garments.

ENGINEERING

Students in grades six through eighth work collaboratively in teams to design objects inspired by the works and inventions of Leonardo Da Vinci. Projects include anemometers, small parachutes, straw bridges, and the ballista. Students learn the historical significance, physics and mathematics behind their creations.

C. PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

INTRODUCTION

The Blue Oak School responds to the personal and academic needs of each child, identifies and serves those who are academically low achieving. The school's student/staff ratios and looping model allow educators to develop special sensitivity towards individual student needs and backgrounds. However, some students will invariably need additional academic or individual support. Blue Oak has developed a plan for low academic achievers that is modeled after the Multi Tiered System of Supports framework. Our goal is to meet the needs of all our students through the use of a Multi-tiered System of Support. Please see Appendix 5

UNIVERSAL SUPPORT

Universal Support includes high quality classroom instruction delivered by teachers, and regular universal assessments of all students to monitor their progress toward reaching grade level benchmarks. Teachers are trained to address different learning styles of their students. Please see Appendix 4: End of Block Rotation Benchmark Assessment samples.

SUPPLEMENTAL SUPPORT

Students falling below the class average on local assessments or are below Level 3 on state assessments are further evaluated to determine if performance the need for additional supports. Beyond academic performance, teachers look for other signals of need as we recognize that there are many factors that affect a student's performance. The Academic Leadership Team, made up of English and math intervention faculty, the a director, and lead by a classroom grade level teacher review schoolwide data and work with the classroom teachers to suggest and implement interventions based on student needs.

Selected Interventions: Selected interventions are implemented by teachers and intervention specialists for students identified as achieving below average grade level expectations. Interventions may include, but are not limited to, any of the following:

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

If the teacher, in collaboration with the Academic Leadership Team does not see significant progress a Student Success Team (SST) meeting is called. The SST explores concrete and possible avenues to support the individual child's needs. Strengths and concerns regarding individual children are brought to the attention of the teacher, parent, school administrator and other stakeholders currently working with the child. The team develops strategies to help support the learning needs of the child. Including possible referrals to special education and the potential of an IEP assessment as described in the Special Education section in this charter. Student Success Team (SST) meetings may be called by the parent, teacher or administration for those students with significant behavioral or academic issues.

INTENSIFIED SUPPORT

Based on the needs identified by the Study Success Team process additional supports are put in place on an individualized basis. They include increased frequency and duration of supports and interventions. This may include referral to counseling and/or Special Education.

The Blue Oak School's Levels of Academic Support

Group	Strategies/Interventions	Benchmarks
Exceeding Standard	<ul style="list-style-type: none"> • Differentiated instruction during practice periods • Supported flexible math programs • Teachers provide extra challenges • Leadership opportunities • Additional academic and artistic responsibilities offered in school programs 	SBAC Standard Exceeded Main Lesson Portfolio 2.75+ Report Card Average 2.75+
Meeting Standard	<ul style="list-style-type: none"> • High-quality instruction • Regular assessments • Regular benchmarks • Supported flexible math groupings • Leadership opportunities 	SBAC Standard Met Main Lesson Portfolio 2.5 Report Card Average 2.5 Local formative assessments at standard

All strategies above applied to levels below		
Nearing Standard	<ul style="list-style-type: none"> ● Utilizing other teachers for collaborative individual or small group instruction ● Utilizing parent volunteers for individual or small group instruction ● Peer support with older students, e.g., "reading buddies" ● Individualized or differentiated math, writing, reading and spelling approaches ● Increased movement/sensory integration activities ● Modified class work, extra lessons or extended learning opportunities ● Additional parent/teacher communication or partnerships 	SBAC Standard Nearly Met Main Lesson Portfolio Score 2.0 Report Card Average 2.0 Local formative assessments below standard
Not Yet Meeting Standard	<ul style="list-style-type: none"> ● Provide additional 1:1 with Intervention Specialist ● Student Success team Meeting to discuss appropriate support ● Specific additional targeted assignments ● Specific accommodations and modifications to the classroom environment, 	SBAC Standard Not Met Main Lesson Portfolio Score 1.5 Report Card Average 1.5 Local formative assessments below standard

	<p>curriculum or instruction as identified</p> <ul style="list-style-type: none"> ● Special modifications to curriculum or instruction, as specified in their individualized education program ● Assess classroom curriculum to determine if it provides necessary support to students ● Use data driven analysis of delivery of curriculum to provide professional development to faculty ● Referral to homework club 	
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D. PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING

The curriculum inspired by Waldorf education is, by nature, interdisciplinary. Rigorous academic learning is augmented by a comprehensive artistic curriculum along with movement instruction and social learning. This rich infusion of academics and arts creates a climate where all children succeed and respect each other as important members of their classroom learning community.

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

- Differentiated instruction in areas as math, writing, reading, and spelling to meet a variety of student learning levels in practice periods. Examples include the teacher challenging students with different levels of math problems or spelling words on the board or during other classroom activities. Extra credit problems and projects may be given to more advanced students.
- Accelerated Math Program In The Middle School: Beginning in the 7th grade, students have the opportunity to test into a two year program of accelerated mathematics. Candidates who are assessed as showing sufficient knowledge of 6th grade material may begin a course that blends 7th and 8th grade common core mathematics over a span of one year. Upon successful completion of this course, students may take a high school freshman level math course (Integrated Math 1) in the 8th grade. Students who complete Integrated Math 1 with a grade of a B- or higher will receive recommendation to take Integrated Math 2 in the 9th grade. Accelerated math classes are taught by a teacher holding a single subject credential in mathematics.
- Teachers provide academic and artistic leadership opportunities for students such as assisting their peers with math, grammar, etc.; leadership of group academic projects; and leadership of groups performing singing and recorder parts.
- Eighth grade student projects (required for all students) allow academically high achieving students to select a subject of interest for in-depth research and reporting.

E. PLAN FOR ENGLISH LEARNERS

Blue Oak will meet all applicable legal requirements for English Learners (“EL”) as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Blue Oak will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

HOME LANGUAGE SURVEY

Blue Oak will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

RECLASSIFICATION PROCEDURES

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

STRATEGIES FOR ENGLISH LEARNER INSTRUCTION AND INTERVENTION

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

The curriculum training, inspired by Waldorf education, that our teachers receive, with its emphasis on a multi-sensory teaching methodology, the oral tradition and cultural diversity further addresses the needs of English Learners. Blue Oak honors individual learning needs and creates an environment of acceptance of diverse learners. The curriculum fosters a diversity of materials and concrete lessons to provide many opportunities for support strategies and leveled materials.

Blue Oak's low student-teacher ratio allows for more focused instruction for English Language students and for more opportunities for intensive interventions where appropriate, including increased opportunities for varied types of grouping. The instructional program for the Charter School is designed to promote language acquisition and proficiency, oral language development, and enriched learning opportunities for all ELs in the following ways: interaction through cooperative learning activities, peer tutoring, oral presentations in all content areas, collaboration for group performances and reports, and learning opportunities in recreation and the performing arts.

If a student scores an ELPAC proficiency score of 4 (well-developed) or 3 (moderately developed), they will be fully integrated into grade level classes at Blue Oak, with any needed curriculum support or resources provided by the site ELD coordinator. Regular check-ins and assessments will be given throughout the year to monitor progress. If the student has an ELPAC proficiency score of 2 (somewhat developed) or 1 (minimally developed), in addition to full classroom integration and immersion, they will receive regular, small group, directed instruction in ELD standards and language support for their classroom curriculum and standards. Both ELD and SDAIE options for learning will be considered for these students.

MONITORING AND EVALUATION OF PROGRAM EFFECTIVENESS

The evaluation for the program effectiveness for ELs in the Charter School will include:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

F. PLAN FOR SPECIAL EDUCATION

PLAN FOR SERVING STUDENTS WITH DISABILITIES - OVERVIEW

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

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

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

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

SERVICES FOR STUDENTS UNDER THE "IDEA"

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

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

The District shall be designated the Local Educational Agency (“LEA”) serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). The Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. Section 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools.

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

STAFFING

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

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

NOTIFICATION AND COORDINATION

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

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

IDENTIFICATION AND REFERRAL

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

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

In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the District and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School and the District will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

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

ASSESSMENTS

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

IEP MEETINGS

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

IEP DEVELOPMENT

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

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

IEP IMPLEMENTATION

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. The Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, the Charter School shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School

and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

INTERIM AND INITIAL PLACEMENTS OF NEW CHARTER SCHOOL STUDENTS

For students who enroll in the Charter School from another school district outside of the SELPA with a current IEP, the District and the Charter School shall conduct an IEP meeting within thirty (30) days. Prior to such meeting and pending agreement on a new IEP, the District and the Charter School shall implement the existing IEP at the Charter School, to the extent practicable or as otherwise agreed between the District and parent/guardian.

NON-PUBLIC PLACEMENTS/NON-PUBLIC AGENCIES

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

NON-DISCRIMINATION

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

PARENT/GUARDIAN CONCERNS AND COMPLAINTS

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

The District's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a

representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the District's decision.

The Charter School and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

DUE PROCESS HEARINGS

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. The Charter School agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and the Charter School shall work together to defend the case. In the event that the District determines that legal representation is needed, the Charter School agrees that it shall be jointly represented by legal counsel of the District's choosing.

The Charter School understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

SELPA REPRESENTATION

It is the Charter School's understanding that the District shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the District.

FUNDING

The Charter School understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and the Charter School. The Charter School anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the District

The District shall retain all state and federal special education funding allocated for Charter School students though the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

Contribution to Encroachment

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

SECTION 504 OF THE REHABILITATION ACT

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

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

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

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

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

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

A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once a year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility or readiness to discontinue the 504 Plan.

G. INDEPENDENT STUDY

Blue Oak shall offer a s independent study program to meet the needs of students who desire a Waldorf-inspired curriculum but who temporarily cannot, or do not wish to participate in Blue Oak's site-based program. Blue Oak's independent study program is based on the intent of the Legislature that personalized learning is an individualized alternative education designed to teach the knowledge and skills of the core curriculum. (Education Code Section 51745.) Blue Oak understands that personalized learning is not an alternative curriculum and that our program must provide as comprehensive a program as the student would receive if enrolled in the site-based program. Independent study is anticipated to be a relatively small portion of the Charter School's instructional program. The California Department of Education ("CDE") in its independent study operations manual has noted the benefits to serving an at-risk population through personalized learning. Blue Oak shall at all times operate its independent study program in accordance with the laws governing independent study, including but not limited to Education Code Section 51745 through 51749.3.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES, AND

ELEMENT 3: METHODS OF MEASURING STUDENT PROGRESS

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

GOALS, ACTIONS AND MEASURABLE OUTCOMES ALIGNED WITH THE EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), and as addressed above in Element 1, the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s Local Control and Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available in Appendix 3 and on our website at www.blueoakcharterschool.org. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the Charter School.

METHODS OF ASSESSMENT

Blue Oak will assess its students in each of the core academic skill areas through authentic assessment and state-mandated standardized tests. Blue Oak shall meet the statewide content and performance standards and conduct pupil assessments required pursuant to Education Code section 47605(c).

Each of the eight state priorities are addressed in the following table. The Blue Oak School's attached LCAP outlines the specific goals determined through the LCAP development process including Parent, Student, Faculty, Staff and Community input.

State Priority #1— BASIC SERVICES The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d)) School Action Method of Assessment Person(s) Responsible.	
Sub Priority: All teachers are appropriately assigned and fully credentialed (E.C. §44258.9)	
Actions to Achieve Goal	Monitor teacher credentials and assignment Hire appropriately credentialed teachers
Method of Measurement	Initial and annual verification in the CALPADS annual Credential Report, credentials verified through the CA Commission on Teacher Credentialing
Person(s) Responsible	Executive Director and Teachers
Sub Priority: Every pupil has sufficient access to standard-aligned instructional materials (E.C. § 60119),	
Action to Achieve Goal	Annually, and as often as necessary during the year, curriculum materials will be reviewed, repaired, and/or replaced.
Method of Measurement	Staff will evaluate inventory of materials in comparison with enrollment
Person(s) Responsible	Education Director/Teachers/administrative staff

Sub Priority: School facilities are maintained in good repair (E.C. §17002(d))	
Action to Achieve Goal	Regularly assess current facility for needed repairs working with parent's organization, contractors, maintenance/janitorial staff, students, and the landlord to assure facility is cared for and in good repair. Continue research on potential new sites.
Method of Measurement	Triannual (3 times per year) Facilities Inspection Report reflected in the annual SARC and CUSD annual report.
Person(s) Responsible	Facilities Committee & Maintenance
<p>State Priority #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</p> <p>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency. <i>Note: English Language Learners (ELL) are not considered a significant subgroup. Historically, English Language learners comprise less the 5% of the population.</i></p>	
Sub Priority: Implementation of Common Core State Standards	
Action to Achieve Goal	Blue Oak will utilize the Butte County Office of Education's (BCOE) implementation rubrics and The Alliance for Public Waldorf Education Recommendations for the Appropriate Placement of the Common Core Standards into Waldorf Inspired Programs to determine full implementation.
Method of Measurement	Full implementation will be measured by the Butte County Office of Education Implementation Rubric. Successful implementation will be assessed through teacher observations and quantitative data reviews.
Person(s) Responsible	Education Director / Teachers

Sub Priority: Support for English Learners (Blue Oak has less than 5% EL students)	
Action to Achieve Goal	Individual plans will be developed based on annual assessments, teacher input and observations. Plans will include both classroom integration and ELL specific instruction.
Method of Measurement	Full implementation will be measured by the Butte County Office of Education Implementation Rubric. Successful implementation will be assessed through student plan implementations, teacher observations and quantitative data reviews.
Person(s) Responsible	Education Director / Teachers / ELA Support Faculty
State Priority #3— PARENTAL INVOLVEMENT Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation	
Sub Priority: Parent Engagement Decision Making	
Action to Achieve Goal	Continue committee process for decision making, annual LCAP survey, and Parent Council.
Method of Measurement	Attendance and membership on committees and Parent Council. Survey results
Person(s) Responsible	Executive Director, Blue Oak Charter Council, Parent Council, Parent Liaison
Sub Priority: Parent Engagement Participation	
Action to Achieve Goal	Parent engagement communication and planning including but not limited to field trips, fairs, concerts, work parties and class meetings.
Method of Measurement	Attendance at Blue Oak events and activities
Person(s) Responsible	Parent Liaison, faculty, Executive Director

State Priority #4— STUDENT ACHIEVEMENT as measured by the following, as applicable:

- A. CA Measurement of Academic Progress and Performance on statewide assessment (as available)
- B. The Academic Performance Index (API) (as available) *(no longer applies)*
- C. Percentage of pupils who are college and career ready *(not applicable to K-8 schools)*
- D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher *(not applicable to K-8 schools)*
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness *(not applicable to K-8 schools)*

CA Measurement of Academic Progress and Performance on statewide assessment

Action to Achieve Goal	Classroom teachers, Intervention staff and Administration will review annual state testing results for each grade level, class and individual student progress through the Leadership team process. Other standardized assessments, locally developed, block assessment, and teacher observation will be used to assess interim student progress.
Method of Measurement	Results of the California Assessment of Student Progress and Performance, other standardized assessments and locally developed assessments will be used to measure progress..
Person(s) Responsible	Faculty, educational staff and Administration

Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)

Action to Achieve Goal	Classroom teachers, Intervention staff and Administration will review annual state testing results for each grade level, class and individual student progress through the Leadership team process. Other standardized assessments, locally developed, block assessment, and teacher observation will be used to assess interim student progress.
Method of Measurement	Results of the English Language Proficiency Assessment for California (ELPAC), other standardized assessments and locally developed assessments. A combination of locally developed assessments, standardized assessments and state assessments are used to measure
Person(s) Responsible	Faculty, educational staff and Administration

EL Reclassification rate	
Action to Achieve Goal	Reclassification for English Learners based on annual assessments, parent input, and teacher observation.
Method of Measurement	Reclassification rate
Person(s) Responsible	ELA Coordinator and Administration
State Priority #5— STUDENT ENGAGEMENT as measured by the following, as applicable: A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) <i>(no records of occurrences during the past 5 years)</i> D. High school dropout rates E. High School graduation rates <i>(not applicable to K-8 schools)</i>	
School attendance, Chronic absenteeism, and truancy rates	
Action to Achieve Goal	Weekly review of attendance, chronic absentee, and truant students. Implement California Department of Education's suggested interventions
Method of Measurement	Monitor attendance weekly to determine reasons and prepare interventions for low attendance, chronic absenteeism, and high truancy rates.
Person(s) Responsible	Attendance team / Executive Director
Middle school dropout rates (EC §52052.1(a)(3))	
Action to Achieve Goal	Monitor CALPADS data.
Method of Measurement	Reports from School Attendance Database
Person(s) Responsible	Registrar, Executive Director

State Priority #6— SCHOOL CLIMATE as measured by all of the following, as applicable:

A. Pupil suspension and

B. Pupil expulsion rates (*Blue Oak averages less than one expulsion per year*)

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

A&B. Pupil suspension and expulsion rates

Action to Achieve Goal

Continue implementation of Behavior and Social Emotional Support

Method of Measurement

Reports from School Attendance Database

Person(s) Responsible

Behavior Leadership including the Executive Director

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Action to Achieve Goal

Include safety and connectedness in the annual survey process

Method of Measurement

Survey Results

Person(s) Responsible

LCAP Committee

Priority #7— COURSE ACCESS The charter school will meet the same standards district schools are held to regarding the extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

Waldorf inspired	
Action to Achieve Goal	Waldorf curriculum block rotations, aligned with Common Core Standards
Method of Measurement	Grading of Main Lesson Book work at the end of each block
Person(s) Responsible	Education Director & Faculty
Common Core State Standard Driven Education	
Action to Achieve Goal	Administration of school-wide benchmark assessments (2x/year) & teacher created end of block assessments based on Waldorf content in alignment with Common Core Standards.
Method of Measurement	Benchmark Assessments & End of Block Assessments
Person(s) Responsible	Intervention Teachers & Faculty
ACHIEVEMENT GOAL #8— Other Pupil Outcomes in the subject areas described in <i>Education Code</i> section 51210 and subdivisions (a) to (i), inclusive, of <i>Education Code</i> section 51220, as applicable as relates to: curriculum, equity, and professional learning.	
Movement (physical education)	
Action to Achieve Goal	Scaffolded, direct skill instruction
Method of Measurement	Observational diagnostic, formative, and summative psychomotor assessments
Person(s) Responsible	Games Teacher (Physical Education Credential Preferred) Education Director

Spanish	
Action to Achieve Goal	Scaffolded daily instruction in language acquisition of Spanish
Method of Measurement	Student participation. Daily formative assessment of verbal and written progress. Teacher created summative assessment of each unit of study in Spanish class.
Person(s) Responsible	Spanish teacher (Credential preferred) and Education Director
Handwork	
Action to Achieve Goal	Scaffolded instruction based on developmental competence and grade level projects indicated in Waldorf pedagogy.
Method of Measurement	Regular assessment of quality and timeliness of completion of projects.
Person(s) Responsible	Handwork teacher (Waldorf Certified Preferred) and classroom teacher

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

The Blue Oak School began implementation of the Multi Tiered Systems of Support continuous improvement model (CIM) during the 2017-2018 school year. This includes a twice annual review of Fidelity Integrity Assessment (FIA). This assessment involves a rubric covering five domains supported by research based school practices. Long term use of this tool will allow the The Blue Oak School to monitor progress over time. Please see Continuous Improvement Plan in Appendix 5

ELEMENT 4: GOVERNANCE STRUCTURE OF THE SCHOOL

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

The Charter School will be a directly funded independent charter school, and will be operated by Blue Oak Charter School Inc., a California nonprofit public benefit corporation, pursuant to California law upon approval of this charter.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts, liabilities, and/or obligations of the Charter School, operated by a California nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight and supervisory responsibilities as required by law.

The day-to day-work of the Charter School shall be performed by the Charter School administration and the faculty with the Parent Council having an advisory role. The Charter Council has the final responsibility and is accountable for the Charter School and its operations.

Attached, as Appendix 6, please find the Charter School Articles of Incorporation, Bylaws, and Conflict of Interest Code.

CHARTER COUNCIL

Blue Oak is governed by a corporate Board of Directors, called the Charter Council ("Council"), in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The Charter Council shall be comprised of seven (7) members, with three (3) parent representatives and four (4) community members, chosen in accordance with the bylaws of Blue Oak Charter School Inc. The parent representatives and the community members may not be employees of The Blue Oak School. Community members may not be the parent, legal guardian, or significant other of a parent or legal guardian of a child enrolled at The Blue Oak School. Parents, legal guardians or significant others of a parent or legal guardian of a child formerly enrolled at The Blue Oak School are eligible to serve as a community representative one (1) year after their child is no longer enrolled at The Blue Oak School. Pursuant to Education Code Section 47604(b), the District Board has the right to appoint one representative to the Charter Council. In the event that a representative of the District Board is appointed to the Charter Council, the number of Council members shall be increased to eight (8).

Each Council member shall hold office for two (2) years and until a successor Council member has been designated and qualified.

The Bylaws determine how future Council members are added to the Council and the length of their terms. The Council meets on a monthly basis throughout the year.

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

The Charter Council's functions include:

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

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

Consistent with the Charter Council's adopted bylaws, the Charter Council shall follow Government Code Section 1090. No persons serving on the Charter Council may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation

paid to a Council member as Council member; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. Employees of the corporation may not serve on the Charter Council. Blue Oak's Conflict of Interest Code is included as Appendix 6.

The Charter Council may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Council policies. The Council however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Charter Council being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Council members.

CHARTER SCHOOL ADMINISTRATION

Charter School Administration includes the Executive Director and the Education Director.

The Executive Director shall represent the Charter School administration and shall report directly to the Charter Council.

Some of the Administration's duties are to:

- Ensure the Charter School's educational program meets county, state and federal goals for academic performance;
- Assist and coordinate with faculty the ongoing student assessment and evaluation tools;
- Oversee student admissions, attendance, and student records;
- Prepare the School Accountability Report Card annually;
- Establish procedures to carry out the policies adopted by the Charter Council;
- Appoint and/or serve as representatives to Charter Council Committees and School Site Council as appropriate.
- Evaluate and implement school safety plans;
- Supervise and evaluate annually all employees of the Charter School;
- Compile hiring committees that include all stakeholders to oversee the hiring of all faculty and staff;
- Be the direct liaison between Blue Oak and the District;
- Be the direct liaison between Blue Oak and the community;
- Annually prepare and submit a budget to the Charter Council;

- The Executive Director will be responsible for all business functions of the Charter School, including preparation of budgets, interim financial reports, unaudited actual financial reports, preparation of all payroll, accounts payable and receivable, journal entries, budget transfers, personnel records, insurance files, and recommendations to the Charter Council regarding finances, accurate projections of finances and closure of Charter School books in accordance with the California School Accounting Manual and all SACS reporting requirements plus other assignments as necessary;
- Maintain appropriate fiscal and program records necessary for annual audits;
- Propose to the Charter Council policies for discussion and possible adoption by the Charter Council;
- Support Charter Council functions, such as preparing agendas, board packets, and record keeping;
- Participate with the faculty in ongoing curriculum training in alignment with the Mission, Vision, and Educational Program, so as to provide effective, informed oversight.

FACULTY

The class teachers, who constitute the faculty, provide the day-to-day teaching of the students of The Blue Oak School, and as a group, are the primary resources of the Charter School. The faculty and support staff, including specialty teachers and classified paraprofessionals, shall report to the Charter School administration. Some of the duties of the faculty are the following:

- Along with the Administration, is responsible for the curricular development and implementation;
- Along with the Administration, will assist and coordinate ongoing student assessment and evaluation tools;
- Participate in ongoing curriculum and pedagogical training in alignment with the Mission and Educational Program of the Charter School;
- Work with parents in the creation and development of special activities of the Charter School;
- Provide active, representative participation in each sphere of Blue Oak's governance through appointment of liaisons and representatives;
- Promote the Charter School's mission and goals by fostering parent-teacher communication. Faculty members will hold regular class meetings and participate in the life of the Charter School, including festivals, celebrations, outreach activities, and parent education seminars;
- Serve as advocates for students and connect them to support services, activities, and opportunities. Faculty members will be cognizant of behavioral or academic changes in students that may warrant further attention.

PARENT COUNCIL ("PC")

Blue Oak serves the needs of its students and their families. All parents of Blue Oak students are members of the Parent Guild. The Parent Council serves as the leadership group and facilitating body of the Parent Guild for all parents. The PC is made up of parent representatives from each grade, and 3 additional officers. In addition, the Executive Director, one faculty member, and a parent member on the Blue Oak Charter Council serve as liaisons on the PC.

The procedures for selecting parent representatives and officers are outlined in the Parent Council Bylaws, available on the Charter School website, at:

https://blueoakcharterschool.org/wp-content/uploads/2015/11/Blue-Oak-PC-By-laws_Adopted-2012.pdf.

The Parent Council meets on a monthly basis during the school year and:

- Serves as a forum for the discussion of matters of interest and concern to the parents of the Charter School;
- Acts as a communication channel between the parents and other individuals and groups;
- For transparency and public access, all meetings are conducted in accordance with the Brown Act;
- Coordinates and sponsors committees, clubs, and other activities that contribute to the life of the Charter School;
- Serves as an advisory group to the Charter Council and Administration.

ELEMENT 5: QUALIFICATIONS OF SCHOOL EMPLOYEES

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).

Each potential employee will meet all applicable laws pertaining to employment including, but not limited to, furnishing the Charter School with a criminal record summary and obtaining a tuberculosis risk assessment as described in Element 6. The Executive Director will recommend applicants suitable for employment with the Charter School. Following the interview process, final approval will rest with the Charter Council.

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

THE EXECUTIVE DIRECTOR

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

- Attainment of a Bachelor's degree;
- Commitment to the educational vision of the Charter School;
- Demonstrable understanding of educational philosophy, curriculum, and resources, grades K-12;
- Understanding of education law;
- Experience that demonstrates the ability to organize, motivate, delegate, and manage;
- Strong written and oral communication skills;
- Preference will be given for the following: advanced degrees, Administrative Services Credential, teaching credential, additional public or private education or administrative experience, management experience in any field, public speaking ability, current or prior service on a school board or charter school board, fluency in foreign languages.

EDUCATION DIRECTOR

The Education Director is charged with ensuring the effective implementation of Waldorf-inspired, State Standards based education. The Education Director supervises faculty, all education support staff, and assists the Executive Director in managing the day-to-day operations of the Charter School, responding to academic and behavioral issues as necessary, and other specified duties as assigned. Qualifications for this position will include but are not limited to:

- Attainment of a Bachelor's Degree;
- California Multiple Subject Teaching Credential;
- A minimum of three years experience as a Waldorf elementary teacher;
- Waldorf Certification;
- Preference will be given to candidates who possess an Administrative Services Credential, additional public or private education or administrative experience, management experience, public speaking ability, and fluency in foreign language.

TEACHERS

Blue Oak employs teaching staff who hold a valid California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, pursuant to Education Code Section 47605(l). Teachers are required to demonstrate a strong commitment to educating the whole child through active participatory learning; and must have the ability and background to incorporate art, music, drama, and storytelling into the integrated curriculum. Teachers participate in ongoing professional development approved by Charter School administration.

Blue Oak employs teaching staff and paraprofessionals who meet all relevant federal and state mandates associated with funding received by Blue Oak. Credentialed teachers are appropriately assigned. English Learners will be served by credential teachers holding a CLAD credential or the equivalent. All credentials shall be maintained on file at Blue Oak and shall be subject to periodic inspection by the District. In accordance with Education Code Section 47605(l), Blue Oak and the District acknowledge that it is the intent of the Legislature that charter schools be given flexibility with regard to non core, non college preparatory courses.

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

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

- A continuing passion for learning and striving for professional excellence
- Intelligence, flexibility, and openness to the process of personal growth, skillfulness in communication and genuine compassion for the unique differences between individuals
- An understanding of and commitment to Waldorf education, philosophy and pedagogy

Blue Oak also has instructional staff who do not teach the core curriculum nor college preparatory courses. These instructional support staff members are not bound by credential requirements pursuant to the Education Code; however, strong preference is given to candidates who possess an appropriate teaching credential. They are required to possess an appropriate mix of subject matter knowledge, professional expertise and demonstrated capacity to work successfully in an instructional milieu. Professional service agreements are used to hire such classified staff to lead specialty classes and activities.-Instructional assistants at the Charter School support the core-curriculum, working under the supervision of a credentialed teacher. Non-instructional staff possess the necessary experience and skills to meet the requirements of their assorted duties.

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

ELEMENT 6: HEALTH AND SAFETY

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, the Charter School has adopted and implemented health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These policies will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the Executive Director and Charter Council. The Charter School shall ensure that staff are trained annually on the health and safety policies. As such policies are subject to regular updating and amending based on many factors, including, but not limited to, judicial rulings, changes to the Education Code or other laws, and requirements of our insurance carrier, these policies may often be updated.

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

PROCEDURES FOR BACKGROUND CHECKS

Employees and contractors of the Charter School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of ~~two sets of~~ fingerprints to the California Department of Justice for the purpose of obtaining a clear criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director will monitor compliance with this policy and report to the Charter Council on a regular basis. The Charter Council President will monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of an employee will be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

IMMUNIZATIONS

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

CPR/FIRST AID TRAINING

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

MEDICATION IN SCHOOL

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

VISION/HEARING/SCOLIOSIS

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the school.

ORAL HEALTH EXAMINATIONS

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

EMERGENCY PREPAREDNESS

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

BLOOD BORNE PATHOGENS

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

DIABETES

The Charter School will provide an information sheet regarding Type 2 diabetes to the parent or guardian of any incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

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

SUICIDE PREVENTION POLICY

The Charter School will adopt a policy on student suicide prevention in accordance with Education Code Section 215.

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

The Charter School will maintain a drug-, alcohol- and smoke-free environment.

INTEGRATED COMPLAINT AND INVESTIGATION PROCEDURE

The Charter School will utilize a Uniform Complaint Policy and Procedure and a general complaint policy to investigate and address complaints and concerns coming into the Charter School. Under the direction of the Council, the Executive Director will be responsible for investigation, remediation, and follow-up on matters submitted through these procedures.

COMPREHENSIVE ANTI-DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School has developed policies and procedures in place to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, student to employee, and student to student misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

SCHOOL FACILITY SAFETY

The Charter School will comply with all applicable federal environmental laws. The Charter School will comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test, or if in a District owned or leased facility, to verify, that sprinkler systems, fire extinguishers, and fire alarms are tested annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School will conduct fire drills as required under Education Code Section 32001.

If the Charter School's students are at some future point housed at facilities belonging to the District, the Charter School will operate under the provisions of the School Safety Plan of the facility where it is housed. If the Charter School is not operating under the School Safety Plan of the facility where it is housed, it will implement its own school safety and disaster preparedness plan that will be based on the provisions of Education Code Section 32286(a).

ELEMENT 7: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

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

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

Blue Oak utilizes a broad reaching student recruiting effort, thereby ensuring outreach to families with a wide variety of racial, ethnic, and socioeconomic backgrounds. In addition, certain subgroups may be targeted for extra recruitment efforts in order to achieve a pool of potential students that reflects a student population that represents the general population of the District's racial and ethnic diversity. Partnerships and outreach efforts using a variety of community and youth organizations may aid in this process. Promoting school-wide respect and knowledge of other cultures and languages through a variety of activities, including multicultural school celebrations involving the community also aids in the development of a diverse school community. Consideration of each family's culture and circumstances will be given in all activities where parental involvement or support is required.

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

TARGETED RECRUITMENT PLAN

Blue Oak shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. Students shall be considered for admission without regard to the protected characteristics listed in Education Code Section 220.

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

- Utilize Social Media accounts to provide information about the Charter School for interested parents and students
- Translate recruitment materials into languages commonly spoken in the area
- Develop a diverse team of staff and parents to provide outreach to different organizations, preschools, health clinics, and churches reflective of the community
- Prepare the Charter School office staff to field calls from prospective parents in the diverse languages spoken in our community
- Develop parent community services to address the needs of the diverse population

ELEMENT 8: STUDENT ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with subdivision (d). Education Code Section 47605(b)(5)(H).

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School shall comply with all applicable legally required minimum and maximum age requirements for public school attendance in charter schools. Admission to the Charter School shall not be determined by the place of residence of the student or his or her parent in the State, except as provided in Education Code Section 47605(d)(2). Admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Upon admission to the Charter School, students will be required to complete the registration process by submitting the following:

- Completion of a student registration form;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum and maximum age requirements;
- Execution of a master agreement as required by independent study law if the student will be participating in independent study.

All students who wish to attend the Charter School shall be admitted, subject only to capacity. The Charter School shall conduct outreach efforts as noted in Element 7 of the charter petition, to ensure that the Charter School is equally accessible to a diverse student population, including low achieving and economically disadvantaged students, and to encourage the enrollment of such students.

PUBLIC RANDOM DRAWING

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend the Charter School exceeds the Charter School's capacity in any grade level, admission shall be determined by a public random drawing ("lottery"), except for existing students of the Charter School, who are guaranteed admission in the following school year. In the case of a public random drawing, the following students will be given preferences for admission to the Charter School:

1. Siblings of students admitted to or attending the Charter School;
2. Children of Charter School teachers and staff;
3. Children and grandchildren of Charter Council members;
4. Students who attend or reside in the McManus Elementary School attendance area (for purposes of the SB 740 Charter School Facility Grant Program);
5. Students who reside in the District; and
6. All other applicants.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

At the conclusion of the public random drawing, all students who were not granted admission due to capacity will be placed on a waitlist for each respective grade level, in the order in which they are drawn. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

If a vacancy occurs, the Charter School shall notify the parent/guardian by phone and letter and provide the parents with 72 hours to enroll their child in the Charter School. If the parent/guardian does not contact the Charter School to accept the position for their child within this period, the Charter School shall contact the parent/guardian for the next student on the waitlist for that grade level. The Charter School shall keep copies of documents relating to the lottery on file for one academic year to demonstrate the fair execution of lottery procedures.

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

Upon acceptance and prior to admission, parents will be asked to sign a parent compact that seeks support of the following items, as well as other requirements:

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

ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDIT

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(l).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The fiscal management and accounting services of the Charter School will be based upon standard public school accounting and reporting systems, in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Charter School will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. The Charter Council will oversee the selection of an independent auditor and the completion of the annual audit.

The annual audit will be completed and forwarded to the District, County Superintendent of Schools, the California Department of Education, and the State Controller by December 15 of each year.

If the audit includes exceptions or deficiencies The Blue Oak finance committee will review these and report to the Charter Council with recommendations on how to resolve the deficiencies. As directed by the Charter Council, the Executive Director will work with the District fiscal office to resolve the deficiencies. The Charter Council will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

ELEMENT 10: SUSPENSION/EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).

The Charter School will notify the District of any expulsions and will include suspension and expulsion data in its annual performance report.

SUSPENSION AND EXPULSION POLICY AND PROCEDURE

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS:

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time, including, but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. ENUMERATED OFFENSES

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more

students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or

other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee concurrence.

- 2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee concurrence.

- 3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school

property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider

and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee concurrence.

4. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee concurrence.

If it is determined by the Administrative Panel and/or Charter Council that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

1. Conference:

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director’s designee with the student and his or her parent/guardian and, whatever the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians:

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion:

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the pupil and the pupil’s parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

D. AUTHORITY TO EXPEL

A student may be expelled either by the Charter Council following a hearing before it or by the Charter Council upon the recommendation of an Administrative Panel to be assigned by the Council as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter Council. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. EXPULSION PROCEDURES

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Charter Council for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- 1) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- 2) The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- 3) At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- 4) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- 5) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- 6) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- 7) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- 8) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- 9) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the

threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

- 10) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. RECORD OF HEARING

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Council or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Charter Council who will make a final determination regarding the expulsion. The final decision by the Council shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Council is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. WRITTEN NOTICE TO EXPEL

The Executive Director or designee following a decision of the Charter Council to expel shall send written notice of the decision to expel, including the Council's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student

J. DISCIPLINARY RECORDS

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

K. NO RIGHT TO APPEAL

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter Council's decision to expel shall be final.

L. EXPELLED PUPILS/ALTERNATIVE EDUCATION

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. REHABILITATION PLANS

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Council at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. READMISSION

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Council following a meeting with the Executive Director and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the Council following the meeting

regarding his or her determination. The Council shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

1. Notification of the District:

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or the District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension:

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination:

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals:

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

5. Special Circumstances:

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting:

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services:

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent/guardian has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11: RETIREMENT SYSTEM

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

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

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

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

ELEMENT 13: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law. This charter is not intended to override collective bargaining agreements between the District and its bargaining units relative to return rights of District employees.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

The Blue Oak Charter Council has adopted policies and procedures for resolving internal and external disputes.

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

INTERNAL DISPUTE RESOLUTION

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

The District shall promptly refer all complaints not related to a possible violation of the charter or law to the Executive Director for resolution in accordance with the Charter School's adopted policies, including the Communication Model, Uniform Complaint Policy and Procedures, and Conflict Resolution Policies.

DISPUTES BETWEEN THE CHARTER SCHOOL AND THE AUTHORIZER

In the event of a dispute arising between the Charter School and the District, Charter School staff, employees and Charter Council members and the District Board members agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and the Executive Director of the Charter School, or their respective designees. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Executive Director, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, within ten (10) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall convene a committee composed of two members from their respective boards, who shall meet jointly with the Superintendent and Executive Director, or their respective designees, and attempt to resolve the dispute within thirty (30) business days from receipt of the dispute statement.

If the committee convened pursuant to the preceding paragraph is unable to resolve the dispute between the parties, the Superintendent and Executive Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The cost of the mediator shall be borne by the District and the Charter School equally. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

GROUNDINGS FOR AND PROCESS FOR THE REVOCATION OF THE CHARTER

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

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

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

If the District believes it has cause to revoke this Charter, the District shall follow the process and procedures governing revocation of a charter as set forth in Education Code Section 47607(c) and its implementing regulations.

ELEMENT 15: SCHOOL CLOSURE PROTOCOL

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).

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

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

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

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

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code Section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Charter Council will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix 7, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

NOTIFICATION TO RECEIVING DISTRICTS

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

MISCELLANEOUS CHARTER PROVISIONS

A. BUDGETS

***Governing Law:** The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).*

Blue Oak annually develops budgets and cash flow analysis. The proposed budgets with a five year financial projection and cash flow are included as Appendix 8. Annual budgets are submitted each year of operation to the District by the deadline established in the Charter Schools Act. The budget is reviewed regularly by the Blue Oak Charter Council.

BUDGET DEVELOPMENT

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

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

Budget Highlights and Assumptions: The attached budget for the 2017-2018 and the following four years of operation of Blue Oak demonstrates a school with sound financial planning as summarized below.

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

BLUE OAK ENROLLMENT PROJECTION:

Grade	2018-'19	2019-'20	2020-'21	2021-'22	2022-'23
Kindergarten	65	65	65	65	65
First	40	40	35	35	35
Second	40	40	40	40	40
Third	55	45	50	50	50
Fourth	50	55	50	50	50
Fifth	28	50	55	50	50
Sixth	45	28	45	50	45
Seventh	44	40	25	30	30
Eighth	28	32	30	25	30
Homestudy	15	15	15	15	15
Total	410	410	410	410	410

Local Control Funding Formula, categorical funding and lottery funding for the 2017-18 school year are based on estimated funding rates from School Services of California, California Charter Schools Association and Charter Schools Development Center. Other state categorical programs may be added, depending on state funding levels and eligibility for the Charter School. A cumulative reserve of approximately 3% of annual expenditures is expected to be in place by the end of 2017-18.

Cash Outflows: The program provides for the following:

- Teaching and support staff; including salaries, benefits and training
- High quality instructional program, including materials
- Facility; an assumption of continuing lease agreement with Leen Brothers
- Non-instructional expenses; including consulting, audit, legal fees, etc.

Expenditure distributions are designed to ensure that the majority of funds are spent on instruction related costs, and therefore support the educational program and school mission.

Oversight costs include the 1% oversight fee as specified in the Charter Schools Act.

B. FINANCIAL REPORTING

Blue Oak's staff will provide regular financial reports to the Blue Oak Charter Council. To the extent possible and practical, financial data will be reported and budgets will be developed in a format consistent with the State Accounting Code Structure ("SACS"). Following review by the Council, the Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and the Butte County Office of Education.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final un-audited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School may provide additional fiscal reports as requested by the District.

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

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The annual School Accountability Report Card includes the following data:

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

Accurate attendance accounting is crucial to the fiscal well-being of a charter school. Blue Oak uses PowerSchool, a student information and attendance accounting system used by many other charter schools in California. PowerSchool records and reports student attendance and average daily attendance (ADA) totals. Blue Oak will meet all requirements for certifying the Charter School's ADA and generating the required state forms.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

C. INSURANCE

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

- Comprehensive General Liability including Directors and Officers: \$1,000,000 per occurrence, \$2,000,000 aggregate
- Excess Umbrella Liability: \$5,000,000
- Workers' Compensation: Complies with current statutory limits in accordance with California Labor Code.

Health insurance is currently provided to all full-time staff (working over 30 hours per week) through Blue Shield of California. The same eligible staff are also provided with Dental, Vision and \$25,000 Term Life Insurance through Guardian.

Blue Oak will continue to maintain and keep in force such insurances as Worker's Compensation, Liability and Property Damage, as will protect it from claims under Workers' Compensation Acts, and also such insurance as will protect it from any other claims for damages for personal injury, including death, and claims for any damages to any property of Blue Oak, or of the public, which may arise from operations under this charter, whether such operations be by Blue Oak or by any subcontractor or anyone directly or indirectly employed by any of them. Insurances will also include health, general liability (including school operation, extracurricular activities and parent volunteer activities), property and Directors' and Officers' liability coverage.

Blue Oak will provide to the District copies of all appropriate verifications or certificates of insurance as requested.

D. ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).

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

Blue Oak and the District may negotiate on an annual basis to establish specific service and financial arrangements between the two parties, and will include the terms and costs for these services in a memorandum of understanding.

E. OVERSIGHT

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed one percent of the Charter School's revenue. The District may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

The supervisory oversight services to be provided by the District shall include, but are not limited to, the following:

- The review, negotiations, hearing and approval of this charter contract.
- Good faith efforts to work with the Charter School to develop and negotiate, on an annual basis, a detailed Memorandum of Understanding which outlines the respective responsibilities and relationships of the District and the Charter School.
- Good faith efforts to develop any needed additional agreements to clarify or implement this charter.
- Regular review, analysis and dialogue regarding the annual performance report of the Charter School.
- Monitoring of compliance with the terms of this charter and related agreements.
- Good faith efforts to implement the dispute resolution and related processes described in the charter.
- Timely and good faith review of requests to renew or amend this charter as permitted under law.
- The items identified in Education Code Section 47604.32.

F. FACILITIES

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g).

Blue Oak is currently housed in a 48,000 square foot facility at 450 W. East Avenue, Chico, California. The facility maintains 21 classrooms, three intervention rooms, a music room, library, a special education office, special education learning center, technology lab, staff workroom, six 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. The surrounding grounds include adequate parking and a playground. Also unique about this facility is a large 10,000 square foot performance center. Blue Oak may choose to file Proposition 39 requests with Chico Unified School District in pursuit of minimizing the direct and indirect costs of operating our current 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; and
- Pandemic illness plan

Blue Oak receives annual oversight visits from Chico Unified School District, to review all building and safety requirements. In addition, the Chico Fire Department conducts annual inspections to ensure compliance with municipal building, safety, and fire code. Blue Oak 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-staff clearly understands and keeps records of any cleaning products used in a Material Safety Data Sheets binder.

G. POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter Council, officers, agents, and employees, and the Charter School will purchase general liability insurance, Council Members' and Officers' insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter Council will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

H. ANNUAL PERFORMANCE REPORT

An Annual report from Blue Oak to the District is due October 1st of each school year or date designated in CUSD-Blue Oak MOU. This Annual report is Blue Oak's evaluation of itself and its progress during the previous year. It evaluates the Charter School's State testing results and determines whether Blue Oak has met its annual goals. The Annual Performance Report will include items described in CUSD-Blue Oak MOU.

I. MATERIAL REVISION

Material revisions to the provisions of any charter granted by the Chico Unified School District Governing Board may be made only with the Chico Unified School District Governing Board approval and shall be governed by the same standards and criteria that apply to new charter petitions, in accordance with Education Code Sections 47605 and 47607. Subsequent to its initial approval, any charter school seeking to establish an additional site within the geographic boundaries of the District shall request a material revision of its charter, in accordance with Education Code Section 47605(a)(4).

J. RENEWAL TERM

The charter shall have a five-year term beginning July 1, 2018 through June 30, 2023.