

BLUE OAK CHARTER SCHOOL
450 W. East Avenue, Chico, CA 95926
(Room 24)
CHARTER COUNCIL
SPECIAL MEETING AGENDA
Tuesday, January 7, 2026 06:00 PM

Join Zoom Meeting

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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.

Virtues: Hold Reverence - Have Courage - Build Friendships - Seek Wisdom - Show Compassion

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The Blue Oak Charter Council reserves the right to take action on any item on the agenda.

AGENDA

OPEN SESSION - 6:00PM

1. OPENING

- 1.1. Call Meeting to Order
- 1.2. Roll Call of Council Members to establish a quorum
- 1.3. Invocation - School Verse Read

"This is our school, May peace dwell here, May the rooms be full of contentment. May love abide here, Love of one another, Love of our school, and Love of life itself. Let us remember that as many hands build a house, so many hearts build a school.

- 1.4. Agenda Modifications
- 1.5. Audience to Address the Council

This is an opportunity for community members to address the council concerning items not on the agenda. Council Members will not respond to comments due to Brown Act expectations concerning agendas. Persons addressing the Committee will be allowed a maximum of three (3) minutes for their presentation. The chair may establish a maximum speaking time for any item. Persons may not yield their time to another speaker (Gov. Code § 54954.3)

2. GOVERNANCE

- 2.1. Charter Renewal Document Discussion/Action
- 2.2. Resolution

3. BUSINESS

- 3.1. Potential New Plan for new site Discussion/ Action
Trisha Atehortua
- 3.2. Update Lease agreement 450 W East Susan Domenighini

4. CLOSED SESSION

- 4.1. Public Employment (§54957)
- 4.1.1. Interim Executive Director / Executive Director

NEXT MEETING - Tuesday, January 20, 2026 at 6:00 PM

8. ADJOURNMENT

Minutes Taken By: Maggie Buckley

Approved by: _____ Date: _____

Charter Renewal Petition
For the term July 1, 2026 – June 30, 2031

Blue Oak Charter
A K-8 Waldorf-Inspired Charter Public School



Submitted to the Chico Unified School District on Wednesday, January 21, 2026

By

Susan Domenighini, Lead Petitioner

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LETTER OF INTENT

Via Hand Delivery

Chico Unified School District
Board of Education
1163 East Seventh Street
Chico, CA 95928

RE: Formal Application for Charter Renewal for Blue Oak Charter

Dear Members of the Chico Unified School District Board of Education:

As the Executive Director for Blue Oak Charter, I hereby submit the formal renewal charter petition application to the Chico Unified School District ("District Board") for renewal of the Blue Oak Charter's charter renewal petition for a term of five years from July 1, 2026 through June 30, 2031. Blue Oak Charter and I look forward to working with the District Board and Chico Unified School District superintendent and staff during the charter renewal process. Please do not hesitate to contact me at any time, should you have any questions or concerns.

Sincerely,

Susan Domenighini
Executive Director
Blue Oak Charter
A Waldorf-Inspired Charter Public School
450 W. East Avenue
Chico, CA 95926

AFFIRMATIONS AND ~~ASSURANCES~~DECLARATION

As the authorized lead petitioner, I, Susan Domenighini, Lead Petitioner and Executive Director ~~of Blue Oak Charter (“Blue Oak” or the “Charter School”)~~, hereby certify that the information submitted in this charter renewal petition (“Petition”) for renewal of the term of a California public charter school named Blue Oak Charter ~~(“Blue Oak” or the “Charter School”)~~ and located within the boundaries of the Chico Unified School District (“CUSD” or the “District”) is true to the best of my knowledge and belief; ~~I also certify that this Petition does not constitute the conversion of a private school to the status of a charter public school;~~ and further, agree that Blue Oak Charter 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 Section 60605, and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- ~~The Charter School~~Blue Oak Charter School, Incorporated 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(c)(6)]
- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students 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(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the state. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- 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, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").
- 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 the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. ~~Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.~~ [Ref. Education Code Section 47605(l)(1) ~~and 47605.4(a)~~]
- 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(e)(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 adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- 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 educational programs. [Ref. Education Code Section 47605(d)]
- 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 California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act")
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").

- The Charter School shall meet or exceed the legally required minimum number of school days [Ref. Title 5 California Code of Regulations Section 11960].

INTRODUCTION

HISTORY, VISION, MISSION & GOALS

Blue Oak Charter is a tuition-free Waldorf-inspired charter public school that opened in September, 2000 with seventeen children and one teacher. Today, the Charter School supports approximately 200 children and 40 employees, and represents families from all over Chico, Butte County, and the surrounding communities.

Blue Oak brings a formerly private model of educational pedagogy into the public sphere with integrity, purpose, and vision. Engagement of the child is foremost; one of the tenets of Waldorf-inspired education is that it is the job of the teacher, and the lifeblood of the school, to awaken and engage the will of a child. Children at Blue Oak model citizenship, compassion, and excellence in academic and social endeavors while wholly embracing a standards-based curriculum, instruction, and assessment. The curriculum is developmentally appropriate, neurologically sound, integrative and imaginative, and standards-based, with an emphasis on practical skills highly applicable to life in the 21st century.

Blue Oak serves a highly diverse student population which allows the learning community to experience a rich cultural landscape while also presenting an opportunity to meet the instructional needs of a highly heterogeneous student population. This interdisciplinary, whole-child approach to education serves children of all backgrounds with equality and rigor.

Family engagement is another feature that sets Blue Oak apart. Over the last twenty-plus years, Blue Oak's devoted parent community has donated over one million hours as volunteers, working on projects such as building play structures to support a Winter Concert. Families have logged up to 200 hours of parent service per year because they are highly committed to this educational model and its success in the Chico community. It is evident to any parent or teacher involved that the Blue Oak vision is profoundly shaping children's ethical, emotional, social, and intellectual lives. Blue Oak is a model program regarding engagement, pedagogy, and academic excellence for children, teachers, and administrators - one to admire and emulate for years to come. With this Petition, Blue Oak has met the criteria for renewal and, as a middle-performing charter school, a new five-year term. Blue Oak looks forward to the District's endorsement of the Charter School as a choice for families who have consistently shown their support by enrolling their children in this program.

BLUE OAK'S VISION

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

BLUE OAK'S 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 Aims 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 is standards-based
- To prepare children for active and ethical citizenship 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 the program.
- To prepare students to successfully transition to high school as creative and engaged adolescents.
- To develop a lifelong love of learning by honoring daily and seasonal rhythms, as well as by teaching subject matter aligned to students' appropriate developmental stage for learning.
- To enable students 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.

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b)
(Middle Performing)

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified

data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet, or make sufficient progress toward meeting, standards, and closure is in the best interest of the students, as evaluated using the Dashboard and Education Code Section 47607.2(b).

The state indicators for a TK-8 school include the following:

- Academic Performance
 - English Language Arts ("ELA"): grades three through eight
 - Mathematics: grades three through eight
 - English Learner Progress: grades one through eight
- Academic Engagement
 - Chronic Absenteeism: kindergarten through grade eight
- Conditions & Climate
 - Suspension Rate: kindergarten through grade eight

Blue Oak fits into the middle-performing category, as determined by law ~~and verified by the California Department of Education. Blue Oak is eligible and, As demonstrated by the evidence below, Blue Oak meets the criteria for charter renewal and which, for middle performing schools, is eligible~~ for a renewal term of five years.

For middle-performing charter schools, Education Code Section 47607.2(b) mandates the District consider the performance, schoolwide and for all student subgroups, of Blue Oak on the state and local indicators on the Dashboard. The District shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress ("CAASPP") English Language Arts and math assessments and the English Learner Progress Indicator ("ELPI"). With fewer than eleven eligible English Learners, Blue Oak has not received an ELPI performance level on the Dashboard.

Below, Blue Oak documents its performance on the Dashboard, in support of renewal of this Petition and a new five-year charter term. Data is provided below to demonstrate the Charter School is in the middle performing category, based on its performance on the 2024 and 2025 Dashboards. The middle performing category is the default category that all charter schools are placed in, unless they meet the criteria for either low performing or high performing. The data provided in this section shows that Blue Oak does not meet the criteria for low performing and thus remains in the middle performing category. Blue Oak also does not meet the criteria for high performing, but that analysis is not conducted below.

Education Code Section 47607.2 outlines the two criteria that would qualify a charter school as low performing. The first criterion is, “The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the Dashboard for which it receives performance levels.” The two lowest performance levels on the Dashboard are the colors Orange and Red. Below are the colors earned by Blue Oak on the 2024 and 2025 Dashboard.

Blue Oak’s 2024 and 2025 Dashboard Colors

Dashboard Indicator	2024 Color	2025 Color
ELA	Orange	Yellow
Math	Orange	Orange
Science	N/A	Yellow
Chronic Absenteeism	Yellow	Red
Suspension Rate	Orange	Orange

As shown above, Blue Oak did not receive the lowest two performance levels on the Dashboard for each indicator where it received a color over the last two years. Blue Oak received a performance level of Yellow on Chronic Absenteeism in 2024 and two additional Yellows, in ELA and Science, in 2025. Therefore, the criterion cited above for qualifying a school as low performing does not apply to Blue Oak.

The second criterion that would qualify a school as low performing is also outlined in Education Code Section 47607.2 and reads, in part, “For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.”

As noted, measures of academic performance are: ELA DFS and Math DFS. Below are the results earned by student groups “performing statewide below the state average in each respective year” at Blue Oak on the 2024 and 2025 Dashboard on the academic indicators in comparison to the state average.

2025 Student Group Performance Comparison: ELA

Indicator	Subgroup	Blue Oak	California	Blue Oak above or below CA?
ELA	Hispanic	-34.7	-33.7	Below
	Socioeconomically Disadvantaged	-52.6	-35.3	Below

Both applicable student groups at Blue Oak scored lower than the corresponding state average achieved by these student groups for ELA DFS in 2025.

2025 Student Group Performance Comparison: Math

Indicator	Subgroup	Blue Oak	California	Blue Oak above or below CA?
Math	Hispanic	-64.5	-73.6	Above
	Socioeconomically Disadvantaged	-67.5	-72.9	Above

Both applicable student groups at Blue Oak scored higher than the corresponding state average achieved by these student groups for math DFS in 2025.

2024 Student Group Performance Comparison: ELA

Indicator	Subgroup	Blue Oak	California	Blue Oak above or below CA?
ELA	Hispanic	-92.9	-39.3	Below
	Socioeconomically Disadvantaged	-54.3	-40.9	Below

Both applicable student groups at Blue Oak scored lower than the corresponding state average achieved by these student groups for ELA DFS in 2024.

2024 Student Group Performance Comparison: Math

Indicator	Subgroup	Blue Oak	California	Blue Oak above or below CA?
Math	Hispanic	-97.2	-79.2	Below
	Socioeconomically Disadvantaged	-71.1	-78.2	Above

One applicable student group at Blue Oak scored lower than the corresponding state average achieved by this student group and one applicable student group at Blue Oak scored higher than the corresponding state average achieved by this student group. Given this even split, there was not a majority of student groups scoring either above or below the state average for math DFS in 2024.

As shown above, Blue Oak did not meet the second criterion for the low performing category, which states, “a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.” In 2025 a majority of applicable student groups performed above the state average in math. Likewise, in 2024 one half (50%) of student groups performed above the state average and one half performed below the state average, meaning that a majority did not perform below the state average.

Given the results achieved by Blue Oak in relation to this second criteria, Blue Oak does not qualify as low performing and is therefore a middle performing charter school.

2024 and 2025 Dashboard Local Indicators

Local Indicator	2024	2025
Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met
Parent and Family Engagement	Standard Met	Standard Met
Local Climate Survey	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met

As demonstrated above, the Charter School met standards for all local indicators for the past two years.

FINDINGS SUPPORTING RENEWAL

As noted, Blue Oak is a middle performing charter school with a strong educational model and the Charter School has met the criteria for renewal. Below is the state's charter renewal criteria, using **E**ducation **C**ode language adjusted to be worded in the positive, and a summary of how Blue Oak has met each requirement. These accomplishments are also further detailed in later sections of the Petition.

- **The Charter School has presented a sound educational program.**
 - Elements 1, 2 and 3 of the Petition, as well as Blue Oak's Local Control and Accountability Plan ("LCAP"), which is provided in the Appendix, all outline the Charter School's educational program, measurable pupil outcomes and methods of measurement. These elements demonstrate the Charter School's model is rooted in best practices, holds students and staff to high expectations, consistently measures progress toward established outcomes, and provides opportunities for adjustments to ensure outcomes are achieved.
- **The Charter School has shown it is demonstrably likely to successfully implement the proposed educational program.**
 - The student outcomes shared here and the educational program detailed in Element 1 of the Petition demonstrate Blue Oak has been, and will continue, successfully implementing a sound educational program.
 - Petition Elements 1-15 demonstrate Blue Oak proposes to continue implementing the successful program, while also making adjustments to increase program effectiveness.

- **The Charter School is serving all students who wish to attend.**
 - Blue Oak serves a diverse student population reflective of the demographics of the District and the diversity of the Chico community.
 - Blue Oak is open to all students and accepts all students who apply, provided space is available at the applicable grade level.
 - A public random drawing is used to select students when there are more applicants than available spaces.

- **The Charter School’s petition is reasonably comprehensive.**
 - The Charter School will continue to benefit students and families residing in the District and surrounding communities by providing a strong educational option for children, as described in this Petition.
 - As required, the Petition contains reasonably comprehensive descriptions for each required element. It fully describes the educational program, illustrating how the Charter School will continue to meet its measurable student outcomes described herein and in the Appendix.
 - The Petition underwent a thorough review by outside legal counsel from the Law Offices of Young, Minney and Corr, LLP (“YMC”). YMC reviews and prepares charter petitions across the state and they are considered some of the foremost experts on charter school law.

- **The Charter School satisfies the academic renewal criteria for a presumptive five-year renewal.**
 - Based on the most recent two years of Dashboard data (2024 and 2025 Dashboards) the Charter School is placed into the middle performing category, as determined by law, and meets the criterion for charter renewal. Renewal terms for middle performing charter schools are for five years.

CONCLUSION

Based on the accomplishments and results shared above and throughout this Petition, as well as sustained, strong community interest and support, the Charter School, in accordance with the Charter Schools Act of 1992 (“CSA”), hereby petitions the District Board for renewal of the charter term for Blue Oak Charter.

This Petition provides clear evidence that Blue Oak has exceeded the charter renewal criteria set forth in Education Code Sections 47607 and 47607.2 and offers a strong educational program. In addition, this Petition and its appendices further demonstrate the Charter School is operationally, as well as fiscally sound, and is in compliance with all relevant laws and regulations.

In this Petition, along with a long track record of strong results, the Charter School has presented the case for continuing Blue Oak’s mission and furthering its ultimate purpose – ensuring student achievement at and beyond the Charter School. Accordingly, Blue Oak has

met the criteria for a charter renewal term of five years, ~~which will be for a five-year renewal term~~ pursuant to Education Code Section 47607.2(b).

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(~~cb~~)(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(~~cb~~)(5)(A)(ii).

EDUCATIONAL PROGRAM OVERVIEW

The aim of Blue Oak Charter is to bring to the Chico community and surrounding areas a unique 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. Blue Oak acknowledges the uniqueness of each individual and supports the full development of each child's potential. At Blue Oak, academic subjects stimulate the intellect. Artistic activity, music, and the teaching of communication and interpersonal skills nurture healthy emotional growth. Children participate in conscious, daily activities and tasks that strengthen their motor skills and bolster their self-esteem. They work in groups, 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 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 aligned to the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Standards, English Language Development (“ELD”) Standards, and ~~any other applicable~~ the remaining sState Content standards (hereinafter, collectively “State 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.

Blue Oak's teaching approach supports the aims of imparting meaningful understanding, critical thinking skills, imagination, self-reliance, confidence and responsibility, while fostering respect for the social and natural worlds. Blue Oak knows 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. The 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.

WHOM THE SCHOOL INTENDS TO EDUCATE

Blue Oak strives to create and maintain a student population representative of Chico's diversity. The Charter School fosters an educational atmosphere in which cultural, racial, ethnic, and socioeconomic diversity, as well as home languages and religious differences, are respected and celebrated.

As shown above, while overall enrollment has decreased over the last five years, Blue Oak increased its diversity as enrollment in several student groups, specifically those that have been traditionally underserved, has increased dramatically since 2020. Blue Oak has seen an increase, including several significant increases, in the percentages of its student population identified as: English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged students, and Students with Disabilities. In addition, while the percentage of students identifying as White has decreased, increases have been observed with the following racial and ethnic student groups: Asian, Filipino, Hispanic or Latino, and Two or More Races.

Comparison of 2024-25 Demographics

Subgroup	Blue Oak	District	Butte County	California
Black or African American	1.4%	2.2%	1.9%	4.9%
Asian	1.8%	4.9%	6.5%	10.1%
Filipino	0.9%	0.3%	0.3%	2.2%
Hispanic or Latino	27.4%	27.5%	27.4%	56.1%
White	52.5%	52.8%	52.1%	20%
Two or More Races	13.2%	7.5%	7.9%	4.8%
English Learners	4.1%	5.6%	6.5%	17.4%
Foster Youth	0.9%	0.5%	0.5%	0.5%
Homeless Youth	5.5%	5.5%	4.8%	4%
Socioeconomically Disadvantaged	66.2%	52.1%	62.1%	63.6%
Students with Disabilities	16.9%	14.8%	15.3%	14.2%

When looking at Blue Oak's demographics for the 2024-25 school year in comparison to the District, Butte County, and the state, Blue Oak is serving a diverse student body that is representative of the District, Chico and the surrounding community. Looking at racial and ethnic students groups, the Charter School shows parity with the District in diversity. When looking at subgroups in comparison with the District, the Charter School shows an overrepresentation of Foster Youth, Homeless Youth, Socioeconomically Disadvantaged students and Students with Disabilities.

Blue Oak intends to continue to serve a diverse student population in its upcoming charter term, one that remains representative of the District and community surrounding the Charter School. Surveys done show parents and families choose Blue Oak to give them an experience that is developmentally appropriate, understands the importance of movement, music, art, critical thinking, community, emotional and social skills. Blue Oak families are also looking for a program that promotes multiculturalism, diversity, and inclusiveness in all endeavors, as well as a school that encourages social responsibility and respect for the natural world,

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.

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 Blue Oak's students when they move into the larger world. The following categories reflect the ways in which Blue Oak defines an educated person.

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, as well as explore new options if approaches don't work. This often entails working well with diverse populations to make reasoned, ethical decisions, and to 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.

Technologically Competent and Balanced: An understanding and ability to use technology resources in an appropriate and effective manner.

Lifelong Learning: The qualities listed above culminate in an enthusiastic lifelong learner. Blue Oak envisions the 21st century student to be joyful, confident, self-motivated, aware, inquisitive, resourceful, and persistent, with the ability to thrive in an ever-changing world.

HOW LEARNING BEST OCCURS

Learning best occurs in an environment that engages the whole child provided within a supportive community. Blue Oak's Waldorf-inspired instructional model recognizes the importance of a child's developmental stages and of an integrated academic curriculum including artistic, interactive, creative, and stimulating environment. Blue Oak focuses on the individual strengths of each student, developing long term relationships with students and families, and encourages cooperation over competition.

UNIQUE ASPECTS OF BLUE OAK'S EDUCATIONAL PROGRAM

Blue Oak's curriculum is founded on the understanding there are distinct developmental stages during childhood. The curriculum is carefully designed to honor these developmental stages and ensure students can achieve healthy emotional and intellectual growth as they progress through the grades. The curriculum includes a focus on the following:

1. Commitment to Developing the Whole Child

- **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 at Blue Oak. Teachers form 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, and handwork. These subjects help develop the diversity of skills necessary for a well-rounded education.
- 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. 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, while also providing age-appropriate scaffolding for academic content and inspiring students to engage with the curriculum. Actively building a child’s imagination in such ways lays the foundation from which 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 as well as

forges strong student-teacher and parent-teacher relationships. Teachers loop from grades 1-5, allowing for the maturity of the student and strengthening the teacher's connection to the curriculum. In the middle school years (grades 6-8) the role of the 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 subjects and areas of focus.

- Home Visits – Kindergarten and new to class elementary 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 are hosted by Blue Oak's Parent Council and by the Charter School's administration. Parent meetings, which are held during the school year, cover information about the grade level, class, and curriculum, as well as often including an overview of the developmental growth of the child during the current year and how the curriculum meets the student.

4. The Main Lesson

- Main Lesson – Daily lessons delivered by teachers allows for in-depth subject study as detailed in the Waldorf curriculum and integrated with the State 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 the State Standards, can be referenced in the Appendix. Curriculum information for all grades is outlined later in this element.

5. Embedding Art and Music in Curricular Activities

- Art and music are embedded into each day's activities, ensuring all students have daily exposure to the arts. All students participate in visual and performing

arts several times a week, which develops perseverance and students' full artistic expression.

- Singing – Beginning in Transitional Kindergarten (“TK”) and continuing through all grades, students sing to build unity as a class and to deepen their connection to the 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 first grade students are introduced to the study of multiple instruments, including various sizes and styles of recorders and stringed instruments, depending on the teacher’s experience. Currently in middle school there is an option to pursue band, choir, or orchestra. These are subject to change based on the instructor and student input. Instrument work and music participation 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-stitch, sewing, and woodwork mirror the complex problem-solving capacities developing in the adolescent child.
- Performing Arts –Each year students in grades one through eight perform in a class play or public performance. Currently two concerts a year showcase the musical talents of children in grades two through eight.

6. Experiential “Play Based” Transitional Kindergarten/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. Rhythm Guides Instruction and 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, teachers move children 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 Blue Oak's 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.

CURRICULUM AND INSTRUCTIONAL DESIGN

MATH/ENGLISH LANGUAGE ARTS

Through the use of mathematics curriculum, English Language Arts curriculum and Waldorf pedagogy, students master the ~~California~~ State Standards, at their grade level. Teachers practice differentiation so all students have access to learning and are consistently challenged. With special attention placed upon students developing a growth mindset teachers create opportunities for all students to feel successful and meet individual goals.

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, where physical growth is the focus and imitation is the primary learning modality. 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 (zero to seven years old) to dreaming and imaginative picture-filled cognition (seven to fourteen years old), to awake and capable of independent critical thinking and self-direction as young adults (fourteen to twenty-one 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 demonstrate the first developmental stage is coming to an end. Beginning around the age of seven, 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, the primary learning mode shifts to a new and powerful learning tool: 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 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 told by the teacher leave the child 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, in turn helping them create rich images internally. When strong feelings are attached to lessons, the content is owned and stored in long-term memory. This ~~is in contrast to~~ contrasts with stale repetition of 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 image-based approach to learning continues. Each year's thematic instruction is intentionally based upon human development. Human development provides a map for the curriculum, as it mirrors the children's unfolding abilities and meets their emerging interests.

OVERVIEW OF CURRENT GRADE LEVEL CURRICULUM TOPICS AND INSTRUCTION

TK/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; beeswax modeling; crayon drawing; sewing; origami; singing; folk dancing; 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 (two through twelve); 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 (two through twelve); measurement (weight, length, liquid volume, money, time); two by two- or three-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 the garden; cooking with food from the 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; 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 the 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; the violin, 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; 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, Persia, Mesopotamia, Egypt, and 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 trips for nature, botanicals, and Pentathlon Greek Games

Sixth Grade

- Mathematics: Euclidean geometric construction with compass and straightedge (5, 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
- 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; Outdoor science camp; The Medieval Games field trip; 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); the opportunity to take accelerated math
- 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); state aligned math curriculum; the opportunity to take accelerated math
- 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; 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

READING DISCOVERY

Reading Discovery is a small-group, leveled reading program for second and third graders. Teachers and group leaders follow a common lesson plan format with emphasis placed on fluency, comprehension, grade-level phonics, and the English Language Arts CCSS. Students are formatively assessed at the beginning of each semester for grade-level basic phonics skills and 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 current level for daily at-home practice. A 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.

CURRENT SPECIALTY PROGRAMS

MUSIC: VOCAL AND INSTRUMENTATION

First through Third Grade

Students learn a variety of songs and music games throughout their classroom day. Music begins with a pentatonic format moving towards diatonic soprano. Songs are utilized for singing, dancing, games, classroom movement through the halls, and a number of other pedagogical structures. By third grade students are advancing in their understanding of music into partner

songs, rounds and canons. They are introduced to standard western musical notation, reading and writing.

Fourth Grade

Fourth graders continue to sing throughout their classroom day, moving toward three or four part rounds and harmony. Music is drawn from folkways around the world, and may also tie directly to the 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 begin formal instruction on the violin at the beginning of the year. Initially, instruction is aural and does not include written sheet music. Students learn about the parts of the violin through stories told by the teacher (such as The Land of Staff and Appletonia the A String) and begin a music main lesson book used through fifth grade. Traditionally, fourth graders do not participate in the Winter Concert but they have their first strings performance during the Spring Concert.

Fifth Grade

Drawing on previous grades' music theory, an emphasis begins to be placed on the utilization of sight-reading. Minor keys and Gregorian Modes are introduced both in recorder music and singing. Students 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 they are studying.

Violin: Fifth grade violin students continue violin instruction with much more emphasis placed on music theory. They have sheet music and play in both an orchestral setting and in smaller levelled cohorts.

Sixth Through Eighth Grade

Middle School students continue to sing in a variety of components of their school day, and deepen their studies of multipart music, both instrumentally and orally. Music theory studies continue and develop more complexity. Music choices often align with their curricula, such as Gregorian chants, medieval European tunes, Roman marching, Renaissance, and the songs of the African American Slave. Songs are also chosen to meet their adolescent need for challenge and variety.

Middle School Music Program

The middle school music program currently has four main classes: choir, orchestra, music appreciation, and projects. These options shift slightly from semester to semester to

accommodate the current schedule and student interest. Students choose which class they want to attend each semester. Student voice is an important part of defining the music program and is designed to adjust to the needs and interests of the student within established parameters.

Orchestra

Orchestra is for all string instrument levels, including violin, cello, and occasionally piano. The teacher and students collaborate on music played, but mainly the students choose the music. Music is offered at different levels so beginners can play the same song along with advanced students. Occasionally, there are smaller chamber groups that learn specific music on their own.

Music Appreciation

This class is a relaxing reset while listening to various kinds of music. Students are instructed in ways to regulate and meditate while listening to music. Yoga mats, paper and pencils, and meditation cushions are provided.

Music Projects

This class is for students who want to learn an instrument, explore a genre of music, or do an art project that incorporates music. Some options are: beginning violin or cello, beginning piano, and band instruments. The student and teacher discuss what the semester-long subject will be and what the culminating project will look like. Sometimes it is a solo at the semester's end concert, or it could also be an art piece that is in conversation with a piece of music. Students are very creative with this music class option.

Choir

Choir is all about student-driven singing - students choose all the music they sing! Songs often incorporate the seasons and historical themes. Most music has multiple parts but is sung in unison.

MOVEMENT & GAMES

First through Third Grade

Students learn how to move safely within space using a variety of locomotor skills as they engage in tagging games, ball games, and group play. They demonstrate the use of those skills moving throughout different pathways and obstacles. Manipulative exercises require crossing one's midline, strengthening the bilateral integration of the right and left hemispheres of the brain. Movement supports children to practice being calm and prepared for learning. It also encourages the foundation of motor skill development, hand-eye coordination and dexterity.

Fourth 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. Students spend a number of weeks training for the Pentathlon. They are taught discus, Greek wrestling, sprint and distance running, and long jump, all for that competition. Students also embark on the journey of Fitnessgram in preparation for the state's Physical Fitness Test, required for fifth graders.

Sixth Grade

Sixth graders dive deeper into invasion games. The enhanced complexity of these games requires students to use clear communication and specific feedback to teammates regarding skill and strategy. Students spend a number of weeks training for the Medieval Games. They are taught: archery, agility, and cooperative work in order to prepare them for participation in the Medieval Games. Participation in Fitnessgram continues in sixth grade. The individualization of the program encourages students to track their personal growth with each grade and over years.

Seventh Grade and Eighth Grade

Team sports are introduced in seventh grade and continue in eighth. Students participate in a variety of block studies that may include ultimate disc, badminton, and volleyball. Team sports requires students to develop skill proficiency, learn the rules of team sports, cultivate strategy, and focus on team cooperation. Students participate in skill assessments, learning to assess self and peers based on similar skill-related criteria. Participation in Fitnessgram to fulfill state testing requirements continues in seventh grade. The individualization of the program encourages students to track their personal growth with each grade and over years. Student assessments also become more rigorous, aiming to reach both state and national benchmarks. Afterschool competitive teams in basketball, volleyball, cross country and track are available to further develop and enhance skills.

HANDWORK

Handwork develops individual expression, social skills, collaborative planning, manual dexterity, and applied math. Projects relate back to classroom learning when possible, such as the development of the sewing machine during the industrial revolution.

First through Fifth Grade

Students are introduced to basic woodworking through making their own knitting needles. Simple knitting projects are executed, improving eye tracking and fine motor skills. Basic math skills are engaged and developed in order to successfully finish a project. Students learn to crochet in second grade. Projects become more complex and students make individual choices on projects, develop dexterity, learn pattern design, pattern reading, and explore the quality and sources of materials.

Sixth Through Eighth Grade

Projects and skills continue to develop in complexity. Geometric applications, careful measurement, surface manipulation, anatomical and other propions, fabric dying, use of the sewing machine are all incorporated. By eighth grade students are developing career technical skills through handwork as well as engaging in collaborative decision making and project planning.

ENGINEERING

Students in grades six through eight work collaboratively in teams to design projects. In line with history, they may make 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. In geology, students engineer working volcano models, In conjunction with the study of simple machines, students create a Rube Goldberg project.

PLAN FOR STUDENTS WHO ARE ACHIEVING BELOW GRADE LEVEL

Blue Oak responds to the personal and academic needs of each child, identifies and serves those who are achieving below grade level. The Charter School's student/staff ratios and looping model allow educators to develop special sensitivity towards individual student needs and backgrounds. Some students will invariably need additional academic or individual support. Blue Oak has developed a plan for students achieving below grade level that is modeled after the Multi-Tiered System of Supports ("MTSS") framework. Blue Oak's aim is to meet the needs of all students through this framework.

UNIVERSAL SUPPORT (Tier 1)

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 utilize common supports such as placement in the classroom, effective routines, positive reinforcements, social emotional learning, and student check-ins. Teachers are trained to address the different learning styles of their students.

SUPPLEMENTAL SUPPORT (Tier 2)

Students falling below the class average on local assessments or are below Level 3, Standard Met, on state assessments for ELA and math are further evaluated to determine need for additional support. Beyond academic performance, teachers look for other signals of need, as there are many factors that affect a student's performance. The Leadership Team, made up of intervention faculty, the Executive Director, Special Education teachers, classroom teachers, and the School Counselor, reviews schoolwide data and works with 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 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
- 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
- Before and After school academic support through Extended Learning

If the teacher, in collaboration with the Leadership Team does not see significant progress a Student Success Team ("SST") meeting is called. The SST explores all 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 Individualized Education Programs ("IEP") assessment, should general education strategies prove unsuccessful. 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 support and interventions. This may also include a referral to counseling.

PLAN FOR STUDENTS WHO ARE ACHIEVING ABOVE GRADE LEVEL

The curriculum inspired by Waldorf education is, by nature, interdisciplinary. Rigorous academic learning is augmented with 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 inspired by Waldorf education, Blue Oak's plan for students who are achieving above grade level includes:

- Differentiated instruction in areas such 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 during other classroom activities. Extra credit problems and projects may be given to more advanced students.
- Accelerated math program in middle school grades: Beginning in 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 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.
- Teachers provide academic and artistic leadership opportunities for students, such as: assisting their peers with math, grammar, and other academic subjects; leadership of group academic projects; and leadership of groups performing singing and recorder parts.
- Eighth grade student projects (required for all students) allow students achieving above grade level to select a subject of interest for in-depth research and reporting.

Summary of Blue Oak's Levels of Academic Support

The below table provides a summary of the support provided to students at Blue Oak, including students who are achieving below grade level and those who are achieving above grade level.

Group	Strategies/Interventions	Benchmarks
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<p>Exceeding Standard (further addressed below this table)</p>	<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 	<p>SBAC Standard Exceeded</p> <p>Main Lesson Portfolio 2.75+</p> <p>Report Card Average 2.75+</p>
<p>Meeting Standard</p>	<ul style="list-style-type: none"> ● High-quality instruction ● Regular assessments ● Regular benchmarks ● Supported flexible math groupings ● Leadership opportunities 	<p>SBAC Standard Met</p> <p>Main Lesson Portfolio 2.5</p> <p>Report Card Average 2.5</p> <p>Local formative assessments at standard</p>
<p>All strategies above applied to levels below</p>		
<p>Nearing Standard</p>	<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 	<p>SBAC Standard Nearly Met</p> <p>Main Lesson Portfolio Score 2.0</p> <p>Report Card Average 2.0</p> <p>Local formative assessments below standard</p>

	<p>integration activities</p> <ul style="list-style-type: none"> ● Modified class work, extra lessons or extended learning opportunities ● Additional parent/teacher communication or partnerships 	
<p>Not Yet Meeting Standard</p>	<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, curriculum, or instruction ● 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 	<p>SBAC Standard Not Met</p> <p>Main Lesson Portfolio Score 1.5</p> <p>Report Card Average 1.5</p> <p>Local formative assessments below standard</p>

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PLAN FOR ENGLISH LEARNERS

Blue Oak will meet all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at risk of becoming long-term English Learners, 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 requirements. 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 a California public~~the Charter~~ School (on enrollment forms). This form is required for students for whom Blue Oak is their first public school in the state of California.

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 are 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. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

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.

Parents will be notified of the Charter School's responsibility for ELPAC testing and for providing ELPAC results within thirty days of receiving results from the 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 a 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 Learners. All faculty will meet as needed to discuss scaffolding options for ELs. English Learners benefit from the use of Specially Designed Academic Instruction in English ("SDAIE") instructional methods and second language acquisition. Blue Oak makes provisions within classrooms to integrate ELD to bring students up to the level necessary for their sustained development and achievement. School-wide professional development of certificated teachers supports ELs. Blue Oak's intervention staff are designated and trained to deliver integrated and designated ELD, and provide individual assessment and planning for each qualified student.

The curriculum training, inspired by Waldorf education, that 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 via integrated ELD and 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 via designated ELD as well as language support in their classroom curriculum.

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.

PLAN FOR SPECIAL EDUCATION

The Charter School is committed to high levels of academic success for all students, including students with disabilities. The Charter School complies with all applicable State and Federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and ~~the~~ IDEA.

Currently the Charter School has joined the El Dorado County Charter Special Education Local Plan Area ("SELPA") and complies with all state and federal laws related to the provision of special education instruction and related services, and follows all SELPA policies and procedures. The Charter School will participate in the state's quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan).

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities used by the Charter School are accessible to all students with disabilities and will provide instruction in a safe environment.

The Charter School may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Services for Students Under the IDEA

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices

of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures in seeking out, identifying and serving students who may qualify for special education programs and services; in responding to record requests and parent complaints; and in maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations, including those imposed by applicable law.

Identification and Referral for Assessment

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 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 general education program have been considered and, where appropriate, utilized.

A referral may also be made by a parent, guardian, foster parent, teacher or other service provider of the student, consistent with the limitations contained in Federal law. The referral process includes an examination of pre-screening data (e.g. test scores, teacher observations, grades, response to initial interventions) as well as SST results and observations. If the SST concludes assessment is warranted, the Charter School will obtain written permission from the student's parent or legal guardian prior to providing a formal assessment.

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 Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

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 the Education Code and the IDEA. Charter School staff may participate in District or SELPA in-service training relating to special education.

The Charter School 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. The Charter School shall ensure that all special education staff hired or contracted by the Charter School are qualified pursuant to SELPA policies, as well as meet all applicable legal requirements. The Charter School 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.

The Charter School employs its own Education Specialist(s) who work closely with classroom teachers to make sure each student is receiving access to the core curriculum and that their accommodations and modifications are being met in the classroom. Education Specialists coordinate IEPs and the corresponding services to those students. Also, currently employed are full and part time staff, including: instructional aides, a school psychologist, an Occupational Therapist, a speech language therapist, and a school nurse.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools implementing special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Development and Implementation of IEPs

The Charter School understands decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the 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 SELPA, as well as of state and federal law.

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Each student who is referred for formal assessment will have an IEP that documents assessment results and determines eligibility for education services. If the student is eligible for services, the Charter School will provide those services in accordance with the student's IEP. These services will be provided in the least restrictive environment ("LRE").

The Charter School shall arrange for and provide the required notice of any IEP meetings. IEP team membership shall be in compliance with state and federal law. Every student at the Charter School with an IEP will have an IEP team who oversees the implementation of the IEP and monitors its progress. The Charter School shall be responsible for having the following

individuals in attendance at the IEP meetings: the Principal 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 general education classroom; the student, if appropriate; a parent or guardian; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School 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, Education Specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

If required, the Charter School will provide an interpreter in person or through an interpretation service on the computer to ensure non-English speaking families understand and can fully participate in the process.

IEP Review

An IEP review will be performed in accordance with state and federal law, meeting at least once a year to ensure IEP goals are being met.

Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the state, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the student's parent or guardian, until the Charter School conducts an

assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate, that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

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 their 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 adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

Plan for Serving Students Under 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. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Principal, or designee, 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, those evaluations may be used to help determine eligibility under Section 504.

The student evaluation shall be carried out by the 504 team, which 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 including 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 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 notice of 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 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 teachers include 504 Plans with lesson plans for short-term substitutes, and that teachers 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 per year to determine the appropriateness of the 504 Plan, needed modifications to the plan, and continued eligibility.

INDEPENDENT STUDY

Blue Oak shall offer an 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 personalized learning is not an alternative curriculum and the Charter School must provide as comprehensive a program as the student would receive if attending the site-based program. Independent study is 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.

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(C)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned 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 numerically significant student groups. The metrics associated with these goals help the Charter School ensure these specific student subgroups are making satisfactory progress, and are provided with necessary additional support 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 the Appendix and on the Blue Oak 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 charter term 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. Blue Oak shall also present a report on the annual update to the LCAP and the local control funding formula budget overview to parents as part of a nonconsent item at a regularly scheduled Board meeting on or before February 28 of each year.

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.
~~lease see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element 2 of the Petition for a description of the Charter School's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve these goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).~~

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 ~~pupil subgroups~~groups of pupils served by the charter school, as that term is defined in ~~subparagraph (B) of paragraph (3) of subdivision (a) of Section 5205247607~~. 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(c)(5)(B).

and--

Governing Law: The method by which pupil progress is to be measured in meeting those pupil outcomes. 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(c)(5)(C).

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

Pursuant to Education Code Sections 47605(~~cb~~)(5)(A)(ii) and 47605(~~cb~~)(5)(B), and as addressed in Element 1, a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each student subgroup, ~~which address and aligned~~ 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 numerically significant student groups. The metrics associated with these goals help the Charter School ensure these specific student subgroups are making satisfactory progress, and are provided with necessary additional support made possible by additional funds from the Local Control Funding Formula.

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part of a nonconsent item at a regularly scheduled Board meeting on or before February 28 of each year.

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.

METHODS OF ASSESSMENT

Blue Oak will assess its students in each core academic skill area 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).

Blue Oak administers a variety of meaningful assessments to document and analyze student academic progress over time. Student achievement data gathered through internal and external assessments allows teachers to modify classroom instruction in response to student outcomes and for the Charter School to alter its program to best address student needs.

Blue Oak complies with all regulations, reporting, and processes associated with the state's LCAP under the Local Control Funding Formula.

The Charter School affirms that, to the extent practicable, its methods for measuring pupil outcomes for the Eight State Priorities, as described in its LCAP, shall be consistent with the way information is reported on the School Accountability Report Card ("SARC") as required by Education Code Section 47605(c)(5)(C). The annual SARC is a public document, posted on the Charter School's website, and is made available to parents and the community, and the District. The Charter School shall use the information compiled in its performance reports and its SARC to evaluate and improve upon its educational programming as necessary.

Mandated State Assessments

As required by state law, Blue Oak will meet all statewide standards and conduct the state pupil assessments required pursuant to Education Code Sections 60605 and 60851, including the CAASPP tests and other mandated state assessments. Blue Oak will administer tests that are required by grade level, including the CAASPP, the CAST, the ELPAC, and the California Physical Fitness test in grades 5 and 7. CAASPP test results will be one of multiple assessment methods used to document and monitor student performance and assessment.

Individual scores for state tests are sent home as required. Parents may make an appointment to discuss individual student results with school staff.