

Blue Oak Charter

School Accountability Report Card Reported Using Data from 2012–13 School Year *Published During 2013–14*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

- This report has been compiled by **Multiple Measures, LLC** (<http://www.multiplemeasures.com>).
- The data were acquired from both the school and the CDE (<http://www.cde.ca.gov/ta/ac/sa/>).
- A single asterisk in a cell (*) means that the size of the group was numerically insignificant.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP], test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the *2012–13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information (School Year 2013–14)

District Name	Chico Unified
Phone Number	(530) 891-3000
Web Site	www.chicousd.org
Superintendent	Kelly Staley
E-mail Address	mmclean@chicousd.org

School Contact Information (School Year 2013–14)

School Name	Blue Oak Charter
Street	450 West East Ave.
City, State, Zip	Chico, CA 95926
Phone Number	(530) 879-7483
Principal	Nathan Rose, Executive Director
E-mail Address	nathan@blueoakcharterschool.org
County-District-School (CDS) Code	04614246119523

School Description and Mission Statement (School Year 2012-13)

Blue Oak Charter School is located on the Northeast side of Chico, approximately 90 miles North of Sacramento in California's fertile Central Valley. Blue Oak Charter School served children from 7 communities throughout Butte County, during the 2011-2012 school year. Blue Oak Charter School enrolled approximately 400 students following a traditional school year schedule. The agency authorizing Blue Oak's charter for 2011-12 was Chico Unified School District.

Blue Oak Charter School is committed to the education of the whole child through a comprehensive curriculum, active learning and integration of the arts while acknowledging the uniqueness of each individual and supporting the full development of each child's potential. Blue Oak Charter School's curriculum and teaching method offer an inspirational and disciplined approach in which traditional teaching methods are bolstered by a teaching style emphasizing creative enthusiasm and lessons that stress the significance of human achievement. This approach encourages critical thinking skills, intellectual curiosity, creative imagination, social responsibility, and initiative in the student. Our goal is that young adults will emerge with both the self-confidence to impart direction and purpose to their lives and a lifelong love of learning.

Blue Oak Charter School is inspired by Waldorf pedagogy and other methods that successfully fulfill the goal of educating the whole child. Intellectual development, social and emotional development, and fine/large motor skill development all contribute to a child's healthy growth process. The effectiveness of the BOCS approach lies in the California content standards-based subject matter, which celebrates the diverse forms of human achievement across cultures, and by how this curriculum is presented to the students. A daily rhythm of kinesthetic exercises throughout the eight grades fosters the neurological development of the child. In addition, this educational approach nurtures the imagination in the early years, gradually building a firm creative and values-based foundation for the more abstract thinking required of the student in the middle grades. Blue Oak Charter School continues to provide a choice for parents in the Chico community who seek a standards-based education for their children that honors and nurtures the rhythms and capacities of natural child development.

School Vision

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

School Mission

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

Opportunities for Parental Involvement (School Year 2012-13)

Parent participation is strongly encouraged and is necessary to the successful education of all children at Blue Oak Charter School. It is well known that when parents are involved with their child's school, the child has a better school experience and outcome. In addition, an important aspect of Waldorf education is that children learn through imitation of the nurturing adults around them. When children see parents and teachers working together in the classroom, the gardens, and at school meetings and festivals, children learn directly the values of group cooperation, dedication, problem-solving and hard work. In addition to providing this healthy example to our children, parent participation is integral to various aspects of the school curriculum including handwork, gardening, cooking, and reading. Parent participation is necessary in order to envision, develop and maintain a naturally beautiful environment for the children, both in and out of the classroom. Parent involvement also provides opportunities to increase understanding of the Waldorf Methods curriculum.

Parents are encouraged to become active members of the Parent Council, various school committees and may serve on our Charter Council. These are wonderful opportunities to get to know other Waldorf families and enjoy the camaraderie of working together for a common purpose. We expect parents to contribute 50 hours per school year.

There are numerous opportunities for parent involvement including:

*Parent Council
Advisory Committees
Charter Council
Classroom and Office Volunteering
Pizza Day
Bagel Wednesday
Chaperoning Field Trips
Supervision
Fundraising
Gardening
School Tours
Festivals (Harvest, Winter, Spring and May Faire)
Start of School Clean Up Day*

III. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	46%	no data	no data	49%	49%	50%	54%	56%	55%
Mathematics	40%	no data	no data	37%	34%	33%	49%	50%	50%
Science	45%	no data	no data	47%	52%	49%	57%	60%	59%
History-Social Science	50%	no data	no data	32%	32%	40%	48%	49%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58%	52%	67%	58%
All Students at the School	51%	46%	69%	37%
Male	47%	50%	61%	43%
Female	54%	43%	76%	31%
Black or African American	no data	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data	no data
Asian	no data	no data	no data	no data
Filipino	no data	no data	no data	no data
Hispanic or Latino	33%	33%	no data	no data
Native Hawaiian/Pacific Islander	no data	no data	no data	no data
White	55%	49%	71%	30%
Two or More Races	57%	61%	no data	no data
Socioeconomically Disadvantaged	46%	46%	66%	25%
English Learners	no data	no data	no data	no data
Students with Disabilities	57%	42%	no data	no data
Students Receiving Migrant Education Services	no data	no data	no data	no data

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.4%	21.4%	33.9%
7	16.7%	5.6%	22.2%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	2	1	4
Similar Schools	1	1	1

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-12	70	-48
Black or African American	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data
Asian	no data	no data	no data
Filipino	no data	no data	no data
Hispanic or Latino	no data	no data	no data
Native Hawaiian/Pacific Islander	no data	no data	no data
White	-11	78	-39
Two or More Races		no data	no data
Socioeconomically Disadvantaged	10	71	-46
English Learners	no data	no data	no data
Students with Disabilities	no data	no data	no data

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2013 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students	250	740	8818	807	4655989	790
Black or African American	8	no data	315	718	296463	708
American Indian or Alaska Native	2	no data	151	747	30394	743
Asian	0	no data	547	786	406527	906
Filipino	0	no data	62	890	121054	867
Hispanic or Latino	34	643	1947	738	2438951	744
Native Hawaiian/Pacific Islander	1	no data	57	785	25351	774
White	184	766	5550	839	1200127	853
Two or More Races	21	738	107	756	125025	824
Socioeconomically Disadvantaged	157	726	4561	745	2774640	743
English Learners	0	no data	1232	684	1482316	721
Students with Disabilities	26	627	1063	626	527476	615

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	No	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page:

<http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	no data	2004-2005
Year in Program Improvement	no data	Year 3
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		91.7

Note: Cells shaded in black do not require data.

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	52
Grade 1	46
Grade 2	44
Grade 3	48
Grade 4	50
Grade 5	53
Grade 6	50
Grade 7	15
Grade 8	26
Ungraded Elementary	0
Total Enrollment	384

Student Enrollment by Subgroup (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	4.2%	White	69.3%
American Indian or Alaska Native	0.5%	Two or More Races	10.9%
Asian	0%	Socioeconomically Disadvantaged	65.9%
Filipino	0%	English Learners	0%
Hispanic or Latino	14.3%	Students with Disabilities	8.1%
Native Hawaiian/Pacific Islander	0.5%		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	no data	no data	no data	no data	14.5	4	0	0	17	3	no data	no data
1	no data	no data	no data	no data	22.5	1	1	0	23	no data	2	no data
2	no data	no data	no data	no data	25.5	0	2	0	22	no data	2	no data
3	no data	no data	no data	no data	23.5	1	1	0	24	no data	2	no data
4	no data	no data	no data	no data	26	0	3	0	25	no data	2	no data
5	no data	no data	no data	no data	25.5	0	2	0	27	no data	2	no data
6	no data	no data	no data	no data	17.5	1	1	0	25	no data	2	no data
Other	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
Mathematics	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
Science	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
Social Science	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Safety Plan (School Year 2012-13)

Blue Oak Charter School provides a safe, clean environment for our students, staff, and volunteers. Our school has been beautified with additional landscaping, raised beds for gardening, and interior painting. Our custodian ensures classrooms, restrooms, and school grounds are kept clean and safe to provide a well-maintained and suitable learning environment. Blue Oak Charter School has always strived to ensure that all students enjoy maximum learning opportunities within a safe and orderly environment, free from disruptive influences.

Safety of our students and staff is our primary concern. Our staff are on duty during recess, lunch, and before and after school to ensure the safety of all our students. The school's Risk Management Plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted once per month throughout the school year. The school-wide Discipline Plan provides students and staff a means to ensure a safe and orderly learning environment. Key elements of the School Risk Management Plan include child abuse reporting procedures; disaster response procedures; procedures for safe entering of, and exiting from school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies. Blue Oak evaluates the Illness Injury Prevention Plan (IIPP) annually and updates the IIPP as needed. The IIPP was updated in 2010 and was reviewed with our school staff at that time as well. A school Wellness Plan was developed and adopted in December 2010.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions						
Expulsions						

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

The community has a sense of pride when it comes to our school. Our custodian, staff members and parent volunteers ensure a clean and safe environment, in which learning can take place. Our efforts to maintain a 48,000 square foot school facility that is clean and attractive includes: painting our school, teaching students to clean up after themselves, teachers and parent volunteers vacuuming and dusting classroom space daily.

We are very proud of the "look and feel" of our school. During the 2009-2010 school year, we developed a site maintenance plan and hired a part time maintenance person. During the 2010-2011 school year we modified our site maintenance plan to include grounds and playground upgrades and hired a custodian in 2011-2012 the position was expanded to 29 hours per week, which was maintained through the 2012-13 school year.

School Facility Good Repair Status (School Year 2013-14)

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Hail damage to roof causes occasional leaks and are repaired as needed by Landlord.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate (School Year 2013-14)

Overall Rating	Exemplary	Good	Fair	Poor
		X		

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	16	16	17	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	Highly Qualified Teachers	Non-Highly Qualified Teachers
This School	100%	no data
All Schools in District	96%	4%
High-Poverty Schools in District	96%	4%
Low-Poverty Schools in District	no data	no data

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (Librarian)	0	
Library Media Services Staff (paraprofessional)	0.2	
Psychologist	0.1	
Social Worker	0	
Nurse	0.1	
Speech/Language/Hearing Specialist	0.1	
Resource Specialist (non-teaching)	1.1	
Other	0	

Note: Cells shaded in gray do not require data.

* * One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	McDougal-Littell 2009 Grammar	Yes	0
Mathematics	Everyday Math 2009	Yes	0

Note: Schools are not required to present SARC information in a tabular format. This template is only a guide. Schools can provide a narrative or other format, as long as it includes all the information requested below:

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	6981.20	0	0	36606.00
District			4731	\$63,409
Percent Difference: School Site and District			n/a	n/a
State			\$5,537	\$68,841
Percent Difference: School Site and State			n/a	n/a

Note: Cells shaded in gray do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

Title 1 funding received and intervention specialists hired for Math and Reading. In addition Reading Aides in many grade hired to improve reading and ELA STAR test scores.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,121	\$40,932
Mid-Range Teacher Salary	\$53,164	\$65,086
Highest Teacher Salary	\$84,737	\$84,436
Average Principal Salary (Elementary)	\$89,920	\$106,714
Average Principal Salary (Middle)	\$97,238	\$111,204
Average Principal Salary (High)	\$102,804	\$120,505
Superintendent Salary	\$164,900	\$207,811
Percent of Budget for Teacher Salaries	0.3981%	0.398%
Percent of Budget for Administrative Salaries	0.0452%	0.051%

For detailed information on salaries, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

XI. School Completion and Postsecondary Preparation

Not Applicable

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The goal of Blue Oak Charter School's professional development is to promote a continuing passion for learning and foster innovations in teaching. Waldorf curriculum training is provided to teachers annually at the Rudolf Steiner College in Fair Oaks, CA. Additional professional development in standards-based instruction and assessment is administered by site administration and local presenters. Teachers attend a minimum of two weeks of professional development training annually either on site or at off campus trainings.

This SARC report was compiled on 01/09/2014 with version 14.0.4e by

Multiple Measures, LLC

www.k12multiplemeasures.com