

Blue Oak Charter

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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 may 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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Blue Oak Charter
Street	420 W. East Ave
City, State, Zip	Chico
Phone Number	530-879-7483
Principal	Susan Domenighini
E-mail Address	sdomenighini@blueoakcharterschool.org
Web Site	www.blueoakcharterschool.org
CDS Code	04 61424 6119523

District Contact Information	
District Name	Blue Oak Charter School
Phone Number	530-879-7483
Superintendent	Susan Domenighini
E-mail Address	sdomenighini@blueoakcharterschool.org
Web Site	www.blueoakcharterschool.org

School Description and Mission Statement (School Year 2016-17)

The Blue Oak School (“Blue Oak” or the “Charter School”) is a tuition-free Waldorf-methods public school that opened in September of 2000 with seventeen children and one teacher. Today the school supports over 430 children and 50 employees and represents over three hundred families all over Butte County. Our school has outgrown our site four times in ten years due to expanding enrollment with some parents commuting from remote rural areas to attend.

Our school is committed to nourishing and educating the whole child, based on the natural developmental model. The Waldorf curriculum is an inspirational and disciplined approach that infuses learning with enthusiasm, creativity and significance. Blue Oak brings Waldorf, a formerly private-sector developmental model of educational pedagogy into the public sphere with integrity, purpose, and vision. Engagement of the child is one of the tenants of this model of education and it is the job of the teacher, and the life-blood of the school, to awaken and engage the will of a child. Children at Blue Oak model citizenry, compassion, and excellence in academic and social endeavors while wholly embracing standards-based curriculum, instruction and assessment. The curriculum is developmentally appropriate, neurologically sound, integrative and imaginative and aligned with California state standards, with an emphasis on practical skills highly applicable to life in the 21st century.

Blue Oak serves a highly diverse socioeconomic population with 59% students who qualify for Free and Reduced Price Lunch. The diverse population of the school allows our learning community to experience a landscape of richness with respect to cultural backgrounds while also presenting an opportunity to meet the instructional needs of a highly heterogeneous population of students. This interdisciplinary whole-child approach to education serves children of all backgrounds with equality and rigor.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	62
Grade 1	48
Grade 2	28
Grade 3	54
Grade 4	44
Grade 5	41
Grade 6	54
Grade 7	50
Grade 8	52
Total Enrollment	433

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	1.2
Asian	0.7
Filipino	0
Hispanic or Latino	15
Native Hawaiian or Pacific Islander	0.5
White	70.9
Two or More Races	7.2
Socioeconomically Disadvantaged	58.4
English Learners	0.7
Students with Disabilities	11.1
Foster Youth	1.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	26	26		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.0	1.0
High-Poverty Schools in District	98.9	1.1
Low-Poverty Schools in District	99.0	1.0

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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 08/2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Everyday Math & CPM	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The community has a sense of pride when it comes to our school. Our custodians, 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 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. This doubled to 2 part time Maintenance staff for the 2013-14 year. The grounds and landscape are kept up through a outside service provider.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	HVAC units are over 20 years old and have trouble accommodating needs on extremely cold or hot days. Landlord is required to repair broken units
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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 Rating (Most Recent Year)

Year and month of the most recent FIT report: 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	33	38	48	51	44	48
Mathematics	30	32	40	44	34	36

Note: Percentages are not calculated 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.

**CAASPP Test Results in ELA by Student Group
 Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	54	49	90.7	27.7
	4	47	45	95.7	28.6
	5	40	39	97.5	33.3
	6	53	50	94.3	56.3
	7	47	45	95.7	29.6
	8	52	45	86.5	53.3
Male	3	19	17	89.5	18.8
	4	20	19	95.0	33.3
	5	21	20	95.2	20.0
	6	22	20	90.9	36.8
	7	26	25	96.2	25.0
	8	21	19	90.5	47.4
Female	3	35	32	91.4	32.3
	4	27	26	96.3	25.0
	5	19	19	100.0	47.4
	6	31	30	96.8	69.0
	7	21	20	95.2	35.0
	8	31	26	83.9	57.7
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	4	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	12	12	100.0	27.3
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Native Hawaiian or Pacific Islander	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	42	39	92.9	29.7
	4	25	24	96.0	30.4
	5	27	27	100.0	29.6
	6	38	36	94.7	65.7
	7	37	35	94.6	35.3
	8	37	32	86.5	62.5
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	33	31	93.9	24.1
	4	30	30	100.0	35.7
	5	20	19	95.0	42.1
	6	26	25	96.2	39.1
	7	28	28	100.0	32.1
	8	29	25	86.2	44.0
English Learners	3	--	--	--	--
	4	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	12	10	83.3	30.0
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	54	48	88.9	19.6
	4	46	44	95.7	32.6
	5	40	39	97.5	28.9
	6	53	48	90.6	37.5
	7	47	44	93.6	32.6
	8	52	45	86.5	40.9
Male	3	19	16	84.2	18.8
	4	20	20	100.0	31.6
	5	21	20	95.2	30.0
	6	22	18	81.8	38.9
	7	26	24	92.3	39.1
	8	21	19	90.5	38.9
Female	3	35	32	91.4	20.0
	4	26	24	92.3	33.3
	5	19	19	100.0	27.8
	6	31	30	96.8	36.7
	7	21	20	95.2	25.0
	8	31	26	83.9	42.3
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	4	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	12	12	100.0	25.0
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Native Hawaiian or Pacific Islander	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	42	38	90.5	22.2
	4	24	23	95.8	43.5
	5	27	27	100.0	30.8
	6	38	35	92.1	40.0
	7	37	34	91.9	38.2
	8	37	32	86.5	40.6
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	33	30	90.9	17.2
	4	30	30	100.0	31.0
	5	20	19	95.0	33.3
	6	26	23	88.5	13.0
	7	28	28	100.0	37.0
	8	29	25	86.2	45.8
English Learners	3	--	--	--	--
	4	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	12	10	83.3	30.0
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	50	64	56	67	64	61	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	92	84	91.3	56.0
Male	42	39	92.9	56.4
Female	50	45	90.0	55.6
Hispanic or Latino	15	13	86.7	46.2
White	64	59	92.2	54.2
Socioeconomically Disadvantaged	49	44	89.8	63.6
Students with Disabilities	14	11	78.6	81.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20	25	
7	22.2	26.7	

Note: Percentages are not calculated 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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 request parents to contribute 50 hours per school year.

There are numerous opportunities for parent involvement including: Parent Council
Advisory Committees

Charter Council Site Council (title 1)

Classroom and Office Volunteering Chaperoning Field Trips Supervision

Fundraising Gardening School Tours

Festivals (Harvest and May Faire) Start of School Clean Up Day

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.5	4.2	7.4	5.4	3.4	4.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.3	0.3	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 two custodians ensure 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 2013 and was reviewed at that time. A school Wellness Plan was developed and adopted in December 2010 and being reviewed to comply with new federal standards.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	69.2

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	19	3			21	1	2		21	1	2	
1	22		2		19	2			19	2		
2	26		2		23		2		23		2	
3	21	1	1		26		2		26		2	
4	25		2		21	1	1		21	1	1	
5	26		2		25		2		25		2	
6	28		2		27		2		27		2	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.7	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.7	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	0.5	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8404.27	1250	7154.27	42000
District	N/A	N/A	7154.27	\$64,053
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

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 test scores. Use of Common Core funds to hire Tech Aide for statewide computer testing.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,698	\$44,958
Mid-Range Teacher Salary	\$55,362	\$70,581
Highest Teacher Salary	\$84,541	\$91,469
Average Principal Salary (Elementary)	\$89,317	\$113,994
Average Principal Salary (Middle)	\$105,844	\$120,075
Average Principal Salary (High)	\$104,517	\$130,249
Superintendent Salary	\$175,100	\$218,315
Percent of Budget for Teacher Salaries	37%	38%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

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 1 week of professional development training annually either on site or at off campus training.