

# Blue Oak Charter

## School Accountability Report Card Reported Using Data from 2013–14 School Year *Published During 2014–15*

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. Under the Local Control Funding Formula (LCFF) all local education agencies (LEAs) are required to prepare a Local Control 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 additional information about the school, parents and community members should contact the school principal or the district office. For more information about the LCFF or LCAP, visit the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.

- 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. About This School

#### District Contact Information (Most Recent Year)

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

#### School Contact Information (Most Recent Year)

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
Web Site	www.blueoakcharterschool.org
County-District-School (CDS) Code	04614246119523

## School Description and Mission Statement (Most Recent Year)

**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 2013-2014 school year. Blue Oak Charter School enrolled approximately 420 students following a traditional school year schedule. The agency authorizing Blue Oak's charter for 2013-14 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.**

## Student Enrollment by Grade Level (School Year 2013-14)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	58
Grade 1	44
Grade 2	51
Grade 3	42
Grade 4	51
Grade 5	51
Grade 6	55
Grade 7	38
Grade 8	16
Ungraded Elementary	0
Total Enrollment	406

## Student Enrollment by Subgroup (School Year 2013-14)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.7%	White	67.7%
American Indian or Alaska Native	1.5%	Two or More Races	9.4%
Asian	0.2%	Socioeconomically Disadvantaged	62.6%
Filipino	0%	English Learners	0%
Hispanic or Latino	14%	Students with Disabilities	7.4%
Native Hawaiian/Pacific Islander	0.7%		

## 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 pupil they are teaching.
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	16	17	18	18
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	Highly Qualified Teachers	Non-Highly Qualified Teachers
This School	100%	0%
All Schools in District	99.59%	0.41%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	98.96%	1.04%

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 (Most Recent Year)

Year and month in which data were collected: Jan 2014

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts			
Mathematics	Everyday Math & CPM	Yes	0
Science			
History-Social Science			
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

## 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

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	
<b>Systems:</b> 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
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Hail damage to roof causes occasional leaks and are repaired as needed by Landlord.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X			

### Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		X		

## **B. Pupil Outcomes**

### **State Priority: Pupil Achievement**

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

- Statewide Assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

## California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science(Grades 5, 8, and 10)</b>	no data	no data	no data	53%	50%	52%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMS), and California Alternate Performance Assessment (CAPA).

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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
<b>All Students in the LEA</b>	68%
<b>All Students at the School</b>	50%
<b>Male</b>	50%
<b>Female</b>	50%
<b>Black or African American</b>	no data
<b>American Indian or Alaska Native</b>	no data
<b>Asian</b>	no data
<b>Filipino</b>	no data
<b>Hispanic or Latino</b>	no data
<b>Native Hawaiian/Pacific Islander</b>	no data
<b>White</b>	no data
<b>Two or More Races</b>	59%
<b>Socioeconomically Disadvantaged</b>	59%
<b>English Learners</b>	no data
<b>Students with Disabilities</b>	no data
<b>Students Receiving Migrant Education Services</b>	no data

Note: Science assessments include (CSTs), (CMS), and (CAPA) in grades 5, 8, and 10

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 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%
History-Social Science	50%	no data	no data	32%	32%	40%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. 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.

## Academic Performance Index Ranks – Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	1	4	2
Similar Schools	1	1	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

## 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: "ND" 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.

## State Priority: Other Pupil Outcomes

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

Pupil outcomes in physical education.



## California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	no data	no data	no data
7	17.9%	33.3%	23.1%

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 school site.

### Opportunities for Parental Involvement (Most Recent Year)

*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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	4.8%	6.3%	5.5%	6.1%	6.4%	5.4%	5.7%	5.1%	4.4%
<b>Expulsions</b>	0%	0%	0%	0.5%	0.3%	0.3%	0.1%	0.1%	0.1%

### School Safety Plan - (Most Recent Year)

*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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
<b>Met AYP Overall</b>	no data	no data
<b>Met Participation Rate - English-Language Arts</b>	no data	no data
<b>Met Participation Rate - Mathematics</b>	no data	no data
<b>Met Percent Proficient - English-Language Arts</b>	no data	no data
<b>MetPercent Proficient - Mathematics</b>	no data	no data
<b>Graduation Rate</b>	no data	no data

### Federal Intervention Program (School Year 2014-15)

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		no data
Percent of Schools Currently in Program Improvement		91.7

Note: Cells shaded in black do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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+
<b>K</b>	14.5	4	0	0	17	3	no data	no data	19	3	no data	no data
<b>1</b>	22.5	1	1	0	23	no data	2	no data	22	no data	2	no data
<b>2</b>	25.5	0	2	0	22	no data	2	no data	26	no data	2	no data
<b>3</b>	23.5	1	1	0	24	no data	2	no data	21	1	1	no data
<b>4</b>	26	0	3	0	25	no data	2	no data	25	no data	2	no data
<b>5</b>	25.5	0	2	0	27	no data	2	no data	26	no data	2	no data
<b>6</b>	17.5	1	1	0	25	no data	2	no data	28	no data	2	no data
<b>Other</b>	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	2011-12				2012-13				2013-14			
	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+
<b>English</b>	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
<b>Mathematics</b>	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
<b>Science</b>	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
<b>Social Science</b>	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.

### Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.2	
Library Media Teacher (Librarian)	0	
Library Media Services Staff (paraprofessional)	0.5	
Psychologist	0.1	
Social Worker	0	
Nurse	0.1	
Speech/Language/Hearing Specialist	0.2	
Resource Specialist (non-teaching)	0.5	
Other		

Note: Cells shaded in gray 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 2012-13)

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

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 2013-14)

*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.*

## Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,541	\$41,318
Mid-Range Teacher Salary	\$53,749	\$65,615
Highest Teacher Salary	\$85,671	\$84,981
Average Principal Salary (Elementary)	\$89,920	\$107,624
Average Principal Salary (Middle)	\$97,238	\$112,817
Average Principal Salary (High)	\$102,804	\$121,455
Superintendent Salary	\$164,900	\$206,292
Percent of Budget for Teacher Salaries	39%	40%
Percent of Budget for Administrative Salaries	5%	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 two weeks of professional development training annually either on site or at off campus trainings.*

This SARC report was compiled on 02/20/2015 with version 15.0.2e by

**Multiple Measures, LLC**

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