

# Blue Oak Charter

## School Accountability Report Card Reported Using Data from 2011–12 School Year Published During 2012–13

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.

## II. About This School

### Contact Information (School Year 2012-13)

School		District	
<b>School Name</b>	Blue Oak Charter	<b>District Name</b>	Chico Unified
<b>Street</b>	PO Box 6220	<b>Phone Number</b>	(530) 891-3000
<b>City, State, Zip</b>	Chico, CA, 95926	<b>Web Site</b>	<a href="http://www.chicousd.org">www.chicousd.org</a>
<b>Phone Number</b>	(530) 879-7483	<b>Superintendent</b>	Kelly, Staley
<b>Principal</b>	Nathan Rose, Executive Director	<b>E-mail Address</b>	<a href="mailto:kstaley@chicousd.org">kstaley@chicousd.org</a>
<b>E-mail Address</b>	<a href="mailto:nathan@blueoakcharterschool.org">nathan@blueoakcharterschool.org</a>	<b>CDS Code</b>	04614246119523

## **School Description and Mission Statement (School Year 2011-12)**

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 2011-12)

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

## Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Kindergarten	58
Grade 1	47
Grade 2	55
Grade 3	49
Grade 4	53
Grade 5	51
Grade 6	38
Grade 7	32
Grade 8	17
Ungraded Elementary	0
<b>Total Enrollment</b>	<b>400</b>

### Student Enrollment by Subgroup (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.3%	White	70%
American Indian or Alaska Native	0.3%	Two or More Races	11.3%
Asian	0.3%	Socioeconomically Disadvantaged	61.3%
Filipino	0%	English Learners	0.3%
Hispanic or Latino	14.5%	Students with Disabilities	6.3%
Native Hawaiian/Pacific Islander	0.3%		

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

Grade Level	2009-10			2010-11			2011-12					
	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	16.75	3			17	3			14.5	4	0	0
1	20	2			23		2		22.5	1	1	0
2	17.5	2			23		2		25.5	0	2	0
3	17	2			20.5	1	1		23.5	1	1	0
4	29		2		21		2		26	0	3	0
5	27		2		29		2		25.5	0	2	0
6	17	2			30		2		17.5	1	1	0
7	16	1			18	1			no data	no data	no data	no data
8	9	1			16	1						

\* 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	2009-10			2010-11			2011-12					
	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	no	no	no data	no	no	no	no data	no	no	no	no data
Mathematics	no	no	no	no data	no	no	no	no data	no	no	no	no data
Science	no	no	no	no data	no	no	no	no data	no	no	no	no data
Social Science	no	no	no	no data	no	no	no	no data	no	no	no	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.

### III. School Climate

#### School Safety Plan (School Year 2011-12)

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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
<b>Suspensions</b>	3.7	3.0	0.075	10.03	8.95	10.2
<b>Expulsions</b>	0	0	0	0.73	0.59	0.62

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

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2012-13)

*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 for 25 hours per week. And in 2011-2012 the position was expanded to 29 hours per week.*

## School Facility Good Repair Status (School Year 2012-13)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	x			
<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 causes leaks and are repaired as needed by landlord
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	x			
<b>Overall Rating</b>	x			

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
<b>With Full Credential</b>	13	16	16	574
<b>Without Full Credential</b>	0	0	1	1
<b>Teaching Outside Subject Area of Competence</b>	0	0		2

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	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 2011-12)

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%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	0%	0%
Low-Poverty Schools in District	0%	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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (Librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0.1	
Social Worker	0	
Nurse	0.1	
Speech/Language/Hearing Specialist	0.1	
Resource Specialist (non-teaching)	.5	
Other	0	

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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

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 instructional 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: December 2012*

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

**Note: You are not required to present SARC information in a tabular format. This template is only a guide. You can provide a narrative or other format. But be sure to include all the information requested below for this section:**

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, & history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the SBE or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For K-8, include any supplemental curriculum adopted by local governing board

\*If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and **note the year and month in which the data were collected.**

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6806	0	n/a	\$37,777
District			\$4,731	\$65,065
Percent Difference: School Site and District			n/a	n/a
State			\$5,455	\$68,488
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 2011-12)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

*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 2010-11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,121	\$40,932
Mid-Range Teacher Salary	\$53,164	\$65,424
Highest Teacher Salary	\$83,676	\$84,596
Average Principal Salary (Elementary)	\$89,920	\$106,806
Average Principal Salary (Middle)	\$97,238	\$111,776
Average Principal Salary (High)	\$102,804	\$120,858
Superintendent Salary	\$164,900	\$204,089
Percent of Budget for Teacher Salaries	41%	39%
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/>.

## IX. 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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
<b>English-Language Arts</b>	no data	no data	58%	56%	58%	58%	52%	54%	56%
<b>Mathematics</b>	no data	no data	56%	47%	51%	51%	48%	50%	51%
<b>Science</b>	no data	no data	73%	64%	67%	68%	54%	57%	60%
<b>History-Social Science</b>	no data	no data	33%	55%	59%	56%	44%	48%	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%	51%	68%	56%
All Students at the School	58%	56%	73%	33%
Male	52%	55%	83%	0%
Female	62%	57%	65%	0%
Black or African American	41%	53%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	41%	44%	0%	0%
Native Hawaiian/Pacific Islander	0%	0%	0%	0%
White	62%	59%	75%	33%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	56%	51%	71%	18%
English Learners	no data	no data	no data	no data
Students with Disabilities	17%	33%	0%	0%
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 2011-12)

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	22%	20%	54%
7	18.8%	18.8%	59.4%

## X. 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	2009	2010	2011
Statewide	1	2	1
Similar Schools	no data	1	1

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	58	-12	70
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	61	-11	78
Two or More Races		no data	no data
Socioeconomically Disadvantaged	no data	10	71
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 – 2012 Growth API Comparison

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

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students	259	790	8920	797	4664264	788
Black or African American	17	775	325	713	313201	710
American Indian or Alaska Native	3	no data	167	737	31606	742
Asian	3	no data	596	768	404670	905
Filipino	0	no data	58	869	124824	869
Hispanic or Latino	26	697	1922	726	2425230	740
Native Hawaiian/Pacific Islander	1	no data	53	797	26563	775
White	208	806	5605	828	1221860	853
Two or More Races	1	no data	45	730	88428	849
Socioeconomically Disadvantaged	159	774	4259	724	2779680	737
English Learners	1	no data	1350	683	1530297	716
Students with Disabilities	27	554	1026	603	530935	607

### 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 2011-12)

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

## Federal Intervention Program (School Year 2012-13)

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		11
Percent of Schools Currently in Program Improvement		37.9

Note: Cells shaded in black do not require data.

## 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 01/25/2013 with version 13.0.1e by

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