1. **Blue Oak Charter School**
450 W. East Avenue, Chico, CA 95926
CHARTER COUNCIL
REGULAR MEETING

Join Zoom Meeting
https://us02web.zoom.us/j/88134089770?pwd=Z0pHWjBxVzBzMUM2SVpPR21iSDA0Zz09

Meeting ID: 881 3408 9770
Passcode: 0hbj9e

Tuesday, September 15, 2020 - 6 pm
Vision: To be a model for successful education of the whole child.
Mission: To nurture and deepen each child's academic and creative capacities using methods
inspired by Waldorf education in a public school setting.
LCAP Goal Summary: Build the parent community, support success for all students, and prepare students for high school

Notice: Any person with a disability may request the agenda be made available in an appropriate alternative format. A request for a disability-related modification or accommodation may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting at, 450 W. East Ave., Chico, CA or by calling (530) 879-7483 between the hours of 8:00 a.m. and 4:00 p.m. Monday through Friday (at least 48 hours before the meeting). All efforts will be made for reasonable accommodations.

All times noted on the agenda are approximate and listed solely for convenience. The Board may hear items earlier or later than is noted and may move the order of agenda items.

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

AGENDA

OPEN SESSION - 6 PM

1. **OPENING - 5 Minutes**
    1.1. Call Meeting to Order
    1.2. Roll Call of Council Members and Establish Quorum
    1.3. Invocation - School Verse Read
    "This is our school, May peace dwell here, May the rooms be full of contentment. May love abide here, Love of one another, Love of our school, Love of life itself. Let us remember that as many hands build a house, So many hearts build a school."
    1.4. Agenda Modifications
    1.5. Audience to Address the Council

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

2. **CONSENT AGENDA - 10 Minutes**
    2.1. Approve Minutes from August 25, 2020
    2.2. Charter Impact Monthly Report   Jim Weber, Charter Impact
        2.2.1. Attendance and Enrollment
        2.2.2. Cash Flow
        2.2.3. Balance Sheet Detail
        2.2.4. Warrants/Aged Payable
        2.2.5. Point of Sale Transactions/Check Register

      2.2.6.   Actual to Budget Summary *(part of the Financial Forecast in the Charter Impact Report)*

  2.3.   Approve Employment Offers of Employment
      2.3.1.   Maria Cadera, aide
      2.3.2.   Alex Archer, Executive Assistant

  2.4.   Accept Resignation
      2.4.1.   Nick Navaikov, Games

3.   GOVERNANCE - 15 minutes

  3.1.   Establish Retreat
      Establish Committees
      3.1.1.   Finance
      3.1.2.   Facilities

  3.2.   Finance Committee   Chelsea Parker

4.   ADMINISTRATION - 30 Minutes
  4.1.   Executive Director's Report   Susan Domenighini
      4.1.1.   **6:30** Public Hearing Learning Continuity and Attendance Plan
      4.1.2.   School Plan for Student Achievement
      4.1.3.   Reopening Safely Plan
      4.1.4.   On site small group plan after October 16th
          4.1.4.1.   The BOCC wished to review the Distance Learning Plan for potential on site services

5.   Closed Session
  5.1.   Conference with Labor Negotiators (§54957.6)   Unrepresented employee: Executive Director

6.   NEXT REGULAR MEETING - Tuesday, October 20, 2020

ADJOURNMENT

1. Blue Oak Charter School
450 W. East Avenue, Chico, CA 95926
CHARTER COUNCIL
REGULAR MEETING

Join Zoom Meeting
https://us02web.zoom.us/j/6996112789?pwd=Z3FLM0FpUHgwb2xMczJoaENVZUNmZz09

Meeting ID: 699 611 2789
Passcode: 503001

Tuesday, August 25, 2020 - 6 pm
Vision: To be a model for successful education of the whole child.
Mission: To nurture and deepen each child's academic and creative capacities using methods
inspired by Waldorf education in a public school setting.
LCAP Goal Summary: Build the parent community, support success for all students, and prepare students for high school

Notice: Any person with a disability may request the agenda be made available in an appropriate alternative format. A request for a disability-related modification or accommodation may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting at, 450 W. East Ave., Chico, CA or by calling (530) 879-7483 between the hours of 8:00 a.m. and 4:00 p.m. Monday through Friday (at least 48 hours before the meeting). All efforts will be made for reasonable accommodations.

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

AGENDA

OPEN SESSION - 6 PM

1. **OPENING - 5 Minutes**
   1.1. Call Meeting to Order
   1.2. Roll Call of Council Members and Establish Quorum

Name	Here	Absent
Monica McDaniel		X
Chelsea Parker	X	
Trisha Atehortua	X	
Laura Swanson		X
Vicki Wonacott	X	
Laurel Hill-Ward	X	
Heather Bonea	X	

   1.3. Invocation - School Verse Read
"This is our school, May peace dwell here, May the rooms be full of contentment. May love abide here, Love of one another, Love of our school, Love of life itself. Let us remember that as many hands build a house, So many hearts build a school."

1.4. Agenda Modifications
> No agenda modifications

1.5. Audience to Address the Council
> Ally reports that she is no longer a faculty co-chair. Riley will now be a faculty co-chair. Ally appreciates our current school board and thanks them for everything.

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

2.   CONSENT AGENDA - 10 Minutes
    2.1.   Approve Minutes from July 21, 2020 and July 24, 2020
    2.2.   Charter Impact Monthly Report   Jim Weber, Charter Impact
        2.2.1.   Attendance and Enrollment
        2.2.2.   Cash Flow
        2.2.3.   Balance Sheet Detail
        2.2.4.   Warrants/Aged Payable
        2.2.5.   Point of Sale Transactions/Check Register
        2.2.6.   Actual to Budget Summary *(part of the Financial Forecast in the Charter Impact Report)*
    2.3.   Accept Employee Resignations
    2.4.   Approve Employment Offers of Employment
        2.4.1.   Nick Games Teacher
        2.4.2.   Katie Machek, 2nd Grade Teacher
    2.5.   Donations
    2.6.   2020/21 budget updated for final state budget revised
    2.7.   Spring 2020 Consolidated Application for federal funding

> Trisha motions to approve consent agenda
> Laurel seconds
> Roll call
> Passes

Name	Yes	No	Abstain	Absent
Monica McDaniel				x
Chelsea Parker			x	
Trisha Atehortua	x			
Laura Swanson				x
Vicki Wonacott	x			
Laurel Hill-Ward	x			
Heather Bonea	x			

3.   GOVERNANCE - 15 minutes
    3.1.   Elect New Corporate Officers: Chair, Co-Chair, Clerk, President, and Secretary
        ● Trisha - Secretary
        ● Heather - Co-Chair

- Laurel -
- Vicki -
- Chelsea - CFO/Finance Chair
- Laura -
- Monica - Chair

Laurel nominates Vicki as Chair/President
Heather nominates Chelsea as Chair/President
Trisha is interested in being the Secretary
Heather is interested in being the Co-Chair
Monica (texted Chelsea) and is interested in staying as Chair/President

Vicki nominates Heather as Co-Chair
Trisha seconds Heather as Co-Chair, Chelsea abstains, all others aye

Chelsea nominates Trisha as Secretary
Vicki seconds, Trisha abstains, all others aye

Heather nominates Monica as Chair
Triahs seconds, Chelsea abstains, all others aye

Vicki nominates CFO/Finance Chair
Laurel seconds, chelsea abstain, all others aye

3.2. Establish regular meetings for the 2020-2021 school year
- 3rd Tuesday of every month at 6 pm

> Chelsea motions to approve the meeting dates for the 2020-2021 school year
> Vicki seconds
> Roll call
> Passes

Name	Yes	No	Abstain	Absent
Monica McDaniel				x
Chelsea Parker	x			
Trisha Atehortua			x	
Laura Swanson				x
Vicki Wonacott	x			
Laurel Hill-Ward	x			
Heather Bonea	x			

3.3. Establish Retreat
    3.3.1. Training
        3.3.1.1. Brown Act
        3.3.1.2. Fiscal

> Chelsea motions to table retreat planning for the next board meeting
> Vicki seconds

Heather abstains
Roll Call
Passes

Name	Yes	No	Abstain	Absent
Monica McDaniel				x
Chelsea Parker	x			
Trisha Atehortua	x			
Laura Swanson				x
Vicki Wonacott	x			
Laurel Hill-Ward	x			
Heather Bonea			x	

3.3.2. Strategic Plan Review

3.4. Finance Committee   Chelsea Parker

3.5. Policy Review   Susan Domenighini

3.5.1. Suicide Policy

Chelsea motions to approve the suicide policy
Laurel seconds
Roll Call
Heather abstains
Passes

Name	Yes	No	Abstain	Absent
Monica McDaniel				x
Chelsea Parker	x			
Trisha Atehortua	x			
Laura Swanson				x
Vicki Wonacott	x			
Laurel Hill-Ward	x			
Heather Bonea			x	

3.6. Contracts

3.6.1. COVID CLM 87789-Blue Oak Charter School-Ed Agreement-VL-072820

3.6.2. Occupational Therapy

3.6.3. Nurse

3.6.4. Educationally Related Mental Health Services (EHRMS)

3.6.5. School Psychologist
Laurel motions to approve the contracts as described
Vicki seconds
Roll Call

Passes

Name	Yes	No	Abstain	Absent
Monica McDaniel				x
Chelsea Parker			x	
Trisha Atehortua	x			
Laura Swanson				x
Vicki Wonacott	x			
Laurel Hill-Ward	x			
Heather Bonea	x			

3.7. Unaudited Actuals Report for 2019/20

Chelsea motions to approve the unaudited actuals report for 2019/2020
Vicki seconds
Heather abstains
Roll Call
Passes

Name	Yes	No	Abstain	Absent
Monica McDaniel				x
Chelsea Parker	x			
Trisha Atehortua	x			
Laura Swanson				x
Vicki Wonacott	x			
Laurel Hill-Ward	x			
Heather Bonea			x	

3.8. Education Protection Account final expenditures for 2019/20

Vicki motions to approve the education protection account final expenditures for 2019/2020
Laurel seconds
Roll Call
Passes

Name	Yes	No	Abstain	Absent
Monica McDaniel				x
Chelsea Parker			x	
Trisha Atehortua	x			

Laura Swanson				x
Vicki Wonacott	x			
Laurel Hill-Ward	x			
Heather Bonea	x			

4.   FACULTY
    4.1.   Grade Level Report   Brianna Lee/Riley Murray

5.   ADMINISTRATION - 30 Minutes
    5.1.   Executive Director's Report   Susan Domenighini
        5.1.1.   Elementary School Waiver
                5.1.1.1.   Butte County Public Health
                5.1.1.2.   CDPH Reopening Framework
                5.1.1.3.   Butte County Public Health Waiver
        5.1.2.   Learning Continuity and Attendance Plan
        5.1.3.   School Plan for Student Achievement

6.   Closed Session
    6.1.   Public Employee Performance Evaluation (§ 54957) Title: Executive Director
    6.2.   Report out from Closed Session
        6.2.1.   The Employee Evaluation was completed. The Executive Director's contract
                    was extended another year.

7.   NEXT MEETING - Tuesday, September 15, 2020

ADJOURNMENT

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at
https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Blue Oak Charter School	Susan Domenighini Executive Director	sdomenighini@blueoakcharterschool.org (530) 879-7483 ext 2003

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Butte County, California, where Blue Oak is located, was placed on the state watch list just before school started this summer. This required the school to open in full distance learning mode. Blue Oak is a Waldorf inspired charter school. This includes a basic value of limiting technology in education and the belief that personal relationships and experiential learning are key to quality education. The COVID-19

pandemic has required increase time, training, and expenditures on the use of technology. It has reduced our enrollment in Kindergarten which may have long term implications for the school.   Teachers and staff are rising to the challenge and providing engaging and balanced educational programs. Parents are also rising to the occasion, but many are also struggling with work and home expectations. Concerns around increased depression and anxiety have been expressed.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

During the month of July (dates)and the beginning of August All Staff meetings, Town Hall Meetings and a faculty meeting (August 5th, 2020) were held to engage stakeholders. Meetings recorded meetings were posted through YouTube on the school Website to allow those unable to attend to listen and have an opportunity for input. Two community surveys, one in June and a second in August requested specific concerns and needs of the parent community and faculty separately.   The Blue Oak Charter Council requested and received direct input from parents and staff in attendance at their July meeting. August in-service days included additional requests and input on applications and other resources needed for Distance Learning.

[A description of the options provided for remote participation in public meetings and public hearings.]

All meetings were available through Zoom, with posted agendas prior to the meeting and recordings posted when possible.

[A summary of the feedback provided by specific stakeholder groups.]

Distance Learning is difficult for working families and families with multiple children. In the August survey approximately 19% shared concerns that they would not be able to meet their child's needs through the distance learning model. In the Town Hall and All Staff meetings significant concerns were shared as the ability for on site classes to be held safely for all concerned. Others expressed that they felt the risk was minimal and students should return to classes.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The Blue Oak Charter Council (BOCC) voted to utilize Distance Learning for the delivery of education through the first semester. In September the BOCC will consider adding on site instruction for high needs students and families. All aspects of the Learning Continuity and Attendance Plan were directly influenced by stakeholder input.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Blue Oak Charter School will offer classroom-based instruction as directed by the Blue Oak Charter Council. The first priority will be to address those with the highest need such as Students with Disabilities, English Learners, students with significant learning loss due to school closure, and those unable to be successful through Distance Learning. Blue Oak has developed a three step plan for education including distance learning, limited access to on site instruction, and full on-site programs.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Blue Oak has designed a safe return to school plan incorporating local, state and federal recommendation for the health and safety of students.	$15.000	Yes
Blue Oak will follow the recommendations to return high needs students to classrooms including small groups and individualized instruction when allowed and approved by local authorities.	$60,000	Yes
Blue Oak will return to full on-site education when deemed appropriate and safe.	$60,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Blue Oak will provide continuity of learning by moving their traditional program to the online learning environment. Grade level teachers will meet daily through Zoom with their classes checking in on students and attending to daily instruction. Additionally lessons will be video taped to be reviewed by students and families at times to be determined by family schedules. Specialty teachers will also meet at least weekly with students and prepare lessons appropriate to the age and ability of the students. Materials, both hardcopy and digital will be provided to students for work at home as appropriate.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Blue Oak surveyed families for their technology needs. Chromebooks and hotspots were provided to students who requested them. Additional Chromebooks and laptops were ordered/purchased to supply students

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Attendance will be taken daily through the morning synchronous Zoom meetings. One to two hours of synchronous instruction or support will be available daily. An additional one to two hours of asynchronous instruction will occur daily depending on the grade level. .

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Teachers and staff received training on the use of Zoom, video, various applications, Sadlier Connect, and iReady. Additionally staff has access to tech support through both Butte County Office of Education and our in house technology staff.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Changes in staff roles have included aides, staff and teachers moving from classroom support to on line individual or small group support. Increased sanitation, preparing and distributing materials for students to take home are additional new staff functions. .

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Supports for students with unique needs start in the classroom with differentiated instruction or individualized assignments. Teachers have regular on line office hours where students and parents can drop in or make appointments for additional supports. School wide Math drop in support hours are also available. The Special Education teacher and English Learning Specialists work with the individual student and teachers and provide additional 1 to 1 supports. Aides are used for 1-1 check ins and reading support. The School Counselor and Behavior Support Assistant provide individual support for students with more emotional needs related to COVID 19.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Devices including Chromebooks, laptops and hot spots were ordered/purchased for teachers and students.	79,000	Yes
Licenses for iReady and Sadlier Connect to allow for on line instruction. Additional applications were purchased to support teachers in their lesson presentation.	$9,000	Yes
Personnel were committed to helping students, parents and staff to improve connectivity and their ability to participate in on line instruction.	$50,000	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the first weeks of the 2020-21 students from second through eighth will be assessed in mat and English skills with iReady. iReady will allow teachers and the Leadership Team to review students for any learning loss. This will be compared with their classwork and plans will

be put in place for students that appear to have lost ground since March or who are significantly below grade level. iReady assessments will be completed again in January to establish further needs or improvement.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Based on the iReady standardized assessment, teacher observation, classroom assessment and parent input instruction is will be classroom instruction will be designed to address learning loss. Students presenting with significant learning loss or below grade level may be referred to the Leadership Team where instructional and support staff meet weekly to review academic and emotional needs of the students. During distance learning teachers have regular on line office hours where students and parents receive additional help. School wide Math support is available through our Math Specialist. The Special Education teacher and English Learning Specialists work with the individual student and teachers and provide additional 1 to 1 supports. Aides are used for 1-1 check ins and reading support. The School Counselor and Behavior Support Assistant provide individual support for students with more emotional needs related to COVID 19. Students with significant learning loss will continue to be monitored throughout the year for additional help or adjustments in educational strategies as necessary.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Standardized iReady assessments will be completed from 2nd through 8th grade. The testing coordinator will monitor the assessments to assure they are completed in a timely fashion, review them with teachers and bring them to The Leadership Team.	$7,000	Yes
Additional Bridges to Mathematics and Sadlier for English were purchased to support improved instruction.	$15,000	Yes
Professional development for iReady, Bridges to Mathematics. CPM and Sadlier were provided.	$2000	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Blue Oak provides mental health and social/emotional support primarily through the school based Counselor and Behavior Support Assistant. This team meets weekly with the administrators to review individual student, family, and staff concerns and to set action plans to address any arising issues . This team is also a part of the Leadership Team, which addresses both academic and social/emotional issues within the student population. The team provides a variety supports through Friendship Groups, counseling, and other individual or group education activities. Professional Development is regularly provided to staff on both self care and student observation. A Digital Observation form, developed by the Leadership Team is monitored by the Behavior Support Assistant. When necessary the counselor acts as a conduit to support referrals to outside agencies for counseling.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Pupil engagement and outreach began in July as Blue Oak moved to the Distance Learning model required by the state for counties on the watch list. Each family was supported in completing online registration. A parent survey requesting information on technology needs educational and childcare concerns as part of the process. Three Town Hall meetings to allow for questions and input from parents occurred during the month of July.

Teachers established classroom schedules including daily engagement Main Lessons, Math, and English Language Arts instruction where scheduled with staggering between lower and upper grades. Specialty class zooms were established around the classroom schedules. Attendance is taken during each class's morning Zoom. If students are not in attendance during the Zoom teachers attempt to reach out with phone calls again during the day. If attendance is not established for the day the Attendance staff and administration continue this work with additional phone calls or other check-ins. Specialty teachers and academic support teachers are included in daily outreach when necessary. Links with other school families, visits to the homes, and other individuals plans are utilized as a third tier of intervention. Translators or bilingual staff are engaged if the parents have limited English skills.

School Nutrition

Blue Oak refers students to Chico Unified School District (CUSD) distribution sites for meals. CUSD is our contracted provider. A message is sent out in the weekly news letter and is posted on the school's website and Facebook page with the times and locations of the distributions.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
11.60%	$278,430

Required Descriptions

Faculty and staff and are educated on the definitions of foster and homeless youth and families. A formal survey and informal data are used to collect the information necessary to qualify students and families for services. Butte County Office of Education's School Ties serves as a conduit for services to the homeless and foster youth. These include tutoring, transportation, mentoring, and the provision of other resources.   Approximately 3% of Blue Oak students are designated as English Learners. A credentialed teacher is assigned to work with grade level teachers to develop and implement individually designed plans English Learners. Aides designated to support teachers are

trianed to support English Learners on a 1 to 1 basis during distance learning. Translators or bilingual staff are engaged for meetings with parents to assure understanding. Low-income students formal surveys and informal data are used to determine the needs of low income students. Referrals to outside services, provision of technology, transportation, nutrition and other services are provided.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Additional outreach has been implemented to assure the needs of foster youth, English learners and Low-income students are addressed. Significant funds and resources have been designated to supporting distance learning technology. Priority is placed on high needs families, including devices and hot spots.

School Year: **2020-21**

BLUE OAK SCHOOL

A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Blue Oak Charter School	04 61424 6119523		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Blue Oak aligns ESSA and LCAP requirements by including ESSA goals within the LCAP process. All federal, state and local program goals are reflected in the LCAP.

Table of Contents

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In the fall of 2019, the Blue Oak Charter Council participated in Strategic Planning to prepare a three-year outlook. Blue Oak staff and parents were also invited and took part in the sessions. Three goals were established relating to outreach finance and school size. During the month of July and the beginning of August All Staff meetings (7/15,22,29/20) Town Hall Meetings (7/16,23,30/20), and a faculty meeting (August 5th, 2020) were held to engage stakeholders. Meetings recorded meetings were posted through YouTube on the school Website to allow those unable to attend to listen and have an opportunity for input. Two community surveys, one in June and a second in August requested specific concerns and needs of the parent community and faculty separately. The Blue Oak Charter Council requested and received direct input from parents and staff in attendance at their July meeting Surveys expressed concerns related to COVID 19 and the implementation of education while coping with the pandemic. Teachers and staff are rising to the challenge and providing engaging and balanced educational programs. Parents are also rising to the occasion, but many are also struggling with work and home expectations. Concerns around increased depression and anxiety have been expressed.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are scheduled to occur during the year approximately monthly. Teachers within their first two years receive higher levels of observation and support through peer mentoring Outside Waldorf mentors are also used to support teacher implementation of Waldorf pedagogy and for evaluations. During the required distance learning administrators observe through Zoom meetings.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Block and Benchmark assessments are implemented based Common Core State Standards and Waldorf pedagogy. Local assessments are administered at the end of each block and three times per year.   Instruction is reviewed and adjusted based on these assessments. CCAASP assessments are completed annually and results are also used to monitor and adjust instruction. IReady

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Benchmark Assessments are administered each trimester during a testing window. The Academic Leadership team uses QRI, BPST and iReady to establish reading math and intervention groups in collaboration with the classroom teachers.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Grade level teaching staff meet the requirements for the highly qualified teacher.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers attend Waldorf "Art of Teaching" annually to review grade level expectations and prepare annual plans. On-line training for ELA and math materials are available and utilized by faculty.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers have the opportunity to work with mentor teams within the staff and attend local, regional and Butte County Office of Education training.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Content and Waldorf pedagogical experts are available for ongoing instructional assistance and support for teachers. New teachers receive additional coaching from peer mentors and through the induction program.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Early release Thursdays are available for grade level collaboration. Teachers monthly meet in grade level teams and cohorts.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The instructional program at Blue Oak integrates Waldorf Pedagogy with Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Blue Oak adheres to the recommended instructional minutes for Reading/Language Arts and Mathematics. This varies per grade level and are addressed through specific instruction and main lesson blocks.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Daily schedules are developed around Main Lesson blocks and specialties designed by teachers. These adjust to meet the needs for intervention courses.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Blue Oak uses Waldorf curriculum structure integrated with Common Core Standards material that is available to all students.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers utilize or develop standards based curriculum and materials that are available to all students.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students are provided access to the core curriculum with support from intervention staff. Support is provided through the special Education and intervention staff and the grade level classrooms.

Evidence-based educational practices to raise student achievement

Teachers maintain knowledge of current research strategies for improving student achievement. All curriculum and
supplemental materials used on a regular basis are research-based educational practices.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources to support under-achieving students come from a variety of sources. Supplemental funds through LCFF provide additional resources counseling and behavior support. Counseling is available within the community through Butte County Behavioral Health. Support for homeless and foster youth are available through Butte County Office of Education. Students with disabilities may find additional services through Far Northern. Additional information on community resources, including childcare and after school programs are available through the 211 directory.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Many parents volunteer in classrooms, assist teachers with preparation and individual and small group instruction. Parents also serve on school committees and make our experiential learning programs such as the garden and extensive grades level based educational field trips possible.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds provide Math and ELA intervention staff to help under-performing students meet proficiency levels.

Fiscal support (EPC)

Blue Oak receives categorical funding through Title 1

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Blue Oak continually engages stakeholders through the Finance Committee. The Committee meets the first Tuesday of each month to review the financial status of the school including plans for federal funding. Representatives from the Charter Council, Parent Council, faculty and classified staff all participate and report out on school plans. Additionally, in the fall of 2019, Blue Oak hosted a Strategic Planning session developing a three-year plan to address the concerns of the school. Parent and staff surveys utilizing Google forms and Survey Monkey were done in June and August of 2020. Three Town Hall meetings (7/16/2020, 7/23/2020, 7/30/2020), three All Staff meetings (7/15/2020, 7/26/2020, 7/29/2020) and one Faculty Meeting (8/5/2020) occurred over the months of July and August to develop COVID 19 plans and included SPSA related issues.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

During surveys and Town Hall meetings resource inequities were found issues concerning connectivity an technological devices unavailable in the home, childcare and the ability for parents to support their child's education while working were also noted.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	1.07%	.65%	0.63%	4	2	2
African American	4.80%	2.26%	4.08%	18	7	13
Asian	3.73%	.95%	1.25%	14	3	4
Filipino	%	%	0%			0
Hispanic/Latino	17.33%	21.29%	20.69%	65	66	66
Pacific Islander	0.53%	%	0.63%	2		2
White	68.80%	65.81%	64.89%	258	204	207
Multiple/No Response	%	%	5.33%			8
			Total Enrollment	375	311	319

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	63	42	42
Grade 1	34	26	29
Grade 2	43	38	36
Grade3	56	36	38
Grade 4	27	30	32
Grade 5	50	47	47
Grade 6	50	23	23
Grade 7	28	36	37
Grade 8	24	33	35
Grade 9		N/A	
Grade 10		N/A	
Grade 11		N/A	
Grade 12		N/A	
Total Enrollment	375		319

Conclusions based on this data:

1. The largest population of students continue to be white.

2. Hispanic students are the second largest subgroup increasing by percentage but not by number

3. Blue Oak is a small school so a minimal change in numbers can significantly change the percentages. This is exemplified by the African American population.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	5		9	1.61		2.8%
Fluent English Proficient (FEP)	3		4	0.8%		1.3%
Reclassified Fluent English Proficient (RFEP)			2	0		14.3%

Conclusions based on this data:

1. Blue Oak has a small number of English Learners.

2. Blue oak has been successful in reclassifying students shown by the decrease in English Learners compared to the increase in Reclassified students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29	58	40	24	54	37	24	54	37	82.8	93.1	92.5
Grade 4	56	25	55	45	23	51	44	23	51	80.4	92	92.7
Grade 5	54	53	28	51	50	27	50	50	27	94.4	94.3	96.4
Grade 6	41	45	49	36	43	47	36	43	47	87.8	95.6	95.9
Grade 7	28	25	38	24	24	38	24	24	38	85.7	96	100
Grade 8	38	23	26	35	22	25	35	22	25	92.1	95.7	96.2
All	246	229	236	215	216	225	213	216	225	87.4	94.3	95.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2372.	2369.	2358.	12.50	5.56	0.00	8.33	14.81	27.03	25.00	27.78	18.92	54.17	51.85	54.05
Grade 4	2404.	2456.	2424.	11.36	13.04	9.80	15.91	30.43	19.61	20.45	21.74	23.53	52.27	34.78	47.06
Grade 5	2452.	2456.	2509.	8.00	8.00	14.81	22.00	32.00	51.85	28.00	12.00	14.81	42.00	48.00	18.52
Grade 6	2504.	2506.	2489.	2.78	6.98	8.51	30.56	34.88	36.17	33.33	25.58	10.64	33.33	32.56	44.68
Grade 7	2544.	2534.	2556.	16.67	4.17	13.16	45.83	41.67	36.84	12.50	33.33	36.84	25.00	20.83	13.16
Grade 8	2545.	2559.	2570.	2.86	18.18	8.00	45.71	31.82	40.00	34.29	31.82	40.00	17.14	18.18	12.00
All Grades	N/A	N/A	N/A	8.45	8.33	8.89	27.23	29.17	33.33	26.29	24.07	23.11	38.03	38.43	34.67

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.04	11.11	5.41	30.43	42.59	43.24	56.52	46.30	51.35
Grade 4	18.60	22.73	11.76	34.88	50.00	47.06	46.51	27.27	41.18
Grade 5	10.20	12.00	22.22	48.98	42.00	55.56	40.82	46.00	22.22
Grade 6	13.89	11.63	27.66	63.89	53.49	25.53	22.22	34.88	46.81
Grade 7	33.33	20.83	31.58	37.50	50.00	42.11	29.17	29.17	26.32
Grade 8	11.43	13.64	28.00	62.86	59.09	56.00	25.71	27.27	16.00
All Grades	15.71	13.95	20.44	47.62	47.91	43.11	36.67	38.14	36.44

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	8.70	3.70	2.70	39.13	40.74	40.54	52.17	55.56	56.76
Grade 4	16.28	23.81	1.96	34.88	47.62	49.02	48.84	28.57	49.02
Grade 5	12.00	16.00	22.22	48.00	42.00	55.56	40.00	42.00	22.22
Grade 6	13.89	9.30	12.77	36.11	51.16	44.68	50.00	39.53	42.55
Grade 7	16.67	8.33	21.05	58.33	45.83	57.89	25.00	45.83	21.05
Grade 8	8.57	31.82	4.00	54.29	31.82	76.00	37.14	36.36	20.00
All Grades	12.80	13.08	10.22	44.55	43.46	52.00	42.65	43.46	37.78

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	0.00	7.41	13.51	62.50	64.81	48.65	37.50	27.78	37.84
Grade 4	11.63	17.39	17.65	53.49	69.57	56.86	34.88	13.04	25.49
Grade 5	10.00	8.00	22.22	66.00	66.00	48.15	24.00	26.00	29.63
Grade 6	13.89	16.28	14.89	75.00	69.77	63.83	11.11	13.95	21.28
Grade 7	25.00	12.50	26.32	50.00	83.33	65.79	25.00	4.17	7.89
Grade 8	5.71	22.73	28.00	82.86	59.09	64.00	11.43	18.18	8.00
All Grades	10.85	12.50	19.56	65.57	68.06	58.22	23.58	19.44	22.22

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	13.04	9.26	2.70	43.48	48.15	45.95	43.48	42.59	51.35
Grade 4	9.30	13.64	9.80	44.19	63.64	52.94	46.51	22.73	37.25
Grade 5	8.16	16.00	29.63	42.86	38.00	51.85	48.98	46.00	18.52
Grade 6	8.33	11.63	12.77	61.11	69.77	51.06	30.56	18.60	36.17
Grade 7	25.00	12.50	18.42	45.83	75.00	73.68	29.17	12.50	7.89
Grade 8	17.14	18.18	24.00	60.00	59.09	48.00	22.86	22.73	28.00
All Grades	12.38	13.02	14.67	49.52	55.81	54.22	38.10	31.16	31.11

Conclusions based on this data:

1. Due to the COVID 19 closure of on site programs statewide CAASPP testing was non completed in the 19-20 school year. The data available shows an overall increase in both participation and grade level achievement.

2. The scores show an improvement over the years as expected in a Waldorf inspired programs.. Overall achievement shows an increase in both those exceeding standards and meeting standards.

3. Though scores are improving, Blue Oak still needs to bring scores to a level comparable to other area schools and to grade level standards.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29	58	40	24	54	37	24	54	37	82.8	93.1	92.5
Grade 4	56	24	55	46	22	52	45	22	52	82.1	91.7	94.5
Grade 5	54	52	28	53	48	27	53	48	27	98.1	92.3	96.4
Grade 6	41	45	49	35	44	47	35	44	47	85.4	97.8	95.9
Grade 7	28	25	38	23	24	37	23	24	37	82.1	96	97.4
Grade 8	38	23	26	37	22	25	36	21	25	97.4	95.7	96.2
All	246	227	236	218	214	225	216	213	225	88.6	94.3	95.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students																		
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not					
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 3	2387.	2393.	2380.	12.50	7.41	10.81	16.67	20.37	8.11	20.83	31.48	32.43	50.00	40.74	48.65			
Grade 4	2414.	2488.	2425.	2.22	22.73	3.85	17.78	18.18	9.62	26.67	45.45	44.23	53.33	13.64	42.31			
Grade 5	2466.	2422.	2510.	11.32	0.00	22.22	9.43	8.33	18.52	32.08	25.00	33.33	47.17	66.67	25.93			
Grade 6	2519.	2513.	2466.	17.14	18.18	8.51	17.14	15.91	6.38	40.00	36.36	31.91	25.71	29.55	53.19			
Grade 7	2532.	2573.	2545.	17.39	16.67	16.22	26.09	37.50	21.62	21.74	33.33	37.84	34.78	12.50	24.32			
Grade 8	2550.	2528.	2575.	16.67	9.52	12.00	19.44	33.33	36.00	27.78	19.05	28.00	36.11	38.10	24.00			
All Grades	N/A	N/A	N/A	12.04	10.80	11.11	16.67	19.72	14.67	29.17	31.46	35.56	42.13	38.03	38.67			

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.50	22.22	13.51	37.50	31.48	32.43	50.00	46.30	54.05
Grade 4	8.89	40.91	3.85	26.67	27.27	26.92	64.44	31.82	69.23
Grade 5	15.09	2.08	25.93	22.64	10.42	37.04	62.26	87.50	37.04
Grade 6	20.00	18.18	8.51	42.86	34.09	25.53	37.14	47.73	65.96
Grade 7	21.74	25.00	27.03	43.48	54.17	24.32	34.78	20.83	48.65
Grade 8	19.44	14.29	24.00	44.44	38.10	52.00	36.11	47.62	24.00
All Grades	15.74	18.31	15.11	34.26	30.05	31.11	50.00	51.64	53.78

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	20.83	11.11	16.22	29.17	48.15	35.14	50.00	40.74	48.65
Grade 4	8.89	18.18	5.77	24.44	59.09	53.85	66.67	22.73	40.38
Grade 5	9.43	8.33	29.63	45.28	29.17	59.26	45.28	62.50	11.11
Grade 6	17.14	22.73	6.38	51.43	50.00	46.81	31.43	27.27	46.81
Grade 7	21.74	25.00	21.62	47.83	62.50	48.65	30.43	12.50	29.73
Grade 8	13.89	33.33	20.00	61.11	38.10	60.00	25.00	28.57	20.00
All Grades	13.89	17.37	14.67	43.06	46.01	49.78	43.06	36.62	35.56

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	12.50	5.56	10.81	37.50	48.15	45.95	50.00	46.30	43.24
Grade 4	4.44	31.82	7.69	37.78	54.55	42.31	57.78	13.64	50.00
Grade 5	7.55	2.08	25.93	47.17	33.33	44.44	45.28	64.58	29.63
Grade 6	25.71	20.45	8.51	37.14	43.18	31.91	37.14	36.36	59.57
Grade 7	26.09	29.17	18.92	43.48	45.83	64.86	30.43	25.00	16.22
Grade 8	11.11	9.52	8.00	52.78	52.38	72.00	36.11	38.10	20.00
All Grades	12.96	13.62	12.44	43.06	44.60	48.00	43.98	41.78	39.56

Conclusions based on this data:

1. Due to the COVID 19 closure of on site programs statewide CAASPP testing was non completed in the 19-20 school year. The data available shows an overall increase in both participation and grade level achievement.

2. Overall achievement shows an increase in students above, at or nearing standards., However, within these categories scores can not be said to consistently increase.

3. Blue Oak's greatest strength is in supporting mathematical conclusions, the greatest weakness is in problem solving, modeling, data analysis.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	**Overall**		**Oral Language**		**Written Language**		**Number of Students Tested**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
Grade K	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*
Grade 5		*		*		*		*
Grade 6	*		*		*		*	
Grade 7		*		*		*		*
Grade 8		*		*		*		*
All Grades							*	10

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
2	*	*	*	*		*		*	*	*
All Grades	*	*	*	*		*		*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
All Grades	*	*	*	*		*		*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
2	*	*		*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Data is inconclusive due to low number of students in this category.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
360	**55.3**	**3.9**	**0.8**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	14	3.9
Foster Youth	3	0.8
Socioeconomically Disadvantaged	199	55.3
Students with Disabilities	37	10.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	18	5.0
American Indian	2	0.6
Asian	9	2.5
Hispanic	72	20.0
Two or More Races	14	3.9
Pacific Islander	2	0.6
White	243	67.5

Conclusions based on this data:

1. Blue Oak's most significant subgroup continues to be white low income students.

2. Non-white races or mixed race students are 32.5% of the Blue Oak population. .

3. Improved reporting for homeless students was implemented in 2019-20.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Red	**Suspension Rate** Red
Mathematics Yellow		

Conclusions based on this data:

1. The area of highest concern for Blue Oak continues to be absenteeism. This affects both the students ability to learn and the financial status of the school.

2. During the 2019-20 school year suspension rates increased. This is seen to a great extent to be reflective of the increased mental health issues due to the Camp Fire.

3. Blue Oak has improved test scores in ELA and Mathematics but continued work is needed.
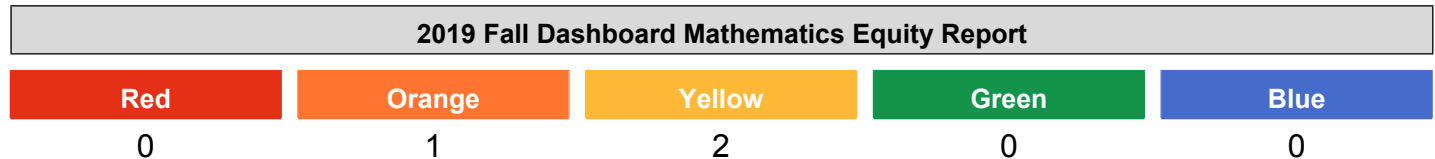
School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	No Performance Color	No Performance Color
27.1 points below standard	49.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9 points	11	2
205		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
12 points above standard	38.1 points below standard	87.1 points below standard
21	Increased Significantly ++27.1 points	Increased ++3.1 points
	129	30

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
8	2	4	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Yellow
28.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	22.4 points below standard
Increased ++11 points	8	2	Increased ++7 points
36			145

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	25.5 points below standard
8	3	Increased ++9.2 points
		193

Conclusions based on this data:

1. Score increases brought Blue Oak into the yellow range in all measures.

2. Low Income students showed the most significant improvement. Work continues to be necessary to bring them up to grade level standard.

3. Students with disabilities improved but remain significantly below standard in test scores.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	No Performance Color	No Performance Color
42.4 points below standard	34.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++5.9 points	11	2
207		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
14 points below standard	55.5 points below standard	101.1 points below standard
21	Increased Significantly ++21.2 points	Increased Significantly ++19.7 points
	131	30

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	
9	2	4	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
49.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	38.5 points below standard
Increased Significantly ++18 points			Maintained ++1 points
36	8	2	146

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	42.5 points below standard
		Increased ++5.7 points
8	3	195

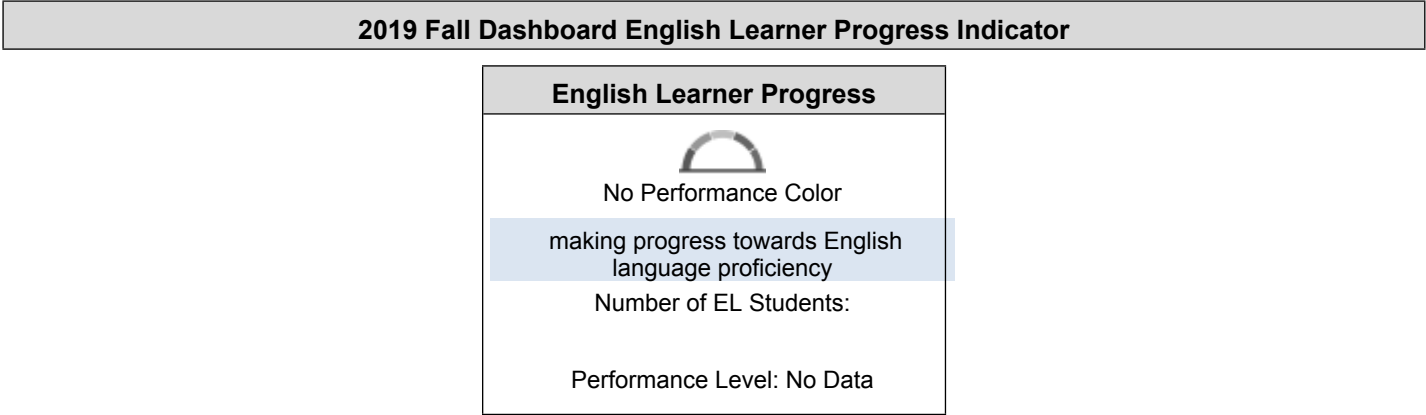**Conclusions based on this data:**

1. significant over all increase
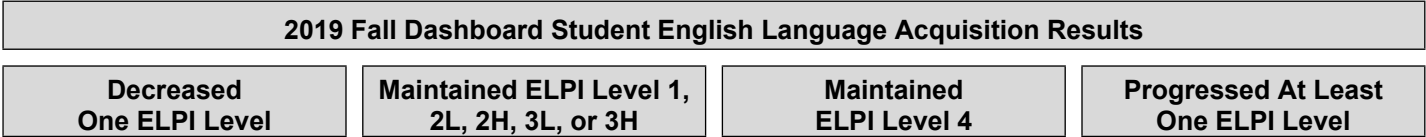
2. Low income

3. Disabilities

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. Blue Oak's English Learner population is not large enough to allow for public reporting of data.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Blue Oak is an elementary program. College/Career data is not tracked for elementary schools

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance   Red   Orange   Yellow   Green   Blue   Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	2	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	No Performance Color	No Performance Color
23.2	0	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +3.1	Declined -10	3
397	13	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
30.6	25.3	31
49	Declined -1.8	Increased +12.6
	261	58

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
45	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +13.2	3	10	0
20			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Orange
25.3	42.9	Less than 11 Students - Data Not Displayed for Privacy	19.8
Increased +2.8	Increased +30.4	2	Increased +0.6
83	21		258

Conclusions based on this data:

1. Chronic Absenteeism in students with disabilities overshadowed improvements in other areas..

2. Data shows increases in all major race/ethnic subgroups.

3. The Camp fire, which occurred in November of 2018 exacerbated attendance issues for the community.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

**1.** Blue Oak is an elementary school program. Graduation rates are not tracked for elementary schools.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	2	0	0	0
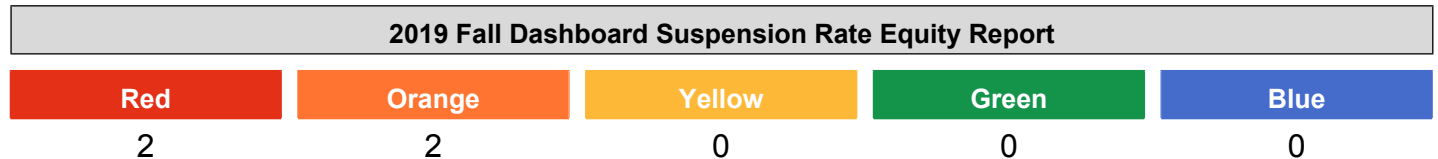
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	No Performance Color	No Performance Color
6.6	0	Less than 11 Students - Data Not
Increased +1.6	Declined -15	3
408	13	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Red
3.9	8.1	11.9
51	Increased +1.2	Increased +4
	270	59

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	
23.8	Less than 11 Students - Data	Less than 11 Students - Data	
	3	10	
Increased +10.2			
21			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
5.8	13	Less than 11 Students - Data	4.9
		2	
Increased +0.3	Increased +7.2		Increased +0.7
86	23		263

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	5	6.6

Conclusions based on this data:

1. Data shows an increase in suspension rates over the previous year. Students with disabilities recording the largest increase.

2. African American's show the largest increase in suspension rates.

3. The Camp fire, which occurred in November of 2018 exacerbated behavior issues for the community.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Strengthen Community

LEA/LCAP Goal

Attendance and engagement in committee meetings, classroom parent meetings and activities, responses to surveys

Goal 1

Increase by 5% on all measures.

Identified Need

The Waldorf parent community is critical to the success of Blue Oak. Improved tracking of engagement and encouraging engagement is critical to the success of Blue Oak

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of parents completed the LCAP Survey # of parents average in class meetings # of parents engaged in committees # of parent volunteer hours	26 parents recorded volunteer hours for a total of 654 hours. Volunteering was significantly down due to COVID 19 restrictions. Tracking volunteer hours continues to be a goal for improvement for Blue Oak. Class meeting attendance remained stable. Committees were reduced. Eight parents engaged in committee work down from eleven. Parents engaged in annual survey increased from 20 to 23%	Overall parent engagement will increase in 1920-21 due to distance learning requirements. Commonly measured volunteerism may not increase due to social distancing.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue Parent Liaison Position. Reevaluate volunteer tracking process. Increase focus on parent engagement at classroom and school-wide levels. Continue Community Cafe. Increase Parent Education nights, including child care and refreshments.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Examine Aeries to improve communication and enrollment process including possible on line enrollment

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Update Website Template. Consolidate parent communication tools. Continue to examine the engagement of low SES families. Increase community awareness

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue governance training and executive council. Complete strategic planning process. The website was improved, the parent liaison position continued, further work was done on volunteer tracking.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Positive student engagement virtues, assemblies, school-wide activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Strategies continued during the 2018-19 school year. The Camp fire interrupted progress in some areas

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No significant changes are intended for this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Support Success of All Students

LEA/LCAP Goal

Utilize a variety of supports and interventions to support student success in all subjects, behavior, and emotional needs.

Goal 2

Increase all measured by 5%

Identified Need

Students measurements in the school dashboard show a need for improvement in the areas of attendance, behavior and test scores.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State standardized test scores Locally implemented test scores Behavior referral data Suspension & Expulsion data Attendance Data with a special focus on chronic absenteeism.	Increase ELA and Math by 5% Reduce suspensions by 5% Increase Attendance rate to 95%	ELA scored increased by 9 points Math scores increased by 5.9 points. Suspension increased by 1.1% Attendance remained at 93%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Establish K-3 curriculum map based on Waldorf Pedagogy. Pilot 1-3 & 4-8th support curriculum for integrating leveled grammar, vocabulary, comprehension and writing. Continue Reading Discoveries.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
56958	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
20172	Title I Part A: Allocation 3000-3999: Employee Benefits

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain improved instruction time, implement new K-5 math curriculum. Define and implement intervention process.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14240	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
3560	Title I Part A: Allocation 3000-3999: Employee Benefits

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to implement behavior and social emotional supports through the Counselling and Behavior Interventionist. Continue implementation of Social Emotional Learning Assessments. Increase focus on positive behavior recognition, behavior plans, and focus on trauma related needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Integrate Behavior and Academic SST process under a combined leadership team.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement school wide attendance plan including incentives and interventions.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue Independent Study program, combining long and short term Independent Study.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue teacher collaboration plan and observation to increase teacher support.   Implement plan Waldorf mentors and evaluators. Continue Summer Art of Teaching training for grade level classroom teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue Specialties Instruction

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue I Ready assessment and improve data informed instruction

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Examine needs and prepare and action plan for significant sub groups.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Integrate special education using full inclusion model.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Development of World Centric focused instruction

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implementation and support of instruction of New Generation Science Standards

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Prepare Students for High School

LEA/LCAP Goal

Blue Oak will provide instruction and support in specific skills that are helpful in high school success

Goal 3

Include structured writing skills, note taking, self sufficiency and digital learning to help support success in high school

Identified Need

Students from Blue Oak attend various high schools within the area. To be successful students need specific measurable skills addressed in this goal.

Annual Measurable Outcomes

Metric/Indicator   Baseline/Actual Outcome   Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to implement and evaluate plan

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

| | None Specified |

Strategy/Activity 2
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Beginning in sixth-grade students will be instructed in Note taking, MLA, research strategies and Self-sufficiency. This will be inclusive of all classes including Specialties.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase exposure to technology beginning in 3rd grade to include digital citizenship, research and word processing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Grade level, Support teachers, and Specialties engage in support of students. Upper grades include block swapping to expose students to different teaching styles. Planners and calendars are provided to support self sufficiency. Strategies will continued in 2012-20.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes related to the SPSA are anticipated.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$94,930.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Allocation	$94,930.00

Subtotal of additional federal funds included for this school: $94,930.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $94,930.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	$77,683	77,683.00

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	94,930.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	71,198.00
3000-3999: Employee Benefits	23,732.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	71,198.00
3000-3999: Employee Benefits	Title I Part A: Allocation	23,732.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	94,930.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

N/A Secondary Students

Name of Members	Role
Susan Domenighini	Principal
Nicholas Meier	Classroom Teacher
Chairun Combs	Classroom Teacher
Maggie Buckley	Other School Staff
Chelsea Parker	Parent or Community Member
Frankie B	Parent or Community Member
Brianna Lee	Classroom Teacher
Unfilled	Parent or Community Member
Unfilled	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Susan Domenighini on

SSC Chairperson, Chelsea Parker on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

 1. Ensure that those students' difficulties are identified on a timely basis; and

 2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Blue Oak Charter School

Monthly Financial Presentation – Aug 2020

August Highlights

Highlights

- Forecast surplus **+$127K**, with more info required from Learning Continuity Plan.
- Revenue forecast near budget, **($3K).**
- Early expenses forecast below budget **$32K**.
- Cash ended month **$337K**, utilizing PPP loan to cover payroll during funding delay.
- State payment deferrals and ongoing economic uncertainty influence 2020/21 planning.

Compliance and Reporting

- 2019/20 annual audit is underway.
- Learning Continuity and Attendance Plan due Sep 30th.
- Reporting on uses of Learning Loss funding begins in September.

Enrollment and Revenues

- 2020/21 funding is based on 2019/20 P-2 ADA (293.37), no ADA will be reported for 2020/21.
- 2020/21 CALPADS data will update rolling UPP for 2020/21, current forecast 58% (3 yr).

Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	Actual	*Forecast*	*Budget*
Average Enrollment	n/a	290	290
ADA	n/a	293	293
Attendance Rate	n/a	101.2%	101.2%
Unduplicated %	58.0%	58.0%	58.0%
Revenue per ADA		$12,561	$12,570
Expenses per ADA		$12,129	$12,237

Attendance Metrics
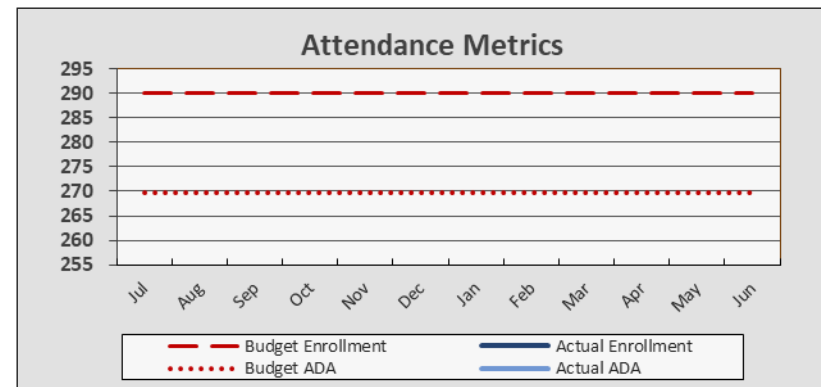
2020/21 funding is based on 2019/20 P-2 ADA (293.37), no ADA will be reported for 2020/21.

CHARTER IMPACT

Revenue

- **August Updates**
  - **Revenues update – LCFF funded at 2019/20 ADA and rate.**
  - **State Aid –** 20/21 EPA funding % increased, no change to total LCFF, but improved cash flow.
  - **Learning Loss Mitigation and ESSER Funds:**
    - **$153K** use by Dec 2020
    - **$23K** use by June 2021
    - **$80K** recommended hold surplus until 2021/22 to maintain/expand current services.

	Year-to-Date				*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**		**Forecast**	**Budget**	**Fav/(Unf)**
Revenue							
State Aid-Rev Limit	$ 114,306	$ 129,099	$ (14,793)		$ 2,678,690	$ 2,678,690	$ -
Federal Revenue	-	-	-		368,503	372,705	(4,202)
Other State Revenue	-	-	-		414,765	414,765	-
Other Local Revenue	31,709	19,854	11,855		223,043	221,543	1,500
Total Revenue	**$ 146,015**	**$ 148,953**	**$ (2,938)**		**$ 3,685,001**	**$ 3,687,703**	**$ (2,702)**

CHARTER IMPACT

Expenses

- **August Updates**
  - **Expenses update –** Expense forecast includes increased LLMF expenses for equipment and staffing.

	Year-to-Date			Annual/Full Year		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 227,679	$ 268,398	$ 40,719	$ 1,406,599	$ 1,428,037	$ 21,438
Classified Salaries	22,601	31,681	9,080	389,947	399,225	9,278
Benefits	64,947	78,490	13,543	494,428	499,280	4,852
Books and Supplies	26,596	39,750	13,154	198,500	198,500	-
Subagreement Services	150	11,784	11,634	129,620	129,620	-
Operations	15,492	22,010	6,518	134,421	134,421	-
Facilities	100,773	101,901	1,128	611,423	611,404	(19)
Professional Services	19,903	17,683	(2,220)	172,921	169,988	(2,933)
Depreciation	3,238	3,238	0	19,426	19,426	0
Interest	902	-	(902)	902	-	(902)
Total Expenses	**$ 482,282**	**$ 574,935**	**$ 92,652**	**$ 3,558,187**	**$ 3,589,901**	**$ 31,714**

Surplus / (Deficit) & Fund Balance

- Current early forecast surplus **+$127K**.

- Recommend holding **$80K** surplus (LLMF and ESSER) eligible for use during 2021/22.

- Fund balance forecast **$658K**, 18.5%, 68 days expenses.

- Deferred funding reduces fund balance available as cash reserves.

	Year-to-Date			Annual/Full Year		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	$ (336,267)	$ (425,981)	$ 89,714	$ 126,814	$ 97,802	$ 29,012
Beginning Fund Balance	531,327	531,327		531,327	531,327	
Ending Fund Balance	$ 195,060	$ 105,346		$ 658,141	$ 629,129	
As a % of Annual Expenses	*5.5%*	*2.9%*		*18.5%*	*17.5%*	

Cash Balance

- Current cash is $337K, including $530K PPP loan and excluding $565K outstanding AR.

- PPP loan ensures school meets payroll and rent and is potentially forgivable after twenty-four-week period.

- State payment deferrals and ongoing economic uncertainty influence 2020/21 planning.

- **Improved EPA timing forecast potentially avoids short-term borrowing in Spring.**

- Management and Charter Impact are monitoring activities to ensure adequate cash availability.

Month-End Cash Balance

$337

$300

$288

Legend: Actual/Projected Cash — 15% Cash Reserve — Budgeted Cash

CHARTER
IMPACT
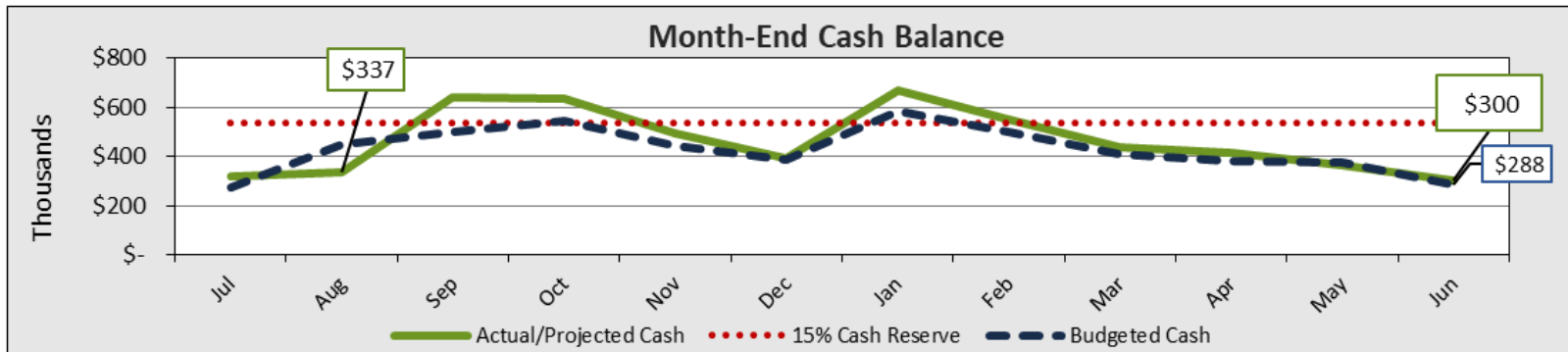
Compliance Deadlines (next 60 days)

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Sep-04	**Year-End Maintenance of Effort (Special Education)** - Report due to Charter school's SELPA. Maintenance of Effort (MOE) is a requirement that you spend each year at least what you spent last year in the area of special education (with some exceptions). If you reduce your special education budget (or expenditures) in a given year, you need to be careful to ensure that you have met the MOE requirement. This does not mean you can't reduce costs, but you must do so within the guidelines of federal MOE.	Charter Impact	No	No	
FINANCE	Sep-30	**2020-21 Learning Continuity and Attendance Plan** -- The LEA governing board/body shall adopt the Learning Continuity Plan by September 30, 2020 in a public meeting. This meeting shall be held after, but not on the same day, as the public hearing. The Plan replaces the annual LCAP for 2020-21, to outline the LEA's compliance with the Budget Act's provisions including student participation and attendance reporting, continuity of learning, in-person instructional offerings and plans for distance learning (with public stakeholder engagement). Should describe how LEAs are increasing or improving service in proportion to unduplicated students.	BOCS	Yes	No	https://www.cde.ca.gov/re/lc/learningcontattendplan.asp
FINANCE	Sep-30	**Prop 39 (CA Clean Energy Jobs Act) - Annual Progress Reports open July 1, 2020, due September 30, 2020** - Local educational agencies are mandated to report to the California Energy Commission. Prop 39 K-12 Progress annual report templates will be available on July 1, 2020, through the California Energy Expenditure Plan Online Reporting System. Reports must be submitted for each approved energy expenditure plan until all eligible energy measures are completed. The annual progress report covers activities that occurred in the previous fiscal year (July 1, 2019-June 30, 2020). Instructions, training videos, and PowerPoint presentations are available on the Proposition 39 K-12 program webpage California Clean Energy Jobs Act K-12 Program - Prop 39. **On May 13, 2020, the California Energy Commission approved an extension of the California Clean Energy Jobs Act K-12 Program (Proposition 39) deadlines in response to the COVID-19 pandemic.** **Final project completion date by one year to June 30, 2021** **Final project completion reports date by one year to June 30, 2022**	BOCS	No	No	https://www.energy.ca.gov/programs-and-topics/programs/california-clean-energy-jobs-act-proposition-39-k-12-program
DATA TEAM	Oct-07	**California Basic Educational Data System (CBEDS) data due to CDE** - The first Wed in Oct is CBEDS Information Day, used to collect information on student and staff demographics. Schools must complete the School Information Form (SIF). The SIF is used to report the count of classified staff, kindergarten program type, educational calendars, work visa applications, multilingual instructional programs, and languages of instruction.	BOCS	No	No	http://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-31	**Federal Cash Management - Period 2 -** Charter schools that are awarded a grant under any of these programs: **Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; and Title III Immigrant programs** must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	http://www.cde.ca.gov/fg/aa/cm/
FINANCE	Oct-31	**Collect National School Lunch Program (NSLP) applications** - Schools must collect or receive National School Lunch Program (NSLP) applications by October 31. Schools may process those applications after October 31, and if students are found to be eligible for free or reduced-price meals (FRPMs), those schools may update FRPM program records for eligible students with a start date before Census Day.	BOCS	No	No	https://www.cde.ca.gov/fg/aa/nt/index.asp?tabsection=1
DATA TEAM	Oct-31	**CBEDS-ORA -** Collection of FTE of classified staff, estimated teacher hires, Kindergarten program types, H-1B work visa application, education calendar, multilingual instructional programs, languages of instruction and district of choice transfer requests and transportation data**.**	BOCS	No	No	https://www.cde.ca.gov/ds/dc/cb/

CHARTER IMPACT

Appendices

As of August 31, 2020

- Cash Flow – Monthly and Annual Forecast

- Statement of Financial Position (Balance Sheet)

- Statement of Cash Flows

- Detailed Month and YTD Budget vs. Actual

- Accounts Payable Aging

- Check Register

Blue Oak Charter

Financial Package
August 31, 2020

Presented by:

Blue Oak Charter School

Monthly Cash Flow/Forecast FY20-21

Revised 9/6/2020

ADA = 293.37

CHARTER IMPACT

		Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals	Annual Forecast	Revised Budget	Favorable / (Unfav.)
Revenues																ADA = 293.37	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	69,481	69,481	125,066	125,066	125,066	125,066	125,066	68,855	37,557	37,557	37,557	444,424	1,390,241	1,699,234	(308,992)
8012	Education Protection Account	-	-	-	138,207	-	-	138,207	-	-	138,207	-	-	138,207	552,827	243,834	308,992
8096	In Lieu of Property Taxes	-	44,825	89,650	59,767	59,767	59,767	59,767	59,767	100,771	50,385	50,385	50,385	50,385	735,622	735,622	-
		-	114,306	159,131	323,040	184,833	184,833	323,040	184,833	169,625	226,149	87,942	87,942	633,016	2,678,690	2,678,690	-
Federal Revenue																	-
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	19,938	-	-	4,984	14,953	39,875	39,875	-
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	-	37,588	-	-	18,794	-	-	18,794	75,175	77,683	(2,508)
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	4,878	-	-	2,439	-	-	2,439	9,755	11,449	(1,694)
8296	Other Federal Revenue	-	-	169,724	-	-	-	36,987	-	-	18,494	-	-	18,494	243,698	243,698	-
		-	-	169,724	-	-	-	79,452	-	19,938	39,726	-	4,984	54,679	368,503	372,705	(4,202)
Other State Revenue																	-
8545	School Facilities (SB740)	-	-	-	-	-	-	156,308	-	-	-	78,154	-	78,154	312,615	312,615	-
8550	Mandated Cost	-	-	-	-	-	4,946	-	-	-	-	-	-	-	4,946	4,946	-
8560	State Lottery	-	-	-	-	-	-	14,595	-	-	14,595	-	-	29,190	58,381	58,381	-
8599	Other State Revenue	-	-	22,823	-	-	-	-	-	-	-	8,000	-	8,000	38,823	38,823	-
		-	-	22,823	-	-	4,946	170,903	-	-	14,595	86,154	-	115,344	414,765	414,765	-
Other Local Revenue																	-
8689	Other Fees and Contracts	-	1,500	-	-	-	-	-	-	-	-	-	-		1,500		1,500
8699	School Fundraising	20	6,580	2,300	4,638	4,638	4,638	4,638	4,638	4,638	4,638	4,638	-		46,000	46,000	-
8792	Transfers of Apportionments	7,818	15,791	15,799	15,799	15,799	15,799	15,799	8,023	4,376	4,376	4,376	-	51,787	175,543	175,543	-
		7,838	23,871	18,099	20,436	20,436	20,436	20,436	12,661	9,014	9,014	9,014	-	51,787	223,043	221,543	1,500
																	-
Total Revenue		7,838	138,177	369,777	343,476	205,269	210,216	593,831	197,494	198,577	289,484	183,110	92,927	854,826	3,685,001	3,687,703	(2,702)
																	-
Expenses																	-
Certificated Salaries																	-
1100	Teachers' Salaries	91,139	106,143	115,710	115,710	115,710	115,710	115,710	115,710	115,710	115,710	25,166	-	-	1,148,128	1,164,716	16,588
1170	Teachers' Substitute Hours	-	-	3,471	3,471	3,471	3,471	3,471	3,471	3,471	3,471	3,471	1,736	-	32,977	34,941	1,964
1175	Teachers' Extra Duty/Stipends	699	736	1,296	1,296	1,296	1,296	1,296	1,296	1,296	1,296	-	-	-	11,800	11,800	-
1200	Pupil Support Salaries	-	583	4,070	4,070	4,070	4,070	4,070	4,070	4,070	4,070	4,070	2,035	-	39,248	40,700	1,452
1300	Administrators' Salaries	14,086	14,294	14,607	14,607	14,607	14,607	14,607	14,607	14,607	14,607	14,607	14,607	-	174,446	175,879	1,433
		105,924	121,755	139,154	139,154	139,154	139,154	139,154	139,154	139,154	139,154	47,313	18,377	-	1,406,599	1,428,037	21,438
Classified Salaries																	-
2100	Instructional Salaries	229	221	12,591	12,591	12,591	12,591	12,591	12,591	12,591	12,591	12,591	6,295	-	120,061	125,907	5,846
2400	Clerical and Office Staff Salaries	6,264	11,854	12,669	12,669	12,669	12,669	12,669	12,669	12,669	12,669	12,669	12,669	-	144,806	147,445	2,639
2900	Other Classified Salaries	2,518	1,516	12,105	12,105	12,105	12,105	12,105	12,105	12,105	12,105	12,105	12,105	-	125,080	125,873	794
		9,011	13,591	37,364	37,364	37,364	37,364	37,364	37,364	37,364	37,364	37,364	31,069	-	389,947	399,225	9,278
Benefits																	-
3101	STRS	16,034	18,530	22,681	22,681	22,681	22,681	22,681	22,681	22,681	22,681	7,712	2,995	-	226,718	230,628	3,910
3202	PERS	4,155	3,393	7,914	7,914	7,914	7,914	7,914	7,914	7,914	7,914	7,914	6,581	-	85,356	82,640	(2,716)
3301	OASDI	848	735	2,370	2,370	2,370	2,370	2,370	2,370	2,370	2,370	2,370	1,971	-	24,888	24,752	(136)
3311	Medicare	1,544	1,831	2,591	2,591	2,591	2,591	2,591	2,591	2,591	2,591	1,243	726	-	26,071	26,495	424
3401	Health and Welfare	12,044	3,695	9,525	9,525	9,525	9,525	9,525	9,525	9,525	9,525	9,525	9,525	-	110,989	114,300	3,311
3501	State Unemployment	53	63	110	110	110	110	550	440	220	110	110	110	-	2,095	2,193	98
3601	Workers' Compensation	953	953	1,787	1,787	1,787	1,787	1,787	1,787	1,787	1,787	857	501	-	17,559	18,273	714
3901	Other Benefits	51	64	64	64	64	64	64	64	64	64	64	64	-	753	-	(753)
		35,683	29,263	47,042	47,042	47,042	47,042	47,481	47,372	47,152	47,042	29,795	22,472	-	494,428	499,280	4,852
Books and Supplies																	-
4100	Textbooks and Core Materials	-	3,490	4,198	924	924	924	924	924	924	924	924	924	-	16,000	16,000	-
4200	Books and Reference Materials	-	4,198	(4,198)	495	495	495	495	495	495	495	495	495	-	4,455	6,000	1,545
4302	School Supplies	-	14,883	3,112	3,112	3,112	3,112	3,112	3,112	3,112	3,112	3,112	3,112	-	46,000	46,000	-
4305	Software	129	129	129	129	129	129	129	129	129	129	129	129	-	1,545	-	(1,545)
4310	Office Expense	-	3,768	833	600	600	600	600	600	600	600	600	600	-	10,000	10,000	-
4312	School Fundraising Expense	-	-	208	255	255	255	255	255	255	255	255	255	-	2,500	2,500	-
4400	Noncapitalized Equipment	-	-	23,600	31,467	31,467	31,467	-	-	-	-	-	-	-	118,000	118,000	-
		129	26,468	27,882	36,980	36,980	36,980	5,513	5,513	5,513	5,513	5,513	5,513	-	198,500	198,500	-

Blue Oak Charter School

Monthly Cash Flow/Forecast FY20-21

Revised 9/6/2020

ADA = 293.37

	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals	Annual Forecast	Revised Budget	Favorable / (Unfav.)
Subagreement Services																-
5102 Special Education	-	150	12,797	12,797	12,797	12,797	12,797	12,797	12,797	12,797	12,797	12,797	-	128,120	128,120	-
5105 Security	-	-	150	150	150	150	150	150	150	150	150	150	-	1,500	1,500	-
	-	150	12,947	12,947	12,947	12,947	12,947	12,947	12,947	12,947	12,947	12,947		129,620	129,620	-
Operations and Housekeeping																-
5201 Auto and Travel	-	-	300	300	300	300	300	300	300	300	300	300	-	3,000	3,000	-
5300 Dues & Memberships	-	-	100	100	100	100	100	100	100	100	100	100	-	1,000	1,000	-
5400 Insurance	2,175	922	3,532	3,532	3,532	3,532	3,532	3,532	3,532	3,532	3,532	3,532	-	38,421	38,421	-
5501 Utilities	5,081	5,387	5,953	5,953	5,953	5,953	5,953	5,953	5,953	5,953	5,953	5,953	-	70,000	70,000	-
5502 Janitorial Services	-	-	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	-	11,000	11,000	-
5900 Communications	652	742	861	861	861	861	861	861	861	861	861	861	-	10,000	10,000	-
5901 Postage and Shipping	-	533	47	47	47	47	47	47	47	47	47	47	-	1,000	1,000	-
	7,908	7,584	11,893	11,893	11,893	11,893	11,893	11,893	11,893	11,893	11,893	11,893	-	134,421	134,421	-
Facilities, Repairs and Other Leases																-
5601 Rent	48,867	48,867	48,867	48,867	48,867	48,867	48,867	48,867	48,867	48,867	48,867	48,867	-	586,404	586,404	-
5603 Equipment Leases	1,395	1,524	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	-	17,419	17,400	(19)
5610 Repairs and Maintenance	-	120	748	748	748	748	748	748	748	748	748	748	-	7,600	7,600	-
	50,262	50,511	51,065	51,065	51,065	51,065	51,065	51,065	51,065	51,065	51,065	51,065	-	611,423	611,404	(19)
Professional/Consulting Services																-
5801 IT	-	-	1,220	1,220	1,220	1,220	1,220	1,220	1,220	1,220	1,220	1,220	-	12,200	12,200	-
5802 Audit & Taxes	-	-	-	2,000	2,000	2,000	-	-	-	-	-	-	-	6,000	3,500	(2,500)
5803 Legal	-	-	750	750	750	750	750	750	750	750	750	750	-	7,500	7,500	-
5804 Professional Development	-	5,487	-	-	-	-	-	-	-	-	-	-	-	5,487	5,000	(487)
5805 General Consulting	-	375	1,997	1,997	1,997	1,997	1,997	1,997	1,997	1,997	1,997	1,997	-	20,347	20,347	-
5806 Special Activities/Field Trips	-	-	-	-	-	3,333	3,333	3,333	-	-	-	-	-	10,000	10,000	-
5809 Other taxes and fees	1	449	255	255	255	255	255	255	255	255	255	255	-	3,000	3,000	-
5810 Payroll Service Fee	150	555	419	419	419	419	419	419	419	419	419	419	-	4,900	4,900	-
5811 Management Fee	5,579	5,862	6,226	6,226	6,226	6,226	6,226	6,226	6,226	6,226	6,226	6,226	-	73,700	73,754	54
5812 District Oversight Fee	-	695	1,591	3,230	1,848	1,848	3,230	1,848	1,696	2,261	879	879	6,778	26,787	26,787	-
5815 Public Relations/Recruitment	-	750	225	225	225	225	225	225	225	225	225	225	-	3,000	3,000	-
	5,730	14,173	12,684	16,323	14,941	18,274	17,656	16,274	12,789	13,354	11,972	11,972	6,778	172,921	169,988	(2,933)
Depreciation																-
6900 Depreciation Expense	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	-	19,426	19,426	0
	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	-	19,426	19,426	0
Interest																-
7438 Interest Expense	451	451	-	-	-	-	-	-	-	-	-	-	-	902	-	(902)
	451	451	-	-	-	-	-	-	-	-	-	-	-	902	-	(902)
																-
Total Expenses	216,717	265,565	341,649	354,386	353,004	356,338	324,693	323,201	319,496	319,951	209,482	166,927	6,778	3,558,187	3,589,901	31,714
																-
Monthly Surplus (Deficit)	(208,879)	(127,388)	28,128	(10,910)	(147,735)	(146,122)	269,138	(125,707)	(120,919)	(30,467)	(26,372)	(74,000)	848,048	126,814	97,802	29,012
																-
Cash Flow Adjustments																-
Monthly Surplus (Deficit)	(208,879)	(127,388)	28,128	(10,910)	(147,735)	(146,122)	269,138	(125,707)	(120,919)	(30,467)	(26,372)	(74,000)	848,048	126,814	97,802	
Cash flows from operating activities																-
Depreciation/Amortization	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	-	19,426	19,426	
Public Funding Receivables	9,140	88,186	464,876	47,911	-	52,101	-	-	-	-	-	-	(854,826)	(192,612)	(253,633)	
Grants and Contributions Rec.	9,909	12,248	-	-	-	-	-	-	-	-	-	-	-	22,158	-	
Prepaid Expenses	3,279	7,801	3,771	3,771	536	129	129	129	129	129	129	129	-	20,059	-	
Accounts Payable	(21,726)	-	-	-	-	-	-	-	-	-	-	-	6,778	(14,948)	4,929	
Accrued Expenses	16,998	31,219	(200,713)	(56,350)	-	(12,667)	-	-	-	-	-	32,873	-	(188,640)	(82,899)	
Summer Holdback	-	5,492	5,492	5,492	5,492	5,492	5,492	5,492	5,492	5,492	(24,713)	(24,713)	-	-		
Cash flows from financing activities																-
Proceeds(Payments) on Debt	451	451	-	-	-	-	-	-	-	-	-	-	-	902		-
																-
Total Change in Cash	(189,209)	19,628	303,171	(8,468)	(140,088)	(99,449)	276,377	(118,468)	(113,680)	(23,228)	(49,337)	(64,092)				-
																-
Cash, Beginning of Month	506,855	317,646	337,274	640,446	631,977	491,889	392,440	668,818	550,350	436,671	413,443	364,106				-
																-
Cash, End of Month	317,646	337,274	640,446	631,977	491,889	392,440	668,818	550,350	436,671	413,443	364,106	300,014				-

Blue Oak Charter

Statement of Financial Position

August 31, 2020

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	$ 337,274	$ 506,855	$ (169,581)	-33%
Accounts Receivable	15,608	37,766	(22,158)	-59%
Public Funding Receivables	530,572	627,898	(97,326)	-16%
Prepaid Expenses	59,240	70,320	(11,080)	-16%
Total Current Assets	**942,694**	**1,242,838**	**(300,145)**	**-24%**
Long-Term Assets				
Property & Equipment, Net	37,234	40,472	(3,238)	-8%
Deposits	28,000	28,000	-	0%
Total Long Term Assets	**65,234**	**68,472**	**(3,238)**	**-5%**
Total Assets	**$ 1,007,928**	**$ 1,311,310**	**$ (303,382)**	**-23%**
Liabilities				
Current Liabilities				
Accounts Payable	$ -	$ 21,726	$ (21,726)	-100%
Accrued Liabilities	281,029	227,320	53,709	24%
Notes Payable, Current Portion	235,711	235,711	-	0%
Total Current Liabilities	**516,740**	**484,757**	**31,983**	**7%**
Long-Term Liabilities				
Notes Payable, Net of Current Portion	296,128	295,225	902	0%
Total Long-Term Liabilities	**296,128**	**295,225**	**902**	**0%**
Total Liabilities	**812,868**	**779,983**	**32,885**	**4%**
Total Net Assets	**195,060**	**531,327**	**(336,267)**	**-63%**
Total Liabilities and Net Assets	**$ 1,007,928**	**$ 1,311,310**	**$ (303,382)**	**-23%**

Blue Oak Charter

Statement of Cash Flows

For the period ended August 31, 2020

	Month Ended 08/31/20	YTD Ended 08/31/20
Cash Flows from Operating Activities		
Change in Net Assets	$ (127,388)	$ (336,267)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	1,619	3,238
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	88,186	97,326
Grants, Contributions & Pledges Receivable	12,248	22,158
Prepaid Expenses	7,801	11,080
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	-	(21,726)
Accrued Expenses	36,711	53,709
Total Cash Flows from Operating Activities	**19,177**	**(170,483)**
Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	451	902
Total Cash Flows from Financing Activities	**451**	**902**
Change in Cash & Cash Equivalents	19,628	(169,581)
Cash & Cash Equivalents, Beginning of Period	317,646	506,855
Cash and Cash Equivalents, End of Period	**$ 337,274**	**$ 337,274**

Blue Oak Charter

Statement of Activities

For the period ended August 31, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 69,481	$ 84,962	$ (15,481)	$ 69,481	$ 84,962	$ (15,481)	$ 1,699,234
Education Protection Account	-	-	-	-	-	-	243,834
In Lieu of Property Taxes	44,825	44,137	688	44,825	44,137	688	735,622
Total State Aid - Revenue Limit	114,306	129,099	(14,793)	114,306	129,099	(14,793)	2,678,690
Federal Revenue							
Special Education - Entitlement	-	-	-	-	-	-	39,875
Title I, Part A - Basic Low Income	-	-	-	-	-	-	77,683
Title II, Part A - Teacher Quality	-	-	-	-	-	-	11,449
Other Federal Revenue	-	-	-	-	-	-	243,698
Total Federal Revenue	-	-	-	-	-	-	372,705
Other State Revenue							
School Facilities (SB740)	-	-	-	-	-	-	312,615
Mandated Cost	-	-	-	-	-	-	4,946
State Lottery	-	-	-	-	-	-	58,381
Other State Revenue	-	-	-	-	-	-	38,823
Total Other State Revenue	-	-	-	-	-	-	414,765
Other Local Revenue							
Other Fees and Contracts	1,500	-	1,500	1,500	-	1,500	-
School Fundraising	6,580	2,300	4,280	6,600	2,300	4,300	46,000
Transfers of Apportionments	15,791	8,777	7,014	23,609	17,554	6,055	175,543
Total Other Local Revenue	23,871	11,077	12,794	31,709	19,854	11,855	221,543
Total Revenues	**138,177**	**140,176**	**(1,999)**	**146,015**	**148,953**	**(2,938)**	**3,687,703**
Expenses							
Certificated Salaries							
Teachers' Salaries	106,143	116,472	10,329	197,282	232,943	35,661	1,164,716
Teachers' Substitute Hours	-	1,747	1,747	-	1,747	1,747	34,941
Teachers' Extra Duty/Stipends	736	1,180	444	1,435	2,360	925	11,800
Pupil Support Salaries	583	2,035	1,452	583	2,035	1,452	40,700
Administrators' Salaries	14,294	14,657	362	28,380	29,313	933	175,879
Total Certificated Salaries	121,755	136,090	14,335	227,679	268,398	40,719	1,428,037
Classified Salaries							
Instructional Salaries	221	6,295	6,074	450	6,295	5,846	125,907
Clerical and Office Staff Salaries	11,854	10,379	(1,476)	18,118	20,757	2,639	147,445
Other Classified Salaries	1,516	4,629	3,113	4,033	4,629	596	125,873
Total Classified Salaries	13,591	21,303	7,712	22,601	31,681	9,080	399,225
Benefits							
State Teachers' Retirement System, certificated	18,530	21,979	3,449	34,563	43,346	8,783	230,628
Public Employees' Retirement System, classified	3,393	4,410	1,016	7,549	6,558	(991)	82,640
OASDI/Medicare/Alternative, certificated	735	1,321	586	1,583	1,964	381	24,752
Medicare/Alternative, certificated	1,831	2,282	451	3,375	4,351	976	26,495
Health and Welfare Benefits, certificated	3,695	9,525	5,830	15,739	19,050	3,311	114,300
State Unemployment Insurance, certificated	63	110	47	116	219	103	2,193
Workers' Compensation Insurance, certificated	953	1,574	621	1,906	3,001	1,094	18,273
Other Benefits, certificated positions	64	-	(64)	115	-	(115)	-
Total Benefits	29,263	41,200	11,936	64,947	78,490	13,543	499,280

Blue Oak Charter

Statement of Activities

For the period ended August 31, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Books & Supplies							
Textbooks and Core Materials	3,490	4,000	510	3,490	4,000	510	16,000
Books and Reference Materials	4,198	1,200	(2,998)	4,198	2,400	(1,798)	6,000
School Supplies	14,883	3,833	(11,049)	14,883	7,667	(7,216)	46,000
Software	129	-	(129)	258	-	(258)	-
Office Expense	3,768	833	(2,935)	3,768	1,667	(2,101)	10,000
School Fundraising Expense	-	208	208	-	417	417	2,500
Noncapitalized Equipment	-	23,600	23,600	-	23,600	23,600	118,000
Total Books & Supplies	26,468	33,675	7,207	26,596	39,750	13,154	198,500
Subagreement Services							
Special Education	150	11,647	11,497	150	11,647	11,497	128,120
Security	-	136	136	-	136	136	1,500
Total Subagreement Services	150	11,784	11,634	150	11,784	11,634	129,620
Operations & Housekeeping							
Auto and Travel	-	273	273	-	273	273	3,000
Dues & Memberships	-	83	83	-	167	167	1,000
Insurance	922	3,202	2,280	3,097	6,404	3,307	38,421
Utilities	5,387	5,833	446	10,468	11,667	1,198	70,000
Janitorial Services	-	917	917	-	1,833	1,833	11,000
Communications	742	833	92	1,394	1,667	273	10,000
Postage and Shipping	533	-	(533)	533	-	(533)	1,000
Total Operations & Housekeeping	7,584	11,141	3,557	15,492	22,010	6,518	134,421
Facilities, Repairs & Other Leases							
Rent	48,867	48,867	-	97,734	97,734	-	586,404
Equipment Leases	1,524	1,450	(74)	2,919	2,900	(19)	17,400
Repairs and Maintenance	120	633	513	120	1,267	1,147	7,600
Total Facilities, Repairs & Other Leases	50,511	50,950	439	100,773	101,901	1,128	611,404
Professional/Consulting Services							
IT	-	1,017	1,017	-	2,033	2,033	12,200
Audit & Taxes	-	-	-	-	-	-	3,500
Legal	-	625	625	-	1,250	1,250	7,500
Professional Development	5,487	-	(5,487)	5,487	-	(5,487)	5,000
General Consulting	375	-	(375)	375	-	(375)	20,347
Special Activities/Field Trips	-	-	-	-	-	-	10,000
Other Taxes and Fees	449	-	(449)	450	-	(450)	3,000
Payroll Service Fee	555	408	(147)	705	817	111	4,900
Management Fee	5,862	6,146	284	11,441	12,292	851	73,754
District Oversight Fee	695	1,291	596	695	1,291	596	26,787
Public Relations/Recruitment	750	-	(750)	750	-	(750)	3,000
Total Professional/Consulting Services	14,173	9,487	(4,686)	19,903	17,683	(2,220)	169,988
Depreciation							
Depreciation Expense	1,619	1,619	-	3,238	3,238	-	19,426
Total Depreciation	1,619	1,619	-	3,238	3,238	-	19,426
Interest							
Interest Expense	451	-	(451)	902	-	(902)	-
Total Interest	451	-	(451)	902	-	(902)	-
Total Expenses	265,565	317,249	51,684	482,282	574,935	92,652	3,589,901
Change in Net Assets	(127,388)	(177,073)	49,684	(336,267)	(425,981)	89,714	97,802
Net Assets, Beginning of Period	322,448			531,327			
Net Assets, End of Period	$ 195,060			$ 195,060			

Blue Oak Charter

Accounts Payable Aging

August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
				$ -	$ -	$ -	$ -	$ -	$ -
		Total Outstanding Invoices		$ -	$ -	$ -	$ -	$ -	$ -

Blue Oak Charter

Check Register

For the period ended August 31, 2020

Check Number	Vendor Name	Check Date	Check Amount
10251	360 Branded, Inc.	8/13/2020	$ 1,962.92
10252	Charter Impact	8/13/2020	5,862.00
10253	CPM Educational Program	8/13/2020	3,490.34
10254	E-Rate Advisors	8/13/2020	375.00
10255	Mercurius Art Makes Sense	8/13/2020	14,474.21
10256	Syncb/Amazon	8/13/2020	533.54
10257	TIAA Commercial Finance, Inc.	8/13/2020	687.06
10258	Brianna Lee	8/20/2020	1,800.00
10259	Brittany Jones	8/20/2020	1,800.00
10260	Charter Impact	8/20/2020	555.44
10261	Jennifer Bryan-Glennen	8/20/2020	1,800.00
10262	Leen Brothers Enterprises	8/20/2020	48,866.97
10263	Syncb/Amazon	8/28/2020	1,362.65
10264	California Water Service	8/28/2020	1,413.33
10265	Comcast	8/28/2020	502.52
10266	Employers Preferred Ins. Co.	8/28/2020	1,009.10
10267	Elizabeth Fuller	8/28/2020	150.00
10268	Humana Insurance Co	8/28/2020	1,840.80
10269	The Math Learning Center	8/28/2020	4,198.00
10270	Neptune Water Solutions	8/28/2020	128.70
10271	PG&E	8/28/2020	3,974.12
10272	Philadelphia Insurance Companies	8/28/2020	6,844.50
10273	Pure Water Partners	8/28/2020	42.90
10274	TIAA Commercial Finance, Inc.	8/28/2020	665.19
70067	Tessy Slaton	8/28/2020	752.69
7303	E3 HCI Audiometrics	8/1/2020	120.00
ACH	Edjoin	8/1/2020	750.00
ACH	Sprint	8/4/2020	58.99
ACH	Raley's	8/5/2020	413.90
ACH	CharityHowTo	8/11/2020	87.00
ACH	Employment Development Dept	8/11/2020	42.30
ACH	Employment Development Dept	8/11/2020	47.54
ACH	Internal Revenue Services	8/11/2020	904.60
ACH	Musician's Friend	8/17/2020	107.04
ACH	Sprout People	8/17/2020	151.36
ACH	Sprout People	8/17/2020	178.26
ACH	Employment Development Dept	8/27/2020	1,226.69
ACH	Employment Development Dept	8/27/2020	3,036.63
ACH	Internal Revenue Services	8/27/2020	15,526.11

Total Disbursements Issued in August $ 127,742.40

Blue Oak Charter School

In-Person Education Plans and Procedures To Acquire Waivers For Students Return

INTRODUCTION: We have created this plan to assist with and give clear and concise direction for the return of our students to the Blue Oak Charter School Campus. This Plan will also help to put at ease concerns voiced from Faculty, Staff, Students, Families and our community. In this plan it will be clearly stated what Blue Oak is doing to help minimize the spread of the Novel CoronaVirus COVID -19. In order to nullify or at least drastically minimize, the spread of this Virus all faculty, staff, students, family and community will need to be involved. Everyone will need to be pitching in to do their part to thoroughly sanitize high use areas, disinfect students immediate areas in classrooms and at home, exhibit the practice of washing hands often, being aware of and maintaining good personal hygiene and repeatedly sanitizing all potential surfaces or high use areas in our facility and in their homes. Within this document we will include a list (among many others) of potentially hazardous areas and items that may collect higher levels of droplets that contain the CV-19 virus due to high use. The guidelines in this plan are based on guidance from the Centers for Disease Control and Prevention (CDC), the World Health Organization (WHO), and other applicable federal, state, and local agencies including The Butte County Office of Education, Chico Unified School District and The Butte County Health Department.

Our priorities are:

 1. Safety: Mitigating and slowing the growth of COVID-19 in the context of returning to our campus. Understanding that there is an inherent risk to being in session on campus while in a pandemic, we also understand that we are part of a societal decision that accepts balancing COVID-19 risk against the need to maintain a semblance of normalcy for our children and their development.

1a. Cohorts: In the spirit of "reducing the denominator," Students will be organized into discrete cohorts to minimize the spread of COVID-19 between groups.

1b. Hygiene: Within cohorts, we will emphasize strong, hygienic practice.

 1c. Distance options: If a student or their family member is in a higher-risk group, we will give them the option of continuing independent, remote learning.

2. Presence: Keeping school open daily. We do not want to burden parents with challenging schedules that prevent them from working a full workday - we want our students at school in their classes for the full day to help our community, to help our students learn in a productively social/safe environment and enable our faculty to teach in an effective, traditional manner.

 3. Growth: Despite limitations, we want our children to continue their academic progress at grade level in core academic standards while having fun and enjoying their day at school. We want our students to be educated by their teachers within their grade appropriate curriculum. We would like our students to realize and comprehend the results of their efforts from constantly practicing to physically distance themselves from others, sanitizing their areas, washing their hands, wearing their masks and being

aware of what they are physically doing to minimize the spread of their first Pandemic with Covid-19. Hopefully these results can be seen and measured by the zero amount of Covid-19 positive cases within Blue Oak which will be directly related to their efforts, as mentioned above.

We have tailored this document specifically for our school environments and populations. We will continue updating it when we receive any new information from the state of California, Butte County Office of Education, Chico Unified School District or the Butte County Health Dept directing schools to use any new best practices to keep our School, students, faculty and families clean and safe and hopefully virus free. This goal is attainable. We all need to demonstrate vast amounts of diligence to adhering to the standards set forth in this document. Although there will be many policies and procedures to navigate through there are some basic actions that if followed have been proven to stop the spread of the NovelCorona Virus. Denmark was one of the first schools in Europe to re-open. While the countries population is quite small at 6,0000,000 the simple strategies they implemented and then followed in schools were effective.

"When children ages 2-12 returned to school, they were sectioned off into "micro groups" of twelve. These groups—also known as "protective bubbles"—arrive to school at staggered times, eat lunch separately and have their own zones in the playground. All students are required to wash their hands every two hours but do not have to wear face masks. Desks are divided two meters apart, all education material must be cleaned twice a day and when possible, classes are held outside. Parents are not allowed on school property."

"The measures implemented so far appear to have been successful: since schools reopened, there have been no increased cases, according to official government data. As of May 18, children ages 12-16 have returned to secondary schools following similar protocols." *Time: July 20, 2020 Godin*

The basic strategies and practices that we will follow to help mitigate the spread of CV-19 will be:

*Wear a mask properly, covering both nose and mouth with no gaps between face and mask material anywhere on the face.

*Avoid Crowds. Crowds can be a potentially dangerous place to be during this pandemic as it hasn't been specifically stated that CV-19 isn't airborne. It has been stated that droplets of saliva that contain the CV-19 virus from a contaminated individual can travel distances when extruded from the mouth or nose. Crowds have many people coughing and sneezing.

* Outside is better than in. The CV-19 virus is not a hearty one. It doesn't do well when not in a host' body. Outside air is better circulated than inside air, lessening the potential for aerosol droplets containing CV-19 to infect others.

*Wash your hands! Often! If one finds themselves in a situation where they cannot wash their hands, please use one of the 40 touchless hand sanitizing dispensers we have throughout the school.

*Physical Distancing: both in the classroom and when on foot traveling throughout the school.

*Use hand sanitizer! Often.

*Be aware of your surroundings. Listen to the people around you. If someone is coughing or sneezing avoid that person. Be aware of potential surfaces that may harbor

the CV-19 virus, such as high use door handles or bathroom faucets and take extra cautionary, thorough measures when using them.

TABLE OF CONTENTS

GENERAL PROTOCOLS

Social Distancing

● All persons on campus will practice social distancing of six feet, where applicable.

● Close contact interactions (for the purposes of determining contact tracing) is considered < 6ft and <15 minutes. Cohorts are considered close contacts even with distancing given prolonged indoor exposure.

● Signage will be used throughout campus to support social distancing, wearing a mask, using available no-touch hand sanitizer dispensers and proper hygiene norms.

● Ad-hoc interactions by adults are to be non-existent while on campus meaning lengthy, unplanned small group gatherings are discouraged and frowned upon.

● Prohibited are Mass gatherings, such as in-person assemblies.

● Students will not be allowed on campus if they are not being mindful of the social distancing and health practices as instructed.

● Students will not be admitted into a restroom more than there are sinks. If a restroom has two sinks then two students are allowed in that restroom at the same time.

Student Cohorts

Blue Oak has two classes per grade-level with the exception of 1st, 2nd, 5th and 7th grades. Each class will be its own cohort. These cohorts are simply the students' home classroom, their class peers, and of course their teacher and aid if applicable. These cohorts will be stable and will have minimal contact with other groups or individuals who are not part of their cohort.

● Each cohort (or class) will be divided into two sub cohorts (cohort A and cohort B) for instruction and activities except for outdoor activities such as: recess, PE and when lunch will be served outside the cohort will be together.

● Facilities will be adjusted to create additional classroom areas to allow for the subcohort model.

● Outdoor spaces will be utilized as much as possible. If necessary and weather permitting we have coordinated with Little Discoveries Day care and the property's owner the Leen Bros to close off and use the parking areas to the East and West side of the building for outside classroom instruction. These two areas and the gated and already closed off areas to the North of the building may be used for physically appropriate games and exercise.

 ● Cohorts are not to share instructional spaces unless thorough cleaning occurs between uses.

● Students will have a designated space solely for their use in their classrooms such as their desk and possibly their cubby.

● Students and staff will not share workspaces or supplies

Shared Spaces

Employees are encouraged to disinfect their workspace multiple times throughout the day, paying special attention to commonly touched surfaces. Blue Oak has purchased and installed 40 No-Touch hand sanitizing dispensing machines throughout the school (see attached location map of sanitizing dispensers) and cleaning products at "Cleaning Stations" are accessible throughout the workplace to disinfect frequently touched objects and surfaces.(Cleaning stations also marked on the map)

Classrooms

● Student desks will be designated for each person and desks will be spread out to maximize space and physically distance.

● Windows will be opened for proper ventilation when needed or advised to do so by administration or the Facilities manager.

 ● Classroom rugs, group tables, and superfluous furniture will be removed and individual desks installed.

● Students have their own designated desk with their own supplies, water bottle, pencils, wax, crayons, art supplies, pencil sharpener and hand sanitizer.

 ● Teachers will utilize outdoor space as much as possible. Coordinations between classes will be clearly posted via email as to where and when classes will be using their assigned outdoor area. These coordinations will be made so as to avoid any accidental and tempting interactions between classes. All teachers and specialty teachers have been given a Purell Hand Powered spray bottle, marked with their name, filled with a Food safe Sanitizing liquid for safe sanitizing use in their classes. Faculty was given clear direction to ***KEEP*** those specific spray bottles as they are refillable. Refills to be done upon teachers submittal of an e-slip request to do so.

Other Facility Adjustments

● The Great Big room will be safely divided to accommodate sub cohorts. This can be accomplished using the large, very portable wall dividers.

The great room will be outfitted and zoned for it's appropriate use when the CARD after school program continues.

● Drinking fountains have been turned off to negate any possibility of cross contamination between students.

● Hooks outside of classrooms for backpacks will be accommodated to have the appropriate space between them so as not to allow any items to touch.

Office Capacity

 ● Site will restrict the number of persons in the offices to maintain social distancing

Staff Lounge

● The Staff lounge will be strictly reserved for only Blue Oak Faculty and Staff for the use of the schools shared desktop computers and of course the copy/print machines. It is within the acceptable rules of this pandemic to heat your food in the staff lounge shared microwaves but please sanitize prior to and after using shared appliances. Gathering and congregating or eating lunches/snacks is not permitted in the staff lounge at this time because of our current pandemic. Please eat/ snack in your appropriate classroom or office.

● Staff meetings will be virtual, even for employees in the same office or school.

● This area will be closed for eating. Shared appliances such as the coffee machine refrigerator and a microwave can be used one employee at a time and appliances must be disinfected after each use. Be aware of what you are using, if the shared item looks as if it has been disinfected as of late please do so as well.

Screening

● Students and staff must conduct a daily self-check (See Appendix B Student Checklists) before they come to campus. The self check consists of a body temperature check not to exceed 100.4 degrees and a cross referencing of known CV-19 symptoms to spot any that may be present.

● **Designated screeners**: School employees may all function as designated screeners for students and non-employees. The principal or school office staff may serve as screeners for faculty and staff if a third-party screener is required.

● A temperature check will be conducted for all persons entering campus, and staff will complete an additional screening document. Blue Oak has 20 no-touch temperature check machines and will be using them strategically throughout the school each morning. Staff will be checking students, staff, and the minimal amount of parents allowed onto our campus daily. The exact areas of daily morning check in temperatures may be moved, consolidated or reduced according to the needs of Blue Oak but have been set at every external door that would allow entry onto our campus.

● Unless otherwise directed by a butte county health officer, the maximum temperature for someone to be admitted to campus is 100.4 degrees Fahrenheit.

● During the day, any person experiencing or showing symptoms will report to the office then escorted to the designated isolation space for screening. This isolation space will be located in the Administration Hallway in the extra office to the west of the Health and Wellness office. Due to the extremely contagious nature of this novel corona virus extreme caution is to be used when around possibly infected person(s).

.● Every employee of Blue Oak will have their temperature taken daily and these temps will be recorded and The Executive Director will retain a record of employee temperatures in a locked cabinet for a minimum of 90 days

● If a staff member already at school shows symptoms described above, a supervisor will allow them to go home without penalty for that day

Personal Protective Equipment (PPE)

PPE is not a substitute for social distancing or proper handwashing. In addition to using PPE, please remember to:

● Wash your hands often with soap and water for at least 30 seconds. Use hand sanitizer with at least 70%alcohol if soap and water are not available.

● Avoid touching your eyes, nose, and mouth.

Face Coverings

Face coverings, personal hygiene, social distancing, and frequent cleaning efforts are critical parts of employee protection. The school will have extra masks on hand for people who come to campus without one. If the school cannot provide a mask (for example, if they have exhausted supplies of spare masks), individuals without them will not be allowed on campus. Studies continue to emphasize the impo in slowing the progress of COVID. **A recent study by Duke University found that, after N95 and surgical masks, a poly/cotton face mask is the most effective in reducing droplet counts,** effectively stressing the importance of face coverings.

Per CDPH/CalOSHA Industry-Specific Guidance:

● Face coverings must be used in accordance with CDPH guidelines unless a person is exempt, as explained in these guidelines.

● Teaching and reinforcing the use of face coverings, or in limited instances, face shields: The school will review the proper wear and care of face coverings with all staff, students, families, and anyone present on campus.

● The school shall frequently remind students and staff not to touch the face covering and to wash their hands frequently.

● Information for staff and families in the school community on the proper use, removal, and washing of cloth face coverings will be posted and listed within this document.

Training will be provided on policies for those that are exempt from wearing a face-covering within this document.

FACE MASKS FOR STUDENTS

Masks are strongly encouraged for children 2 years to 2nd grade; therefore, it is required that all students wear face masks at school. Students who refuse to wear face coverings will be excluded from campus, with the following exceptions:

● Persons younger than two years old and anyone who is unconscious or incapacitated;

● Students engaging in socially distanced (6' separation) outdoor physical activity

● Persons who have difficulty breathing or who are otherwise unable to remove the face covering without assistance may only be exempted from wearing a face mask with the express permission of the Executive Director and only after the Executive Director has explored other options, like distance learning, to accommodate the individual. A cloth face covering or face shield should be removed for meals, snacks, naptime, or outdoor recreation, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.

FACE MASKS FOR STAFF

All staff must use face coverings in accordance with CDPH guidelines unless Cal/OSHA standards require respiratory protection.

● In limited situations, where face coverings cannot be used for pedagogical or developmental reasons, (i.e., communicating or assisting young children or those with special needs) a face shield can be used by staff in the classroom instead of a cloth face covering as long as the wearer maintains physical distance from others. Staff must return to wearing a face-covering outside of the classroom. Face coverings are an important part of employee protection, as well as personal hygiene, social distancing, and frequent cleaning efforts.

Everyone on campus must wear a mask, with the following exceptions:

● Students engaging in socially distanced (6' separation) outdoor physical activity

● Proper wear and care of face coverings found here: https://bit.ly/washingfacecoving

Gloves

● All custodians and food services personnel must wear gloves

● Employers should consider where disposable glove use may be helpful to supplement frequent hand washing or use of hand sanitizer; examples are for workers who are screening others for symptoms or handling commonly touched items.

● Touching your face with contaminated hands, whether gloved or not, poses a significant risk of infection. Wearing gloves does not diminish the need to wash your hands. Additionally, the proper removal of gloves reduces the risk of being exposed to contamination.

Staff Training and Family Education

Delivering Instruction

● Staff and families will be trained and educated in sanitation and hygiene instruction through thorough training and review of this protocol, posters, and routines (See Appendix E).

 ● Teachers will provide initial and routine instruction in social distancing and health practices to their students in keeping with all provisions of this protocol.

● ***Activities where there is an increased likelihood for transmission from contaminated exhaled droplets—such as singing, yelling, chanting, blowing wind instruments —are not permitted at this time.***

● Implement procedures for turning in assignments to minimize contact.

● Consider the use of non-classroom space for instruction, including regular use of outdoor space, weather permitting.

● Avoid sharing things; where sharing occurs, clean, and disinfect between uses.

● Lessons that involve food prep, or shared snacks are prohibited (bake sales, friendships, salads, etc.).

Cleaning & Disinfection Routine

A sanitation route has been created and is currently being done twice daily by custodial staff without students on campus. This sanitation route starts at the front of the school and targets all door handles, push bars, poles, walls, restrooms (included are all flushers, faucets, no touch soap and paper towel dispensers, door handles and doors) with emphasis on high use areas and items, such as school entrance doors and handles. The route winds clockwise from the lobby to the elementary grades then through the north hallway over to the East corridor at the Kindergartens and then south through the Jr High ending in the Great Room. Once students are back on campus this route will be done 3-4 times a day. Custodial staff will be trained to use proper disinfectant and only one time use paper towels.

● Teachers will spray the area with disinfectant to ensure proper coverage and wait times. Faculty will also be trained on which disinfectant/sanitizer to use and proper time elapsed between spraying of product and then wiping it down with one-time use paper towel.

Healthy Hygiene Practices

Reducing the risk of exposure to COVID-19 by proper personal hygiene practices and disinfection is a critical part of ensuring student and staff safety.

● Staff and families will be trained and educated in sanitation and hygiene instruction through thorough training and review of protocols (See Appendix E).

 ● Within cohorts, we will emphasize strong, hygienic practice.

● Cleaning hands at key times with soap and water for at least 20 seconds or an alcohol-based hand sanitizer with at least 70% alcohol if soap and water are not readily available. ○ Build time into daily routines for students and staff to wash hands.

● Families will be constantly reminded to maintain hygiene and distancing at home and in the community.

Visitor & Volunteer Protocols

 The safety of our staff and students is our primary concern.

● We will not allow normal visitation to our campuses until our reopen date.

● Volunteers are not allowed.

Once school reopens:

● Schools will limit volunteers on campus to those performing essential tasks.

● Parent volunteers can only be permitted in their own child's classroom if deemed essential by the principal.

 ● Volunteers supervising outdoor activities (such as yard duty) are permitted so long as they follow staff protocols.

Food & Package Delivery

Students must bring their own food to school or purchase meals through the approved food service program. Parents or non-approved vendors or delivery services (e.g., Grub Hub) bringing food to campus during the day is prohibited. Students shall not share food or beverages.

Travel Restrictions

Blue Oak will discontinue staff travel to conferences and workshops until further notice unless pre-approved by the Executive Director and /or Charter Council.

COVID Symptoms and Case Response

Definitions

A contact is defined as a person who is or has been less than 6' physical distance from and or sharing more than 15 minutes space time. An entire cohort or group is considered a contact if they have shared time indoors, even with distancing. A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.

Contact Tracers

● Blue Oak is in the process of creating a contact tracer from within Blue Oak to have them put on file with the Butte County Health Dept and Butte County Office of Education. Once a person is established that wants to become a contact tracer they will be trained by an approved entity and they will be added as Blue Oaks official contact tracer.

● Contact tracers must be trained either by the county within which the school resides, or take one of the following courses on contact tracing: Contact Tracers will be required to Trace back in time the infected person's last whereabouts and to whom they may have been in contact with, or close to or in a room with for more than 15 minutes. Contact Tracers need to be relentlessly detail oriented and question asking while gathering large amounts of information from many different people. It is imperative that all persons that may have come in contact with the infected person while they were contagious be identified so the proper level of care can be administered to them and their families and the potential to spread the virus is sternly mitigated.

● Webinar-Based as recommended by the CDC: https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/general-training-modules.html

● Coursera Option: https://www.coursera.org/learn/contact-tracing-for-covid-19

Symptoms

Students:

● Fever of 100.4 degrees or higher;

 ● Sore throat;

● New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline);

● Diarrhea, vomiting, or abdominal pain;

 ● New onset of severe headache, especially with a fever.

● (If a student is exhibiting symptoms refer to student health history form)

Adults:

● Fever of 100.4 degrees or higher;

● Chills;

● Cough;

● Shortness of breath/ difficulty breathing; Fatigue;

● Muscle or body aches;

● Headache;

● New loss of taste or smell;

● Sore throat;

● Congestion or runny nose;

● Nausea or vomiting; Diarrhea

Testing

 ● Any student or staff person with symptoms not explained by another non-infectious condition diagnosed by a medical professional needs to be tested for COVID-19.

● School staff are essential workers, and staff includes teachers, paraprofessionals, cafeteria workers, janitors, bus drivers, or any other school employee that may have contact with students or other staff. School districts and schools shall test staff periodically, as testing capacity permits and as practicable. Examples of recommended frequency include testing all staff over a two month period where 25% of staff are tested every 2 weeks, or 50% every month to rotate testing of all staff over time.

● What if a school or school district reopens to in-person instruction but the county is later placed on the county monitoring list? Schools should begin testing staff, or increase frequency of staff testing but are not required to close.

● Per this directive, symptomatic individuals must be tested within 48 hours of symptom onset, and provide test results within 72 hours.

● If the medical provider for the individual with symptoms cannot guarantee a 72-hour turnaround in test results, the symptomatic individual must use the school's designated testing laboratory.

Blue Oak has not determined their recommended Covid 19 Testing facility at this time. Once the testing facility has been determined the name and address of this Laboratory will be added to this document.

● A designated licensed nurse must collect upper respiratory specimens with mail-in testing.

Parents and students are responsible for the cost of their own testing.

Response to Confirmed/Suspected COVID-19 Cases and Close Contacts

__SCENARIO 1__: ANSWERING "YES" ON SCREENING OR EXHIBITING A COVID SYMPTOM

IMMEDIATE ACTIONS

Student/staff are isolated and masked at the site in the designated office space until they can be sent home or to a healthcare facility per CDPH guidance

To return to school: All symptomatic persons should be tested for COVID-19.

● If they test positive, they can return to campus 10 days after symptoms started, 24 hours without fever, and improving symptoms. (There is no requirement for 24 hours of improving symptoms).

● If they test negative, they can return 72 hours after symptoms resolve. All persons in the COVID-positive person's cohort and any other close contacts must be tested for COVID per the testing guidelines, above.

● If student/staff tests positive, see Scenario 3.

● If student/staff tests negative, see Table 2 below. In addition, the individual may have a medical note by a physician that provides an alternative explanation for symptoms and reason for not having a COVID-19 test (e.g., seasonal allergies)

School site will remain open

Communication:

COVID-19 symptoms letter provided to the individual or individual's guardian.

SCENARIO 2:

FAMILY MEMBER OR CLOSE CONTACT (OUTSIDE COMMUNITY) TESTS POSITIVE:

Student/staff sent home RD & COVID-19 School Liaison notified

Student/staff instructed to quarantine/monitor for symptoms, even if they test negative, for a full 14 days after last exposure to the person testing positive for COVID.

Household contacts can end quarantine 14 days after their last exposure to the positive household member.

If the infected household member isolates in their own bedroom with their own bathroom, the exposed person's quarantine can be concurrent with the infected person's isolation.

School site will remain open

Communications:

(Guardian) or Staff: Immediately notify the COVID-19 School Liaison if they are defined as a close contact of a confirmed case

SCENARIO 3:

STUDENT OR STAFF MEMBER TESTS POSITIVE

Student/staff sent home, if not already at home. School administration, county COVID-19 School Liaison notified. Public Health – School Unit Butte County notified

Close off and clean any areas used by the person who tested positive, per CDPH and CDC guidance.

Student/staff that tested positive:

● Positive persons must isolate for 10 days from symptom onset, then go 24 hours without a fever (without fever-reducing medication) and demonstrate improving symptoms.

School-based close contacts:

● identified and instructed to self-quarantine and monitor symptoms for 14 days.

● Close contacts include the entire cohort and any non-cohort members who have been within 6 feet for 15 minutes or more.

·   Even if a cohort maintains 6 feet of distance, the prolonged duration of indoor exposure warrants quarantine.

Close contacts should be tested, whether they have symptoms or not. Testing does not shorten the quarantine requirement.

School site will remain open

*COVID-19 positive Individual: Notify school administration and/or COVID-19 School Liaison immediately

School Site:

• Contact County Public Health

• Close Contact letter and Self-Quarantine Instructions sent to school close contacts within 48 hours.

*Steps to Take in Response to Negative COVID-19 Test Result

A student or staff member tests negative for COVID-19 after Scenario 1 (symptomatic)

IMMEDIATE ACTIONS

● If a symptomatic school member testing negative had a known close-contact exposure to a COVID-positive person, they must complete a 14-day quarantine, even with a negative test.

● If the symptomatic person testing negative did not have a known exposure, they can return to school 72 hours after their symptoms resolve.

COMMUNICATION

Student family/staff to bring evidence of negative COVID-19 test or medical note if testing not performed

__A student or staff member tests negative after Scenario 2 (close contact)__

● Student/staff must remain in quarantine for a full 14 days after the date of last exposure to COVID-19 positive non-household contact.

● Household contacts can end quarantine 14 days after their last exposure to the positive household member.

● If the infected household member isolates in their own bedroom with their own bathroom, the exposed person's quarantine can be concurrent with the infected person's isolation.

Communication:

No action is needed

A student or staff member tests negative after routine surveillance testing (no symptoms and no close contact to a confirmed COVID-19 case) Can return to school/work immediately

Communication:

No action is needed

Additional Details

Distance Learning

Support students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as virtual learning or independent study.

School Closure and Subsequent Reopening: Blue Oak Charter School, in consultation with Public Health, will determine if a partial or full school closure is needed based on guidance and recommendations from BCOE, CUSD, and Blue Oaks Charter Council. Both the school and the county must meet current state guidance to reopen. The most current state guidance is:

State Criteria for Allowing In-Person Instruction: (as of July 17, 2020)

a) Closure: A school must close in-person instruction if the County is placed on the County Monitoring List (CML). If the County is added to the CML before school resumes, schools must conduct distance learning until the county is off the CML for 14 days. If the County is added to the CML, superintendents (in consultation with labor, parent, and community organizations) may request a waiver for elementary schools for in-person instruction. The county department of public health publishes, reviews, and approves all waiver applications.

b) Reopening: The school can reopen in-person instruction after the County has been removed from the CML for at least 14 days. The county department of public health publishes, reviews, and approves all waiver applications.

Local Criteria for Closure and Re-opening in response to COVID-19 Cases:

c) Individual School Closure: Closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the County Health Officer. For example, school closure may be appropriate in any of the following scenarios:

i) Multiple cases in multiple cohorts at a school

ii) There are at least 5 percent of the total number of teachers/student/staff cases within a 14-day period, depending on the size and physical layout of the school.

iii) Public health investigation or other local epidemiological data results in the County Health Officer recommending school closure.

d) Reopening: Public Health and the school will be in communication throughout this process. School and school districts can typically reopen after 14 days and the following:

i) Cleaning and disinfection have occurred;

ii) Public health investigation is complete

iii) Local public health is consulted and has no concerns with re-opening

SCHOOL SCHEDULE & ROUTINES

School Day Times: 8:15-12:45

Morning Drop-Off

Drop-Off Hours: 7:55 AM - 8:15 AM

Protocol: Drivers will not exit their vehicle. Parents will drive vehicles, being able to stop at any point through the entire lot (as opposed to only the Loading zone) to pick up students.. Points of

access will be supervised to prevent any gatherings. Students will exit their cars after being scanned. They will head directly to their classroom. Teachers will be at their doors to admit students. Students will enter, use hand sanitizer, and go directly to their assigned seats.

Lunch Food Service

Protocol: Students will eat lunch at their assigned seats in their classrooms. The hot lunch program, staffed internally by an aid, will deliver to classrooms masked and gloved. Students will put their trash in their classes hall trash can. Students will recess in designated zones specifically allocated to their cohort within separate areas of the playground or classroom. Play structures will not be in use.

After School Pick-Up

Time: 12:30-12:45 Kindergarten pick up

12:45 PM- 1:15 PM (grades 1-8)

Staffing: Teachers and Aides

Protocol: The parking lot gate will be opened at 12:25 for Kindergarten parents and remaining open for the 1-8th grade pick up. Parents will drive vehicles, being able to stop at any point through the entire lot (as opposed to only the Loading zone) to pick up students. Parents will not be allowed to park and exit their vehicles. Student cohorts will be distanced all around the perimeter of the lot, and cars will be allowed to stop at each class area to pick up their student(s).

FAQ's

What if a student arrives late?
Students who arrive at school late will park in available parking spaces offered by Blue Oak. It will be allowed for one parent of the student to walk them to the front doors of Blue Oak where a Office staff will sign students in and take their temperature. Students will go directly to class.

What about the traditional before school starts recess?
Grades will have a newly assigned structured recess time slot with their teacher, scheduled near the start of the school day in lieu of recess before school.

What if a student needs to use the restroom?
Restroom time is scheduled for a class during their allotted recess times and at other class specific times during the day. Use outside of the schedule will be on a limited, case-by-case basis. If a student must use the restroom outside the allotted time, they shall go to the restroom, wait on the designated marks (6 feet apart) until the restroom is available, and then return directly to class, maintaining social distance and wearing a face mask at all times.

What is the plan for inclement weather recess and physical education?
Students will remain in their classroom if it rains, or the air quality prohibits being outside.

Adult Checklist
for Symptoms of COVID-19

Name: _____

Date: _____

- ❒ Fever of 100.4 degrees or higher: _____ °F
- ❒ Chills
- ❒ Cough
- ❒ Shortness of breath/ difficulty breathing
- ❒ Fatigue
- ❒ Muscle or body aches
- ❒ Headache
- ❒ New loss of taste or smell
- ❒ Sore throat
- ❒ Congestion or runny nose
- ❒ Nausea or vomiting
- ❒ Diarrhea

Notes:

Student Checklist
for Symptoms of COVID-19

Name: _____

Grade: _____ Date: _____

- ❑ Fever of 100.4 degrees or higher: _____ °F
- ❑ Sore throat
- ❑ New uncontrolled cough that causes difficulty breathing *(for students with chronic allergic/asthmatic cough, a change in their cough from baseline)*
- ❑ Diarrhea, vomiting, or abdominal pain
- ❑ New onset of severe headache, especially with a fever. *(If a student is exhibiting symptoms refer to student health history form)*

Notes: