

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

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Wednesday, October 7th, 2020 - 6:00 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*

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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 - 6:00 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. GOVERNANCE - 15 Minutes

- 2.1. Re-Opening Plan

Susan Domenighini

The Re-opening plan continues to be a working document with new information and direction received from the health department. Staff and parent input is also being requested and will be input prior to Wednesday's meeting.

2.2. Strategic Plan

3. NEXT MEETING - Tuesday, October 20, 2020 (Regular Meeting)

ADJOURNMENT

Agenda Item: Approve Re-entry Plan

Prepared by: Susan Domenighini Charter Council Date: 10/07/2020

Background Information:

Blue Oak would like to approve the Re-Entry Plan to address addition safety precautions for COVID 19

The Re-Entry Plan addresses public health guidelines for reopening schools.



BLUE OAK SCHOOL

A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

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

September 2020

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 personal hygiene. 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.

Priorities

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.
 - a. Cohorts: Students will be organized into cohorts (the students, their aide and their teacher) in their classroom. These cohorts will be divided into sub-cohorts. This will help to minimize any potential and help to further lessen the spread of the virus by creating distance from the larger groups.
 - b. Specialties, Special Education, and other interventions will not push into classes. Instruction will be done through distance learning or individualized practice.
 - c. Hygiene: Within cohorts, we will emphasize strong, hygienic practice
 - d. (washing hands often for at least 20 seconds, sanitizing the students immediate area, wearing a face mask, not sharing food/drinks.)

- e. 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. Support of the distance option will depend on the resources available and may or may not be directly supported by the classroom teacher.
- 2. Presence: Keeping our school open daily. We do not want to overload parents as some have an already challenging daily schedule. To juggle work and the assurance their child is safe and learning wherever they may be is not an option for many families. 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 when possible..
 - a. A transition plan to return from Distance Learning will be developed to honor the time and effort needed to adjust the requirements of the platforms. The community will be included in the planning and informed of the outcome.
- 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 sought after 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 Novel CoronaVirus. Denmark was one of the first

schools in Europe to re-open. While the country's population is quite small at 5,800,000 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 at 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**

Strategies and Practices

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

***Masks/Face Coverings:** 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's 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 and compulsively:** If there has been no other activity everyone at Blue Oak will be reminded daily to wash their hands at least every 2 hours for at least 20 seconds. However, even with procedures in place to limit the amount of movement students and faculty/staff/admin have they will be going from place to place. When these transfers happen be sure to wash your hands to and fro. 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** just as much as washing your hands, at least for now, especially if you find yourself in a high trafficked pedestrian area.

***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.

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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 due to our current pandemic.
- 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. These practices will be included in the Parent Handbook
- Students will use the bathrooms during specified times allotted to their cohorts. They will be allowed in the bathrooms based on the number of 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) may be divided into two sub cohorts (cohort A and cohort B) depending on the number of students enrolled in the class as well as how many students want to come back to in-person learning. They would be divided for instruction and activities except for outdoor activities such as: recess, PE and when lunch will be served outside the cohort will be together. These cohorts are being created to limit the number of close contact each child/student has, lowering the probability of possibly contracting the CoronaVirus from an Asymptomatic individual.
- 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 and/or an alternative venue for classroom educational purposes
- Cohorts are not to share indoor 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

Substitutes

Substitute teachers will be recruited and asked to limit the schools they work for. Tracking will be completed and daily fast turn around tests will be used.

Specialties

Specialties will continue to be delivered through Distance Learning methods such as Zoom and videos. They will not interact in person with any cohorts. They may visit the classrooms for 10 minutes staying 6 feet from students with masks.

SPED & Intervention Services

We continue to work options for delivering these services.

Shared Spaces

Employees are encouraged to disinfect their workspace every 2 hours 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 pg 27) and cleaning products at "Cleaning Stations" are accessible throughout the workplace to disinfect frequently touched objects and surfaces. There will be one cleaning station that includes 2 spray bottles containing a sanitizing solution and one roll of disposable one time use paper towels per North, East, South and West hallways. These cleaning stations will be clearly labeled, filled and monitored for adult use only.

Classrooms

- Student desks will be designated for each person and desks will be spread out to maximize space and physically distance (At least 6' apart.)

- Windows will be opened for increased 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 when applicable.
- Students have their own designated desk with their own supplies, water bottle, pencils, wax, crayons, art supplies, pencil sharpener and hand sanitizer. Hand sanitizer will be unscented to the extent possible. Students are not to share any of these items and anything else for that matter because sharing of items at this time is an extremely hazardous action that can easily transfer the CoronaVirus from one individual to another.
- Teachers will utilize outdoor space as much as possible. Coordination between classes will be clearly posted via email/schedule as to where and when classes will be using their assigned outdoor area avoiding any accidental or tempting interactions between classes/cohorts.
- 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 Room will be safely divided to accommodate sub cohorts if and when necessary. This can be accomplished using the large, 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. There will be a cleaning station provided between the 2 shared desktop PC's and it is expected that before and after using said PC's they will be sprayed and wiped down by the

users so as to disinfect and help minimize if not negate any possible transmission of the Novel CV-19 from one individual to another.

- 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 after using it with the cleaning/disinfecting/sanitizing items provided by Blue Oak.

Meetings

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

Screening

- Students and staff must conduct a daily self-check 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. (A list Of Known CV-19 symptoms is located on Page 24)
- **Designated screeners:** School employees may all function as designated screeners for students and non-employees. The Executive Director or school office staff may serve as screeners for faculty and staff if a third-party screener is required. Kristin Fortado will be responsible for the daily check-in of Faculty, Staff and Administration.
- A temperature check will be conducted for all persons entering campus, and staff will complete an additional screening document (Meaning Faculty, Staff and Administration will be checked at the entrance they choose and additionally by Mrs. Fortado). Blue Oak has 20 no-touch temperature check machines and will be using them strategically throughout the school each morning (Daily Temperature Check in Locations are marked on the map provided on page 28). Faculty and 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.
- Students that attend Blue Oak in a classroom with an exterior door will line up outside their exterior classroom door. Students, while waiting to be checked in will use physical distancing and make educated decisions about interactions and socializing with peers. Students are to go directly to their classrooms, they are not to co-mingle with other students/cohorts. They are expected to stay in their appropriately marked areas and patiently wait. Every teacher with an exterior door will have a no touch thermometer and every student's temperature will be recorded and kept for no less than 90 days until instructed to do otherwise. The check in procedure for each class may vary slightly, but overall will be similar in

all aspects. The Temperature check in lists will be generated, printed and distributed according to the class rosters for each class in a weekly manner.

- 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, or at any morning check-in location, any person experiencing or showing symptoms will be guided by a Blue Oak employee to report to the office. Prior to this person going to the quarantine room the individual(s) that noted the symptoms need to be proactive and identify where the person came from, who they were near and radio for support. All areas located on the pathway to the quarantine room need to be cleared and then the individual be escorted to the designated isolation space for screening. This isolation space will be located in the Administration Hallway in the conference room across from the front desk and to the east of the school counselor's office. Due to the extremely contagious nature of this novel CoronaVirus extreme caution is to be used when around possibly infected person(s). The person designated to escort the symptomatic individual will be one with no risk factors and will wear an N95 mask, face shield, gloves, and head covering. Hands will be washed at the portable handwashing station set up only for this quarantine room at its entrance before and after putting on gloves and entering/ exiting said room, even with gloves on. After the escort has left the quarantine room they are to take off face shield and head covering and carefully place them in a provided bag, closing and sealing it, while leaving their face mask and gloves on. Once the other three items are securely bagged and sealed the escort should use sanitizer on their gloved hands to remove their gloves and carefully place them into another separate bag, then sanitize their hands again without gloves on. At this point they will move to the next corridor and they will remove their mask by the strings and carefully drop it into the provided bag which they should close and seal with tape. Escort shall bring all three bags to the last corridor and place them in a provided larger bag to be left in that corridor. After this is done the escort can move from the last corridor to the open hallway and then to use the hallway restroom to wash their hands thoroughly. Essentially the process will be, wash hands in hallway restroom in admin hallway, suit up with face mask, face shield, surgical head covering and gloves. The bags with possible contaminated items will be sprayed with disinfectant when removed and properly disposed of as instructed by the BCHD, and CDC. The escort will then be sent home to shower and change clothes.
- 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.

A map of Blue Oak campus has been inserted into this document and is located on page 29. This map depicts where the Daily Check in Temperature Screening process will take place. Each Thermometer icon on the map indicates that an adult will be at that

location with a no-touch body thermometer reading temps of those that enter there. Only students and employees are allowed on campus at this time. Anyone wishing to enter school grounds must call and make an appointment with the front desk of Blue Oak. The Temperature Screening Readers will be recording the name and temperature of each person they test. All employee temperature check slips shall go to the Executive Director and held safely for no less than 90 days.

Blue Oak has acquired 20 of the No Touch Body Temperature Thermometers making it possible for every faculty member to have one and administer no less than two tests daily on their Cohorts. These Temperature Checks will be recorded with the name of tested student and body temperature. These will be filed by the teacher in the locked file in their classroom for no less than 90 days.

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 60% alcohol if soap and water are not available.
- Avoid touching your eyes, nose, and mouth as CV-19 can easily be transmitted from hands to 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 stress the fact that something so simple as wearing a face mask vastly helps slow 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.

FACE MASKS FOR STUDENTS

Masks are strongly encouraged for children 2 years and above; 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
- A cloth face covering 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.

- 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

Instructional Schedule Model

From the State: As schools plan to reopen, the instructional schedule model chosen will become the foundation of a student's and family's future experience in their school community. There are many considerations and decision-making points LEAs will need to consider in their planning. First and foremost, LEAs planning for their instructional schedule model need to focus on ensuring student learning and competency development while also considering a student's social-emotional well-being. We understand there are needed statutory changes to accommodate the instructional schedule model examples identified in this document. These instructional schedule model examples do not contemplate California's current instructional time, attendance for apportionment rules, and audit guidelines. As schools reopen and considerations are made to meet the health and safety guidelines, the following are some instructional schedule model options and essential planning questions and action steps for LEAs to consider. LEAs should enter into their planning with a flexible approach, understanding that they may start the school year with one instructional schedule model and, as new information becomes available about health and safety, they may transition to a different model. Guidance on standards for quality distance learning is being developed and will be available on the CDE website. No matter the instructional schedule model, please continue to work to eliminate the barriers to student success that existed before the closure. We have an unprecedented opportunity to improve how we care for and educate each child. Let's work to enhance the public good of our public schools as we implement more student-centered designs. These suggestions are only a few of the options that may be considered, so please work closely with your community to develop the list of essential planning questions that build on your assets and address your local needs.

- Staff and families will be trained and educated in sanitation and hygiene instruction through thorough training and review of this protocol, posters, and routines.
- 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 and air quality 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 areas within their classes and also sanitize any toys or handled objects at the end of each day 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 towels. In addition Custodial Staff will first check and ensure with teachers that they are in fact done for the day then Custodians will routinely spray disinfectant at the END of each day, in every classroom's general use areas. This disinfectant will dry quickly and poses no harm to students once dried. Since the students will not be returning to classes until the next day it is reasonable to say that disinfectants will dry within the 12 hours, at minimum, from time sprayed to students entering facilities the next day.

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. Prior to reopening the school and regularly there after.
 - Written documentation & signage
 - Staff meetings

- 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 60% 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.

Ventilation

We are aware of the importance of ventilation within our facility to help keep everyone safe. Our HVAC System is run by 24 units, currently they are all in good working order, consistently inspected weekly, maintained quarterly, their placement and room heating and cooling locations on the HVAC Map of Blue Oak and we have a stock of new replacement filters. During a usual year filters are replaced every quarter. Currently, HVAC filters are inspected weekly and replaced as needed. The HVAC at Blue Oak does not recycle air. Fresh air is moved in and out of the building through the filtration system.

All windows in Blue Oak will be in working order when students return for opening and closing to allow for air exchange when needed.

Contact and informative talks have been made with Jessee Heating and Air about two different possible implementations of systems to help with air purification and air movement.

Through consistent and thorough sanitation of physical items and air spraying covid killing disinfectants, as well as everyone wearing their masks correctly, ventilation itself will not be a significant concern as we currently have more than adequate ventilation systems.

Currently Blue Oak Charter School has established a place on the list to receive Large Industrial Air Scrubbers (Purifiers) on a lending and rotating basis from BCOE.

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.

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 of any sort including all media/social food delivery companies shall not deliver to Blue Oak campus at any time during the day as it is sternly prohibited. Students shall not share food or beverages of any sort as this is classified as one of the most potentially dangerous actions humans can do to transmit the coronavirus.

Travel Restrictions

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

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

- The Health aide will support contract tracing within the Blue Oak staff and families.
- If deemed necessary Blue Oak will have a contract tracer trained and records filed 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 detailed and detail oriented 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>
- Course 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 determined. OptumServe Testing at 900 Mangrove Ave. <https://lhi.care/covidtesting> M – F, 7am-7pm by appointment only. All ages are welcome.
- 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 a student/staff tests positive, see Scenario 3.
- If a 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, Susan Domenighini

- Students/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/COVID-19 School Liaison notified along with BCHD and CDPH

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

General Response

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

School Site:

- Contact Butte 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

REOPENING PLAN

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 Oak 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 drop off 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 shall not share food or beverages. 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 class' 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 whereupon an employee of Blue Oak 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. There will be no recess in the morning negating any congregating of students on the playground.

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.

Additional Symptoms of Covid 19

These are symptoms to look for if you or someone might have been exposed to Covid-19

- ***Body Temperature exceeding 100.4 F unless otherwise noted by BCHD or CDC***
- ***Chills or repeated shaking***
- ***Cough***
- ***Shortness of breath or difficulty breathing***
- ***Congestion or runny nose***
- ***Muscle pain***

- **Headache**
- **Fatigue**
- **Nausea or vomiting**
- **Diarrhea**
- **Sore throat**
- **New loss of taste or smell**

How You Can Help:

Be proactive about reducing the number of interactions that students have with others by practicing physical distancing (staying at least six feet apart) to limit the coronavirus spread. In addition to physical distancing another important tool to prevent the spread of coronavirus is to practice good hygiene. Critical public health prevention messages include:

- Stay home when you are sick. Anyone with symptoms consistent with CV-19 should remain at home in isolation for a minimum of 10 days plus at least 3 days after the resolution of fever (without fever reducing medication) and improvement in other symptoms.
- Wash your hands often with soap and water for at least 20 seconds. Sing or recite the alphabet to help gauge how long 20 seconds is while you wash your hands. If soap and water are not available use an alcohol based hand sanitizer with at least 60% alcohol.
- Cover your coughs and sneezes with a tissue, then dispose of the tissue in a proper garbage container and wash your hands. If a tissue is not available cough or sneeze into the fabric that is near or at your elbow so as to catch any aerosol particles that may contain CV-19.
- Limit or void close contact with people that are sick and do not share any food, drinks, or utensils with anyone at this time in the Pandemic.
- Clean and disinfect frequently used or touched objects and surfaces with a disinfecting spray or a sanitizing wipe and use a one time use paper towel to wipe down.
- All students and staff must follow guidelines for wearing masks or face coverings while on Blue Oak's Campus at all times.

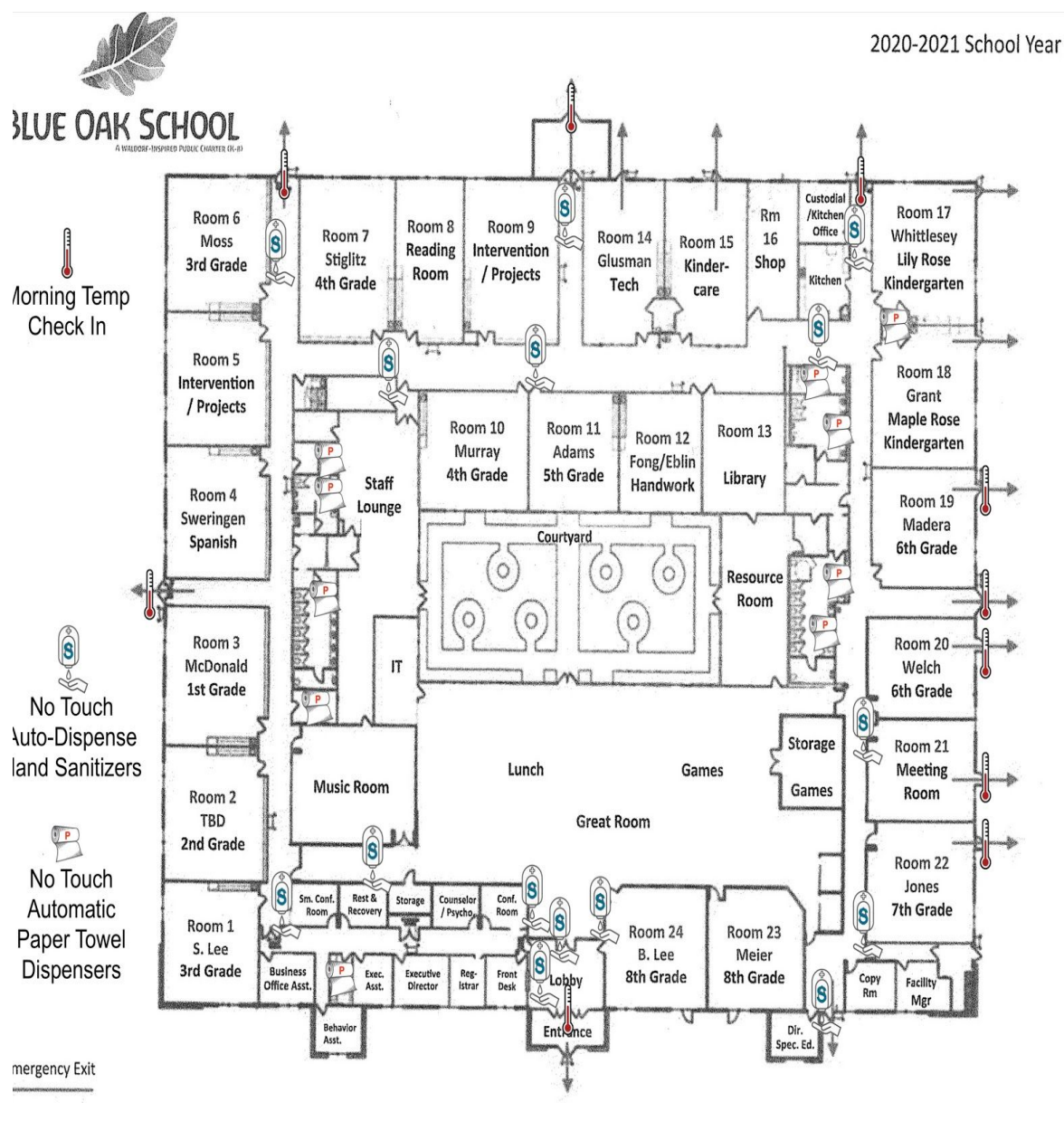
Additional information can be found at:

CDPH:<https://cdph.ca.gov/covid19> (State Health Dept)

CDC:<https://www.cdc.gov/coronavirus> (Centers For Disease Control)

www.buttecounty.net/publichealth (Butte County Health Dept)

We greatly appreciate and thank everyone for their efforts in staying informed, calm, thoughtful and understanding of others as we all do our part to help keep our communities and schools (all schools, all communities, not just ours) safe during this sometimes confusing, everchanging, unprecedented pandemic.



Overhead View of Blue Oak's Facility

Indicating Locations of:

- Morning Temperature Check In's
- No Touch Auto-Dispense Hand Sanitizers
- No Touch Automatic Paper Towel Dispensers

All Staff Review 10/1/2020

Are we doing the online check in also? **Yes - Google Form that Susan sent out.**
We are working on one using Parent Square for families

To clarify, if we arrive after 8:30 come to Kris. If we arrive before 8:30, she will come to us, zooming or not :) **Yes**

Will Kris be wearing a mask when she comes into our rooms? **Masks should be worn at all times. The only time someone does not have to wear a mask is if you are in your office/classroom with no one else in it**

Also, in the reopening plan there was mention that the school had stations where you could take your own temp. Do those exist yet? **Each entry point will have someone assigned to take temperatures when students are on campus. They will not be set up for staff to take their own temperatures.**

I read through the plan and didn't see how specialties would happen. Would all students come into our rooms? Or would we go to their classrooms? How does that work in terms of cohorts and cross contamination? **Specialties will be having another meeting to solidify what they are thinking. The thought was for them to continue on Google Classroom, go to classes once a month, and have a live zoom class once a week for 30 minutes with a projector**

Similar to Claire's question, I don't know how this will work for SPED. I'm also concerned about IA staffing levels. **Reviewing numbers and supports in specific classes to determine how to do this effectively. We are also looking at how the SELPA and other schools are attempting to solve this issue.**

What are we doing about those families that are requesting to not have to wear masks and asking for exemptions? **The only exemptions would be medical due to low lung capacity. If there is a student with this exemption the teacher will be informed and a plan established.**

How are subs working? **We will contract with subs. Using additional daily fast turnaround testing if we can find them to purchase**

Are we planning to ease back in with half days, or something like that, or will it be full time? **We have sent out a survey to see what our community wants. The survey will help inform the decision. The amount of time to "ease in" may be a factor.**

Will there be any type of fund to help support teachers who get sick and perhaps even hospitalized? **There is additional leave available through the state. We are not aware of additional funding available for this purpose.**

More info/reassurance about the stay home if you're sick. As teachers we often work through colds. **If you are sick, you should stay home. We will continue to message and support teachers, staff and students staying home when they are sick. This has been our messaging since March. Please hold each other accountable.**

Will students go right to classrooms in the morning? **Yes Drop off times will be the same, starting at 7:45 and ending at 8:15.**

Can we have multiple back-to-school Parent Education nights? **We can have at least 2**

They would still need to be supervised. Will teachers be getting releases?
They being students. **This will depend on the reopening plan.**

Clarity around that 25% is that at the same time, or even during this time? **The 25% is for small cohorts that we may want to have on campus...roughly 70 students for Blue Oak. This focuses on foster youth, special education, English learners, homeless**
The same students? **Yes, it would be the same students**

How will we handle reading groups during in-person learning? **Classroom cohorts will not be able to mix. Reading groups will continue to be within the classroom.**

How will teachers get releases if we are staying in the same cohort? Will each class have an aide? **See above**

Also, some of the windows are going to have to be fixed so they can open. **Yes they will.**

Canopies?

When it starts to rain we will need to stay dry. **We will put this on the list to purchase with FEMA support funds.**

Will the teachers supervise recess? **If we remain on the half day schedule there will not be any recess.**

Will we have Emma and hopefully extra mental health support for students struggling with separation anxiety, fears about returning, etc. **Emma and Amber.**

Will we still have fire drills etc? Active shooter drills outside? **It is mandated that we still have fire drills. We can still discuss ALICE procedures to refresh.**

I think of the huge amount of work it will take to get the school yards ready for outdoor education. This is more than even Buck can manage alone. **Can we hire a professional company for 3 days? Classes are to be held indoors primarily with outdoor education in**

addition. However, I will investigate and try to create some outdoor spaces to use on a as needed rotating basis. Follow up to be given weekly.

I don't think we have enough human bodies for all of this...

human = adult Planning with the reality of our resources is important. We need to review what we want to do then compare to what we can do.

What about lunch? Hot lunch? Lunch lines? This will depend on our schedule that we choose to implement. Half day schedule, sack lunch to go. Full day would have lunch served and will likely be sack lunches that we would have staff deliver to classes..

What kinds of issues qualify for a medical exemption? They would need to have a medical problem with the lungs and respiratory system. This is a doctor's call. My suggestion is that we not share any opinion on it.

As teachers, how will we be supporting in class students and distance learning students?

Google classroom would continue. Possibly set up a laptop for students to watch teacher/class. Teachers could wear a bluetooth headset so they can hear students on zoom and vice versa. This may depend on the need and age of the student and the balance of students remaining on distance learning.

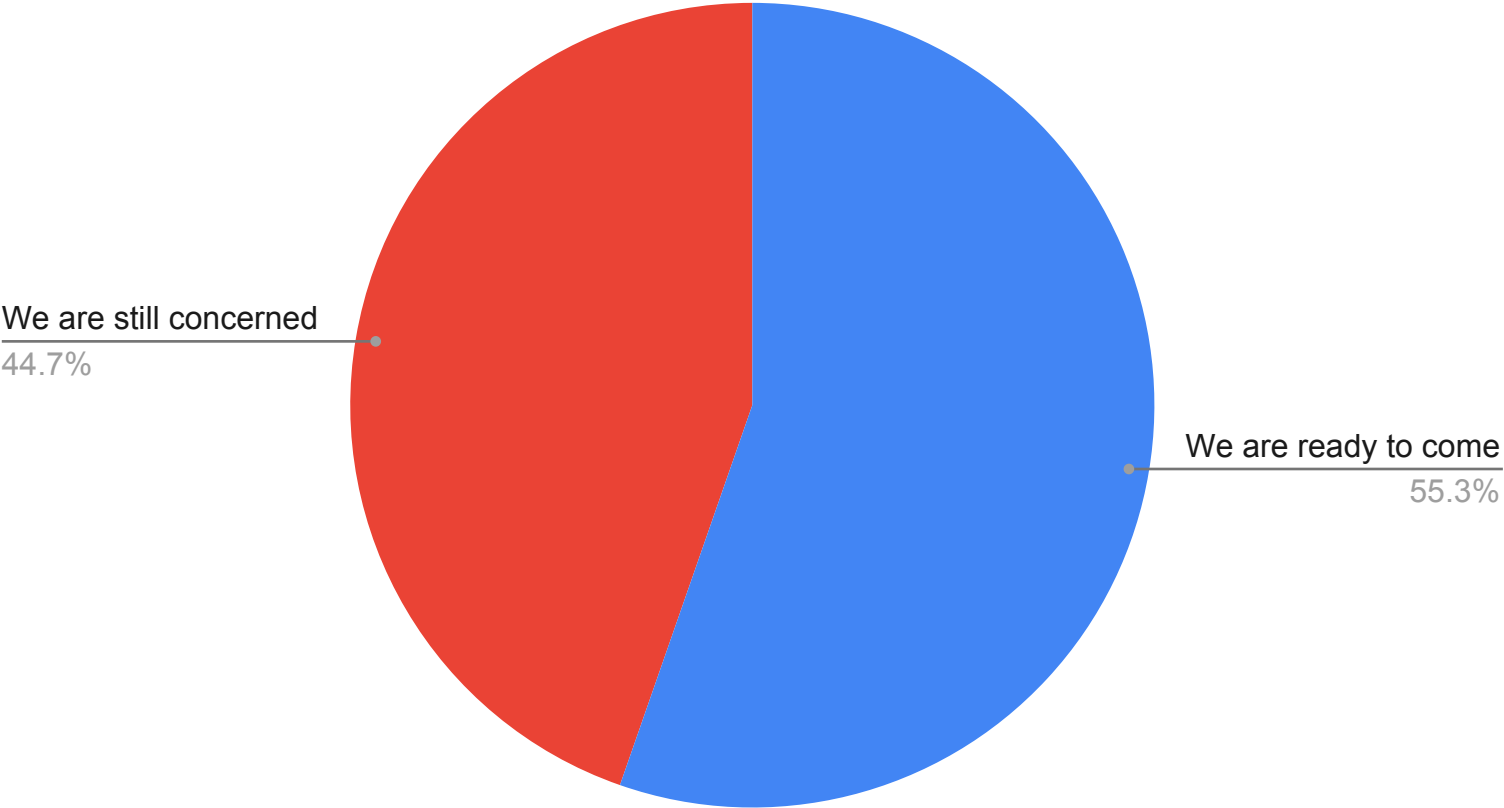
10/01 Questions About the Re-Entry Plan:

- If we have doors into our classrooms, will the children be coming in through that doorway or still through the office? Yes. All entrances will be used. Children will enter through the door closest to or in their classroom. If the classroom does not have a door. The Entry will be determined by Facilities and teachers and parents informed.
- I see there is a "Specialties, SPED & Intervention Services" that is not completed yet. See above.
- Will we hold CARD on campus again? Once CARD and Blue Oak have been cleared by the county to open at capacity.
- Are there funds available for creating outdoor learning spaces, extra staff to supervise if there are A and B cohorts? We are developing outdoor learning space plans. We are working on hiring to fulfill our current staffing needs, including teachers and aide/yard duty.
- I still don't understand the cohort/sub cohorts concept. Cohorts in this case refers to a classroom of students. Sub cohorts would refer to breaking students within a classroom into smaller groups.
- Do we have a sub plan yet? See above.
- My other big question/area I'd like guidance of is staying home if I'm sick. Say I have what I deem to be a cold, or asthma from the smoke, and stay home for a day or two. Do I need to get a test every time I take a sick day? Can I work from home? This feels like so much gray area that is obvious from far away but hard to make decisions about in the moment... We will be testing everyone on a rotating basis. The need to be tested will depend on symptoms and exposure to others

who are sick with COVID symptoms or a confirmed case. See scenarios

- If students are with teachers all day from drop off to pick up, is there a plan for teacher bathroom breaks? We will implement a Rainy Day Recess Schedule to accommodate teacher 10 minute breaks. Those giving the teacher a break will remain 6 feet away from students wearing a mask and be in the room no more than 10 minutes.
- Can support staff still help students? Can I still have my small group classes in person? Students can not move outside of their cohorts. We will have to look at specific needs and how to support students and teachers within the cohort.
- I'm concerned about after school and how that will be handled. What will be expected of me and Kelley? Help make phone call reminders for parents to pick up children.
- How often should we be getting tested? Prior to re-opening all employees will be tested and then tested on a five day rotating schedule with five people being tested per day.
- I assessed a student today and mom requested that temperature be taken at the wrist instead of the forehead. That does seem kinder. Does it work? It does work. If that is what a student/parent prefers.
- If someone gets Covid and they have to quarantine or are too sick to work, will there be worker's compensation? There is additional leave available through the state. We are not aware of additional funding available for this purpose No, but there may be programs available to assist. There is currently action in the legislature to address this issue. The governor recently signed a bill allowing for "essential employees" to be covered. I have not received any information on if school employees are covered here. If there is an outbreak in the school, it would be covered.
- How will specialties work? They will continue mainly through a distance learning model by using google classroom but they will also do a live zoom to a classroom once a week for 30 minutes.
- Can we hire additional staff? We have aide positions posted, and a teacher position.
- Are there federal programs available to provide school-wide testing for staff? For students presenting illness? This was discussed in a faculty/staff meeting and it was determined that CVS and LHI have free testing for CV=19. The results have been revealed in as early as 48 hours after testing. Testing is currently free through November. There is hope the legislature will continue that past that time.
- Is the reopening plan to be discussed at the special meeting or is it on the next regular board meeting? Discussion began at the last regular meeting and will continue at the Special Meeting. It will likely continue to the next regular meeting.

Distance Learning or On -Site



Count of When Should Blue Oak Reopen (the county must be in red or above)

Start date after

2.6%

Start date 2nd semester

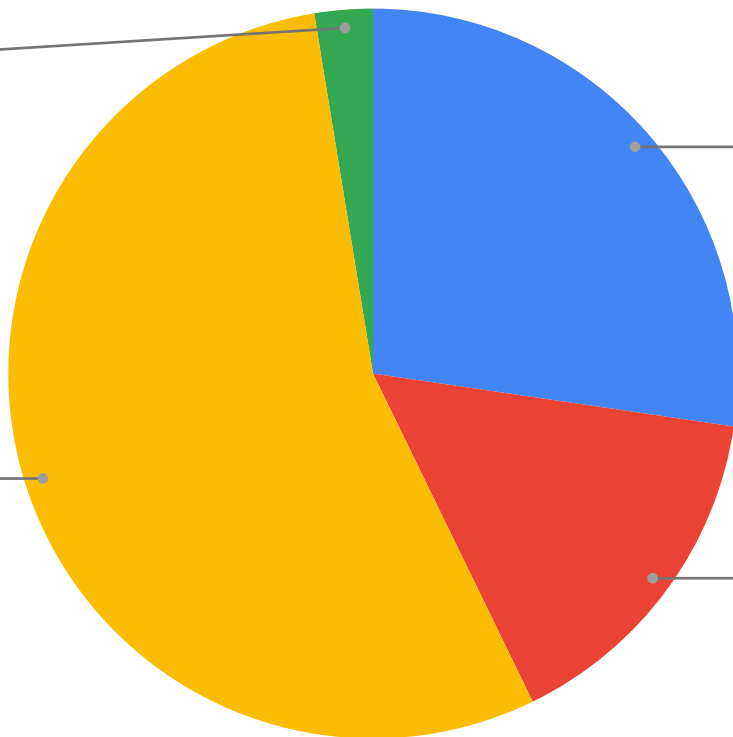
54.6%

As soon as possible -

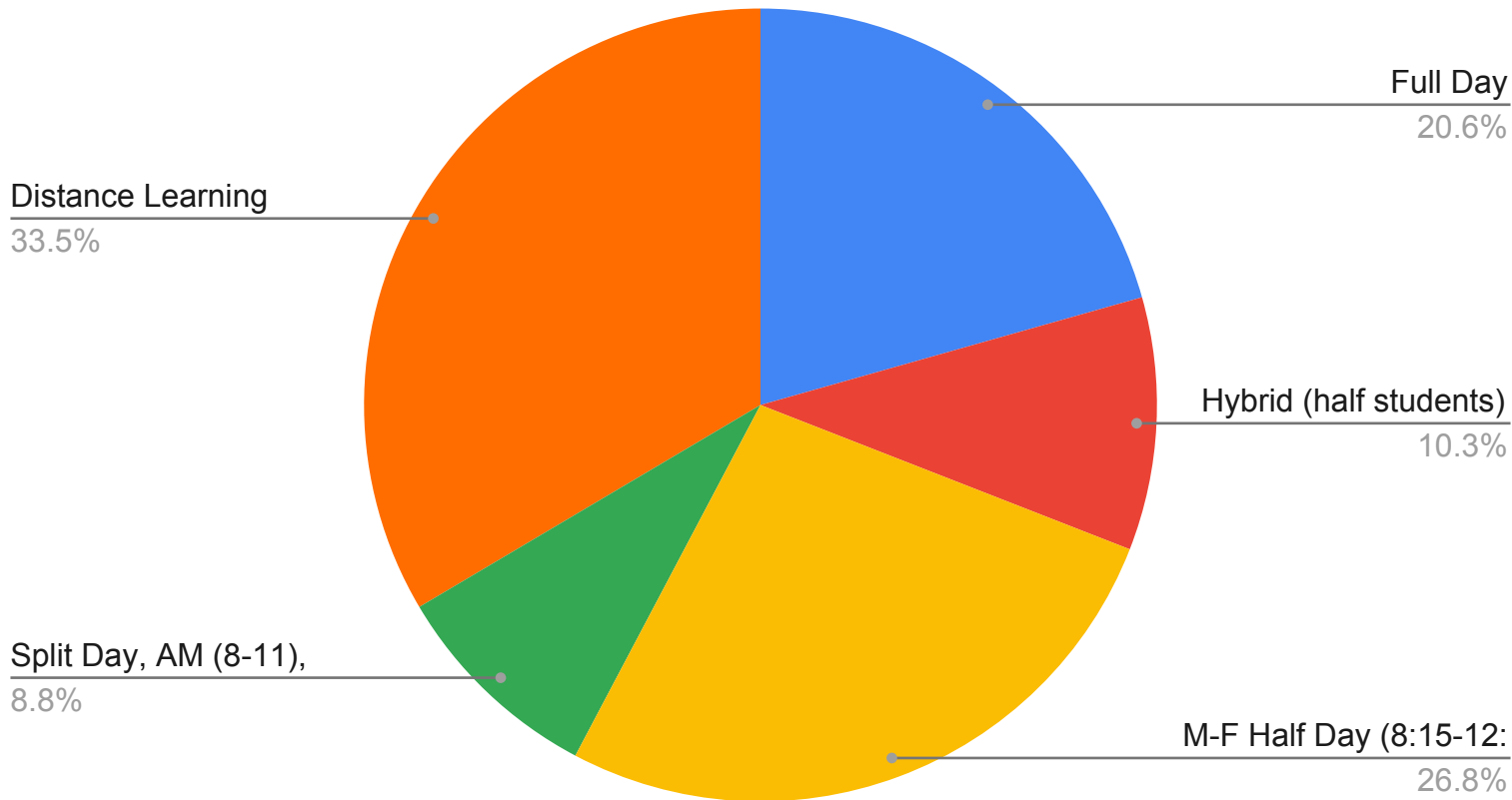
27.3%

Start date first week of

15.5%



Count of What schedule works best for you [First Choice]



Count of What schedule works best for you [Second Choice]

Distance Learning

7.1%

Full Day

5.8%

Hybrid (half students)

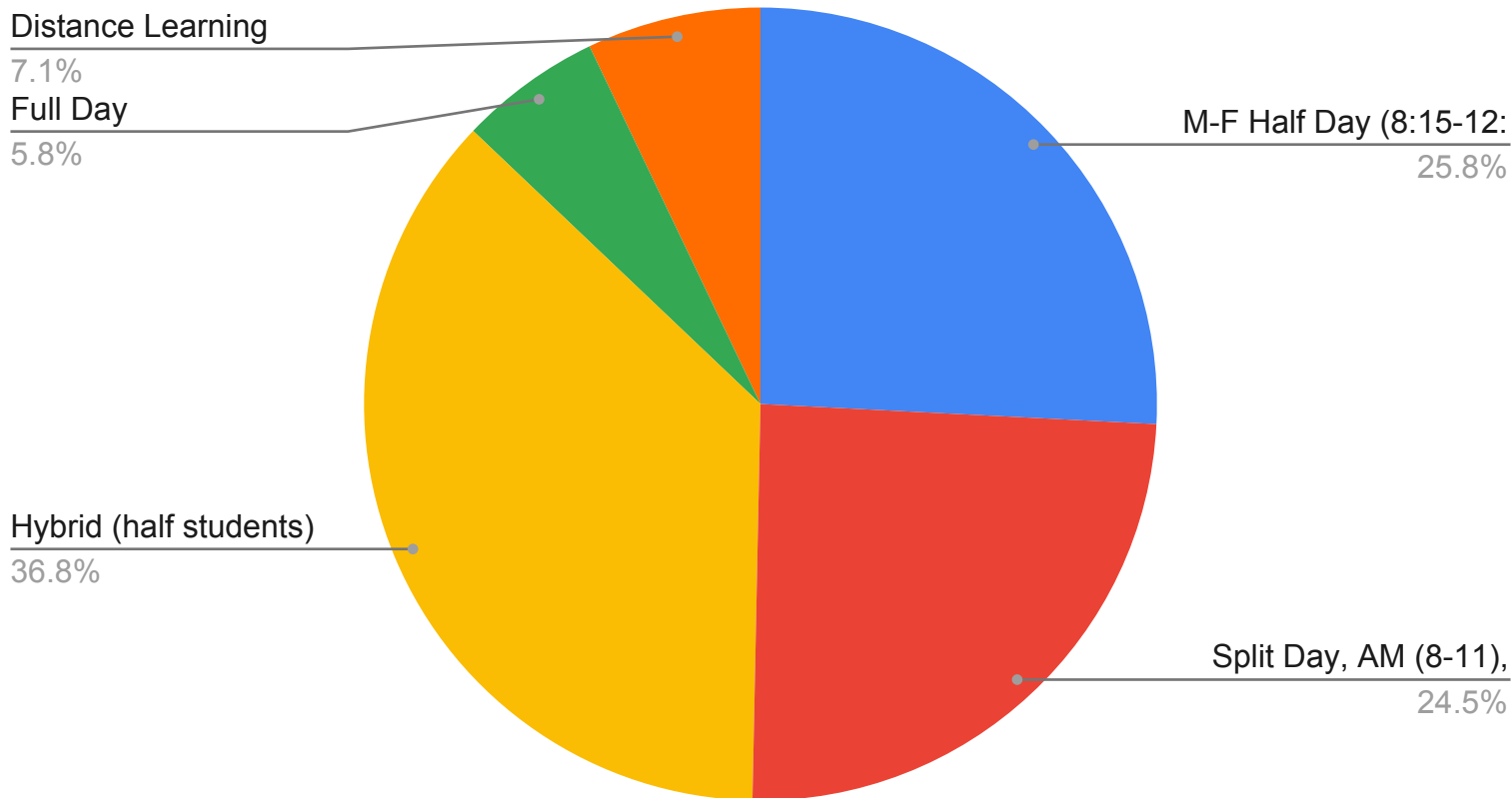
36.8%

M-F Half Day (8:15-12:

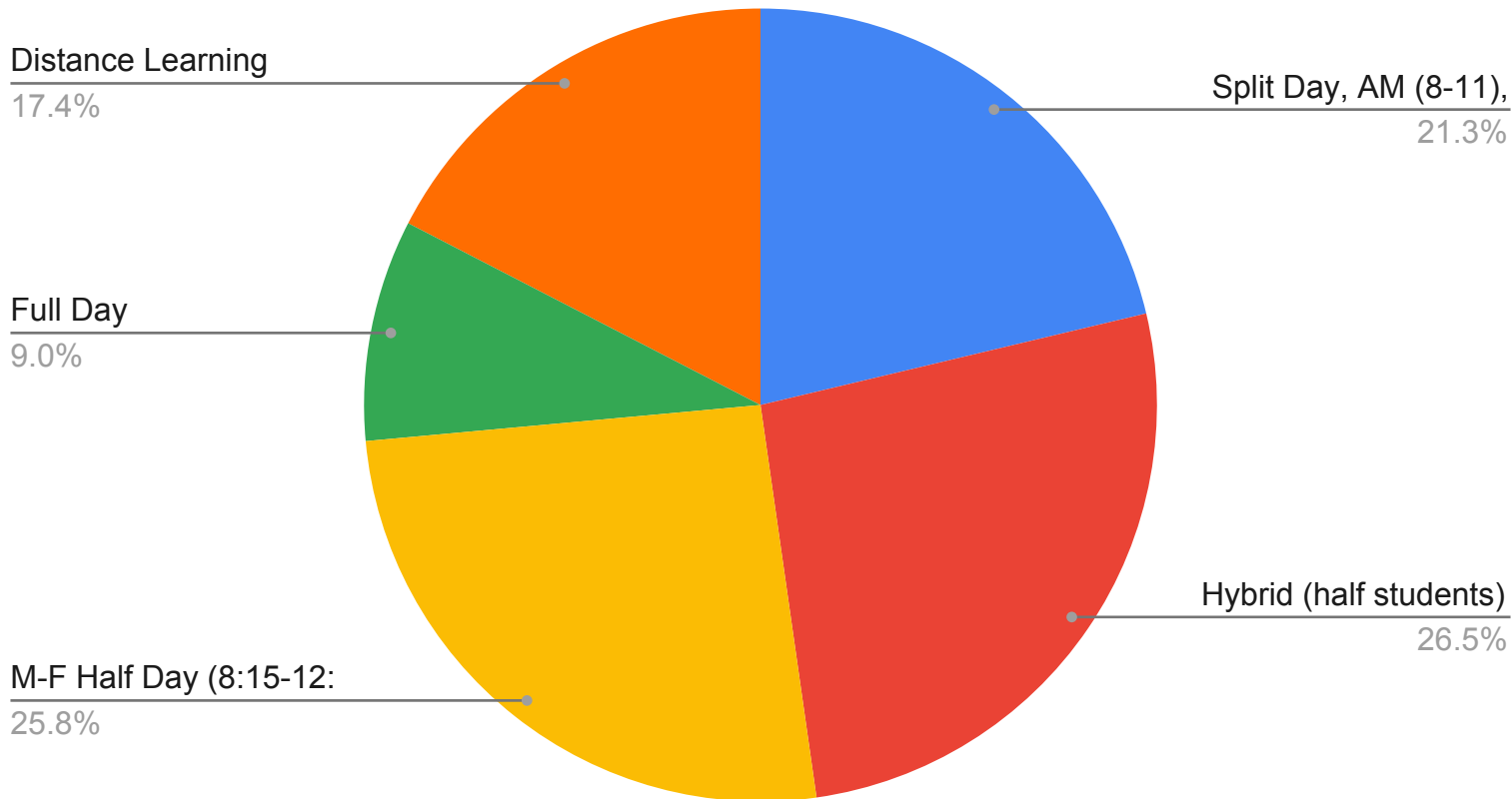
25.8%

Split Day, AM (8-11),

24.5%



Count of What schedule works best for you [Third Choice]



**Blue Oak Charter School:
Strategic Planning
Final Report**



BLUE OAK SCHOOL

A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

**November 21, 2019
Prepared by Consuelo Gonzalez, MPA**

Executive Summary

A study of Blue Oaks Charter School's internal strengths and weaknesses along with the school's external opportunities and threats marks an essential step in its strategic plan. This study was conducted in three phases. First, survey data was collected to map the opportunity landscape of the school. Next, a tailored Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis was carried out. Finally, a strategic planning workshop was facilitated. Together, this first provided quantitative data aimed to determine the current state of Blue Oak Charter School and how it arrived at such a state. A deeper analysis of the data then provided an assessment of those conditions from within the campus and beyond, competing needs, to develop Specific, Measurable, Attainable, and Time-bound (SMART) goals while utilizing the stakeholder's input.

Several features of Blue Oak Charter School emerged from this study. Blue Oak Charter School has established strengths that truly entitle it to promote the Waldorf education philosophy in the city of Chico and surrounding communities. The School has the potential to continue to thrive during the transition to a more permanent physical location given the strong community and educational setting of the Waldorf philosophy. Blue Oak Charter School can build solid relationships and expand its community to increase parent involvement facilitating parent communication by using a variety of platforms that will create impact for positive change.

While Blue Oak Charter School has developed strong support among its current most active stakeholders, its community network of support is in need of expansion. For example, the school has established standard forms of communications and informational materials, such as handouts with talking points on Waldorf education; however, at some point, there needs to be an assessment of the efficacy of current methods of communicating knowledge. This assessment can aid in determining the most effective method to inform all possible stakeholders. This includes school-wide training on understanding the Waldorf philosophy, teacher-to-teacher training, and assessment of the implementation of consistent behavior goals throughout the school. Such modifications would likely address the need for sustainability and financial stability as well as the generation of new fundraising opportunities that include grants or donations.

Moreover, expansion outside of its current community is an opportunity to extend outreach to more stakeholders, such as potential new students, parents, local media, business owners, local industry and governmental representatives. All possible external competing educational ideas and schools that could be viewed as threats could be mitigated or eliminated by developing solid relationships with key stakeholders that will advocate for the school's sustainable existence. It is essential to eliminate some possible weaknesses and external threats and turn these into possible opportunities for growth. Additionally, Blue Oak Charter School has an opportunity to promote school-wide team building at all levels by providing workshops or events for students, teachers, and parents to address how to deal with student issues and fully establish a better understanding of what are the values of Waldorf educational philosophy.

The strategic plan set with SMART goals is data-driven and aligns with the vision and the mission of Blue Oak Charter School. In implementing the Strategic Plan, Task Forces with a specific subset of well-defined goals should be assembled. Across all implementation stages, the values of transparency, accountability, and trust-building among all the stakeholders should be upheld. The greatest strength in realizing the goals of the strategic plan is that Blue Oak Charters School is an entity defined by the high quality of its members, structure, and management that can bring the goals of this plan to completion.

BLUE OAK CHARTER SCHOOL STRATEGIC PLANNING FINAL REPORT

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SWOT Analysis Results

Strengths	Weaknesses	Opportunity	Threats
<ol style="list-style-type: none"> 1. Waldorf education settings 2. Nourishing safe learning environment 3. Quality teachers that are student focus 4. Teacher-student relationships 	<ol style="list-style-type: none"> 1. Lack of fundraising, transparency & accountability 2. Students' behavior 3. Lack of parent involvement 4. Lack of communication 	<ol style="list-style-type: none"> 1. Waldorf education philosophy & pedagogy 2. Offer technology, art, other languages & more hands on learning 3. Provide learning opportunities to educate parents 4. Parent involvement 	<ol style="list-style-type: none"> 1. Employee turnover/low number of staff 2. Students' behavior 3. Volatile economy & financial sustainability 4. Adverse government policies

BLUE OAK SCHOOL
A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

Figure 1 . Blue Oak Charter School's Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis result matrix conducted in Spring 2019.

The results of the SWOT analysis is based on the data gathered from a SurveyMonkey link sent to stakeholders. The results reported to be crucial are determined by themes and the frequency of phrases in the answers provided by the respondents. Blue Oak Charter School had five percent response given an estimated seven hundred possible emails assumed to be all stakeholders. Other themes emerged; however, it is recommended to focus on the top three to four themes and strategically focus resources and create fulfilling SMART goals.

SWOT Large Group Matrix

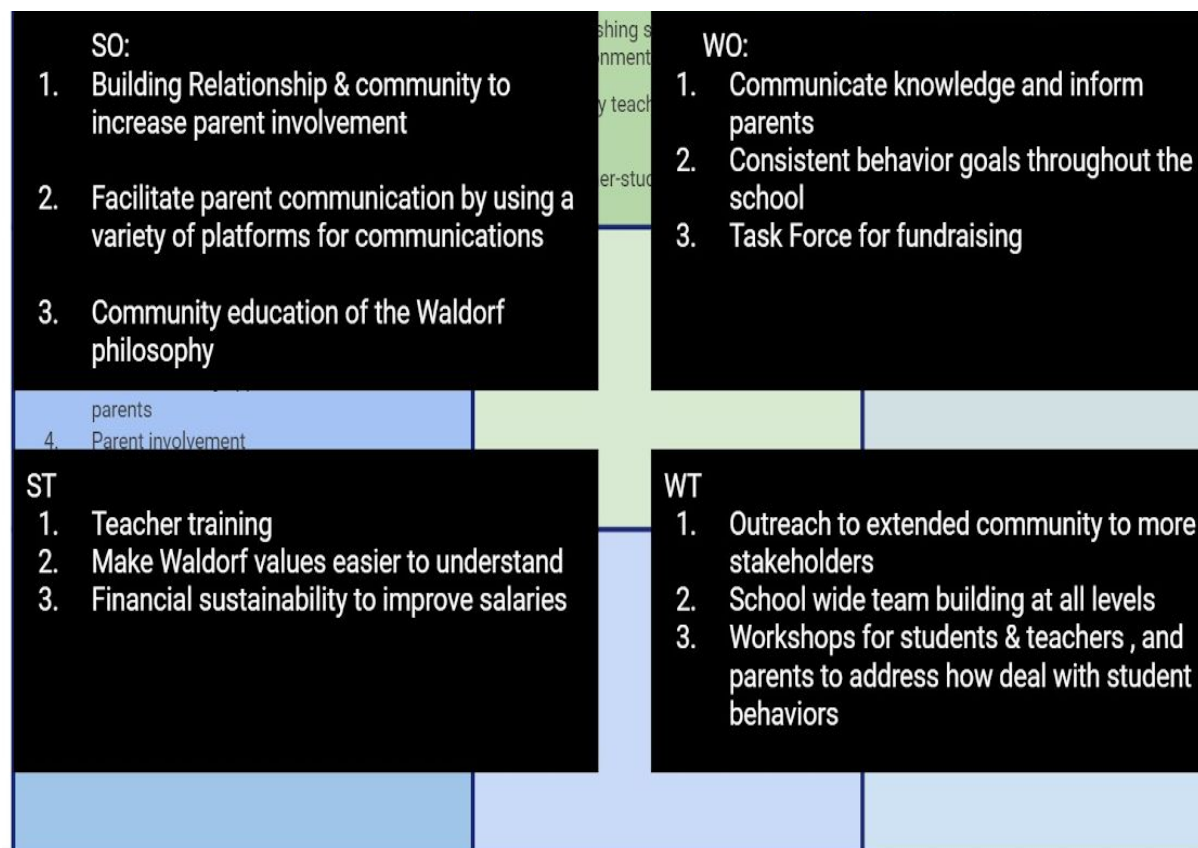


Figure 2. SWOT Matrix generated in strategic training and planning session November 9, 2019.

The SWOT Matrix shown in figure 2 was generated during the strategic training and planning at Blue Oak Charter School in Chico, California. The SWOT matrix was developed using the input of 15 stakeholders that attended the strategic training and planning session. Also, the SWOT matrix was generated from the collection of individuals SWOT matrices, and small group matrices and a large group discussion.

- SO Quadrant - Opportunities to Pursue
- ST Quadrant - Threats to Eliminate
- WO Quadrant - Things to Improve
- WT Quadrant - Risk Mitigation & Avoidance

BLUE OAK CHARTER SCHOOL STRATEGIC PLANNING FINAL REPORT

Strategic Plan

Vision: To be a model for the 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.

July 1, 2019 to June 1, 2020

Goal 1: Create a task force that will propose a sustainable school design with a single track scenario and a double-track scenario to be vetted through appropriate channels by or before **May 30, 2020**.

Goal 2: Create an In/Outreach Task Force that will determine the needs for further in-reach and outreach aligned with the mission and vision of Blue Oak Charter School consisting of parents, community members, Waldorf certified teachers, staff and perhaps two students appropriately selected to assist by or before **June 1, 2020**. The In/outreach task force will report to the designated administrator.

Sub-goals could be articulated as follows:

- The task force will determine at least four platforms that Blue Oak Charter School will use to reach 1,000 people a month to inform parents and community.
- The task force will identify a current Blue Oak Charters School handout with 5 to 8 key points that will be used to inform and inspire students, parents and community.

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Goal 3: Create a Fundraising Task Force that will **apply to at least 5 new grant or donation** opportunities. The task force will consist of parents, community members, Waldorf certified teachers, and staff by or before **June 30, 2020**.

July 1,

Goal 1: Finalize the plan for a sustainable school and develop a transition plan by or before **December 31, 2020**.

Goal 2: The In/Outreach Task Force will recommend two on-going events to the school's calendar to improve engagement of all stakeholders and the **media will be invited by December 31, 2020**.

Goal 3: Finalized the Blue Oak Charter school building options for a permanent home in regards to purchasing land to build, renewing a lease, etc. by **March 30, 2021**.

Goal 4: Plan, develop and implement the student behavior plan to assure that 100% of the Blue Oak faculty and staff will use the agreed-upon rules and tools for behavior and support at least 90% of the time by or before **June 30, 2021**.

BLUE OAK CHARTER SCHOOL STRATEGIC PLANNING FINAL REPORT

July 1,

Goal 1: Blue Oak Charter School will have **100% family utilization** of a least **one platform for communication** by or before **August 1, 2021**.

Goal 2: To have a **Professional Development Staff-Wide Plan** in place that will align with the Blue Oak Charter School's vision and mission and promote Waldorf education by or before **June 30, 2022**.

Goal 3: Blue Oak Charter School will have **stable enrollment** as defined by the sustainable school task force to support the financial needs of the school that will facilitate Blue Oak charter school renewal by **June 30, 2022**.

Goal 4: A rough draft of charter renewal will be completed by **June 30, 2022**.

Recommendations

The strategic planning process is crucial to better serve students at Blue Oak Charter School and it must involve all stakeholders. Appendix A and B consist of word clouds and raw data as exhibits of the analysis and work done; however, it is not recommended to dwell on any singular comment given by the respondents since the purpose of the survey is meant to be used as aggregate data in awareness of confidentiality of the respondents and for the sole purpose of the SWOT analysis results, analyzed by the professional expert.

The following are recommendations to further assist the fulfillment of the strategic plan and the accomplishment of the SMART goals.

1. Strategic Management must be implemented to execute the strategic plan.
 - a. The strategic plan is a dynamic document that must be in constant review as goals are achieved and/or modified to meet the vision and mission of the organization; therefore, it is encouraged to review the plan in key meetings to make sure the developed SMART goals are still aligned with the vision and the mission of Blue Oak Charter School.
 - b. Leadership behavior must adjust to meet strategic goals.
 - c. A constant analysis of the environment must occur for the strategy to fit the structure.

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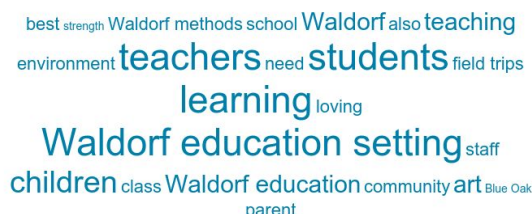
- d. Cultural compatibility of the strategy must be identified for the success of Blue Oak Charter School.
2. It is imperative that the mission, vision and strategic goals of the whole group are combined with accomplishments that align with beliefs, attitudes and the collective of stakeholders.
3. Waldorf's education and philosophy should be disseminated to the extended community to include other parties, such as industry, government officials, and successful alumni that will champion and support the school in order to be sustainable.

Appendix A

SWOT Word Clouds

Word clouds (also known as text clouds or tag clouds) work in a simple way: the more a specific word appears in a source of textual data, the larger the word represented in font size.

Q1 Strengths: These are usually internal, but can sometimes be external. What specific advantages and unique resources does Blue Oak Charter School have in regards to educating their students and sparking excitement for learning? (E.g. After-school programs, effective faculty/staff/administrators, Waldorf education setting, etc.)



A word cloud for Q1 Strengths. The words are in shades of blue. The most prominent words are 'Waldorf education setting', 'learning', 'teachers', 'students', 'Waldorf methods', 'best strength', 'need', 'field trips', 'loving', 'staff', 'children', 'class', 'Waldorf education', 'community art', 'Blue Oak', and 'parent'.

Q2 Weaknesses: These are usually internal, but can sometimes be external. What would you say is an area or quality of the institution that the competing/leading school strives in? (E.g. involved and supportive parents and community, lack of funds to establish cultural events/traditions, not enough diversity in the school, etc.)



A word cloud for Q2 Weaknesses. The words are in shades of blue. The most prominent words are 'need', 'students', 'funds', 'school', 'year', 'lack', 'teachers', 'classrooms', 'grade', 'program', 'community issues', 'behavior help', 'Blue Oak support', 'enough', 'parent involvement', 'individual', 'diversity', 'feel', 'make', 'children', 'field trips', 'parents', and 'meeting'.

Q3 Opportunities: These are usually external, but can sometimes be internal. What opportunities can Blue Oak pursue in terms of staying aligned with the school's mission statement? What trends are you aware of? (E.g. new technology, changes in government policy, changes in social patterns, population profiles, etc.)



A word cloud for Q3 Opportunities. The words are in shades of blue. The most prominent words are 'opportunities', 'school', 'need', 'teachers', 'also', 'grades', 'Waldorf', 'students', 'learning', 'teaching', 'Better', 'classes', 'Children', 'love', 'see', 'programs', and 'years'.

Q4 Threats: These are usually external, but can sometimes be internal. What obstacles does Blue Oak School face that you believe might affect the alignment of the mission statement? (E.g. volatile economy, adverse government policies, insufficient after-school programs, lack of staff/faculty/administrators engagement, etc.)



A word cloud for Q4 Threats. The words are in shades of blue. The most prominent words are 'teachers', 'school', 'support', 'lack', 'staff', 'need', 'work', 'feel', 'see', 'programs', 'adverse government policies', 'Blue Oak enrollment', 'children', 'years', 'Lack', 'issues', and 'staff'.

Intention for this Training World Cloud



Community Building Activity World Cloud



Appendix B

SWOT Raw Data

Q1 Strengths:

These are usually internal, but can sometimes be external. What specific advantages and unique resources does Blue Oak Charter School have in regards to educating their students and sparking excitement for learning? (E.g. After-school programs, effective faculty/staff/administrators, Waldorf education setting, etc.)

Answered:

34 Skipped: 0 # RESPONSES DATE

1. Engaged and dedicated teachers, unique clubs, friendly environment and hands on approach to leaning. 5/28/2019 4:16 PM
2. Blue Oak's Waldorf method does foster "creative and engaged" students, who have the best opportunity to become "self-motivated, competent, and lifelong learners." The goal of "teaching subject matter when children are at the appropriate developmental stage for learning" seems best met at the lower grade levels. 5/21/2019 3:33 PM
3. Waldorf education, small classes, Nurtured Heart 5/20/2019 4:31 PM
4. Encouragement of individuals pace, interests, creativity, imagination and style of learning. Nourishing emotional needs, and connection with one another, nature and its rythms, and our world. 5/20/2019 1:30 PM
5. The strength of Blue Oak is that it is based on a Waldorf education system which focuses on the whole child and infuses education with art, music and movement as ways to enhance learning. Blue Oak is strengthened by the administration and teachers who focus on providing a positive environment for each child. The parent volunteers are a strength as they donate time and goods to keep programs going. Keeping children in the same class with the same teacher is s strength as the children learn how to become an important part of a team joined in learning. Lastly I consider the school building to be a strength as it is both beautiful and functional. 5/20/2019 1:12 PM
6. Waldorf Education Setting 5/20/2019 12:01 PM
7. Spanish class 4/28/2019 1:25 PM
8. Dedicated teaching staff, Waldorf methods (when they are being applied), applicable and meaningful field trips, volunteerism, garden program, attentive Executive Director and Assistant, Teams (Behavior Leadership, Academic Leadership); Our Behavior Interventionist demonstrates respect for my teaching and behavior management, and has consistently been a great support for my students in need. 4/25/2019 8:59 PM
9. field trips, beautiful materials, loving teachers 4/25/2019 11:55 AM
10. Looping, long term relationships. After school homework help in math. 4/25/2019 10:42 AM
11. Looping, even with small loops, this would be a strength. Dedicated teachers, many who are Waldorf Trained. High quality products (crayons, pencils, etc). 4/25/2019 9:17 AM
12. We live Jason's teacher. We live that he is giving our son the tools he will need to be successful if High School. He hold them accountable for their assignments and homework. He is fun, but also firm. He is very knowledgeable about the Waldorf pedagogy and is easy to talk to as a parent. He brings in an enthusiasm for teaching and a love for learning. 4/25/2019 7:22 AM
13. Wonderful, nurturing, safe, environment. Love the "extra" stuff Waldorf provides (art, handwork, music ect) 4/24/2019 5:56 PM
14. Waldorf education setting 4/24/2019 11:47 AM

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15. A mostly energetic and ingenuitive staff, affordability, long term teachers who carry Waldorf traditions onward, seasonal rhythm, thriving alumni students, stable administration. 4/24/2019 8:57 AM
16. Waldorf education and a accepting loving environment for learning.4/24/2019 8:43 AM 1 / 9
17. Blue Oak fosters creative thinking by incorporating a variety of artistic practices in the curriculum. Teaching through storytelling, painting, drawing, movement, dance, handwork, cooking, creative writing, theater, etc., students are able to see and learn subjects through many different lenses. These practices help to engage a wide variety of thinkers and learners who might be discouraged or fall behind in more traditional learning settings. 4/23/2019 3:26 PM
18. Components of the Waldorf setting, specifically Strings and Spanish. 4/23/2019 12:34 PM
19. BOCS has a very small population. This allows students and teachers to create strong relationships to better support and meet the needs of students. 4/23/2019 12:19 PM
20. Faculty, s'cool moves, handwork, annual events, beautiful work, field trips, clubs, 4/23/2019 12:09 PM
21. Blue Oak charter school offers after school program through our local community card center. Blue Oak charter school I also find have faculty staff and administrators are effective in educating children as a whole being, and many are trained in Waldorf education. 4/23/2019 10:38 AM
22. Waldorf education setting, play-based learning, a long runway for parents and their children to adjust in the kindergarten years, parent involvement, a space for emotional and social development (not just academic advancement); safety of students (thank you for the new locks and for keeping external doors locked during school hours) 4/23/2019 10:33 AM
23. Waldorf methods. Also, the teachers that work so much to uphold Waldorf methods and individually support each student. 4/23/2019 9:55 AM
24. Waldorf methods, active parent engagement, community events, field trips, all the adults whether admin or custodial say hello to my child by name. 4/23/2019 6:45 AM
25. Waldorf Education 4/23/2019 6:31 AM
26. They offer art every day4/22/2019 10:35 PM
27. Waldorf education setting, 4/22/2019 8:13 PM
28. Good teachers, focus on art in curriculum, peaceful setting that teaches conflict resolution skills. Curriculum gives students time to digest the information. 4/22/2019 6:50 PM
29. Strengths are the deep relationships that students and students and students and teachers are able to form. Also, the creative side of children is cherished 4/22/2019 6:05 PM
30. Wonderful staff/community 4/22/2019 5:02 PM
31. Waldorf education setting 4/22/2019 4:30 PM
32. Class size 4/22/2019 2:11 PM
33. Waldorf education setting. The emphasis on the arts and the community feel. 4/22/2019 11:46 AM
34. Waldorf education setting 4/22/2019 11:44 AM

Q2 Weaknesses: These are usually internal, but can sometimes be external. What would you say is an area or quality of the institution that the competing/leading school strives in? (E.g. involved and supportive parents and community, lack of funds to establish cultural events/traditions, not enough diversity in the school, etc.)

Answered:

34 Skipped: 0 # RESPONSES DATE

1. Not enough fundraiser opportunities for school field trip's and supplies. Events can sometimes be unorganized and communication between teachers, council and front office can be confusing as they're not always on the same page. Volunteering can sometimes also be a challenge for the same reason. 5/28/2019 4:16 PM
2. It appears to be a very real challenge for Blue Oak to provide the highest quality education at the 7th and 8th Grade level. Attracting the most qualified teachers is also a challenge. In today's environment, the need for fiscal oversight cannot be underestimated. Public charter schools must exceed the standards, since voters may be persuaded that public funds are not safeguarded. Blue Oak has failed at times to "attract, develop, and retain highly-effective, adaptable faculty, staff and administrators." 5/21/2019 3:33 PM
3. Not sure. Now that Nathan Rose is gone, I can't think of any offhand 5/20/2019 4:31 PM
4. Encouraging community more often, and space for physical movement needs. Also an auditorium for concerts, assemblies, and plays. 5/20/2019 1:30 PM
5. A problem Blue Oak faced was having a dishonest administrator who misused funds who apparently wasn't held accountable by school checks and balances. We now have a new administrator and we have replaced some of the lost funding. The programs that suffered have been music, art and movement. Our school should be offering top notch music lessons. The children are missing the richness promised in a full Waldorf experience. This is also seen in the limited teaching of Spanish. The betrayal of the principal who stole money from the school definitely weakened Blue Oak. 5/20/2019 1:12 PM
6. uninvolved and supportive parents, continued mismanagement of funds, lack of transparency 5/20/2019 12:01 PM
7. Availability of after school paid activities like Fibo art, lego engineering. 4/28/2019 1:25 PM
8. ~ The Food Program offers 'food' that is damaging to children's health, and has negative effects on children's focus and behaviors. No food program would be better than the sugary junk that is poisoning our students breakfast time; ~ We are spending so much money on our rent that we will never be able to provide our students with what they need if this continues; ~ Some of the cornerstones of a Waldorf approach are human connection and experiential learning. Providing students with dittos and homework in the early grades is the opposite approach and has no place in a Waldorf school; ~ Another cornerstone is the artistic development and inner work of Waldorf educators. Unless a teacher is doing this completely independently and on their own time, there is no artistic or meditative work happening. It is not happening at the group level (faculty meetings); ~ Lack of Recycling Program: we should be models of protectors of the Earth for our younger generation. 4/25/2019 8:59 PM
9. lack of passion for reading and teaching reading 4/25/2019 11:55 AM
10. Low pay scale may not attract most qualified applicants. Lack of ethnic diversity. Lack of quality science instruction, lab, etc. 4/25/2019 10:42 AM
11. Lack of funds for the high cost field trips required- we are a title I school and Parent Council does so much fundraising, it makes it difficult as a class to come up with ideas/resources. This needs to be addressed as a whole school, not individual classrooms. School spirit around events- very disjointed

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and not unifying. Science department/equipment. Fear culture around job security never feeling that a job is secure because numbers could change and several people have lost their job after the year has started 4/25/2019 9:17 AM

12. There is not enough parent involvement. It is always the same parents doing everything. I don't think the administrators are in the classrooms enough. If they were roaming the school and in the classrooms, I feel like there would be less behavior problems. Not enough admin support for behaviors in the classroom. We need more no tolerance for certain behaviors that have been allowed to go on for years. More support for fire survivors would have been wonderful. Even if we had check ins with families or individual staff for individual needs. There are many students/staff/faculty that are still struggling in many different ways. 4/25/2019 7:22 AM
13. Weak on academics. Could use more direct instruction especially for kids who are struggling and SPED kids. Clear behavior expectations for students including what punishments should be. 4/24/2019 5:56 PM
14. Not enough follow through with behavior. Lack of consistent plans for behavior. 4/24/2019 11:47 AM
15. The school is sloppy professionally and physically. The school lacks a field. The needs of poorly behaved children are put before well behaved children. 4/24/2019 8:57 AM
16. Lack of needed school employees to assist other school employees in effectively doing their jobs. 4/24/2019 8:43 AM
17. -There have been so many drastic challenges and changes in the school culture over the years that I think many parents feel like it's difficult to connect and therefore parent involvement has waned. So much of what we offer takes a lot of help and when parents don't put in their volunteer hours, the quality of field trips, festivals and in class projects suffers. -Many incoming families don't understand what Waldorf education entails and it's difficult to maintain standards when parents aren't informed and working with teachers. -Funding has always been an issue. We offer very involved in-class projects, high quality materials and amazing field trips, but it often feels like we're going beyond our budgetary means. -It also feels like we are short staffed for counseling services, help with students who need extra attention beyond what teachers can do and admin duties. Looking at other schools in the area, our teachers are drastically underpaid. -There is often a lack of accountability and responsibility in terms of academics with some students. I would love to see higher academic standards within the student body. -There are many areas of ambiguity in terms of discipline, consequences, respect and social expectation in the school. 4/23/2019 3:26 PM
18. Reading curriculum and intervention 4/23/2019 12:34 PM
19. An increase in diversity and supportive differentiation is a goal of BOCS. In meeting this goal BOCS would benefit from strong PBIS knowledge and strategies. 4/23/2019 12:19 PM
20. parent involvement, parent education on school traditions, a science teacher, lower grades math support, whole school community (not just individual classes) 4/23/2019 12:09 PM
21. This is an interesting Question you're proposing, I do feel that we could definitely be more diverse however our community as a whole and Chico lacks diversity. I don't see this so much as a weakness with in our school but more in our community. 4/23/2019 10:38 AM
22. 1. Lack of communication from Parent Council and Academic Council - What are they up to? What issues are being discussed. If you sent out the meeting minutes from each meeting, this would help those of us who can't make it to meetings stay aware and engaged and make us feel more a part of the Blue Oak community. Also, please send out the agenda for each meeting ahead of time so that we have the opportunity to attend and voice opinions about the matter being discussed or voted upon. 2. Bias - Blue Oak has a diverse student population and the staff/faculty are mostly white. We need implicit bias training for all staff and faculty to ensure equity at Blue Oak for all the students you serve. 3. Nurtured Heart - I heard that you did this training for all staff and faculty at one point

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- and I would recommend that this be an annual training. 4. Math and Science Prep - we want to stay at Blue Oak; however, our kiddo is showing signs of interest and advancement in math and science, and I don't see the curriculum as very challenging in these areas. An afterschool program or an advanced studies program for math and science within Blue Oak would be awesome (similar to the GATE program when we were kids). 4/23/2019 10:33 AM
23. I'm not sure I understand the question; I find the way it's worded to be confusing. In my opinion, Blue Oak's weaknesses are a lack of diversity in its student population (but Chico has that, as well), a high level of drama in the administration in years past (that seems to be dying down now), and less parent involvement than there was in years past. 4/23/2019 9:55 AM
24. Funding for afterschool programs and offerings, support for teachers in the classrooms at all grade levels, need full time or more nurse and counselor, more field areas to play-nature 4/23/2019 6:45 AM
25. involved & supportive parents and community, lack of funds, mismanagment of funds, paying for things like extra help vs. programs for children 4/23/2019 6:31 AM
26. Not enough special needs children; not enough focus on actually doing work - excuses are accepted too often. Not developing critical thinking. Students are often rude to adults and lack common curiosity 4/22/2019 10:35 PM
27. Teacher turnover rate, lack of resources for students struggling 4/22/2019 8:13 PM
28. Lack of communication between teachers so each grade has to reinvent the wheel when it comes to lesson planning. This is a lot of work on teachers and leads to vast differences in assignments in the same grade from year to year. My sons were two grades apart so I saw this for 6, 7, 8 grade. I actually gave curriculum to a teacher from my previous teacher. Fundraising causes a lot of stress and politics among parents. I felt uncomfortable in meetings and felt like I had to avoid parents over fundraising issues that I did not want to participate in. Classroom funds need to be carefully monitored so that parents do not over pay for field trips. This has happened to me more than once. Make the middle school feel more like middle school to retain/ recruit more students. None of the suggestions in the prompt are a problem. 4/22/2019 6:50 PM
29. Lack of people in the front office. I can never get help up front. Sometimes my child is marked absent when they are present and sometimes absences are not excused even when called in as sick. It's just too big of a job for one part time front desk person 4/22/2019 6:05 PM
30. Funding 4/22/2019 5:02 PM
31. not enough diversity in the school 4/22/2019 4:30 PM
32. Teacher's aides 4/22/2019 2:11 PM
33. N/A 4/22/2019 11:46 AM
34. more consistent application of nurtured heart disciplinary philosophy and more thorough

Q3 Opportunities: These are usually external, but can sometimes be internal. What opportunities can Blue Oak pursue in terms of staying aligned with the school's mission statement? What trends are you aware of? (E.g. new technology, changes in government policy, changes in social patterns, population profiles, etc.)

Answered:

34 Skipped: 0 # RESPONSES DATE

1. I'd like to see another Language opportunity, like sign language. Education on the treats of unsupervised internet access and gaming. 5/28/2019 4:16 PM
2. Make it a priority to enhance the upper grades programs relative to technology, in a manner consistent with Waldorf values. Evaluate the actual need for committing too many resources to site development, rather than staff and curriculum development. Be proactive in differentiating Blue Oak from "for-profit" charter schools. Voters are largely unaware of the differences. 5/21/2019 3:33 PM
3. This is too complicated. Too much thinking, sorry, i don't know 5/20/2019 4:31 PM
4. Utilize policies, procedures, and definitive job descriptions from existing schools, and other public Waldorf schools. 5/20/2019 1:30 PM
5. The challenge is to meet and exceed state learning standards, which Blue Oak needs to do, while incorporating the values of the Waldorf education experience. Academic goals must be met, but the goals of providing each student with an opportunity to develop skills in music, art, and movement must be met also to provide a full Waldorf experience. Another opportunity is being discussed to purchase land to build a new school. This would be a positive for Blue Oak to grow but any funding available should go to staffing up first. To me it is more important to have a top quality music teacher than to have a new school. Develop a program that really offers all that is promised by a Waldorf education and once you achieve that it would be appropriate to spend funding for land and buildings. 5/20/2019 1:12 PM
6. Maintain students by getting back to the roots of the school. Making sure teachers are receiving aid they need in the classrooms, smaller class sizes, maintaining long term teachers, having additional types of classes to offer students - ie. woodworking, science labs, sewing (not just handwork), home economics etc. 5/20/2019 12:01 PM
7. Even more hands on learning and movement. 4/28/2019 1:25 PM
8. ~ Waldorf mentors... more, please; ~ Attention to aesthetics/ beautification 4/25/2019 8:59 PM
9. would love to see an increase in awareness for other cultures in the classroom and also throughout the school. 4/25/2019 11:55 AM
10. Better opportunities in tech with new equipment. 4/25/2019 10:42 AM
11. Best practices within NGSS/CCSS Grading not on a traditional 10 scale, zero scores Credit makeup for students who don't pass ELA/Math 4/25/2019 9:17 AM
12. I feel like we are getting farther and farther away from teaching the whole child. I see children that are really discouraged and are stressed out about school. I don't see the love for learning that this school once had. There use to also be a type of magic/wonder in our classrooms. Now we are so focused on testing that children are not as engaged as previously. Also, children are so focused on talking about video games at school that they have become immune to real experiences. This is more of a societal problem. We also don't have recycling or composting or healthy food program. We need to get on the ball with the rest of the Waldorf schools that pursue these practices. 4/25/2019 7:22 AM
13. Unsure. 4/24/2019 5:56 PM
14. NA

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15. Ensure there is grass for the children. Ensure that children who are ready to learn are able to hear their teacher and actually receive Waldorf education- not just learn coping skills of how to ignore abusive behavior. 4/24/2019 8:57 AM
16. unknown 4/24/2019 8:43 AM
17. I would love to see more opportunities for families to get involved and just build relationships with others that don't revolve around things like festivals, which feel like a lot of commitment. More small events with less pressure might help foster tighter community. -More parent education for incoming families would be very beneficial. -More consistent fundraising events. Last year, we had an event at Monca that was successful, beautiful and fun. If that continued every year, it could be so beneficial for the school. -What would it take for our school to be a public school and receive funding like CUSD schools? Alice Birney is a public Waldorf school in Sacramento. 4/23/2019 3:26 PM
18. Training and effectively using a consistent discipline. 4/23/2019 12:34 PM
19. BOCS is doing a great job of asking questions about its existing policies or lack thereof. As BOCS continues to grow and change, pursuing further staff development in curriculum and behavior differentiation should continue to be a focus. 4/23/2019 12:19 PM
20. teaching mindfulness, actively seek guest speakers/presentations, creating opportunities for classes to work together (4th grades hosts a fundraiser that will support 5th grade) 4/23/2019 12:09 PM
21. I think one of the things I would love to see more of is encouraging or providing families with the opportunities to implement nurtured heart at home so that what is taught at school can be reflected in our home and our children have the opportunities to be healthier and happier individuals. I would also love to see more mindfulness training's for teachers and families as a whole. 4/23/2019 10:38 AM
22. 1. www.tolerance.org -Lesson plans and activities for K-12 to incorporate diverse voices in every subject. 2. Zinnedproject.org - Teaching history from the people's (and student's) perspective. Amazing lessons and resources for teaching history K-12. 3. The StoryCorps App and Storycorps.org - an interactive way to study history by conducting interviews and creating oral history stories. Great for grades 6-12. 4/23/2019 10:33 AM
23. I'm not sure. 4/23/2019 9:55 AM
24. The special needs children seem to be getting larger in number and is there enough support to keep a balance in the learning environment? Parent education opportunities seem to be less, traffic!!! 4/23/2019 6:45 AM
25. The school has pretty much taken away any programs where children can utilize their hands. The garden program which should be a large part of our curriculum is ran by a handful of dedicated parents who are not paid. Woodshop is no longer functioning etc. We only have handwork, which most boys above 4th grade are typically not interested in. Our school concerts are less than appealing. They used to be magical and now I can't get out of there fast enough. The children are hearded through as fast as possible. We are utilizing things like Measure K to fix our broken school instead of preparing for the future. We keep making the same financial mistakes by hiring people who shouldn't be managing our money in house. Our saving grace is CSMC however we don't leverage them appropriately. 4/23/2019 6:31 AM
26. Every cool thing has stopped: coding / technology; Spanish - the old teacher was better. I guess the new play structure is cool (thanks measure k) 4/22/2019 10:35 PM
27. More teacher training that effects the students they work with directly 4/22/2019 8:13 PM
28. Better fund raising or opportunity to just pay for your student instead of asking other grades to by stuff. Bring back woodworking and smaller music classes. Make the parent organization feel less cliky. Set clear policies that the staff/ teachers are aware of. Administration needs to handle the high school orientation day. 4/22/2019 6:50 PM

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- 29. Needs to be more structured 4/22/2019 6:05 PM
- 30. ?? 4/22/2019 5:02 PM
- 31. changes in social patterns 4/22/2019 4:30 PM
- 32. Outdoor programs, such as hikes 4/22/2019 2:11 PM
- 33. Changes in social patters. 4/22/2019 11:46 AM
- 34. need broader community support 4/22/2019 11:44 AM 7 / 9

Q4 Threats: These are usually external, but can sometimes be internal. What obstacles does Blue Oak School face that you believe might affect the alignment of the mission statement? (E.g. volatile economy, adverse government policies, insufficient after-school programs, lack of staff/faculty/administrators engagement, etc.)

Answered:

34 Skipped: 0 # RESPONSES DATE

- 1. Leadership programs and a little more of a hard stance In regards to the policy regarding media. It seems most children have cell phones and play video games regularly. My children sometimes feel like an outcast because they don't. 5/28/2019 4:16 PM
- 2. Failing to address the weaknesses and opportunities. Unwise financial decisions that have longterm effects. 5/21/2019 3:33 PM
- 3. Medical vaccine exemption laws (possibly/likely getting more challenging), judgements against the school 5/20/2019 4:31 PM
- 4. Lack of enrollment, and a stable location to set roots at. Bad publicity from past events, and not reaching out more to promote our strengths to the community. 5/20/2019 1:30 PM
- 5. A lack of staffing worries me. Blue Oak should be fully staffed with well qualified teachers and staff. We need to recover all the positions that were lost when funding was stolen. If the school uses the Nurtured Heart model to deal with children's behaviors then each teacher should be required to develop expertise in the use of Nurtured Heart process. Parents should also be given written information and instruction on how Nurtured Heart is implemented in the classroom and how they can use the Nurtured Heart technique in there home. More focus needs to be on what the children are doing right in classrooms. Over the next five years Blue Oak should continue to expand and refine the Comprehensive School Safety Plan that was developed this year. It's an active document that needs regular review and improvements. This plan should be available for parents to review in either hard copy or on line. Overall our family is very satisfied with Blue Oak and the school experience offered to our child. 5/20/2019 1:12 PM
- 6. knowledgeable & capable teachers, parents and staff involvement to co-teach the children, etc. 5/20/2019 12:01 PM
- 7. Keeping the lower grades and upper grades separated during breaks should be a priority. Front desk lacks kindness. 4/28/2019 1:25 PM
- 8. There seems to have been a lack of communication about our future, i.e. staff changes. getting information via rumors can cause a thread of darkness and lead to feelings of fear and insecurity. Since our school has been at its current site, there has been an unending sense of instability for me; ~ The person or people evaluating staff should be objective, unbiased, stable, and demonstrate a maturity level worthy of leading other adults in a respectful way (this may no longer be a threat; it may have turned in to an excellent opportunity).4/25/2019 8:59 PM
- 9. not following through with keeping teachers with a class 4/25/2019 11:55 AM
- 10. Low state test scores, turnover in teachers. 4/25/2019 10:42 AM

BLUE OAK CHARTER SCHOOL STRATEGIC PLANNING FINAL REPORT

11. Focusing on test scores above all else. Insufficient interventions/supports during/after school
Disconnect between teachers and admin, often feels teachers are an island and not checked in on/by admin 4/25/2019 9:17 AM
12. There is a lack of staff to help with behaviors in the classrooms and there is a lack of consistency for how to deal with these issues. I see teacher burnout and a lack of pay. We do a ton of work for nearly nothing compared to other teachers in our state. I feel like I have been working so hard for so long with no recognition, no fun activities, no encouragement. 4/25/2019 7:22 AM
13. Lack of training what nurtured heart means. Have seen staff use it incorrectly which means inconsistency with behavior plans. 4/24/2019 5:56 PM
14. Nepotism in work environments. 4/24/2019 11:47 AM 8 / 9
15. If administration leaves again. If the school continues NHA. If the school buys the current facility but never reaches the enrollment needed to financially sustain it. 4/24/2019 8:57 AM
16. Lack of staff and administrators in terms of employment. 4/24/2019 8:43 AM
17. There are so many more charter and home school programs available now than when the school first started. In the last few years, enrollment has been an issue. I'm wondering how much longer we will be double track and if we become single track, what will happen to our staff? -Staff turn over has been an issue, especially in the specialty program. It's extremely challenging to be a full time specialty teacher at this school. It's a huge workload, a demanding schedule, often challenging to get support from parents, difficult to deal with all the behaviour issues, etc. -Every year, there are more and more students with extreme behavior issues. Many students come to Blue Oak because they have had negative experiences and see our school as a place that will help them. In a lot of ways, we can accommodate students who need more freedom in creativity, movement, etc., but I have seen an increase in kids with severe social-emotional issues that go far beyond what our teachers are equipped to handle, especially when there are multiple high-needs students in one class. It puts so much stress on the teachers and other students in the class. We need five people like Amber and Genesee on staff all the time! But instead, there is often only one person, or no one at all to help with these students. It's becoming a greater and greater challenge for the school. 4/23/2019 3:26 PM
18. Lack of discipline. 4/23/2019 12:34 PM
19. Oversight or support for teachers often is a topic of concern at BOCS amongst staff. An engaged, educated in both waldorf and traditional education, supportive and constructive educational director could benefit staff tremendously. 4/23/2019 12:19 PM
20. we need an after school homework club in areas other than math 4/23/2019 12:09 PM
21. Here in our local community I feel that our economy is volatile as well as lack of housing because of the campfire can be a threat to The overall well-being of each person in our community and each child in our community. That being said I think that makes a really strong point that a variety of education opportunities Should be accessible to all students in our area. 4/23/2019 10:38 AM
22. 1. I received an email that the Executive Director was leaving and then I never heard anything else. Is there someone new in the position? Lack of communication is an issue here. 2. Safety always a concern. How is Blue Oak keeping our kids safe? Updates are always welcome. 4/23/2019 10:33 AM
23. Volatile economy and adverse government policies, definitely. I also think the Camp Fire may have long-lasting detrimental effects on the school, but I also think Blue Oak handled the fire very well. In my opinion, the biggest possible threat to Blue Oak would be a lessening of its adherence to Waldorf principles. 4/23/2019 9:55 AM
24. Insufficient after school programs, staffing for non academic support and support for teachers, how are we with recovery from our past scandal and threats to our charter? 4/23/2019 6:45 AM
25. WE HAVE TOO MUCH FRONT STAFF...Hire additional resources to teach our children life skills. Bring in better science programs, chemistry - robotics, etc. Teach (in a controlled atmosphere) computer

BLUE OAK CHARTER SCHOOL STRATEGIC PLANNING FINAL REPORT

skills in 2nd and 3rd grade so when they have to take state tests they know how to at least use the computer. Teachers are under paid and overwhelmed. 4/23/2019 6:31 AM

26. Bad admin. Lack of accountability. 4/22/2019 10:35 PM

27. Lack of consistently same staff, high turnover of Aides, 4/22/2019 8:13 PM

28. Administration needs to be more available. Phone system needs to work all the time. Procedures and policies need to be clear to all. My paper work has been lost/ misfiled several times in the past 4 years.

29. 4/22/2019 6:50 PM

30. Poor communication 4/22/2019 6:05 PM

31. Adverse government policies 4/22/2019 5:02 PM

32. adverse government policies volatile economy Lack of Waldorf trained teachers and administrator 4/22/2019 4:30 PM

33. Overwhelmed staff 4/22/2019 2:11 PM

34. adverse government policies and lack of staff. 4/22/2019 11:46 AM

35. too much emphasis on core testing results, more community advocacy in education forums and more evidence of actual democratic processes, Smacks a bit of clique run decisions. 4/22/2019 11:44 AM

SWOT Matrik Raw Data

Quadrant-SO:

- Parent involvement/ engagement
- Relationship Building
- Pursuing Excellence
- Explanation of Woldorff philosophy to parents community and beyond school
- More hands on learning
- Fun low commitment low cost events to incentives parents
- Inform parents student and the great community of methods and practices
- Elevator speech
- Use of technology
- Rethinking parent involvement
- Opportunities for Facility Parent Involvement

Quadrant-WO:

- Improving relationships, knowledge, honor
- Different communications platforms
- Live-stream, reach to direct community
- Task force address fundraising
- Behavior goals through the school and inform to parents

Quadrant-ST:

- Eliminate lack of understanding
- Eliminate financial instability of school
- Eliminating behavior, positive reinforcement, emphasis on virtues
- Making values more accessible to wider audience
- Strengthen relation
- Further formalized process for addressing behavior

BLUE OAK CHARTER SCHOOL STRATEGIC PLANNING FINAL REPORT

- Review and make goals from improving salaries
- Training for all teachers regardless of training levels
- Communication component of what Waldorf is to the school board
- Adverse government policy
- Requesting invitations to inform the school boards
- Supporters - extended workfi

Quadrant-WT:

- Communicating the values of the school:
- Support balance between public education and Waldorff education
- Communicating
- Strengthening peer-to-peer interactions, behaviors that come out about being and individual Interactions, services to other outlets
- Hall manators
- Clear communications about positive news
- Making notes about the board and making information more accessible
- Improve school wide communication
- Looking at where - learn about what works with
- Improving education and communication to more challenged families
- Access what is the best way to communicate with families so that we can communicate better