

Blue Oak Charter School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Blue Oak Charter School
Street	450 W. East Ave
City, State, Zip	Chico
Phone Number	530-879-7483
Principal	Susan Domenighini
Email Address	sdomenighini@blueoakcharterschool.org
Website	www.blueoakcharterschool.org
County-District-School (CDS) Code	04 61424 6119523

Entity	Contact Information
District Name	Blue Oak Charter School
Phone Number	530-879-7483
Superintendent	Susan Domenighini
Email Address	sdomenighini@blueoakcharterschool.org
Website	www.blueoakcharterschool.org

School Description and Mission Statement (School Year 2019-20)

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.

The Blue Oak School (“Blue Oak” or the “Charter School”) is a tuition-free Waldorf-methods, K-8, public school that opened in September of 2000 with seventeen children and one teacher. Today the school supports over 380 children and 50 employees and represents over three hundred families all over Butte County. Our school has outgrown our site four times in ten years due to expanding enrollment with some parents commuting from remote rural areas to attend.

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

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	52
Grade 1	44
Grade 2	38
Grade 3	36
Grade 4	57
Grade 5	28
Grade 6	46
Grade 7	36
Grade 8	23
Total Enrollment	360

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5
American Indian or Alaska Native	0.6
Asian	2.5
Hispanic or Latino	20
Native Hawaiian or Pacific Islander	0.6
White	67.5
Two or More Races	3.9
Socioeconomically Disadvantaged	55.3
English Learners	3.9
Students with Disabilities	10.3
Foster Youth	0.8
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	20	22	20	
Without Full Credential	0	2	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	.8	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 08/2019

Blue Oak uses Waldorf curriculum and instruction practices. Textbooks are not used. Main lesson books are designed by the children throughout the educational process and serve as textbooks. The exception to this at Blue Oak is the Math Curriculum, listed below.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Bridges in Mathematics 2019 & CPM 2016	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The community has a sense of pride when it comes to our school. Our custodians, staff members, and parent volunteers ensure a clean and safe environment, in which learning can take place. Our efforts to maintain a 48,000 square foot school facility that is clean and attractive includes: painting our school, daily student job duties and regularly scheduled cleaning by custodial staff. We are very proud of the “look and feel” of our school.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC systems have been replace this year.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Leaks occasionally appear during storms.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	38	42	54	56	50	50
Mathematics (grades 3-8 and 11)	31	26	44	43	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	236	225	95.34	4.66	41.78
Male	114	107	93.86	6.14	32.71
Female	122	118	96.72	3.28	50.00
Black or African American	11	8	72.73	27.27	12.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	45	43	95.56	4.44	44.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	158	153	96.84	3.16	43.14

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	11	10	90.91	9.09	40.00
Socioeconomically Disadvantaged	154	146	94.81	5.19	38.36
English Learners	11	11	100.00	0.00	36.36
Students with Disabilities	41	35	85.37	14.63	20.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	31	31	100.00	0.00	51.61

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	236	225	95.34	4.66	25.78
Male	114	108	94.74	5.26	28.70
Female	122	117	95.90	4.10	23.08
Black or African American	11	9	81.82	18.18	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	45	42	93.33	6.67	23.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	158	153	96.84	3.16	28.76
Two or More Races	11	10	90.91	9.09	10.00
Socioeconomically Disadvantaged	154	146	94.81	5.19	21.92
English Learners	11	11	100.00	0.00	27.27
Students with Disabilities	41	35	85.37	14.63	8.57
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	31	30	96.77	3.23	20.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parent participation is strongly encouraged and is necessary to the successful education of all children at Blue Oak Charter School. It is well known that when parents are involved with their child's school, the child has a better school experience and outcome. In addition, an important aspect of Waldorf education is that children learn through imitation of the nurturing adults around them. When children see parents and teachers working together in the classroom, the gardens, and at school meetings and festivals, children learn directly the values of group cooperation, dedication, problem-solving and hard work. In addition to providing this healthy example to our children, parent participation is integral to various aspects of the school curriculum including handwork, gardening, cooking, and reading. Parent participation is necessary in order to envision, develop and maintain a naturally beautiful environment for the children, both in and out of the classroom. Parent involvement also provides opportunities to increase understanding of the Waldorf Methods curriculum.

Parents are encouraged to become active members of the Parent Council, various school committees and may serve on our Charter Council. These are wonderful opportunities to get to know other Waldorf families and enjoy the camaraderie of working together for a common purpose. We request parents to contribute 50 hours per school year.

There are numerous opportunities for parent involvement including:

- Parent Council
- Advisory Committees
- Charter Council Site Council (title 1)
- Classroom and Office Volunteering Chaperoning Field Trips Supervision
- Fundraising Gardening School Tours
- Festivals (Harvest and May Faire) Start of School Clean Up Day

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	8.5	5.0	8.1	3.6	3.2	4.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Blue Oak Charter School provides a safe, clean environment for our students, staff, and volunteers. Our school has been beautified with additional landscaping, raised beds for gardening, and interior painting. Our Facilities Manager and two custodians ensure classrooms, restrooms, and school grounds are kept clean and safe to provide a well-maintained and suitable learning environment. Blue Oak Charter School has always strived to ensure that all students enjoy maximum learning opportunities within a safe and orderly environment, free from disruptive influences.

The safety of our students and staff is our primary concern. Our staff is on duty during recess, lunch, and before and after school to ensure the safety of all our students. The school's Risk Management Plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted once per month throughout the school year. The school-wide Discipline Plan provides students and staff a means to ensure a safe and orderly learning environment. Key elements of the School Risk Management Plan include child abuse reporting procedures; disaster response procedures; procedures for safe entering of, and exiting from school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies. The Safety Plan is updated annually by a team of staff, faculty, and parents and reflects current best practices.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	2	1		21	1	2		17	3		
1					17	2			22		2	
2	27		2		22		2		19	2		
3	27		1		28		2		18	2		
4	27		2		27		1		28		2	
5	25		2		26		2		28		1	
6	20	2			25		2		23		2	
Other**	20	2										

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9386	1484	7902	50340
District	N/A	N/A	9810	\$68,670.00
Percent Difference - School Site and District	N/A	N/A	-21.5	-30.8
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	5.1	-47.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Title 1 funds are received and used to support math and reading intervention teachers.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,116	\$51,374
Mid-Range Teacher Salary	\$60,128	\$80,151
Highest Teacher Salary	\$94,637	\$100,143
Average Principal Salary (Elementary)	\$104,769	\$126,896
Average Principal Salary (Middle)	\$108,465	\$133,668
Average Principal Salary (High)	\$113,511	\$143,746
Superintendent Salary	\$214,172	\$245,810
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

The goal of Blue Oak Charter School’s professional development is to promote a continuing passion for learning and foster innovations in teaching. Waldorf curriculum training is provided to teachers each summer.. Additional professional development is provided through in service, all staff and faculty meetings during the year. Training includes, Reading and Math curriculum, assessment, and behavior supports. Teachers attend a minimum of 1 week of professional development training annually either on site or at off campus training.