

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

Join Zoom Meeting

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Meeting ID: 997 1548 8751

Passcode: c91ziZ

Tuesday, May 12th, 2021 - 6:30 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.

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

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

Update: In Compliance with the Governor of California's "Safer-at-Home Order" due to COVID-19, the Blue Oak Charter Council will be conducting meetings virtually until further notice. This means there will be no specific physical meeting place; the meeting will be held remotely. Public participation continues to be welcomed and encouraged to those who join via Zoom and raise their hand. The chat bar will not be available to the public during the Zoom meetings to support the sanctity of the meeting.

Blue Oak Charter Council (BOCC) may tape, film, stream, or broadcast any open BOCC Meeting. The BOCC Chair may announce that a recording or broadcasting is being made at the direction of BOCC members and that the recording or broadcast may capture images and sounds of those attending the meeting. Any BOCC recording may be erased or destroyed 30 days after the meeting.

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

AGENDA

OPEN SESSION - 6:30 PM

1. OPENING

- 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, and 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. CLOSED SESSION

2.1. Real Estate Update

Charity May, Turner Impact

Conference with Real Property Negotiations (§ 54956.8)

3. GOVERNANCE

3.1. Strategic Plan Review and Update

Susan Domenighini

4. NEXT MEETING - Tuesday, May 18th at 6:00PM

5. ADJOURNMENT

**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.

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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



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

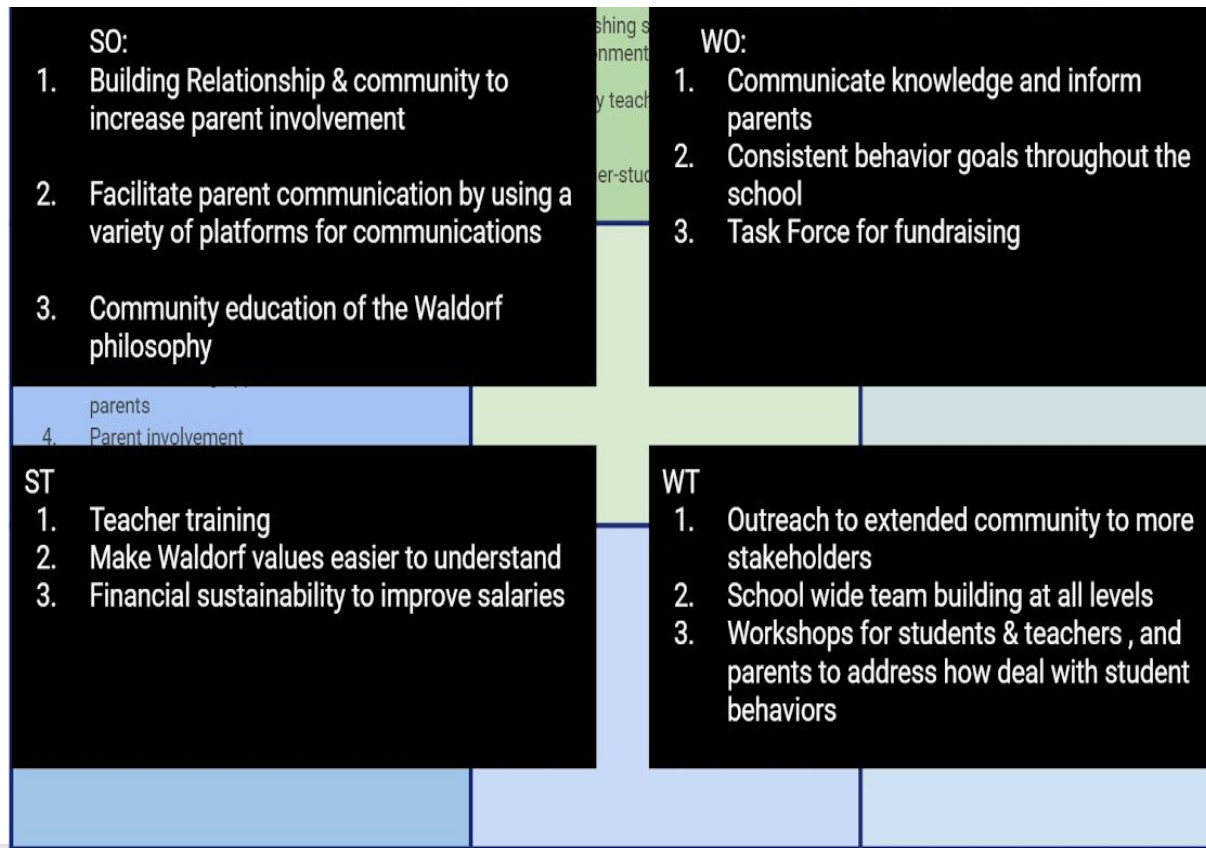


Figure 2. SWOT Matrix generated in strategic training and planning session November 9, 2019.

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

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.

BLUE OAK CHARTER SCHOOL STRATEGIC PLANNING FINAL REPORT

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**.

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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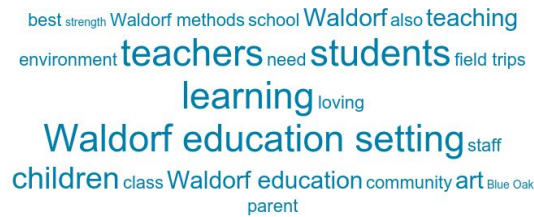
- d. Cultural compatibility of the strategy must be identified for the success of Blue Oak Charter School.
2. It is imperative that the mission, vision and strategic goals of the whole group are combined with accomplishments that align with beliefs, attitudes and the collective of stakeholders.
3. Waldorf's 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.)



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.)



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.)



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.)



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

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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 herded 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

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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

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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

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- 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