

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

Join Zoom Meeting

<https://zoom.us/j/99715488751?pwd=dHlwY2eW9pbnZsWklMRFFrWEh0QT09>

Meeting ID: 997 1548 8751

Passcode: c91ziZ

Tuesday, June 15th, 2021 - 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.

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.

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

AGENDA

OPEN SESSION - 6:00 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. CONSENT AGENDA

- 2.1. Approve Minutes from May 12th, 2021; May 15th, 2021; and June 8th, 2021.
- 2.2. Charter Impact Monthly Report Jim Weber, Charter Impact
 - 2.2.1. Attendance and Enrollment
 - 2.2.2. Cash Flow
 - 2.2.3. Balance Sheet Detail
 - 2.2.4. Warrants/Aged Payable
 - 2.2.5. Point of Sale Transactions/Check Register
 - 2.2.6. Actual to Budget Summary
- 2.3. Accept Offers of Employment
 - 2.3.1. Carlotta Red Leaf, Paraprofessional
 - 2.3.2. Rudy Monteon, Paraprofessional
 - 2.3.3. Matthew Johnson, Paraprofessional
 - 2.3.4. Joselinne Pulido, Health Aide

3. GOVERNANCE

- 3.1. Finance Committee Report Chelsea Parker
- 3.2. Parent Council Report Trisha Atehortua
- 3.3. Local Control and Accountability Plan (LCAP) Approval
- 3.4. Budget Approval
- 3.5. 2021-2022 Safety Plan Approval
- 3.6. ELA Curriculum Approval Jennifer Bryan Glennen

4. FACULTY

- 4.1. Grade Level Report Riley Murray and Brianna Lee

5. CLOSED SESSION

- 5.1. Real Estate Update Susan Domenighini
Conference with Real Property Negotiations (§54956.8)
- 5.2. Executive Director's Review
Public Employee Performance Evaluation (§54957)

6. ADMINISTRATION

- 6.1. Executive Director's Report Susan Domenighini

7. NEXT MEETING - Tuesday, July 20th, 2021 at 6:00PM

8. ADJOURNMENT

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

Join Zoom Meeting

<https://zoom.us/j/98347919501?pwd=ZXRYRHUybG5WMVRCbUg5bzZ2cVlwdz09>

Meeting ID: 983 4791 9501

Passcode: PUvR9p

Tuesday, June 8th, 2021 - 6:30 PM

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AGENDA

OPEN SESSION - 6:30 PM

1. OPENING

1.1. Call Meeting to Order

- Monica McDaniel called the meeting to order at 6:33PM.

1.2. Roll Call of Council Members and Establish Quorum

- Present: Chelsea Parker, Amber Brown, Laura Swanson, Monica McDaniel and Vicki Wonacott
- Absent: Trisha Atehortua and Laurel Hill-Ward

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."

- Monica McDaniel read the school verse.

1.4. Agenda Modifications

- There were no agenda modifications made.

1.5. Audience to Address the Council

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- No audience members addressed the council.

2. GOVERNANCE

2.1. Learning Continuity Action Plan (LCAP) Public Hearing

- The LCAP goals have been reviewed in a prior meeting, however, today the formalized document is being presented for a public hearing. Jim Weber and Susan Domenighini have worked to add formalized descriptions and the budget information into this document. No new goals are being presented in this document at this time.
- The Finance Committee reviewed this document at the BOFC meeting and recommended that the Charter Council approve this document.
- There was no further discussion on this item. This agenda item serves as the official public hearing for this document; it will be presented one more time at the next meeting for a vote.

3. CLOSED SESSION

3.1. Real Estate Update

Susan Domenighini

Conference with Real Property Negotiations (§ 54956.8)

- All BOCC in attendance were present during the Closed Session as well as Susan Domenighini and Charity May from Turner Impact.
- Direction was given to the Administrator.

Name	Yes	No	Abstain	Absent
Monica McDaniel		X		
Vicki Wonacott	X			
Laurel Hill-Ward				X
Laura Swanson	X			
Trisha Atehortua				X
Chelsea Parker		X		
Amber Brown		X		

4. ADJOURNMENT

- Monica McDaniel adjourned the meeting at 7:57PM.

5. NEXT MEETING - Tuesday, June 15th at 6:00PM

Minutes Taken By: Alexandra Archer

Approved by: _____ Date: _____

Blue Oak Charter School

Monthly Financial Presentation – May 2021

May Highlights

Highlights

- Forecast surplus **\$595K**, includes PPP forgiveness, recommended to reserve surplus for future shortfalls.
- Revenue forecast exceeds budget, **+\$448K**. Excluding CARES Act and PPP timing **near breakeven**.
- Expenses forecast below budget **\$48K**.
- Cash ended month **\$397K**.
- New and proposed funding included in 21/22 budget:
 - In-Person Instruction **\$88K**
 - Expanded Learning Opportunities **\$189K**
 - ESSER I and GEER **\$80K**
 - ESSER II **\$251K**
 - ESSER III **\$563K**

Compliance and Reporting

- LCAP and Budget hearing and adoption due by June 30th
- ConApp for federal funding will open in June
- Quarterly reporting will be submitted during July

Enrollment and Revenues

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

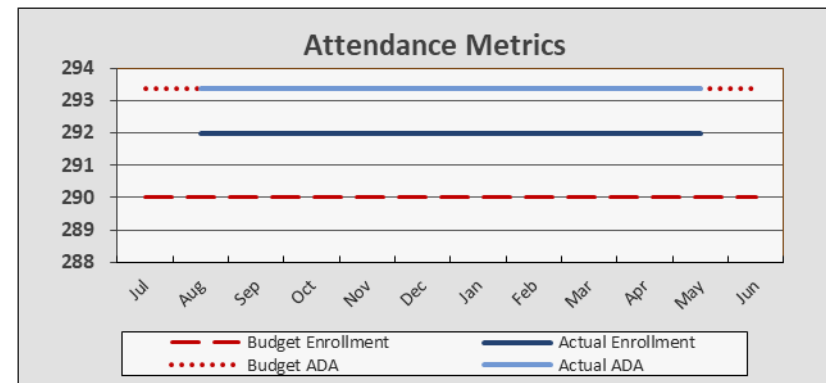
Attendance Data and Metrics



Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	292	292	290
ADA	293	293	293
Attendance Rate	100.5%	100.5%	101.2%
Unduplicated %		58.1%	58.0%
Revenue per ADA		\$14,100	\$12,570
Expenses per ADA		\$12,073	\$12,237

Attendance Metrics



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

Revenue

- **May Updates**
 - **Forecast PPP loan forgiveness \$529,920.**
 - **Reduced fundraising forecast.**
 - **Learning Loss Mitigation and ESSER Funds:**
 - **\$153K** use by Dec 2020 (completed)
 - **\$23K** use by June 2021 (completed)
 - **\$80K** removed from forecast until 2021/22 to maintain/expand current services.

Revenue

State Aid-Rev Limit
Federal Revenue
Other State Revenue
Other Local Revenue

Total Revenue

<i>Year-to-Date</i>		
Actual	Budget	Fav/(Unf)
\$ 1,955,486	\$ 1,925,960	\$ 29,526
267,935	311,991	(44,056)
342,064	299,421	42,643
137,873	165,457	(27,584)
\$ 2,703,358	\$ 2,702,829	\$ 529

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 2,679,097	\$ 2,678,690	\$ 407
817,792	372,705	445,087
442,189	414,765	27,424
197,462	221,543	(24,081)
\$ 4,136,539	\$ 3,687,703	\$ 448,836



Expenses

- **May Updates**
 - **Expense update** – Current trend favorable to budget **+\$48K**.

Expenses

Year-to-Date		
Actual	Budget	Fav/(Unf)
\$ 1,335,265	\$ 1,409,598	\$ 74,333
322,100	368,136	46,037
455,256	477,091	21,835
208,105	193,625	(14,480)
128,240	117,836	(10,403)
121,036	123,180	2,144
553,240	560,453	7,213
187,805	151,130	(36,675)
17,808	17,808	0
4,893	-	(4,893)
<u>\$ 3,333,748</u>	<u>\$ 3,418,858</u>	<u>\$ 85,110</u>

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 1,353,086	\$ 1,428,037	\$ 74,951
353,413	399,225	45,812
486,973	499,280	12,308
213,674	198,500	(15,174)
142,146	129,620	(12,526)
132,493	134,421	1,928
609,653	611,404	1,751
230,950	169,988	(60,962)
19,426	19,426	0
-	-	-
\$ 3,541,813	\$ 3,589,901	\$ 48,088

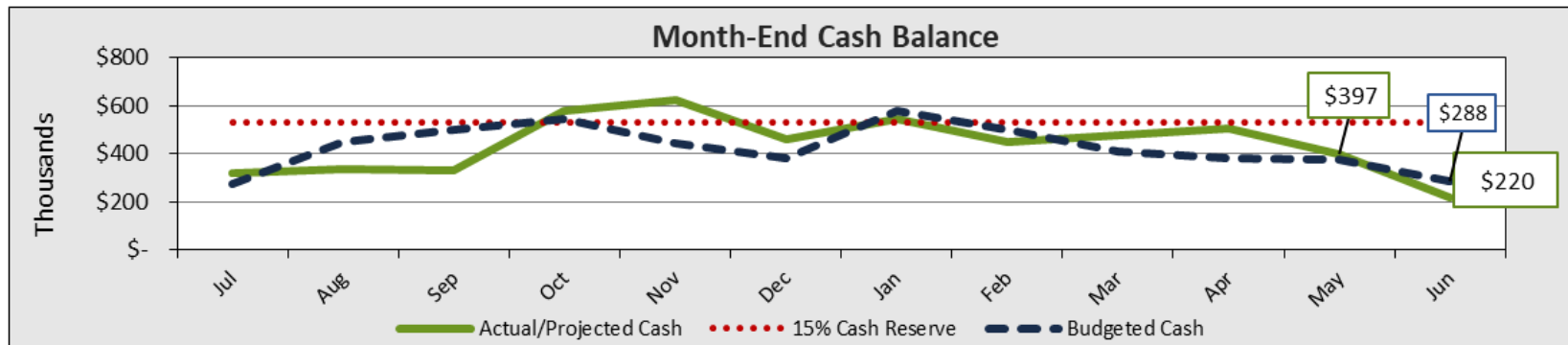
Surplus / (Deficit) & Fund Balance

- Current forecast surplus **+\$595K**.
- Fund balance forecast **\$1.1 million**, 32%, 116 days expenses.
- Deferred funding reduces fund balance available as cash reserves.

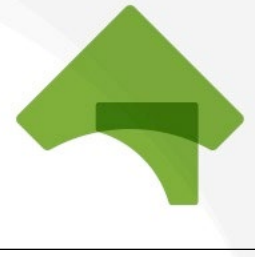
	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (630,390)	\$ (716,029)	\$ 85,639	\$ 594,726	\$ 97,802	\$ 496,924
Beginning Fund Balance	<u>531,327</u>	<u>531,327</u>		<u>531,327</u>	<u>531,327</u>	
Ending Fund Balance	<u>\$ (99,062)</u>	<u>\$ (184,701)</u>		<u>\$ 1,126,053</u>	<u>\$ 629,129</u>	
<i>As a % of Annual Expenses</i>	-2.8%	-5.1%		31.8%	17.5%	

Cash Balance

- Current cash is \$397K.
- State payment deferrals and ongoing economic uncertainty influence 2020/21 planning.
- **Advance cash planning forecast to avoid short-term borrowing during June-Aug 2021.**
- Management and Charter Impact are monitoring activities to ensure adequate cash availability.



Compliance Deadlines (next 60 days)



Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jun-01	Executive School Leadership Review Evaluation – The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive". The board conducting the review should document who was involved and the process used to conduct the review, as well as the disposition of the full board's decision to approve the executive director's compensation (minutes of a meeting are fine for this). The documentation should demonstrate that the board took the comparable data into consideration when it approved the compensation.	BOCS	Yes	No	This is an IRS requirement for Executive Director positions. If needed, Charter Impact can provide data on comparable salaries for your organization's Board of Directors.
FINANCE	Jun-25	Certification of the 2020-21 Second Principal Apportionment - The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The Second Principal Apportionment (P-2), certified by June 25, is based on the second period data that LEAs report to CDE in April and May. P-2 supersedes the P-1 Apportionment calculations and is the final state aid payment for the fiscal year ending in June.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/pa/
FINANCE	Jun-30	Local Control and Accountability Plan - The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2021-2022 LCAP year must be posted as one document assembled in the following order: LCFF Budget Overview for Parents Annual Update with instructions Plan Summary Stakeholder Engagement Goals and Actions Increased or Improved Services for Foster Youth, English Learners, and Low-income students Expenditure Tables Instructions The LCAP must be presented at the same public meeting as the budget, preceding the budget hearing. LCAP and budget adoption must be at least 1 day after the public hearing.	BOCS with Charter Impact support	Yes	No	https://www.cde.ca.gov/re/lc/
FINANCE	Jun-30	Submit Preliminary Budget Plan to Authorizer - Charter Schools are required to submit their annual budgets to their authorizer by the authorizer-imposed deadline. Authorizers then use the budget to determine if the Charter School has reasonable financial health to sustain operations. The budget must be presented at the same public meeting as the LCAP, following the budget hearing. LCAP and budget adoption must be at least 1 day after the public hearing.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/sf/fr/calendar19district.asp
OPERATIONS	Jun-30	Approve school calendar and instructional minutes - 180/175 days charter schools and are allowed to shorten instructional year by 5 days without fiscal penalty. Kindergarten ~ 600 hours; Grades 1-3 ~ 840 hours; Grades 4-8 ~ 900 hours; Grades 9-12 ~ 1080 hours	BOCS	Yes	No	https://www.cde.ca.gov/fg/aa/pa/lcffitfaq.asp
GOVERNANCE	Jun-30	Review your Parental Involvement Policy - Every local educational agency (LEA) in California must have a parental involvement policy: Federal requirement (LEAs accepting Title I funds). State requirement (California Education Code [EC] for non-Title I schools). Parents must be involved in how the funds reserved for parental involvement will be allocated for parental involvement activities. Keep minutes and sign-in sheets documenting these discussions. The California Department of Education (CDE) reviews the Consolidated Application and Reporting System (CARS) to see if the required reservation has been made.	BOCS	Yes	No	https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp
GOVERNANCE	Jun-30	Review your Homeless Education Policy - A Homeless Education Policy is used to ensure that your school is compliant with key provisions of the Education for Homeless Children and Youths Act. It is also used to collect the contact information for your required designated homeless liaisons at your school. All schools are required to establish a board approved Homeless Education Policy.	BOCS	No	No	https://www.cde.ca.gov/sp/hc/cy/strategies.asp

Compliance Deadlines (next 60 days)



Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jun-30	School Nutrition Application Due to CDE - Funding supports five school meal and milk programs to assist schools, districts, and other nonprofit agencies in providing nutritious meals and milk to children at reasonable prices or free to qualified applicants. The five programs are the National School Lunch Program (NSLP), School Breakfast Program (SBP), Seamless Summer Feeding Option (SSFO), Special Milk Program (SMP), and State Meal Program (STMP)	BOCS	No	No	https://www.cde.ca.gov/ls/nu/sn/eligmaterials.asp
FINANCE	Jun-30	Complete Consolidated Application reporting - Spring - The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.	Charter Impact with BOCS support	Yes	No	https://www.cde.ca.gov/fg/aa/co/index.asp
FINANCE	Jul-07	CARES Act - 4th Quarter Expenditure Report - Reporting activity April 1, 2021 - June 30, 2021. The CARES Act includes multiple pots of federal funding to limit or defray the impact of COVID-19. The CARES Act Reporting application was created by the California Department of Education to gather required data for purposes of state and federal report on CARES Act and other COVID-19 related funds.	Charter Impact	No	No	https://www.cde.ca.gov/fg/cr/#reporting
FINANCE	Jul-15	Final Federal Expenditure and ERMHS Report (Special Education) - Financial reporting for year-end actuals are due for El Dorado Charter SELPA members.	Charter Impact	No	No	https://charterselpa.org/fiscal/
DATA TEAM	Jul-30	CALPADS EOY 1, 2, 3, and 4 - Course Completion, Program Eligibility/Participation, Homeless Students, Student discipline, Cumulative Enrollment, Student Absence Summary and SpED	BOCS	No	Yes	https://www.cde.ca.gov/ds/sp/cl/
FINANCE	Jul-31	Federal Cash Management - Period 1 - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; Title III Immigrant; and Title IV programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
GOVERNANCE	Jul-31	Annual review of organization's Fiscal Policies - Board approved fiscal policies define the organization's financial operations and internal controls to ensure compliance with industry and government regulations. An annual review is recommended to ensure compliance with current procedures and annually updated regulations. If updates are necessary, revised policies may be documented and presented for Board approval.	Charter Impact with BOCS support	No	No	

Appendices

As of May 31, 2021

- Cash Flow – Monthly and Annual Forecast
- Statement of Financial Position (Balance Sheet)
- Statement of Cash Flows
- Detailed Month and YTD Budget vs. Actual
- Accounts Payable Aging
- Check Register

Blue Oak Charter School

Financial Package

May 31, 2021

Presented by:



**CHARTER
IMPACT**

Blue Oak Charter School

Monthly Cash Flow/Forecast FY20-21

Revised 06/04/2021

ADA = 293.37



Revenues

State Aid - Revenue Limit

8011	LCFF State Aid	-	69,481	69,481	125,066	128,236	121,896	125,066	125,066	64,141	31,409	30,243	29,850	482,789
8012	Education Protection Account	-	-	-	138,207	-	-	138,207	-	-	152,576	-	-	123,837
8019	State Aid - Prior Year	-	-	-	11,477	-	-	-	-	(1,265)	(620)	(597)	(589)	(8,383)
8096	In Lieu of Property Taxes	-	44,825	89,650	59,767	59,767	59,767	59,767	97,038	48,534	48,534	48,369	47,739	
		-	114,306	159,131	334,517	188,003	181,663	323,040	184,833	159,914	231,899	78,180	77,630	645,981

Federal Revenue

8181	Special Education - Entitlement	-	-	-	-	-	-	-	19,938	-	-	-	4,984	14,953
8290	Title I, Part A - Basic Low Income	-	-	-	-	18,794	32,957	-	-	22,999	-	-	-	-
8291	Title II, Part A - Teacher Quality	-	-	-	-	2,433	-	7,011	-	-	639	-	-	-
8296	Other Federal Revenue	-	-	-	37,287	55,930	62,447	-	4,212	-	3,288	529,920	-	-
		-	-	-	37,287	55,930	83,674	32,957	11,223	19,938	22,999	3,927	534,904	14,953

Other State Revenue

8545	School Facilities (SB740)	-	-	-	-	-	-	-	177,103	88,551	-	-	-	54,090
8550	Mandated Cost	-	-	-	-	4,946	-	-	-	-	-	-	-	-
8560	State Lottery	-	-	-	-	-	16,441	-	-	15,242	-	-	-	26,698
8598	Prior Year Revenue	-	-	-	-	-	2,217	-	-	-	1,074	-	-	-
8599	Other State Revenue	-	-	-	-	-	-	-	36,490	-	-	-	-	19,337
		-	-	-	-	4,946	18,658	-	213,593	103,794	1,074	-	-	100,125

Other Local Revenue

8689	Other Fees and Contracts	-	1,500	-	600	-	-	500	-	-	-	-	-	-
8699	School Fundraising	20	6,580	2,207	660	1,507	2,590	654	777	1,890	1,475	959	-	-
8792	Transfers of Apportionments	7,818	15,791	15,799	9,324	15,799	15,799	15,799	7,425	4,750	3,850	3,800	-	59,589
		7,838	23,871	18,006	10,584	17,306	18,389	16,953	8,202	6,640	5,325	4,759	-	59,589

Total Revenue

	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals
	7,838	138,177	177,137	382,388	261,238	288,672	391,607	204,258	400,085	364,017	87,940	612,534	820,647

Expenses

Certificated Salaries

1100	Teachers' Salaries	91,139	106,143	108,402	110,925	111,348	108,386	111,830	112,479	110,861	110,487	32,458	-	-
1170	Teachers' Substitute Hours	-	-	-	-	600	(240)	-	480	1,080	1,320	840	1,596	-
1175	Teachers' Extra Duty/Stipends	699	736	1,506	1,140	840	840	840	840	840	840	125	-	-
1200	Pupil Support Salaries	-	583	7,574	6,457	5,243	2,442	3,603	6,789	5,329	7,619	5,752	2,035	-
1300	Administrators' Salaries	14,086	14,294	14,190	14,190	14,190	14,190	14,190	14,190	14,190	14,190	14,190	-	-
		105,924	121,755	131,672	132,712	132,222	125,618	130,463	134,778	132,299	134,456	53,365	17,821	-

Classified Salaries

2100	Instructional Salaries	229	221	14,186	10,356	8,204	6,764	9,050	20,535	12,112	14,676	15,536	6,295	-
2400	Clerical and Office Staff Salaries	6,264	11,854	8,861	12,544	10,990	7,430	8,530	13,413	10,222	8,881	11,936	12,669	-
2900	Other Classified Salaries	2,518	1,516	13,576	11,105	10,349	8,084	8,713	12,870	10,186	9,999	10,392	12,349	-
		9,011	13,591	36,623	34,004	29,542	22,278	26,292	46,818	32,520	33,556	37,865	31,313	-

Benefits

3101	STRS	16,034	18,530	19,824	19,554	19,358	17,076	19,129	20,077	19,534	19,846	5,937	2,805	-
3202	PERS	4,155	3,393	9,480	9,214	9,069	6,453	7,381	12,311	9,061	9,222	8,871	7,367	-
3301	OASDI	848	735	2,872	2,721	2,496	1,809	2,103	3,581	2,593	2,693	2,660	2,207	-
3311	Medicare	1,544	1,831	2,377	2,312	2,238	2,047	2,121	2,514	2,277	2,324	1,137	718	-
3401	Health and Welfare	12,044	3,695	10,107	7,425	8,416	12,720	10,737	9,047	11,853	10,408	17,076	18,000	-
3501	State Unemployment	53	63	82	80	(566)	70	73	(127)	79	80	39	105	-
3601	Workers' Compensation	953	953	953	953	953	2,091	953	953	(790)	897	897	495	-
3901	Other Benefits	51	64	67	56	61	61	64	65	64	64	19	19	-
		35,683	29,263	45,762	42,315	42,025	42,327	42,562	48,420	46,414	43,848	36,637	31,717	-

Books and Supplies

4100	Textbooks and Core Materials	-	3,490	4,674	12,540	-	-	-	15,417	2,818	1,611	1,534	1,534	-
4200	Books and Reference Materials	-	4,198	1,002	(4,707)	-	-	34	677	32	-	-	764	-
4302	School Supplies	-	14,883	2,535	2,679	2,976	(80)	936	233	419	936	2,649	2,500	-
4305	Software	129	129	9,954	(768)	774	3,133	786	1,566	7,301	786	786	771	-
4310	Office Expense	-	3,768	4,507	2,805	1,735	494	2,885	1,831	748	698	1,282	-	-
4311	Business Meals	-	-	-	-	-	-	-	-	-	-	15	-	-
4312	School Fundraising Expense	-	-	-	-	-	-	-	1,215	-	-	280	-	-
4400	Noncapitalized Equipment	-	-	17,770	44,752	3,149	19,885	2,855	-	429	771	169	-	-
		129	26,468	40,442	57,301	8,634	23,432	7,496	19,724	12,961	4,803	6,716	5,569	-

Annual Forecast	Revised Budget	Favorable / (Unfav.)
ADA = 293.37		
1,402,723	1,699,234	(296,510)
552,827	243,834	308,992
23	-	23
723,524	735,622	(12,098)
2,679,097	2,678,690	407
39,875	39,875	-
74,750	77,683	(2,933)
10,083	11,449	(1,366)
693,084	243,698	449,386
817,792	372,705	445,087
319,744	312,615	7,129
4,946	4,946	(0)
58,381	58,381	-
3,291	-	3,291
55,827	38,823	17,004
442,189	414,765	27,424
2,600	-	2,600
19,319	46,000	(26,681)
175,543	175,543	-
197,462	221,543	(24,081)
4,136,539	3,687,703	448,836
1,114,459	1,164,716	50,257
5,676	34,941	29,266
9,246	11,800	2,554
53,426	40,700	(12,725)
170,279	175,879	5,600
1,353,086	1,428,037	74,951
118,162	125,907	7,744
123,593	147,445	23,852
111,657	125,873	14,216
353,413	399,225	45,812
197,704	230,628	32,924
95,977	82,640	(13,337)
27,318	24,752	(2,566)
23,440	26,495	3,056
131,528	114,300	(17,228)
31	2,193	2,162
10,319	18,273	7,953
655	-	(655)
486,973	499,280	12,308
43,618	16,000	(27,618)
2,000	6,000	4,000
30,666	46,000	15,334
25,346	-	(25,346)
20,752	10,000	(10,752)
15	-	(15)
1,495	2,500	1,005
89,781	118,000	28,219
213,674	198,500	(15,174)

Blue Oak Charter School

Monthly Cash Flow/Forecast FY20-21

Revised 06/04/2021

ADA = 293.37



	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals	Annual Forecast	Revised Budget	Favorable / (Unfav.)
Subagreement Services																
5101 Nursing	-	-	3,958	1,979	-	1,979	3,958	1,979	1,979	1,979	1,979	1,979	-	21,766	-	(21,766)
5102 Special Education	-	150	4,530	14,437	13,717	12,762	8,284	13,857	13,044	12,988	11,503	11,500	-	116,773	128,120	11,347
5105 Security	-	-	428	-	-	428	-	1,897	428	-	-	428	-	3,607	1,500	(2,107)
	-	150	8,915	16,416	13,717	15,169	12,242	17,733	15,450	14,966	13,481	13,906	-	142,146	129,620	(12,526)
Operations and Housekeeping																
5201 Auto and Travel	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,000	3,000
5300 Dues & Memberships	-	-	50	885	-	2,950	-	-	-	-	-	-	-	3,885	1,000	(2,885)
5400 Insurance	2,175	922	5,541	3,643	3,643	3,553	3,554	3,553	3,711	3,600	3,604	3,604	-	41,103	38,421	(2,681)
5501 Utilities	5,081	5,387	8,318	4,775	4,913	3,136	4,490	4,859	5,157	4,199	2,061	5,000	-	57,377	70,000	12,623
5502 Janitorial Services	-	-	1,846	-	-	2,797	923	963	1,025	1,025	1,125	1,297	-	11,000	11,000	-
5900 Communications	652	742	563	240	1,112	7,910	463	1,506	1,321	979	183	1,556	-	17,227	10,000	(7,227)
5901 Postage and Shipping	-	533	433	193	18	78	258	50	242	18	79	-	-	1,902	1,000	(902)
	7,908	7,584	16,750	9,735	9,685	20,424	9,688	10,932	11,456	9,821	7,053	11,457	-	132,493	134,421	1,928
Facilities, Repairs and Other Leases																
5601 Rent	48,867	48,867	48,867	48,867	48,867	48,867	48,867	48,867	48,867	48,867	48,867	48,867	-	586,404	586,404	-
5603 Equipment Leases	1,395	1,524	962	786	1,376	896	1,666	863	1,983	1,245	1,504	1,450	-	15,649	17,400	1,751
5610 Repairs and Maintenance	-	120	50	240	-	268	76	85	128	-	538	6,096	-	7,600	7,600	-
	50,262	50,511	49,879	49,893	50,243	50,030	50,609	49,815	50,978	50,112	50,909	56,412	-	609,653	611,404	1,751
Professional/Consulting Services																
5801 IT	-	-	427	7,037	2,736	3,044	9,213	-	7,716	(10,015)	-	8,482	-	28,640	12,200	(16,440)
5802 Audit & Taxes	-	-	2,730	6,405	-	1,838	1,575	-	-	-	1,680	-	-	14,228	3,500	(10,728)
5803 Legal	-	-	416	296	624	-	-	-	-	-	-	6,164	-	7,500	7,500	-
5804 Professional Development	-	5,487	678	945	(75)	350	280	100	1,897	3,457	990	-	-	14,110	5,000	(9,110)
5805 General Consulting	-	375	5,087	1,696	2,071	1,696	1,696	2,329	1,825	2,433	2,775	1,696	-	23,677	20,347	(3,330)
5806 Special Activities/Field Trips	-	-	-	-	(640)	(300)	-	-	-	-	300	-	-	(640)	10,000	10,640
5807 Bank Charges	-	-	-	-	-	-	-	20	268	-	40	-	-	328	-	(328)
5809 Other taxes and fees	1	449	1,221	987	917	818	1,052	716	1,050	575	527	1,863	-	10,176	3,000	(7,176)
5810 Payroll Service Fee	150	555	578	718	439	675	579	896	606	598	580	526	-	6,900	4,900	(2,000)
5811 Management Fee	5,579	5,862	5,862	5,862	6,317	6,317	6,317	8,173	8,173	8,173	8,304	7,792	-	82,731	73,754	(8,977)
5812 District Oversight Fee	-	695	695	2,633	-	2,502	2,633	1,251	629	1,834	296	776	12,847	26,791	26,787	(4)
5815 Public Relations/Recruitment	-	750	-	-	255	-	200	2,505	2,505	-	7,295	3,000	-	16,510	3,000	(13,510)
	5,730	14,173	17,694	26,579	12,643	16,939	23,545	15,990	24,669	7,055	22,787	30,298	12,847	230,950	169,988	(60,962)
Depreciation																
6900 Depreciation Expense	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	-	19,426	19,426	0
	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	-	19,426	19,426	0
Interest																
7438 Interest Expense	451	451	437	292	598	453	453	410	454	440	455	(4,893)	-	-	-	-
	451	451	437	292	598	453	453	410	454	440	455	(4,893)	-	-	-	-
Total Expenses	216,717	265,565	349,794	370,866	300,929	318,289	304,969	346,239	328,820	300,674	230,886	195,219	12,847	3,541,813	3,589,901	48,088
Monthly Surplus (Deficit)	(208,879)	(127,388)	(172,656)	11,522	(39,690)	(29,616)	86,639	(141,981)	71,264	63,342	(142,946)	417,315	807,801	594,726	97,802	496,924
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(208,879)	(127,388)	(172,656)	11,522	(39,690)	(29,616)	86,639	(141,981)	71,264	63,342	(142,946)	417,315	807,801	594,726		
Cash flows from operating activities																
Depreciation/Amortization	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	-	19,426		
Public Funding Receivables	9,140	88,186	152,479	94,809	45,000	15,450	(6,505)	1,414	(2,300)	(38,241)	37,602	19,938	(820,647)	(403,675)		
Grants and Contributions Rec.	9,909	12,248	3,957	-	-	-	-	-	-	(10,015)	11,550	-	-	27,649		
Prepaid Expenses	3,279	7,801	(38,576)	1,779	19,131	(17,471)	5,165	(5,384)	1,158	6,373	24,519	5,827	-	13,601		
Accounts Payable	(21,726)	-	-	-	33,116	(33,116)	1	(1)	-	-	-	-	12,847	(8,879)		
Accrued Expenses	16,998	31,219	40,953	(21,936)	35,371	(45,413)	(12,471)	41,100	(26,152)	-	(23,063)	(56,947)	-	(20,340)		
Summer Holdback	-	5,492	5,204	5,774	5,774	5,774	5,186	5,774	5,887	(20,153)	(30,484)	-	-	-		
Deferred Revenues	-	-	-	154,694	(55,930)	(59,947)	4,140	89	(22,823)	-	-	-	-	20,223		
Cash flows from investing activities																
Cash flows from financing activities																
Proceeds(Payments) on Debt	451	451	437	292	598	453	453	410	454	440	455	(534,813)	-	(529,920)		
Total Change in Cash	(189,209)	19,628	(6,583)	248,552	44,989	(162,267)	84,226	(96,961)	28,994	29,404	(110,416)	(177,545)				
Cash, Beginning of Month	506,855	317,646	337,274	330,691	579,243	624,232	461,964	546,190	449,230	478,223	507,627	397,211				
Cash, End of Month	317,646	337,274	330,691	579,243	624,232	461,964	546,190	449,230	478,223	507,627	397,211	219,666				

Blue Oak Charter School
Statement of Financial Position
May 31, 2021

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	\$ 397,211	\$ 506,855	\$ (109,644)	-22%
Accounts Receivable	10,116	37,766	(27,649)	-73%
Public Funding Receivables	230,864	627,898	(397,034)	-63%
Prepaid Expenses	62,545	70,320	(7,774)	-11%
Total Current Assets	700,737	1,242,838	(542,101)	-44%
Long-Term Assets				
Property & Equipment, Net	22,664	40,472	(17,808)	-44%
Deposits	28,000	28,000	-	0%
Total Long Term Assets	50,664	68,472	(17,808)	-26%
Total Assets	\$ 751,401	\$ 1,311,310	\$ (559,909)	-43%
Liabilities				
Current Liabilities				
Accounts Payable	\$ -	\$ 21,726	\$ (21,726)	-100%
Accrued Liabilities	294,410	227,320	67,090	30%
Deferred Revenue	20,223	-	20,223	0%
Notes Payable, Current Portion	235,711	235,711	-	0%
Total Current Liabilities	550,345	484,757	65,587	14%
Long-Term Liabilities				
Notes Payable, Net of Current Portion	300,119	295,225	4,893	2%
Total Long-Term Liabilities	300,119	295,225	4,893	2%
Total Liabilities	850,463	779,983	70,481	9%
Total Net Assets	(99,062)	531,327	(630,390)	-119%
Total Liabilities and Net Assets	\$ 751,401	\$ 1,311,310	\$ (559,909)	-43%

Blue Oak Charter School

Statement of Cash Flows

For the period ended May 31, 2021

	Month Ended 05/31/21	YTD Ended 05/31/21
Cash Flows from Operating Activities		
Change in Net Assets	\$ (142,946)	\$ (630,390)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	1,619	17,808
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	37,602	397,034
Grants, Contributions & Pledges Receivable	11,550	27,649
Prepaid Expenses	24,519	7,774
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	-	(21,726)
Accrued Expenses	(43,216)	67,090
Deferred Revenue	-	20,223
Total Cash Flows from Operating Activities	(110,871)	(114,537)
Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	455	4,893
Total Cash Flows from Financing Activities	455	4,893
Change in Cash & Cash Equivalents	(110,416)	(109,644)
Cash & Cash Equivalents, Beginning of Period	507,627	506,855
Cash and Cash Equivalents, End of Period	\$ 397,211	\$ 397,211

Blue Oak Charter School

Statement of Activities

For the period ended May 31, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ 30,243	\$ 45,879	\$ (15,636)	\$ 890,085	\$ 1,110,450	\$ (220,365)	\$ 1,699,234
Education Protection Account	-	-	-	428,990	182,876	246,114	243,834
State Aid - Prior Year	(597)	-	(597)	8,995	-	8,995	-
In Lieu of Property Taxes	48,534	51,494	(2,960)	627,416	632,635	(5,219)	735,622
Total State Aid - Revenue Limit	78,180	97,373	(19,193)	1,955,486	1,925,960	29,526	2,678,690
Federal Revenue							
Special Education - Entitlement	-	-	-	19,938	19,938	1	39,875
Title I, Part A - Basic Low Income	-	-	-	74,750	58,262	16,488	77,683
Title II, Part A - Teacher Quality	639	-	639	10,083	8,587	1,496	11,449
Other Federal Revenue	3,288	-	3,288	163,164	225,205	(62,041)	243,698
Total Federal Revenue	3,927	-	3,927	267,935	311,991	(44,056)	372,705
Other State Revenue							
School Facilities (SB740)	-	78,154	(78,154)	265,654	234,461	31,193	312,615
Mandated Cost	-	-	-	4,946	4,946	(0)	4,946
State Lottery	-	-	-	31,683	29,190	2,492	58,381
Prior Year Revenue	1,074	-	1,074	3,291	-	3,291	-
Other State Revenue	-	8,000	(8,000)	36,490	30,823	5,667	38,823
Total Other State Revenue	1,074	86,154	(85,080)	342,064	299,421	42,643	414,765
Other Local Revenue							
Other Fees and Contracts	-	-	-	2,600	-	2,600	-
School Fundraising	959	5,060	(4,101)	19,319	46,000	(26,681)	46,000
Transfers of Apportionments	3,800	4,740	(940)	115,954	119,457	(3,503)	175,543
Total Other Local Revenue	4,759	9,800	(5,041)	137,873	165,457	(27,584)	221,543
Total Revenues	87,940	193,326	(105,387)	2,703,358	2,702,829	529	3,687,703
Expenses							
Certificated Salaries							
Teachers' Salaries	32,458	-	(32,458)	1,114,459	1,164,716	50,257	1,164,716
Teachers' Substitute Hours	840	3,494	2,654	4,080	33,194	29,114	34,941
Teachers' Extra Duty/Stipends	125	-	(125)	9,246	11,800	2,554	11,800
Pupil Support Salaries	5,752	4,070	(1,682)	51,391	38,665	(12,725)	40,700
Administrators' Salaries	14,190	14,657	467	156,089	161,222	5,133	175,879
Total Certificated Salaries	53,365	22,221	(31,144)	1,335,265	1,409,598	74,333	1,428,037
Classified Salaries							
Instructional Salaries	15,536	12,591	(2,946)	111,867	119,611	7,744	125,907
Clerical and Office Staff Salaries	11,936	12,669	732	110,924	134,776	23,852	147,445
Other Classified Salaries	10,392	12,124	1,732	99,308	113,749	14,441	125,873
Total Classified Salaries	37,865	37,384	(481)	322,100	368,136	46,037	399,225
Benefits							
State Teachers' Retirement System, certificated	5,937	3,589	(2,348)	194,899	227,650	32,751	230,628
Public Employees' Retirement System, classified	8,871	7,738	(1,132)	88,609	76,204	(12,405)	82,640
OASDI/Medicare/Alternative, certificated	2,660	2,318	(342)	25,111	22,824	(2,287)	24,752
Medicare/Alternative, certificated	1,137	864	(273)	22,721	25,777	3,056	26,495
Health and Welfare Benefits, certificated	17,076	9,525	(7,551)	113,528	104,775	(8,753)	114,300
State Unemployment Insurance, certificated	39	110	70	(74)	2,083	2,157	2,193
Workers' Compensation Insurance, certificated	897	596	(301)	9,824	17,777	7,953	18,273
Other Benefits, certificated positions	19	-	(19)	636	-	(636)	-
Total Benefits	36,637	24,740	(11,897)	455,256	477,091	21,835	499,280

Blue Oak Charter School

Statement of Activities

For the period ended May 31, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Books & Supplies							
Textbooks and Core Materials	1,534	-	(1,534)	42,246	16,000	(26,246)	16,000
Books and Reference Materials	-	-	-	1,074	6,000	4,926	6,000
School Supplies	2,649	3,833	1,184	28,166	42,167	14,001	46,000
Software	786	-	(786)	24,575	-	(24,575)	-
Office Expense	1,282	833	(449)	20,752	9,167	(11,586)	10,000
Business Meals	15	-	(15)	15	-	(15)	-
School Fundraising Expense	280	208	(72)	1,495	2,292	797	2,500
Noncapitalized Equipment	169	-	(169)	89,781	118,000	28,219	118,000
Total Books & Supplies	6,716	4,875	(1,841)	208,105	193,625	(14,480)	198,500
Subagreement Services							
Nursing	1,979	-	(1,979)	19,788	-	(19,788)	-
Special Education	11,503	11,647	145	105,273	116,473	11,200	128,120
Security	-	136	136	3,179	1,364	(1,816)	1,500
Total Subagreement Services	13,481	11,784	(1,698)	128,240	117,836	(10,403)	129,620
Operations & Housekeeping							
Auto and Travel	-	273	273	-	2,727	2,727	3,000
Dues & Memberships	-	83	83	3,885	917	(2,968)	1,000
Insurance	3,604	3,202	(402)	37,499	35,219	(2,279)	38,421
Utilities	2,061	5,833	3,772	52,377	64,167	11,789	70,000
Janitorial Services	1,125	917	(208)	9,703	10,083	381	11,000
Communications	183	833	650	15,671	9,167	(6,504)	10,000
Postage and Shipping	79	100	21	1,902	900	(1,002)	1,000
Total Operations & Housekeeping	7,053	11,241	4,189	121,036	123,180	2,144	134,421
Facilities, Repairs & Other Leases							
Rent	48,867	48,867	-	537,537	537,537	-	586,404
Equipment Leases	1,504	1,450	(54)	14,199	15,950	1,751	17,400
Repairs and Maintenance	538	633	95	1,504	6,967	5,462	7,600
Total Facilities, Repairs & Other Leases	50,909	50,950	42	553,240	560,453	7,213	611,404
Professional/Consulting Services							
IT	-	1,017	1,017	20,158	11,183	(8,975)	12,200
Audit & Taxes	1,680	-	(1,680)	14,228	3,500	(10,727)	3,500
Legal	-	625	625	1,336	6,875	5,539	7,500
Professional Development	990	500	(490)	14,110	4,500	(9,610)	5,000
General Consulting	2,775	2,035	(740)	21,981	18,312	(3,669)	20,347
Special Activities/Field Trips	300	-	(300)	(640)	10,000	10,640	10,000
Bank Charges	40	-	(40)	328	-	(328)	-
Other Taxes and Fees	527	300	(227)	8,313	2,700	(5,613)	3,000
Payroll Service Fee	580	408	(172)	6,374	4,492	(1,883)	4,900
Management Fee	8,304	6,146	(2,158)	74,939	67,608	(7,331)	73,754
District Oversight Fee	296	974	678	13,168	19,260	6,092	26,787
Public Relations/Recruitment	7,295	300	(6,995)	13,510	2,700	(10,810)	3,000
Total Professional/Consulting Services	22,787	12,305	(10,483)	187,805	151,130	(36,675)	169,988
Depreciation							
Depreciation Expense	1,619	1,619	-	17,808	17,808	-	19,426
Total Depreciation	1,619	1,619	-	17,808	17,808	-	19,426
Interest							
Interest Expense	455	-	(455)	4,893	-	(4,893)	-
Total Interest	455	-	(455)	4,893	-	(4,893)	-
Total Expenses	230,886	177,118	(53,768)	3,333,748	3,418,858	85,110	3,589,901
Change in Net Assets	(142,946)	16,208	(159,154)	(630,390)	(716,028)	85,639	97,802
Net Assets, Beginning of Period	43,884			531,327			
Net Assets, End of Period	\$ (99,062)			\$ (99,062)			

Blue Oak Charter School

Accounts Payable Aging

May 31, 2021

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

Total Outstanding Invoices \$ _____ - \$ _____ - \$ _____ - \$ _____ - \$ _____ - \$ _____ -

Blue Oak Charter School

Check Register

For the period ended May 31, 2021

Check Number	Vendor Name	Check Date	Check Amount
10566	Cheryl Grant	5/7/2021	\$ 71.19
10567	Claire Fong	5/7/2021	731.56
10568	Sunbridge Institute	5/7/2021	520.00
10569	Dragon Graphics	5/14/2021	506.76
10570	Sarah Eblin	5/14/2021	266.47
10571	Chico Country Day School	5/21/2021	1,978.76
10572	CliftonLarsonAllen LLP	5/21/2021	1,680.00
10573	Denine's Cupcakes	5/21/2021	160.00
10574	E-Rate Advisors	5/21/2021	949.95
10575	Elizabeth Fuller	5/21/2021	1,100.00
10576	Evergreen Janitorial Supply Inc	5/21/2021	214.75
10577	Leen-Liberty Park	5/21/2021	48,866.97
10578	Lotus Educational Services, Inc.	5/21/2021	1,313.10
10579	MC2 Design Group, Inc.	5/21/2021	7,295.00
10580	Nicholas Meier	5/21/2021	224.82
10581	PG&E	5/21/2021	2,670.43
10582	Philadelphia Insurance Companies	5/21/2021	1,866.68
10583	Recology Butte Colusa Counties	5/21/2021	1,024.75
10584	TIAA Commercial Finance, Inc.	5/21/2021	323.61
10585	Buck Ernest	5/27/2021	1,100.69
10586	California Water Service	5/27/2021	741.15
10587	Cheryl Grant	5/27/2021	26.81
10588	Dharma Trading Co.	5/27/2021	1,089.70
10589	Jessee Heating & Air Conditioning	5/27/2021	538.00
10590	Lotus Educational Services, Inc.	5/27/2021	1,409.40
10591	Pure Water Partners	5/27/2021	514.80
10592	Sunbridge Institute	5/27/2021	470.00
10593	TIAA Commercial Finance, Inc.	5/27/2021	665.19
ACH	Label Pin Planet	5/3/2021	155.52
ACH	Sprint	5/4/2021	33.21
ACH	Internal Revenue Services	5/5/2021	294.76
ACH	Employment Development Dept	5/6/2021	8.98
ACH	Employment Development Dept	5/6/2021	19.20
ACH	Charter Impact	5/7/2021	560.25
ACH	Charter Impact	5/7/2021	20.00
ACH	Charter Impact	5/10/2021	VOID
ACH	Charter Impact	5/10/2021	VOID
ACH	Charter Impact	5/10/2021	8,173.00
ACH	Charter Impact	5/10/2021	598.25
ACH	Golden Valley Bank	5/10/2021	20.00
ACH	Golden Valley Bank	5/10/2021	20.00

Blue Oak Charter School

Check Register

For the period ended May 31, 2021

Check Number	Vendor Name	Check Date	Check Amount
ACH	Employment Development Dept	5/11/2021	259.87
ACH	Employment Development Dept	5/11/2021	305.61
ACH	Internal Revenue Services	5/11/2021	4,045.56
ACH	Benefit Resource, Inc	5/12/2021	137.50
ACH	Benefit Resource, Inc	5/14/2021	104.00
ACH	Charter Impact	5/21/2021	8,304.00
ACH	Full Circle Speech Therapy	5/21/2021	7,680.00
ACH	Wristband.com	5/24/2021	55.88
ACH	CalPERS	5/24/2021	3,140.29
ACH	CalPERS	5/24/2021	10,299.15
ACH	Stamp.com	5/27/2021	50.00
ACH	Employment Development Dept	5/27/2021	637.64
ACH	Employment Development Dept	5/27/2021	1,046.75
ACH	Benefit Resource, Inc	5/27/2021	1,282.71
ACH	Internal Revenue Services	5/27/2021	7,725.33
ACH	Stamp.com	5/28/2021	17.99
ACH	Benefit Resource, Inc	5/28/2021	137.50


Total Disbursements Issued in May \$ 133,453.49

Business Checking – XXXXX0889

Search transactions

Activity: Date range; **Start date:** May 01, 2021; **End date:** May 31, 2021; **Type:** Debits

Transactions

 Pending  Posted

Date ▼	Description ↕	Debit ↕	Credit ↕	Balance
 May 31, 2021	Analysis Charge	34.99		
 May 28, 2021	<u>Check 70103</u>	838.55		
 May 28, 2021	<u>Check 70102</u>	448.75		
 May 28, 2021	<u>Check 10576</u>	214.75		
 May 28, 2021	ACH Payment BENEFIT RESOURCE BRI XFER	137.50		
 May 27, 2021	<u>Check 10580</u>	224.82		
 May 27, 2021	<u>Check 70101</u>	104.57		
 May 27, 2021	<u>Check 70058</u>	104.57		
 May 27, 2021	ACH Payment IRS USATAXPYMT	7,725.33		
 May 27, 2021	ACH Payment BENEFIT RESOURCE BRI XFER	1,282.71		
 May 27, 2021	ACH Payment EMPLOYMENT DEVEL EDD EFTPMT	1,046.75		
 May 27, 2021	ACH Payment EMPLOYMENT DEVEL EDD EFTPMT	637.64		
 May 27, 2021	POS Purchase USPS STAMPS ENDICIA 888- 434-0055 DC #3136	50.00		
 May 26, 2021	<u>Check 10579</u>	7,295.00		
 May 26, 2021	<u>Check 10582</u>	1,866.68		
 May 26, 2021	<u>Check 10578</u>	1,313.10		
 May 26, 2021	<u>Check 10574</u>	949.95		
 May 26, 2021	<u>Check 10566</u>	71.19		

Date ▾	Description ↻	Debit ↻	Credit ↻	Balance
● May 26, 2021	ACH Payment BLUE OAK CHARTER PAYROLL	31,974.39		
● May 26, 2021	ACH Payment BLUE OAK CHARTER PAYROLL	11,255.09		
● May 26, 2021	ACH Payment BLUE OAK CHARTER PAYROLL	9,878.71		
● May 26, 2021	ACH Payment BLUE OAK CHARTER PAYROLL	4,067.39		
● May 26, 2021	ACH Payment BLUE OAK CHARTER PAYROLL	3,902.63		
● May 25, 2021	<u>Check 10557</u>	4,098.80		
● May 25, 2021	<u>Check 10572</u>	1,680.00		
● May 25, 2021	<u>Check 10575</u>	1,100.00		
● May 25, 2021	ACH Payment BLUE OAK CHARTER PAYMENTS	15,984.00		
● May 24, 2021	<u>Check 10577</u>	48,866.97		
● May 24, 2021	<u>Check 10568</u>	520.00		
● May 24, 2021	ACH Payment CALPERS 3100	10,299.15		
● May 24, 2021	ACH Payment CALPERS 3100	3,140.29		
● May 24, 2021	POS Purchase REI*GREENWOODHEINEMAN 800-225-5800 NH #3136 Professional Development (Books on Equity)	108.54		
● May 24, 2021	POS Purchase WRISTBAND.COM 262-754-5885 WI #3136 3th Grade graduation materials	55.88		
● May 19, 2021	<u>Check 10567</u>	731.56		
● May 19, 2021	<u>Check 10570</u>	266.47		
● May 18, 2021	<u>Check 10569</u>	506.76		
● May 18, 2021	<u>Check 10563</u>	480.00		
● May 14, 2021	ACH Payment BENEFIT RESOURCE BRI XFER	104.00		
● May 12, 2021	ACH Payment BLUE OAK CHARTER PAYMENTS	8,771.25		
● May 12, 2021	ACH Payment BENEFIT RESOURCE BRI XFER	137.50		
● May 11, 2021	<u>Check 10565</u>	685.19		
● May 11, 2021	ACH Payment IRS USATAXPYMT	4,045.56		

Date ▼	Description ↕	Debit ↕	Credit ↕	Balance
● May 11, 2021	ACH Payment BLUE OAK CHARTER PAYMENTS	580.25		
● May 11, 2021	ACH Payment EMPLOYMENT DEVEL EDD EFTPMT	305.61		
● May 11, 2021	ACH Payment EMPLOYMENT DEVEL EDD EFTPMT	259.87		
● May 10, 2021	Stop Pmt Charge Stop Payment Charge	20.00		
● May 10, 2021	Stop Pmt Charge Stop Payment Charge	20.00		
● May 10, 2021	ACH Payment BLUE OAK CHARTER PAYROLL	12,100.86		
● May 10, 2021	ACH Payment BLUE OAK CHARTER PAYROLL	4,642.02		
● May 07, 2021	<u>Check 10560</u>	2,200.00		
● May 07, 2021	<u>Check 10561</u>	1,832.01		
● May 07, 2021	<u>Check 10559</u>	80.20		
● May 07, 2021	<u>Check 10556</u>	32.00		
● May 06, 2021	<u>Check 10562</u>	1,215.69		
● May 06, 2021	<u>Check 10555</u>	315.14		
● May 06, 2021	<u>Check 10564</u>	5.00		
● May 06, 2021	ACH Payment EMPLOYMENT DEVEL EDD EFTPMT	19.20		
● May 06, 2021	ACH Payment EMPLOYMENT DEVEL EDD EFTPMT	8.98		
● May 05, 2021	<u>Check 10552</u>	15,359.06		
● May 05, 2021	<u>Check 10558</u>	937.80		
● May 05, 2021	<u>Check 10554</u>	552.59		
● May 05, 2021	ACH Payment IRS USATAXPYMT	294.76		
● May 05, 2021	POS Purchase POSTAL PLUS 530-8911626 CA #3136	235.55		
● May 04, 2021	<u>Check 10550</u>	1,090.00		
● May 04, 2021	<u>Check 10553</u>	331.60		
● May 04, 2021	<u>Check 7309</u>	300.00		

Date ▼	Description ↕	Debit ↕	Credit ↕	Balance
● May 04, 2021	ACH Payment SPRINT8006396111 ACHBILLPAY VZIXRIQMDLRBXUTL	33.21		
● May 03, 2021	POS Purchase SP * LAPELPINPLANET.C HTTPSLAPELPIN RI #3136	155.52		

Agenda Item: Accept Offers of Employment

Prepared by: Alexandra Archer

Charter Council Date: 06/11/2021

Background Information:

Blue Oak would like to accept the following Offers of Employment:

- Carlotta Red Leaf, Paraprofessional
- Rudy Monteon, Paraprofessional
- Matthew Johnson, Paraprofessional'
- Joselinne Pulido, Health Aide



BLUE OAK SCHOOL

A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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.

Blue Oak Charter School ("Blue Oak" or the "Charter School") is a tuition-free Waldorf-inspired, K-8, public school that opened in September of 2001 with seventeen children and one teacher. Today the school supports approximately 300 children and 50 employees and represents families from all of Butte and surrounding counties. At Blue Oak, our first priority is to provide an education that excites and interests the students. Our Waldorf-inspired/Common Core-based curriculum helps develop a lifelong love of learning, and prepares each child for active & ethical citizenship; critical thinking, self-awareness, creative imagination, & social responsibility. The curriculum is molded by each teacher to address the individual and developmentally appropriate needs of the class. Science and Social Studies are interconnected with English, Math, art, music, and movement through storytelling. Kindergarten is play-based which helps students develop positive relationships and prepares them for the more academic work of the first grade and beyond. Classes loop, staying together with their teacher for multiple years. This increases the teacher's understanding of each student's needs and builds the strength of relationships that last into high school and beyond. Specialty subjects include Spanish, music, handwork, and & movement.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Blue Oak faculty and staff can be especially proud of the strength, endurance, and resilience apparent during the COVID - 19 Pandemic lockdown and gradual reopening. Staff showed a strong and clear commitment to serving the needs of all students safely and with compassion, going above and beyond in many ways. Blue Oak parents showed true respect and consciousness for the safety of all, proven by our low incident rate and zero transmission rate from March 2020 through June 2021. Though state testing was not available during the 2019-20 school year Blue Oak continued to keep its focus on student achievement with the use of iReady assessments twice annually and continued professional development on the use of data. Increased effort to identify homeless and foster youth has allowed Blue Oak to better serve these needs. English Language Learner services continue at a high level. Multi-Tier Systems of Support work continues utilizing the Fidelity Assessment Tool to assess improvement and growth throughout the school.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2019 dashboard is the last available due to the pandemic. It shows continuing concerns around chronic absenteeism and suspensions. Our informal site level data shows chronic absenteeism will continue to be a concern. Suspensions have not been a concern during the pandemic due to the reduced on site time. Suspension rates will need to be closely monitored as we return to the full on site program for

2021-22. Test scores showed improvement in 2019, but concerns for learning loss since due to pandemic restriction show a need for continued focus on academics. Universal Design for Learning (UDL) a stronger support plan for absenteeism, Social Emotional Learning strategies are included in the LCAP to continue to address these identified needs.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Three goals were developed to align with the categories established by the state, Conditions of Learning, Pupil Outcomes, and Engagement. Actions established to support the attainment of the goals reflect input from the community. The financial component of the LCAP now reflects the full budget. Areas of the most focused change include increased focus on counseling and social emotional learning, continued curriculum development to improve English Language Arts instruction and the representation of diverse populations, extended learning support through the aide positions and through increased after school programs.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Blue Oak is a single school Local Education Agency (LEA), as such our full program is eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

data from assessments, dash board, stakeholder input

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Regular work with Faculty, All Staff, Finance Committee and Charter Council Meetings

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Blue Oak utilized stakeholder surveys (sent on 04/16/21), leadership review and discussion (held on 04/01/21), committee meetings, board meetings (held on 05/12/21), data review, and town hall meetings (held on 04/22/21) to develop the Expanded Learning Opportunities Grant Plan. The timing coincided with the LCAP process, the two were integrated. Goals specifically designed for the ELO Grant will be connected with the LCAP for long term needs.

A summary of the feedback provided by specific stakeholder groups.

Blue Oak utilized the Whole Child Resource Map to engage the community in conversation around a safe, engaged, healthy challenged, and supported student body, families and staff.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Parents and staff stakeholder groups both requested and endorsed improved extended day programs for kindergarten and middle school, increased focus on diversity representation in our instructional materials and clearer planning for social emotional learning which was seen to specifically address chronic absenteeism and suspension rates. It was seen as important to include special needs students in the definition of diversity.

Goals and Actions

Goal

Goal #	Description
1	Provide a safe, healthy, equity based environment focused on meeting the needs of the whole child with well trained staff and a Common Core inclusive curriculum through a Waldorf inspired pedagogy.

An explanation of why the LEA has developed this goal.

Blue Oak developed this goal to address the Conditions of Learning including Common Core alignment, Course Access and Basic Services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher alignment from California Teacher Credentialing	All classroom and core subject teacher credentials align with the assignments. 15% of our teachers are non-core subject and are not fully credentialed				All Teachers will be fully credentialed by 2024-25.
Meeting minutes for BOCC, Safety Committee, Staff Meetings completion records for: New site plan Annual Safety Plan Continue ALICE Mandated reporter FIT	2019 referral data, 2021 FIT, 2021 Counseling referrals				Increased FIT assessment to an average of 2. Reduce referrals by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Surveys Counseling Services Behavior referrals					
Review potential options to improve the healthy options for school lunches	Chico Unified's current nutrition offerings				Reduce prepackaged and high sugar content foods while maintaining or decreasing food waste.
Pedagogical Team notes Equity task force notes Faculty Minutes All Staff Minutes Block & Lesson Plans	Current materials listing and rubric.				Adopt standards for social justice, establish and implement criteria for materials choices through the grades.
Plan development Plan Implementation	There is no existing Professional Development Plan				Establishes Professional Development Plan with two years of implementation.
Curriculum approval purchase and use iReady & CAASPP scores Block Plans IEP's	Math curriculum has been adopted. ELA adoption is in the pilot state. Block SPED / GE integration are not fully implemented. iReady use is at a medium level				Full use of iReady and CAASPP data clear intervention strategies to be used throughout the grades, curriculum review and adoption process by 2024,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Master schedule	specialties address course access.				Access to articulated courses for career tech education through use of available rubrics and potential grant funding.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Assignment	Classroom teachers and support teachers are 100% aligned. Implement a three year plan to align Specialty Teachers to meet 2025 compliance alignment	\$2,129,173.00	No Yes
2	Support of physically safe environment	Plan for a new site by 2023. Continue Annual Safety Plan and training such as ALICE and Mandated reporter	\$857,356.00	No Yes
3	Provide healthier lunch options	Review potential options to improve the healthy options for school lunches - no costs during 2021/22.		No Yes
4	Address needs of EL, Foster Youth, Homeless, Low income, Special Education, & students of color Implementing Social Justice Standards	Review for potential approval and Implementation Social Justice Standards Unpack the Waldorf language and curriculum to address equity Book sets Curriculum at a glance, Festivals, Field trips or other. Costs include activities, curriculum costs captured in Goal 1/ Action 6, faculty costs captured in Goal 1/ Action 1.	\$32,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
	Unpack the Waldorf language and curriculum to address equity Book sets Curriculum at a glance Festivals Field trips Other			
5	Develop a formalized Professional Development Plan and planning process to assure	Clarity Professional Development needs and formalize a plan including but not limited to: How new teachers/aides/support staff on-boarded Orientation traditions/expectations. Use of Waldorf/Other Mentors. Universal Design for Learning Common Core Curriculum Sadlier Bridges CPM Waldorf Summer Art of & other Waldorf training Social Emotional Learning Restorative Practices Trauma Informed Practices Non-Violent Communication Nurtured Heart, Anti-bias, Mentor/Induction support, SPED Assessments Collection and use of assessment data, Test prep How to choose assessments, how to use iReady, ELPAC Costs include professional development, faculty costs captured in Goal 1/ Action 1.	\$5,000.00	No Yes
6	Common Core Curriculum Adoption Standard Aligned instructional & intervention materials Sadlier Bridges CPM Block Integration SPED / GE integration	Aligned instructional & intervention materials Sadlier Bridges CPM Block Integration SPED / GE integration	\$93,200.00	No Yes
7	Course Access Specialties	Specialties Faculty costs captured in Goal 1/ Action 1.		No Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Provide an educational program that fully engages the whole child and family, supporting emotionally healthy individuals and community

An explanation of why the LEA has developed this goal.

Blue Oak developed this goal to address Pupil Outcomes including Student achievement and other student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Office staff job description Parent Council Minutes Parent Square posts School Calendar	Volunteering and parent involvement data will begin to be tracked in the 2021-22 school year. This was not tracked during the pandemic as restrictions significantly curtailed engagement. 100% of families received Parent Square notifications.				Parent Square of other engagement platforms will continue to serve 100% of families. 70% of families will engage in volunteering, events or communication annually.
Training and implementation plans	FIA assessment of Universal Design for Learning				Achieve a minimum of a 2 on the FIA assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SEL implementation Social work interns	Establish a plan for increasing the focus on social emotional learning.				Full implementation of Social Emotional Learning plan

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Involvement	Improve Parent Support including Volunteer Coordinator New Parent Orientation Parent Council Support Festival Support Support Parent to Parent Connection Website improvement Parent Square Acorn Other notifications Parent Education Class Meetings Schoolwide Nights Festivals and Concerts Representative Council. Costs include parent communications, faculty costs captured in Goal 1/ Action 1.	\$3,000.00	No Yes
2	Student Engagement	Universal Design for Learning Differentiation Growth Mindset Pre-school program - 2021/22 costs captured in Goal 1/ Action 1.		No Yes
3	School Climate	Integrated Services Family Support Social-Emotional Support Trauma-Informed Environment Restorative practices Student Leadership Group Increase students' understanding of caring for their mental health and well-being. Reduce chronic absences. Reduce suspensions. Continue staff support: Employee Assistance Program Standard Operating Procedures & Policies Student Staff / Human Resources Columns of Clarity 3 D's	\$93,451.00	No Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Provide a strong academic program designed to meet the needs of the whole child.

An explanation of why the LEA has developed this goal.

Blue Oak developed this goal to address Engagement including Parent Involvement Student Engagement and School Climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Formal assessments	2019 dashboard is yellow in both English Language Arts and Mathematics. Both areas show Blue Oak to be below standards				Achieve green or blue on the school dashboard. Reduct numbers belop standard by 5 points per year.
Master schedule Field trip plans Block plans Student work	Developed and measured by individual teachers through block planning.				Have a consistent plan developed and implemented focusing on experiential learning and civic engagement

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Achievement Assessments	Establish a Standardized Assessment schedule in ELA for K-8 in addition to iReady when appropriate. Review Aeries Analytics for potential full implementation. Improve reading materials and review reading instruction plan for grades1-4. Strengthen Math Program	\$344,039.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		Common formative and summative assessments for grade-level partners Interventions Special Education Increase afterschool programs for middle school to include Math Reading Handwork Chess Student Leadership/Civics Kindergarten hours		
2	Other Student Outcomes	Civic Engagement Critical Thinking / Problem Solving Experiential Learning Handwork Field trips Garden Costs captured in Goal 1/ Action 1and Goal 3/ Action 1.		No Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
11.70%	\$270,772

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

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

Blue Oak will use support staff faculty and Chico State interns to implement important supports to foster, homeless English learners and low-income youth. This will be done through Increase mental health and behaviour support services, increased ELA support, Increase classroom aide support and afterschool programs

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,434,232.00	\$827,865.00		\$295,122.00	\$3,557,219.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,544,135.00	\$1,013,084.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All English Learners Foster Youth Low Income	Teacher Assignment	\$1,462,181.00	\$371,870.00		\$295,122.00	\$2,129,173.00
1	2	All English Learners Foster Youth Low Income	Support of physically safe environment	\$563,410.00	\$293,946.00			\$857,356.00
1	3	All English Learners Foster Youth Low Income	Provide healthier lunch options					
1	4	All English Learners Foster Youth Low Income	Address needs of EL, Foster Youth, Homeless, Low income, Special Education, & students of color Implementing Social Justice Standards Unpack the Waldorf language and curriculum to address equity Book sets Curriculum at a glance Festivals Field trips Other	\$32,000.00				\$32,000.00
1	5	All English Learners Foster Youth Low Income	Develop a formalized Professional Development Plan and planning process to assure	\$5,000.00				\$5,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	6	All English Learners Foster Youth Low Income	Common Core Curriculum Adoption Standard Aligned instructional & intervention materials Sadlier Bridges CPM Block Integration SPED / GE integration	\$79,985.00	\$13,215.00			\$93,200.00
1	7	All English Learners Foster Youth Low Income	Course Access Specialties					
2	1	All English Learners Foster Youth Low Income	Parent Involvement	\$3,000.00				\$3,000.00
2	2	All English Learners Foster Youth Low Income	Student Engagement					
2	3	All Students with Disabilities English Learners Foster Youth Low Income	School Climate	\$93,451.00				\$93,451.00
3	1	All Students with Disabilities English Learners Foster Youth Low Income	Student Achievement Assessments	\$195,205.00	\$148,834.00			\$344,039.00
3	2	All Students with Disabilities English Learners Foster Youth Low Income	Other Student Outcomes					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$2,434,232.00	\$3,557,219.00
LEA-wide Total:	\$2,434,232.00	\$3,557,219.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$2,429,232.00	\$3,552,219.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Teacher Assignment	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,462,181.00	\$2,129,173.00
1	2	Support of physically safe environment	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$563,410.00	\$857,356.00
1	3	Provide healthier lunch options	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	4	Address needs of EL, Foster Youth, Homeless, Low income, Special Education, & students of color Implementing Social Justice Standards Unpack the Waldorf language and curriculum to address equity Book sets Curriculum at a glance Festivals Field trips Other	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$32,000.00	\$32,000.00
1	5	Develop a formalized Professional	LEA-wide	English Learners	All Schools	\$5,000.00	\$5,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Development Plan and planning process to assure		Foster Youth Low Income			
1	6	Common Core Curriculum Adoption Standard Aligned instructional & intervention materials Sadlier Bridges CPM Block Integration SPED / GE integration	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$79,985.00	\$93,200.00
1	7	Course Access Specialties	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	1	Parent Involvement	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$3,000.00
2	2	Student Engagement	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	3	School Climate	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$93,451.00	\$93,451.00
3	1	Student Achievement Assessments	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$195,205.00	\$344,039.00
3	2	Other Student Outcomes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.



BLUE OAK SCHOOL

A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Strengthen Community

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance and engagement in committee meetings, classroom parent meetings and activities, responses to surveys 19-20 Increase by 5% on all measures. Baseline # of parents completed the LCAP Survey # of parents average in class meetings # of parents engaged in committees # of parent volunteer hours	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue Parent Liaison Position. Reevaluate volunteer tracking process. Increase focus on parent engagement at classroom and school-wide levels. Continue Community Cafe. Increase Parent Education nights, including child care and refreshments.	Parent Liaison 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 25,416.00	Parent Liaison 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 25,416

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Benefits to support Parent Liaison 3000-3999: Employee Benefits LCFF Supplemental and Concentration 12,020	Benefits to support Parent Liaison 3000-3999: Employee Benefits LCFF Supplemental and Concentration 12,020
Examine Aeries to improve communication and enrollment process including possible on line enrollment	Potential cost of Aeries contract including transfer of data 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 5,000	Potential cost of Aeries contract including transfer of data 5000- 5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 5,000
Update Website Template. Consolidate parent communication tools. Continue to examine the engagement of low SES families. Increase community awareness	Cell phone services or other communication tools allowing for texting 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,200	Cell phone services or other communication tools allowing for texting 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,200
Continue governance training and executive council. Complete strategic planning process.	Training 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,200	Training 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,200
Positive student engagement virtues, assemblies, school-wide activities	purchase planners 5000-5999: Services And Other Operating Expenditures Lottery 500	purchase planners 5000-5999: Services And Other Operating Expenditures Lottery 500

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

From March 2020 through June 2021 actions and services were refocused to support on-line learning and engagement of students and families off school grounds. Parent engagement, volunteerism and communication through on line Parent Square, home visits, or material distributions became the norm. the parent liaison position was discontinued and the job assigned to other staff allowing for more flexibility in this work.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Governance training continued and was delivered through online membership in the Charter School Development Corp. The Strategic Plan was reviewed and an addendum developed to address new reality of post COVID needs, The website, Parent Square, and Aeires continue to be improved to better support parent, community and staff communication.

Goal 2

Support Success of All Students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State standardized test scores Locally implemented test scores Behavior referral data Suspension & Expulsion data Attendance Data with a special focus on chronic absenteeism. 19-20 Increase ELA and Math by 5% Reduce suspensions by 5% Increase Attendance rate to 95%	

Expected	Actual
Baseline Develop benchmarks for local block assessments Establish baseline expectations for behavior and academics	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Establish K-3 curriculum map based on Waldorf Pedagogy. Pilot 1-3 & 4-8th support curriculum for integrating leveled grammar, vocabulary, comprehension and writing. Continue Reading Discoveries.	Reading Discovery Coordinator 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 20,419.20 Related Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 4,064.80 Classified reading support aides 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 10,729.83 Related Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 12,598 15% ELA Instructor 1000-1999: Certificated Personnel Salaries Title I 6,961.50 Benefits related to 15% ELA position 3000-3999: Employee Benefits Title I 6,774 New ELA materials 4000-4999: Books And Supplies LCFF Base 10,000	Reading Discovery Coordinator 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 15,627 Related Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 4,277 Classified reading support aides 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 12,240 Related Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 3,350 15% ELA Instructor 1000-1999: Certificated Personnel Salaries Title I 7,500 Benefits related to 15% ELA position 3000-3999: Employee Benefits 1,391 New ELA materials 4000-4999: Books And Supplies LCFF Base 10,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain improved instruction time, implement new K-5 math curriculum. Define and implement intervention process.	<p>90% of Math Specialists 1000-1999: Certificated Personnel Salaries Title I 42,090</p> <p>Related Benefits 3000-3999: Employee Benefits Title I 12,803</p> <p>10% of Math Specialist salary costs 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 4,677</p> <p>Related percentage of benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 1,423</p> <p>New math materials 1-5 4000-4999: Books And Supplies LCFF Base 12000</p>	<p>90% of Math Specialists 1000-1999: Certificated Personnel Salaries Title I 45,000</p> <p>Related Benefits 3000-3999: Employee Benefits Title I 14,348</p> <p>10% of Math Specialist salary costs 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 5,000</p> <p>Related percentage of benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 928</p> <p>New math materials 1-5 12,000</p>
Continue to implement behavior and social emotional supports through the Counselling and Behavior Interventionist. Continue implementation of Social Emotional Learning Assessments. Increase focus on positive behavior recognition, behavior plans, and focus on trauma related needs.	<p>Social Worker and Behaviorist 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 56,264</p> <p>related benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 13,499</p>	<p>Social Worker and Behaviorist 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 65,948</p> <p>related benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 20,440</p>
Integrate Behavior and Academic SST process under a combined leadership team.	No additional cost, in staff assignments 0	No additional cost, in staff assignments 0
Implement school wide attendance plan including incentives and interventions.	<p>Front Office Attendance 2000-2999: Classified Personnel Salaries LCFF Base 11,534.40</p> <p>Front Office Attendance 3000-3999: Employee Benefits LCFF Base 3,185.60</p>	<p>Front Office Attendance 2000-2999: Classified Personnel Salaries LCFF Base 15,300</p> <p>Front Office Attendance 3000-3999: Employee Benefits LCFF Base 4,188</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue Independent Study program, combining long and short term Independent Study.	Credentialed teacher to oversee Independent Study students 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 1,200 Matching benefits for Independent Study Teacher 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0	Credentialed teacher to oversee Independent Study students 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 1,200 Matching benefits for Independent Study Teacher 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0
Continue teacher collaboration plan and observation to increase teacher support. Implement plan Waldorf mentors and evaluators. Continue Summer Art of Teaching training for grade level classroom teachers.	Contract with mentor 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 15,000	Contract with mentor 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 15,000
Continue Specialties Instruction	Support music, Spanish and Games specialties. 1000-1999: Certificated Personnel Salaries LCFF Base 136,353 Support music, Spanish and Games specialties. related benefits 3000-3999: Employee Benefits LCFF Base 37,388 Support handwork, practical arts, and movement specialties. 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 65,541 Support handwork, practical arts, and movement specialties. related benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 20,976	Support music, Spanish and Games specialties. 1000-1999: Certificated Personnel Salaries LCFF Base 140,694 Support music, Spanish and Games specialties. related benefits 3000-3999: Employee Benefits LCFF Base 44,099 Support handwork, practical arts, and movement specialties. 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 60,498 Support handwork, practical arts, and movement specialties. related benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 17,937

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue I Ready assessment and improve data informed instruction	Purchase of iReady 5000-5999: Services And Other Operating Expenditures Title I 5,500	Purchase of iReady 5000-5999: Services And Other Operating Expenditures Title I 5,500
Examine needs and prepare and action plan for significant sub groups.	This will be addressed through current staffing and resources 0	This will be addressed through current staffing and resources 0
Integrate special education using full inclusion model.	No additional costs Special Education 0	No additional costs Special Education 0
Development of World Centric focused instruction	No additional cost 0	No additional cost 0
Implementation and support of instruction of New Generation Science Standards	attend local training 5000-5999: Services And Other Operating Expenditures LCFF Base 300	attend local training 5000-5999: Services And Other Operating Expenditures LCFF Base 300

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

From March 2020 through June 2021 actions and services were refocused to support on-line learning and engagement of students and families off school grounds. On line applications and instructional platforms, such as Flipgrid, Screencastify, Google Classroom, and Zoom became the priority for delivering instruction and professional development. iReady continued to be used in an increased basis.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Sadlier was piloted in 1st through 8th grade with both an online and hard copy utilised. Diversity and anti-racism became a focus of the Pedagogical team, Equity Task force and faculty.

Goal 3

Prepare Students for High School

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Measure of specific skills necessary to succeed in high school Survey of graduates the ensuing fall 19-20 Survey of graduates. Development of skills assessment Baseline Establish baseline data	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to implement and evaluate plan	No additional costs are anticipated, 0	No additional costs are anticipated, 0
Beginning in sixth-grade students will be instructed in Note taking, MLA, research strategies and Self-sufficiency. This will be inclusive of all classes including Specialties.	No additional cost anticipated. 4000-4999: Books And Supplies LCFF Supplemental and Concentration 300	4000-4999: Books And Supplies LCFF Supplemental and Concentration 300

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase exposure to technology beginning in 3rd grade to include digital citizenship, research and word processing.	Technology Specialty 1000-1999: Certificated Personnel Salaries LCFF Base 41,769 Technology position Related Benefits 3000-3999: Employee Benefits LCFF Base 12,735	Technology Specialty 1000-1999: Certificated Personnel Salaries LCFF Base 45,160 Technology position Related Benefits 3000-3999: Employee Benefits LCFF Base 14,377

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Technology use and availability was significantly increased during the pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

High School preparation became focused on limiting the learning loss from the pandemic.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Blue Oak has designed a safe return to school plan incorporating local, state and federal recommendation for the health and safety of students.	\$15,000	\$19,570	Yes
Blue Oak will follow the recommendations to return high needs students to classrooms including small groups and individualized instruction when allowed and approved by local authorities.	\$60,000	\$37,214	Yes
Blue Oak will return to full on-site education when deemed appropriate and safe.	\$60,000	\$83,768	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices including Chromebooks, laptops and hot spots were ordered/purchased for teachers and students.	\$79,000	\$87,658	Yes
Licenses for iReady and Sadlier Connect to allow for on line instruction. Additional applications were purchased to support teachers in their lesson presentation.	\$9,000	\$37,850	Yes
Personnel were committed to helping students, parents and staff to improve connectivity and their ability to participate in on line instruction.	\$50,000	\$65,303	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Standardized iReady assessments will be completed from 2nd through 8th grade. The testing coordinator will monitor the assessments to assure they are completed in a timely fashion, review them with teachers and bring them to The Leadership Team.	\$7,000	\$7,000	Yes
Additional Bridges to Mathematics and Sadlier for English were purchased to support improved instruction.	\$15,000	\$16,536	Yes
Professional development for iReady, Bridges to Mathematics. CPM and Sadlier were provided.	\$2,000	\$1,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	611,421.33	627,938.00
	0.00	13,391.00
LCFF Base	265,265.00	274,118.00
LCFF Supplemental and Concentration	271,527.83	267,581.00
Lottery	500.00	500.00
Special Education	0.00	0.00
Title I	74,128.50	72,348.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	611,421.33	627,938.00
	0.00	12,000.00
1000-1999: Certificated Personnel Salaries	309,733.70	326,129.00
2000-2999: Classified Personnel Salaries	113,221.23	113,454.00
3000-3999: Employee Benefits	137,466.40	137,355.00
4000-4999: Books And Supplies	22,300.00	10,300.00
5000-5999: Services And Other Operating Expenditures	28,700.00	28,700.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	611,421.33	627,938.00
		0.00	12,000.00
	Special Education	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	178,122.00	185,854.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	82,560.20	87,775.00
1000-1999: Certificated Personnel Salaries	Title I	49,051.50	52,500.00
2000-2999: Classified Personnel Salaries	LCFF Base	11,534.40	15,300.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	101,686.83	98,154.00
3000-3999: Employee Benefits		0.00	1,391.00
3000-3999: Employee Benefits	LCFF Base	53,308.60	62,664.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	64,580.80	58,952.00
3000-3999: Employee Benefits	Title I	19,577.00	14,348.00
4000-4999: Books And Supplies	LCFF Base	22,000.00	10,000.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	300.00	300.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	300.00	300.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	22,400.00	22,400.00
5000-5999: Services And Other Operating Expenditures	Lottery	500.00	500.00
5000-5999: Services And Other Operating Expenditures	Title I	5,500.00	5,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	45,336.00	45,336.00
Goal 2	511,281.33	522,765.00
Goal 3	54,804.00	59,837.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$135,000.00	\$140,552.00
Distance Learning Program	\$138,000.00	\$190,811.00
Pupil Learning Loss	\$24,000.00	\$24,536.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$297,000.00	\$355,899.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$135,000.00	\$140,552.00
Distance Learning Program	\$138,000.00	\$190,811.00
Pupil Learning Loss	\$24,000.00	\$24,536.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$297,000.00	\$355,899.00

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Blue Oak Charter School
CDS Code:	04 61424 6119523
LEA Contact Information:	Name: Susan Domenighini Position: Executive Director Email: sdomenighini@blueoakcharterschool.org Phone: (530) 879-7483 ext 2003
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$2,585,457
LCFF Supplemental & Concentration Grants	\$270,772
All Other State Funds	\$827,865
All Local Funds	\$50,000
All federal funds	\$295,121
Total Projected Revenue	\$3,758,443

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$3,746,348
Total Budgeted Expenditures in the LCAP	\$3,557,219
Total Budgeted Expenditures for High Needs Students in the LCAP	\$2,161,173
Expenditures not in the LCAP	\$189,129

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$297,000
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$355,899

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$1,890,401
2020-21 Difference in Budgeted and Actual Expenditures	\$58,899

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Budgeted General Fund Expenditures not included in the 2021-22 LCAP include operational and administrative expenses.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Blue Oak Charter School

CDS Code: 04 61424 6119523

School Year: 2021-22

LEA contact information:

Susan Domenighini

Executive Director

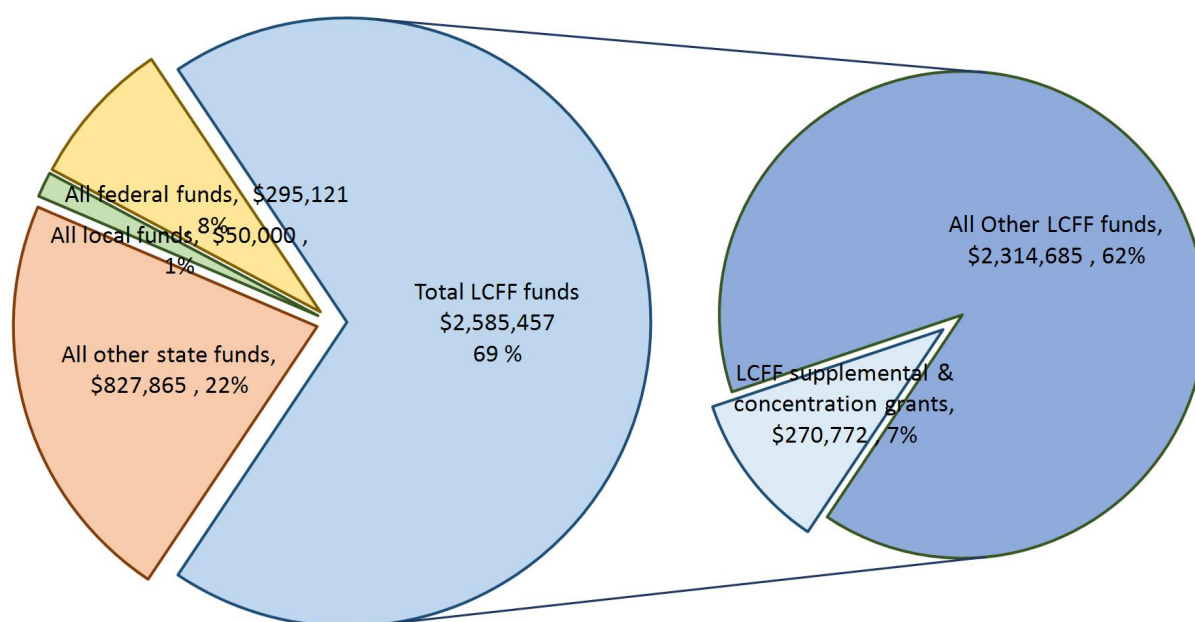
sdomenighini@blueoakcharterschool.org

(530) 879-7483 ext 2003

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



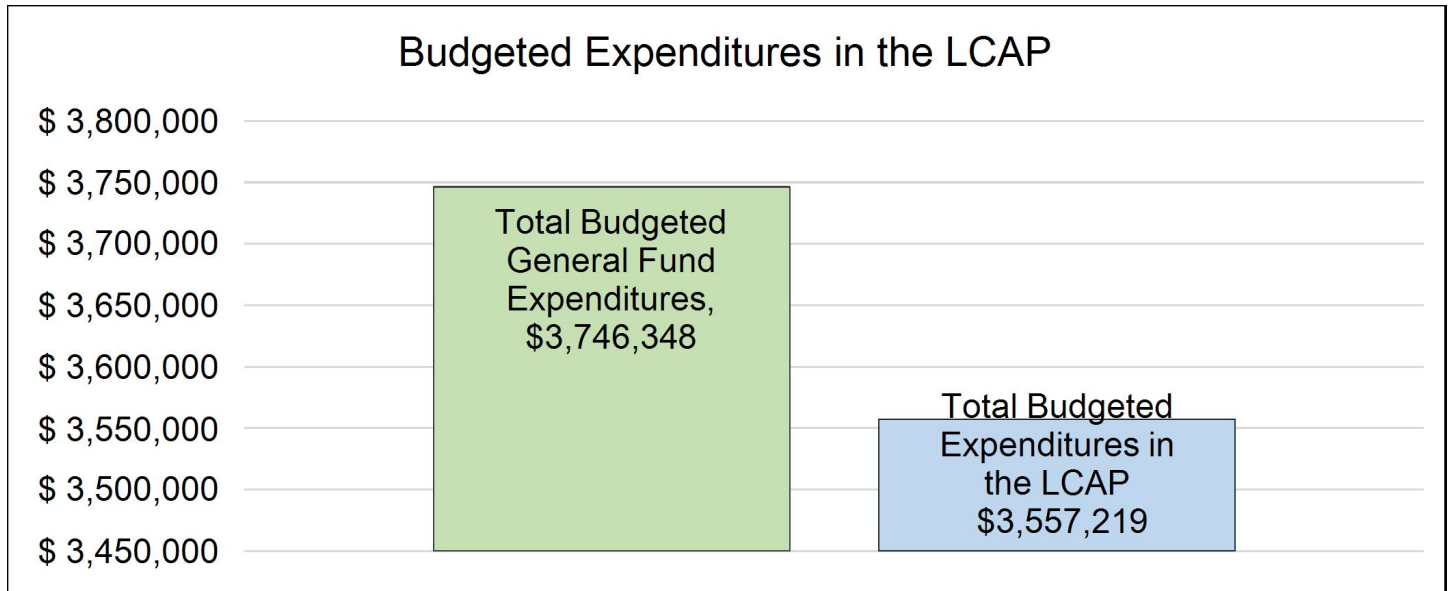
This chart shows the total general purpose revenue Blue Oak Charter School expects to receive in the coming year from all sources.

The total revenue projected for Blue Oak Charter School is \$3,758,443, of which \$2,585,457 is Local Control Funding Formula (LCFF), \$827,865 is other state funds, \$50,000 is local funds, and \$295,121 is

federal funds. Of the \$2,585,457 in LCFF Funds, \$270,772 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Blue Oak Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Blue Oak Charter School plans to spend \$3,746,348 for the 2021-22 school year. Of that amount, \$3,557,219 is tied to actions/services in the LCAP and \$189,129 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

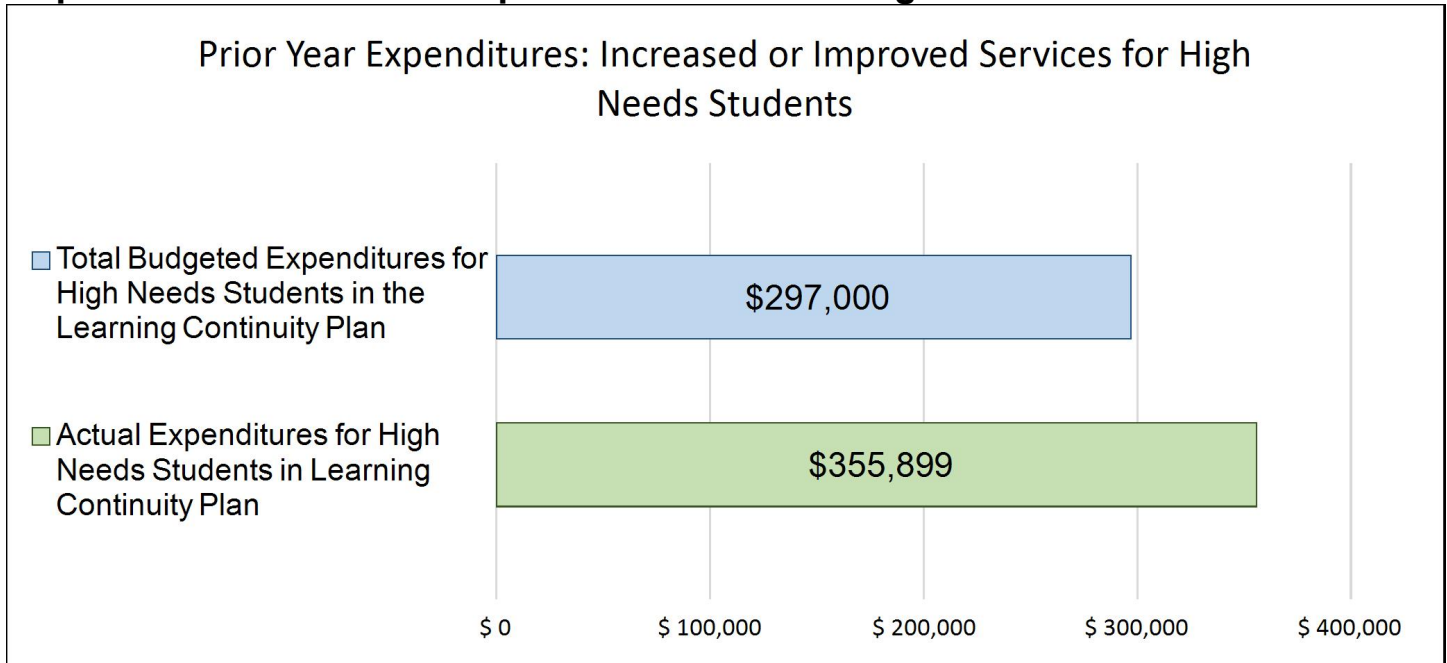
Budgeted General Fund Expenditures not included in the 2021-22 LCAP include operational and administrative expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Blue Oak Charter School is projecting it will receive \$270,772 based on the enrollment of foster youth, English learner, and low-income students. Blue Oak Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Blue Oak Charter School plans to spend \$2,161,173 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Blue Oak Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Blue Oak Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Blue Oak Charter School's Learning Continuity Plan budgeted \$297,000 for planned actions to increase or improve services for high needs students. Blue Oak Charter School actually spent \$355,899 for actions to increase or improve services for high needs students in 2020-21.

Blue Oak Charter School

Multi-Year Forecast

Revised 6/02/21



	2020-21	2021-22	2022-23	2023-24
	Prior Year	Budget	Forecast	Forecast
Assumptions				
LCFF COLA	n/a	5.07%	2.48%	3.11%
Non-LCFF Revenue COLA	n/a	n/a	0.00%	0.00%
Expense COLA	n/a	2.00%	2.00%	2.00%
Enrollment		290.00	290.00	290.00
Average Daily Attendance	293.37	269.70	269.70	269.70
Revenues				
State Aid - Revenue Limit				
8011 LCFF State Aid	\$ 1,402,723	\$ 1,395,126	\$ 1,457,037	\$ 1,538,967
8012 Education Protection Account	552,827	525,184	525,184	525,184
8019 State Aid - Prior Year	23	-	-	-
8096 In Lieu of Property Taxes	723,524	665,148	665,148	665,148
	<u>2,679,097</u>	<u>2,585,457</u>	<u>2,647,368</u>	<u>2,729,299</u>
Federal Revenue				
8181 Special Education - Entitlement	39,875	33,713	33,713	33,713
8290 Title I, Part A - Basic Low Income	74,750	74,745	74,745	74,745
8291 Title II, Part A - Teacher Quality	10,083	10,083	10,083	10,083
8296 Other Federal Revenue	693,084	176,581	465,239	282,661
	<u>817,792</u>	<u>295,121</u>	<u>583,779</u>	<u>401,202</u>
Other State Revenue				
8311 State Special Education	175,543	168,432	168,432	168,432
8545 School Facilities (SB740)	319,744	293,946	293,946	293,946
8550 Mandated Cost	4,946	4,946	4,547	4,547
8560 State Lottery	58,381	53,670	53,670	53,670
8598 Prior Year Revenue	2,217	-	-	-
8599 Other State Revenue	55,827	306,871	30,070	30,070
	<u>616,658</u>	<u>827,865</u>	<u>550,665</u>	<u>550,665</u>
Other Local Revenue				
8689 Other Fees and Contracts	2,600	-	-	-
8699 School Fundraising	46,000	50,000	50,000	50,000
	<u>48,600</u>	<u>50,000</u>	<u>50,000</u>	<u>50,000</u>
Total Revenue	\$ 4,162,146	\$ 3,758,444	\$ 3,831,813	\$ 3,731,166

Blue Oak Charter School

Multi-Year Forecast

Revised 6/02/21



	2020-21	2021-22	2022-23	2023-24
	Prior Year	Budget	Forecast	Forecast
Expenses				
Certificated Salaries				
1100 Teachers' Salaries	1,097,853	1,269,761	1,295,156	1,321,059
1170 Teachers' Substitute Hours	8,028	38,093	38,855	39,632
1175 Teachers' Extra Duty/Stipends	9,121	35,000	5,100	5,202
1200 Pupil Support Salaries	51,744	46,990	47,929	48,888
1300 Administrators' Salaries	170,279	175,350	178,857	182,434
	1,337,025	1,565,193	1,565,897	1,597,215
Classified Salaries				
2100 Instructional Salaries	115,217	174,828	178,324	181,891
2400 Clerical and Office Staff Salaries	124,326	164,442	167,731	171,085
2900 Other Classified Salaries	113,614	106,493	108,623	110,795
	353,156	445,762	454,677	463,771
Benefits				
3101 STRS	197,743	249,179	283,427	289,096
3202 PERS	95,966	102,525	119,307	125,867
3301 OASDI	27,312	27,637	28,190	28,754
3311 Medicare	23,415	29,159	29,298	29,884
3401 Health and Welfare	115,502	123,500	125,970	128,489
3501 State Unemployment	97	3,073	2,934	2,935
3601 Workers' Compensation	10,189	16,088	16,165	16,488
3901 Other Benefits	745	-	-	-
	470,970	551,160	605,291	621,514
Books and Supplies				
4100 Textbooks and Core Curricula	43,618	20,000	20,400	20,808
4200 Books and Other Materials	2,000	2,000	2,040	2,081
4302 School Supplies	36,000	30,000	30,600	31,212
4305 Software	25,346	12,600	12,852	13,109
4310 Office Expense	20,000	20,000	20,400	20,808
4312 School Fundraising	2,500	3,600	3,672	3,745
4400 Noncapitalized Equipment	98,203	5,000	5,000	5,100
	227,667	93,200	94,964	96,863
Subagreement Services				
5101 Nursing	21,766	24,000	24,480	24,970
5102 Special Education	108,625	107,370	109,517	111,708
5105 Security	3,607	2,510	2,560	2,611
	133,998	133,880	136,558	139,289
Operations and Housekeeping				
5201 Auto and Travel	3,000	5,000	5,100	5,202
5300 Dues & Memberships	3,885	3,885	3,963	4,042
5400 Insurance	42,640	42,000	42,840	43,697
5501 Utilities	70,000	70,000	71,400	72,828
5502 Janitorial Services	11,000	12,000	12,240	12,485
5900 Communications	17,227	12,000	12,240	12,485
5901 Postage and Shipping	1,823	1,600	1,632	1,665
	149,575	146,485	149,415	152,403

Blue Oak Charter School

Multi-Year Forecast

Revised 6/02/21



	2020-21	2021-22	2022-23	2023-24
	Prior Year	Budget	Forecast	Forecast
Facilities, Repairs and Other Leases				
5601 Rent	586,404	586,404	586,404	586,404
5603 Equipment Leases	15,595	16,000	16,320	16,646
5610 Repairs and Maintenance	7,600	6,000	6,120	6,242
	<u>609,599</u>	<u>608,404</u>	<u>608,844</u>	<u>609,293</u>
Professional/Consulting Services				
5801 IT	28,640	4,518	4,608	4,701
5802 Audit & Taxes	12,548	14,000	14,280	14,566
5803 Legal	7,500	7,500	7,650	7,803
5804 Professional Development	13,120	5,000	5,100	5,202
5805 General Consulting	21,847	21,496	21,926	22,364
5806 Special Activities/Field Trips	10,000	10,000	10,200	10,404
5807 Bank Charges	288	300	306	312
5809 Other taxes and fees	10,176	10,000	10,200	10,404
5810 Payroll Service Fee	6,900	6,000	6,120	6,242
5811 Management Fee	83,243	75,169	76,672	78,206
5812 District Oversight Fee	26,791	25,855	26,474	27,293
5815 Public Relations/Recruitment	6,215	3,000	3,060	3,121
	<u>227,267</u>	<u>182,837</u>	<u>186,596</u>	<u>190,618</u>
Depreciation				
6900 Depreciation Expense	19,426	19,426	19,426	-
	<u>19,426</u>	<u>19,426</u>	<u>19,426</u>	<u>-</u>
Total Expenses	\$ 3,528,683	\$ 3,746,348	\$ 3,821,668	\$ 3,870,965
Surplus (Deficit)	\$ 633,463	\$ 12,096	\$ 10,145	\$ (139,800)
Fund Balance, Beginning of Year	\$ 531,327	\$ 1,164,791	\$ 1,176,886	\$ 1,187,031
Fund Balance, End of Year	\$ 1,164,791	\$ 1,176,886	\$ 1,187,031	\$ 1,047,231
	33.0%	31.4%	31.1%	27.1%
Cash Flow Adjustments				
Surplus (Deficit)	633,463	12,096	10,145	(139,800)
Cash Flows From Operating Activities				
Depreciation/Amortization	19,426	19,426	19,426	-
Public Funding Receivables	(199,089)	349,341	23,017	(7,374)
Grants and Contributions Rec.	16,099	-	-	-
Prepaid Expenses	(5,092)	-	-	-
Accounts Payable	(9,364)	(8,757)	(515)	74
Accrued Expenses	(231,761)	-	-	-
Summer Holdback	-	-	-	-
Deferred Revenue	20,223	-	-	-
Cash Flows From Financing Activities				
Proceeds(Payments) on Debt	(529,920)	-	-	-
Total Change in Cash	(286,013)	372,106	52,072	(147,100)
Cash, Beginning of Year	506,855	220,842	592,947	645,020
Cash, End of Year	\$ 220,842	\$ 592,947	\$ 645,020	\$ 497,920

Comprehensive School Safety Plan SB 187 Compliance Document

2021 - 2022
School Year

School: Blue Oak Charter
CDS Code: 04 61424 6119523
District: Blue Oak Charter School
Address: 450 W. East Ave Chico
Date of Adoption:

Approved by:

Name	Title	Signature	Date

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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contain the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at blueoakcharterschool.org/.

Safety Plan Vision

Blue Oak Charter school will provide a physically and emotionally safe environment for students and staff.

Components of the Comprehensive School Safety Plan (EC 32281)

Blue Oak Charter Safety Committee

Assessment of School Safety

During the 17-18 school year the Facilities Committee, Parent Council Representatives and Blue Oak Charter Council began reviewing past information on the School Safety Plan. During the fall of 2018 a Site Council Sub Committee was formed to review and prepare an updated safety plan.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

The Safety Sub Committee will annually review the safety plan, review implementation of safety protocols and other safety issues to make recommendations to the School Site Council and the Blue Oak Charter Council.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Employees of Blue Oak are Mandated Reporters of suspected child abuse.

All persons who are mandated reporters are required, by law, to report all known or suspected cases of child abuse or neglect. It is not the job of the mandated reporter to determine whether the allegations are valid. If child abuse or neglect is reasonably suspected or if a pupil shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made. No supervisor or administrator can impede or inhibit a report or subject the reporting person to any sanction.

To make a report, an employee must contact appropriate local law enforcement or county child welfare agency listed below. This legal obligation is not satisfied by making a report of the incident to a supervisor or to the school. The contact should be made to the following agency:

Butte County Children's Services Division

Call: 1.800.400.0902 to Report Abuse (24-hour response)

Report: Suspected Child Abuse Report (BCIA 8572)

The report should be made immediately over the telephone and should be followed up in writing. The Children's Services or law enforcement agency provides Blue Oak Charter the Suspected Child Abuse Report form for this purpose. After making the verbal report complete the Suspected Child Abuse Report and submit it ASAP. If a report cannot be made immediately over the telephone, then an initial report may be made via e-mail or fax.

Mandated Reporter Training is required of all Blue Oak employees annually.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Active Shooter Tactics and Counter Measures.

Blue Oak Charter School has Adopted the A.L.I.C.E. Option Based Training and Strategies to Help give our school and everyone in it the best knowledge and tools to decide which choice to make to get out of harm's way.

ALICE is a proactive approach program that provides additional options beyond the single response of Lockdown. In these events we almost always have the advantage of numbers. The ALICE program is not linear. What strategy someone uses is based on where the attacker is at the time of the event. For example, if the attacker is in the room, you would not want to Lockdown. You may use either Evacuate or Counter to start your survival process. If the attacker is farther away from you, you may use Evacuate. If they are down the hall you may start with Lockdown, barricading, and controlling the door. The ALICE program is based on human response to stress and distraction research. There is no right answer. Decide on your best option(s) and commit to them.

A.L.I.C.E is the acronym that stands for:

A: alert

L: listen

I: Inform

C: Counter

E: Evacuate

Alert is your first notification of danger.

ALERT is when you first become aware of a threat. The sooner you understand that you're in danger, the sooner you can save yourself. A speedy response is critical. Seconds count.

Alert is overcoming denial, recognizing the signs of danger and receiving notifications about the danger from others. Alerts should be accepted, taken seriously, and should help you make survival decisions based on your circumstances.

Lockdown: Barricade the room. Prepare to EVACUATE or COUNTER if needed.

If EVACUATION is not a safe option, barricade entry points into your room in an effort to create a semi-secure starting point.

Our training explains scenarios where Lockdown may be the preferable option and dispels myths about passive, traditional 'lockdown only' procedures that create readily identifiable targets and makes a shooter's mission easier. ALICE trainers instruct on practical techniques for how to better barricade a room, what to do with mobile and electronic devices, how and when to communicate with police, and how to use your time in lockdown to prepare to use other strategies (i.e. Counter or Evacuate) that might come into play should the active shooter gain entry

INFORM:

Communicate the violent intruder's location and direction in real time.

The purpose of INFORM is to continue to communicate information in as real time as possible, if it is safe to do so. Armed intruder situations are unpredictable and evolve quickly, which means that ongoing, real time information is key to making effective survival decisions. Information should always be clear, direct and in plain language, not using codes. If the shooter is known to be in an isolated section of a building, occupants in other wards can safely evacuate while those in direct danger can perform enhanced lockdown and prepare to counter. This technique is used to mentally distract the intruder as well as inform everyone in the invaded environment.

Video surveillance, 911 calls and PA announcements are just a few of the channels that may be used by employees, safety officers, and other personnel to inform others. At Blue Oak radio communication between staff/faculty and Administrators will be used to inform one another of the intruders position. The PA system that reaches all of Blue Oaks Campus both interior and exterior shall be used to give everyone the intruders location and where they are headed.

COUNTER:

Create Noise, Movement, Distance and Distraction with the intent of reducing the shooter's ability to shoot accurately. Counter is NOT fighting.

ALICE Training does not believe that actively confronting a violent intruder is the best method for ensuring the safety of those involved. Counter is a strategy of last resort. Counter focuses on actions that create noise, movement, distance and distraction with the intent of reducing the shooter's ability to shoot accurately. Creating a dynamic environment (a dynamic environment exists with a wide variety of factors causing it to change shape, direction, emotion and/or pace) decreases the shooter's chance of hitting a target and can provide the precious seconds needed in order to evacuate or allow the Police to arrive. The Counter Measure should only be used as a last resort when the Lockdown and Evacuation maneuvers are not viable options or time has run out. If and when the Counter Technique is used it's important to know this technique is an attempt to elicit a very prescribed response from the intruder. The intruder is near, everyone needs to have a book, stapler, broom, dustpan, scissors, erasers, class rock, desk or chair ready to launch at the perpetrator. Classes may even have a box of pre-gathered items set and ready for this type of situation. When the invader enters the room everyone hucks their items at the gunman which will be the last thing that coward will expect and it'll catch them off guard and interrupt their thought processes, confuse/disorient/and or disable them, force them to make a different decision and prevent or delay their actions. Invaders of this type rarely have formal training. They perceive themselves as having all the power. This is a false perception. Everyone else involved that is NOT part of the invasion have the power and ALICE is the process in which we take back the power and shut the assailants down.

EVACUATE:

When safe to do so, remove yourself from the danger zone.

ATI provides techniques for safer and more strategic evacuations. Evacuating to a safe area takes people out of harm's way and hopefully prevents civilians from having to come into any contact with the shooter.

Did you know that you should break a window from the top corner as opposed to the center? Many useful techniques that civilians do not know exist and can save your life. ALICE trainers teach strategies for evacuating through windows, from higher floors and under extreme duress.

ALICE is committed to increasing survivability in a violent intruder event through training proactive response options. There are more ways than one to be prepared for a violent event. Whether you are at a mall, in a theater, grocery

shopping, attending a game or listening to a concert, you have options. When ALICE response strategies are implemented, unwilling participants in the event are empowered to choose their best survival option. Seconds count during a violent event and the actions taken in between when the event begins, and law enforcement arrives, are significant and can increase survivability.

There is no one right way to respond to a Violent Critical Incident. Through ALICE training, talking with one another and knowing the options available Blue Oak feels confident all staff/faculty and administrators will have the necessary information to act upon to reduce, nullify or completely negate any casualties.

Public Agency Use of School Buildings for Emergency Shelters

Blue Oak will allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. Blue Oak or the county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community. Ask Susan to rework this sentence as she may want to delete the reference to the school district.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

A. Grounds for Suspension and Expulsion of Students:

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time, including, but not limited to:

1. While on school grounds;
2. While going to or coming from school;
3. During the lunch period, whether on or off the school campus;
4. During, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre- initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
17. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
18. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
19. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive. (See Section J for definition of Hate Crime.)
20. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or

volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
22. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - a. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - b. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - c. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
23. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - a. A message, text, sound, video, or image.
 - b. A post on a social network Internet Web site including, but not limited to:
 - c. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - d. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - e. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - f. An act of cyber sexual bullying.
 - g. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- h. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - i. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- 24. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- 25. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee concurrence.

C. Non- Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee concurrence.

D. Discretionary Expellable Offenses

Students may be expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre- initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
17. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
18. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
19. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
20. Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more

acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- b. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - iii. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - iv. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - v. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- c. An act of cyber sexual bullying.
- i. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - ii. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- 22. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- 23. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee concurrence.

E. Non -Discretionary Expellable Offenses

Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil: added numbers below

1. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee concurrence.
2. If it is determined by the Administrative Panel and/or Charter Council that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.
3. The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
4. The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Blue Oak shall inform teachers of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. Blue Oak, the registrar shall provide the information to the teacher based upon any records that Blue Oak maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Warning Signs of School Violence

Early Warning Signs:

It is not always possible to predict behavior that will lead to violence. However, educators, parents, and sometimes students can often recognize certain early warning signs. Educators and families can increase their ability to recognize these signs by establishing close, caring and supportive relationships with children, getting to know them well enough to be aware of their needs, feelings, attitudes, and behavior patterns.

We know from research that most children who become violent toward themselves or others feel psychologically rejected and psychologically victimized. In most cases, children who exhibit aggressive behavior early in life, and if not provided support, will continue a progressive developmental pattern toward severe aggression or violence. However, research shows that when children have a positive, meaningful connection to an adult, whether it is at home, in school or in the community, the potential for violence is reduced significantly.

The following early warning signs are presented with the qualifications that they are not equally significant and are not presented in order of seriousness:

- Social Withdrawal
- Excessive feelings of isolation and being alone Excessive feelings of rejection
- Being a victim of violence Feelings of being persecuted
- Low school interest and poor academic performance Expression of violence in writings and drawings
Uncontrolled anger
- Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors History of discipline problems
- History of violent and aggressive behavior Intolerance for differences and prejudicial attitudes Use of drugs or alcohol
- Affiliation with gangs Inappropriate access to firearms Serious threats of violence

If these warning signs are observed, it is important to contact the student's teacher and the administration for further assistance.

Imminent Warning Signs:

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to themselves or others. Imminent warning signs require an immediate response.

No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, staff, or other individuals. Usually, imminent warning signs are evident to more than one staff member, as well as the child's family. When warning signs indicate that danger is imminent, safety must always be the first and foremost consideration. Action must be taken immediately.

Imminent warning signs may include:

- Serious physical fighting with peers or family members Severe destruction of property
- Severe rage for seemingly minor reasons
- Other self-injurious behaviors or threats of suicide

A detailed plan (time, place, and method) to harm or kill others, particularly if the child has a history of aggression or has attempted to carry out threats in the past.

Possession and/or use of firearms and other weapons

Immediate intervention by school authorities and possibly law enforcement officers is needed when a child has a detailed plan to commit violence or is carrying a weapon. Parents should be informed immediately when a student is exhibiting any threatening behavior. The school also has the responsibility to seek assistance from child and family service providers, community mental health agencies, and other appropriate organizations.

(E) Sexual Harassment Policies (EC 212.6 [b])

Board Policy: #5145.7

Section: 5000 Students

The Blue Oak Charter Council (BOCC) is committed to maintaining a safe school environment that is free from harassment and discrimination. BOCC prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. BOCC also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

Blue Oak Charter School strongly encourages any student who feels that they are being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact their teacher, a director, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Executive Director. Once notified, the Executive Director shall take the steps to investigate and address the allegation.

The Executive Director or designee shall take appropriate actions to reinforce the district's sexual harassment policy. This includes ensuring that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence.
2. A clear message that students do not have to endure sexual harassment under any circumstance.
3. Encouragement to report observed instances of sexual harassment, even where the alleged victim of the harassment has not complained.
4. A clear message that student safety is the charter's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved.
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students.

6. Information about the school's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues.
8. A clear message that, when needed, the charter will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment. Complaint Process and Disciplinary Actions Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and school procedures.

Students and parents will be notified through the Parent/Student Handbook that complaints of sexual harassment can be filed and where to obtain a copy of the procedures.

Disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have their employment terminated in accordance with law.

The Executive Director or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

It is most desirable for children's clothing to be free of media images and catchy slogans. Children are inundated with advertisements in their daily lives, and we strive for school to be a space free of that. Students' clothing should be safe for themselves and for the children around them. Therefore, the following expectations have been established:

added bullets

- Casual, loose clothing that allows children to move and play comfortably is recommended.
- Shoes should be safe and appropriate for recess and PE. Close-toed shoes are best for school and are required for "PE days." Flip-flops, shoes without a heel strap, boots, "wheelies," dress shoes or shoes with high heels are not safe. Light-up shoes and roller shoes are not permitted
- Beach attire, such as halter tops, bare midriffs, strapless shirts or dresses, spaghetti strap shirts or dresses, see-through clothing, off-the-shoulder blouses and short skirts/shorts are not appropriate for school.
- In hot weather, students may wear shorts that have at least a three inches inseam. Remember, however, that long pants protect knees better than shorts do! Pants and shorts must be worn at the waistline and must not expose undergarments.
- Clothing which displays vulgar language or symbols or promotes drugs, alcohol or other inappropriate or illegal messages is not permitted.
- Bracelets and other dangling jewelry can tangle in play equipment and cause injury.
- Hats are permitted if they meet all the dress code requirements - Faculty may require them to be removed during the class time.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Supervision

You may not leave your child on school grounds unsupervised, before or after school. Students may not hang out in the halls unsupervised. They may come in during the mornings to put their items down by their classroom but must return to the playground until the morning bell rings.

Drop-off

Upon entering the school parking lot, left-hand turns are not permitted for Blue Oak parents. All incoming traffic will be directed to turn right and park or drive around the back of the school grounds and drop off in the designated “drop-off zone”. All walk-ins must enter through the main entrance at the front of the school. Side entrances will remain locked at all times. The Kindergarten is located at the back righthand corner of the school building. It is best to park near this area and walk your Kindergartener into the Kindergarten playground.

- Children in Grades 1-8 may be dropped off as early as 7:45 AM. Kindergarteners may be dropped off as early as 8:00 AM

Pick-up Procedures

Students should be picked up from school at the close of classes. If your child is not picked up at their classroom within shortly after dismissal, they will be sent to the Great Room to wait for you or dismissed to meet you at your arranged location. If you are going to be later than 15 minutes, please call the front office to let them know. If you are not able to pick up your student within the first 30 minutes, enrollment in after-school care may be a good option or participation in one of our after-school clubs.

- Children in Grades 1st - 3rd are met outside their classroom each day.
- This small gesture allows for countless opportunities to support your child but also for you to connect with other parents and your teacher. Of course, continuing this further through the grades is welcome and encouraged. If you cannot meet your little ones inside, please communicate that to your classroom teacher so they can help direct your children to your meeting place.
- Kindergartners must be picked up outside their classrooms.
- Children in grades 1st - 4th require written permission from the parent to be able to walk home.

(H) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Blue Oak Charter School Conduct Code

We strive for clarity in our behavior expectations. We look to the Nurtured Heart Approach® for inspiration and strategies as we respond to student behavior. We encourage parents to learn more about the Nurtured Heart Approach®. You can find information online at www.ChildrensSuccessFoundation.com

Referral Process

Students sometimes need correction. We have identified 3 Levels of referrals and the behavior offenses which align with them. If a referral notice is sent home, please sign it and return.

Conduct Code Procedures

Level 1: Referral is addressed verbally by the staff member who has witnessed one of the below offenses:

- Name Calling
- Running in the Halls Being Disrespectful Being Dishonest
- Not Staying in Seat Shouting Out
- Not Raising Hand Being Off Task Excluding Others Rumors
- Being Disruptive (infringing on others learning) Arguing
- Refusing to follow requests Wandering Classroom

If any of these offenses are repeated 3 consecutive times in one time period, it will then be considered a Level 2 offense and a Level 2 referral will be written.

Level 2: Is addressed with a written referral notice completed by the staff member who has witnessed one of the below:

- Telling untruths to avoid responsibilities or consequence
- Deliberate attempt to deceive Profane/Obscene language Verbal Aggression
- Cheating
- Stealing from others
- Throwing or shoving materials or furniture to the floor (isolated incident, 1 time)

If any of the above-listed behaviors are repeated 3 consecutive times in a day, it will then be considered a Level 3 offense

Level 3 is addressed by the Administration. A written referral notice is completed by the staff member who has witnessed one of the below offenses:

- Behavior intended to bring harm to themselves or others Fighting/Kicking/Hitting/Biting/Spitting
- Throwing or shoving furniture or school property repetitively to the ground or at someone Stealing from school property or teacher or anything of monetary value
- Vandalism – Altering, defacing, or destroying other's/school property Verbal or written threats of physical or emotional harm
- Malicious teasing/taunting/spreading rumors with the intent to embarrass others or cause fear
- An illegal act that breaks California Law (drugs, alcohol, weapons, physical assault, sexual harassment)
- A level three referral does not mean an automatic suspension. Staff and administration collaborate to determine the most appropriate consequence

(I) Hate Crime Reporting Procedures and Policies

Hate Crime Reporting Procedures and Policies For purposes of this Guide, the term "hate or bias crime" is used to describe an offense against persons or property motivated by hate or bias against a victim based on race, ethnicity, national origin, religion, sex disability, or sexual orientation. Violence motivated by such factors seriously threatens the values of the school and the larger community and the physical safety and mental well-being of all of those affected. Examples of hate-motivated crime include threatening phone calls, defacing or destroying personal property or buildings, hate mail, bomb threats, other threats of physical harm and intimidation, physical assault, arson, vandalism, cross-burnings, and destruction of religious symbols. Other incidents of harassment, such as racial epithets or graffiti, that occur at school, are also of interest to law enforcement agencies, as well as to school officials, because of their

potential for causing dangerous confrontation, disruption of order and public safety, and violent retaliation outside of school property or school hours.

Contact the site administrator if you feel your child may have been a victim of a hate crime.

Student Responsibilities: Each student is responsible for complying with this Policy. Added bullets

- Ensuring that (s)he does not harass or discriminate against another person on school grounds or in a school-related function, event or activity because of that person's race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability; Ensuring that (s)he does not bully another person on school grounds or at a school- related function, event or activity;
- Ensuring that (s)he does not retaliate against any other person for reporting or filing complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of harassment, bullying, discrimination, or a hate crime; and Cooperating in the investigation of reports or complaints of harassment, bullying, discrimination, retaliation, or a hate crime.

Protection against Retaliation

Blue Oak Charter School will take appropriate steps to protect students from retaliation when they report, file a complaint of, or cooperate in an investigation of a violation of this Policy. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties, are serious offenses that will subject the violator to significant disciplinary and other corrective action, including short or long-term suspension, or expulsion.

Designated Officials for Reporting

The Executive Director or his/her designee is responsible for receiving reports and complaints of violations of this Policy. Reporting Procedures.

1. Any student who becomes aware or has a reasonable belief that harassment, bullying, discrimination, retaliation, or a hate crime has occurred or may have occurred on school property or in a school-related activity should promptly report the incident(s) to the Executive Director or his/her designee. In situations where a student or other person does not feel comfortable reporting the incident to a designated official, (s)he may report it to a trusted school employee, who must promptly transmit the report to the Executive Director or his/her designee, utilizing the Level 3 Behavior Notification and/or Investigation Request Sheet.
2. All complaints or reports about a violation of this Policy must be documented on the School's "Reporting/Complaint Form" (see Appendix A). The form is available from designated school officials and on the school system's web page. If a complainant or reporter is either unwilling or unable to complete the District's Reporting/Complaint Form, the school official who receives the oral complaint or report will promptly prepare a written report by filling out the District's Reporting/Complaint Form, using, to the extent practicable, the reporter's or complainant's own words to describe the potential violation.
3. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the Executive Director or his/her designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. The School official will promptly provide the Executive Director or his/her designee with the completed Reporting/Complaint Form.
4. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will utilize a variety of reporting resources including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address, and an email

address. No disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

5. Through the BOCS Memorandum of Understanding with the Chico Police Department, Blue Oak Charter School may share any and all information with regard to student safety or possible illegal activity with the Chico Police Department.
6. If the Executive Director or his/her designee determines that bullying has occurred, (s)he shall take appropriate disciplinary action. If it is believed that criminal charges may be pursued against the perpetrator, the Executive Director will consult with the BOCS School Board to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the Chico Police Department will be notified.

Contact the site administrator if you feel your child may have been a victim of a hate crime.

Investigation Procedures

The goal of the investigation is to obtain an accurate and complete account of all incidents and circumstances deemed relevant to the allegations of the complaint.

The Executive Director or his/her designee, upon receipt of a viable report of hate crime, bullying, or harassment shall promptly contact the parents or guardians of a student who has been the alleged target and the alleged perpetrator of the action. The actions being taken to prevent further acts shall be discussed.

Emergencies

The Executive Director or his/her designee will immediately call 911 in a case of a threat of imminent physical harm or actual physical harm to a school community member or where police, fire, medical, or other emergency assistance is needed.

Students on IEPs

As required (CA ed code? Susan) when an IEP Team determines that a student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

Informal Resolution Procedure

It may be possible to resolve a complaint through a voluntary informal process. Both the complainant and the alleged perpetrator will meet separately in a timely manner with the Executive Director or designee who will explain the informal process, the nature of the complaint, explain the prohibition against retaliation, and determine the needed corrective action the complainant seeks.

After adequate investigation, the designated official will propose a resolution. If the complainant and the alleged offender agree with the proposed resolution, the designated official will write down the resolution, and the complainant and the subject of the complaint will sign it, and each person will receive a copy. At the meeting, the designated official will again explain the prohibition against retaliation. Parents of both the complainant and alleged offender will be notified of the process being followed.

A designated school official will monitor the situation and will follow up with the complainant to determine whether there are further incidents or concerns. The designated official will maintain written record of the follow up. At any time, either party may choose to forego the informal process and commence the formal procedure.

Formal Resolution Procedure

STEP ONE

The Executive Director or his/her designee will separately meet in a timely manner with the complainant and the subject of the complaint to tell them about the formal process, explain the prohibition against retaliation, and determine the remedy the complainant seeks.

STEP TWO

The Executive Director or his/her designee will conduct an investigation in accordance with the procedures described under the Investigations heading of this policy. Parents of both the complainant and alleged offender will be notified of the complaint and the process being followed.

STEP THREE

The Executive Director or his/her designee will determine whether the allegations have been substantiated, and whether this Policy and/or the Code of Conduct have been violated. If the complaint is substantiated, the designated official will decide based on the investigative findings, on the appropriate course of action. The Executive Director or his/her designee will prepare a written report that includes the investigative findings.

STEP FOUR

The designated official will promptly notify the complainant and the subject of the complaint to let them know whether the complaint has been substantiated. If the complaint is substantiated and the offender remains a student in the school, the designated official will meet with the offender to describe, consistent with the Code of Conduct, the disciplinary and/or corrective action recommended, the school's expectations for future behavior and the potential consequences for retaliation or future violation of the Policy.

- If a complaint is substantiated, a report of the incident will be placed in the offender's student records.
- File Retention: The Executive Director or his/her designee will maintain a separate confidential file containing the original completed Reporting/Complaint Form, investigatory interview notes and reports, findings made, the results of the investigation, including any decision for action, and other relevant investigatory materials.
- Any disciplinary or corrective action against a student must conform to the due process requirements of federal and state law.

STEP FIVE

The Executive Director or his/her designee will monitor the situation and will follow up with the complainant at least weekly for two months to determine whether there are further incidents or concerns, and whether the corrective action and/or disciplinary action(s) imposed has/had been effective. The designated official will maintain a written record of the follow-up.

STEP SIX

Any right of appeal from discipline imposed is governed by the Code of Conduct.

Permissible Disciplinary Sanctions and Corrective Actions in Response to Bullying, Discrimination, Harassment or Hate Crimes Disciplinary sanctions and corrective actions may include, but are not limited to, one or more of the following:

- A written warning;

- Parent conferences;
- An apology to the victim;
- Limiting or denying student access to a part or an area of the school; Adult supervision on school premises;
- Exclusion from participation in school-sponsored functions, after-school programs, and/or extracurricular activities;
- Classroom transfer;
- Awareness training (to help students understand the impact of their behavior); Participation in cultural diversity, anti-harassment, anti-bullying or intergroup relations program;
- Specific recommendations, (i.e. anger management, medical assessment, counseling, etc.) Short-term or long-term suspension;
- Exclusion, expulsion, or discharge from school;
- and Any other action consistent with the Code of Conduct.

Investigations for Formal Proceedings

Prompt and Thorough Investigations: When the Executive Director or his/her designee determines that a Formal Proceeding is appropriate, the school will promptly investigate all reports or complaints of an alleged violation of this Policy.

Investigative Procedure

The Executive Director or his/her designee investigating the incident will gather and preserve evidence and identify all involved parties and witnesses. If the incident involves physical injury, destruction of public property, or acts of a serious criminal nature, the designated official will confer with the local police department prior to gathering or preserving evidence.

Communication During Investigation

Throughout the investigatory and complaint resolution process, the Executive Director or his/her designee will make reasonable efforts to regularly inform the complainant and the subject of the complaint and their parent(s) or guardian(s) of the status of the complaint, the anticipated timing for concluding the investigation, and determination of discipline and/or corrective action(s).

Time for Investigations

The Executive Director or his/her designee will complete his/her investigation as soon as practicable, but not to exceed 14 school days once the report has been received. The Executive Director or his/her designee will expedite the investigation of any claim involving physical violence or serious threats of harm.

Ensuring Safety During Investigation

The Executive Director or his/her designee will take any step he/she determines is necessary and/or advisable to protect, to the extent practicable, the complainant, witnesses, and other individuals from further incidents or from retaliation pending the outcome of the investigation.

Victim Assistance

The Executive Director or his/her designee will make appropriate referrals for victim assistance, including counseling and crisis intervention, if requested, or as needed.

Confidentiality

The District will respect the privacy of the complainant, the subject(s) of the complaint, and the witnesses to the extent possible consistent with its obligations under federal and state law and regulations and the Policy to investigate, report, and take appropriate disciplinary and corrective action, and consistent with applicable confidentiality laws and student record regulations.

Imposing disciplinary action or corrective action

If the Executive Director or his/her designee concludes that the subject of the complaint has violated this Policy, the District will impose disciplinary measures and/or corrective action reasonably calculated to end the conduct cited in the complaint, deter future conduct, and protect the complainant(s) and other similarly situated individuals.

Frivolous Complaints

When a complaint is unfounded, frivolous, or maliciously fabricated, the complainant shall be subject to a range of disciplinary and correction actions consistent with the Code of Conduct.

Safety Plan Review, Evaluation and Amendment Procedures

Regularly, during each school year, the Facilities Manager and Executive Director will review policies and practices concerning school safety. At least once per year the Facility Manager will review and report on the safety of the school facility to the Safety Sub Committee. The Safety Sub Committee will be charged with reviewing the safety Plan annually and advising the charter council on needed changes or goals for improvement.

Blue Oak actively participates in the California Safe Schools Assessment. Data is collected, reported, and reviewed on all crimes committed on the school campus. Blue Oak collects information regarding progress toward solutions and shares this information with students, families, and the community at large.

Blue Oak has established procedures in the following areas:

California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, and inventory system.

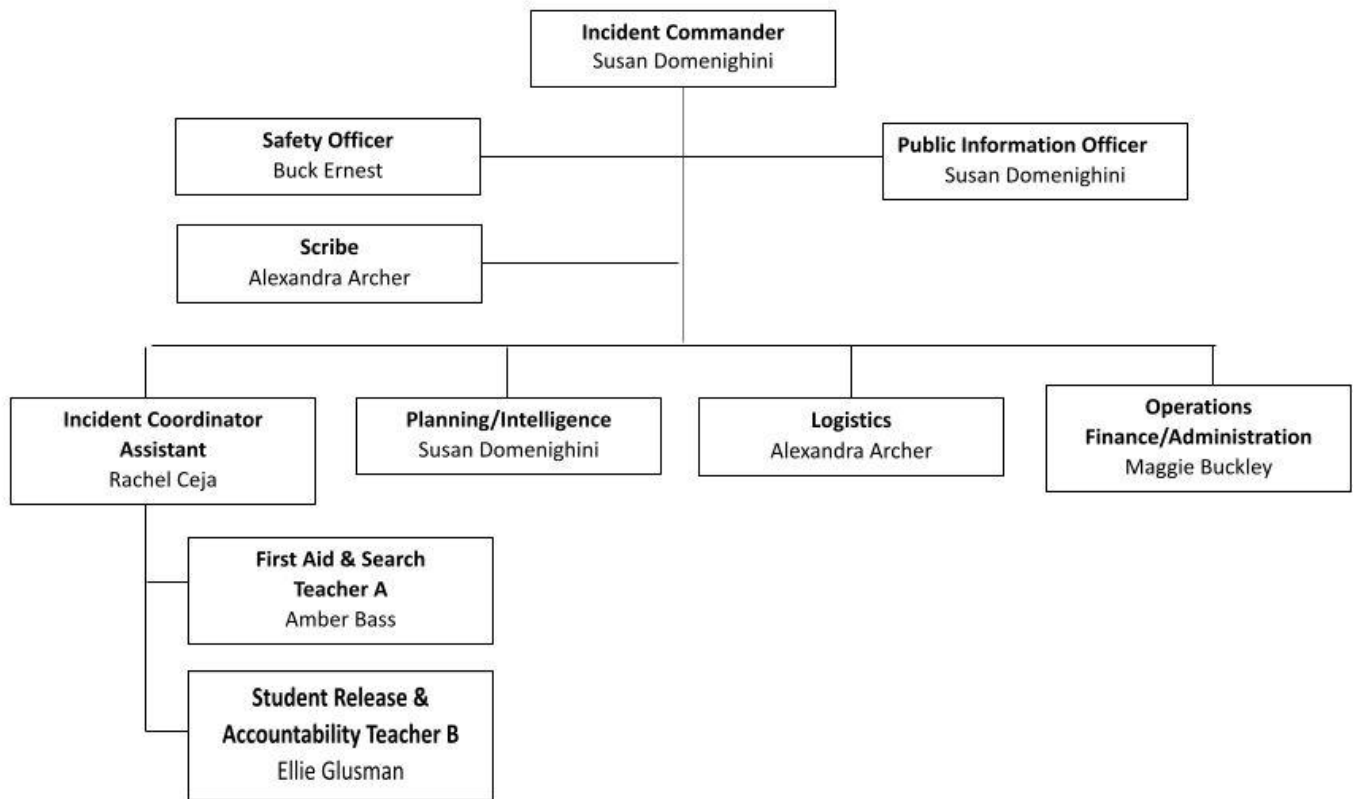
Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	Certified Fortress	(530) 893-4269	Security & Fire Systems
Law Enforcement/Fire/Paramedic	Chico Police Department	(530) 897-4900	

Blue Oak Charter School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Responsibilities of Incident Coordinator

- Notify 911
- Take proactive action to stabilize the scene.
- Assess potential danger and unsafe conditions.
- Assume command; select and establish appropriate command post.
- Establish communication with appropriate officials to determine specifics of location and threat level.
- Classify threat level: Brief incident personnel.
- Invoke EMERGENCY AUTHORITY to assert immediate action plan to correct unsafe conditions.

- Supervise and direct the activities of all personnel.
- Provide regular updates of the scope and size of the incident to Incident Command personnel.
- Approve the release of all information to the news media.
- Refer pertinent information to Operations/Logistics.
- De-escalate process: Coordinate reports to all Incident Command personnel.
- Set objectives and approve plans for return to normal operations.
- Complete activity log, and after-incident reports for school debriefing.
- Prepare a plan of incident for debriefing.

Responsibilities of Incident Coordinator/Assistant(s)

- Communicate to staff as directed by the Incident Coordinator.
- Identify responding agencies to determine locations of all assisting personnel.
- Continually update incident actions plans.
- Maintain activity logs, and complete after-incident reports.

Responsibilities of Scribe(s)

- Maintain ongoing command post journal.
- Maintain and display an updated map of the incident location and response.
- Update minutes from briefings.

Responsibilities of Operations/Logistics

- Work with responding agencies.
- Advise the Incident Coordinator of resources needed.
- Coordinate and process requests for additional resources.
- Issue operational orders to implement directives of the Incident Coordinator.
- Provide Incident Coordinator with Frequent status updates.
- Provide information to appropriate emergency/responding agencies.
- Establish a staging area for resource delivery.
- Maintain an activity log and prepare after-activity reports for debriefing.
- Request resources with Public Information/district offices and supporting agencies.
- Inform the Incident Coordinator of resources being deployed.

Responsibilities of Operations/Logistics Assistant

- Maintain a visible chart of resources requested.
- Maintain the staging area and staging personnel.
- Establish and maintain communications between Staging Area and Operations/Logistics.
- Maintain a log of the agencies deployed and the location of safety personnel.
- Responsibilities of Safety/Logistics Name
- Coordinate escort of students to parents/guardians.
- Maintain a log of students remanded to parents/guardians.
- Monitor operational activities to assess potential danger and unsafe conditions.
- Maintain a safe and clear entrance and exit to the site.

Responsibilities of Liaison/Intelligence Chico Police Officer (SRO/Probation)

- Identify agency representatives/emergency personnel upon arrival and alert Incident Coordinator.
- Maintain contact with responding agencies and locations of assisting personnel.

Responsibilities of Public Information Personnel will be covered by the Incident Commander

- Prepare information summary on media coverage Command Post personnel.
- Provide an escort to media and other officials to designated meeting areas as necessary.
- Arrange for meeting between news media and incident personnel
- Obtain copies of all media released and post them in the command post for review.

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. The Incident Commander is assisted in carrying out this function by a Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Types of Emergencies & Specific Procedures**Aircraft Crash**

- This procedure addresses situations involving an airplane crash on or in proximity to school property.
- The front office will call 911 and will provide the exact location (room, building or area) and nature of emergency.
- The Incident Commander will initiate the appropriate response actions, which may include duck and cover, lockdown, or evacuation of a building or the entire school.
- If on school property, the Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, the Incident Commander will order the procedures for a "Chemical Spill Onsite" to go into effect.
- The Hospital Team will check injuries to provide appropriate first aid.

- Any affected areas will not be reopened until the Butte County HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to do so.
- The Counselors will convene onsite to offer counseling as necessary.
- If it is unsafe to remain on campus, the Incident Commander will initiate a school evacuation.

Animal Disturbance

It is the policy of Blue Oak Charter School to keep students and staff safe from dangerous or hazardous animals or insects. If a wild animal, unleashed domestic animal, or insects that sting or bite is found on campus which appears to be a danger or potentially harmful to students/staff the following actions will be taken:

Procedure for wild animal on campus

- Keep students/staff away from the animal until it is removed from campus.
- Call 911 or Animal Control and advise them of the type of animal, the current location, how long it has been on campus and if it appears hurt or sick.
- Law enforcement or Animal Control will remove the animal from the campus.

Procedure for a domestic animal on campus

- If the owner is present on campus, ask the owner to take control of the animal
- If the owner is not present on campus and the animal is a potential danger to students/staff, call Animal Control to remove the animal.

Procedure for Insects that sting or bite

- Keep students/staff from the insect(s)
- Small insects can be removed from the school building and taken outside
- Poisonous insects like a Black Widow Spider should be terminated
- If a large group of bees looking for a new hive are on campus call a bee handler.

Procedure for dead animals on campus

- Keep the students away from the animals' body and do not let them touch or play with the dead animal as it may carry disease and vermin.
- Lift the body with a shovel and place it in the trash for removal from campus.

Armed Assault on Campus

ACTIVE SHOOTER

PURPOSE

- An active shooter or armed intruder on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device. An Active Shooter or armed intruder will result in law enforcement and other safety and emergency services responding to the scene as quickly as possible.
- Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with law enforcement officers. The School Incident Commander will be relieved by a law enforcement official as soon as possible. The law enforcement official will now be the Incident Commander with complete jurisdiction over the scene. The School is a crime scene and will require a thorough search and processing.

RESPONSIBILITIES

SCHOOL INCIDENT COMMANDER

- Upon Notification of an active shooter or armed intruder on campus, immediately direct staff to call 911 if it is unknown if a 911 call has already taken place. The 911 call should provide the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapons, area of school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officers. Caller is to remain on the line to provide updates. Alice training: Inform.
- Initiate ALERT protocols. Notification to the building occupants will be made using all available means. Notification shall provide any information regarding the on-going situation that will assist the building occupants in making a good decision as to their best survival response option. This is when our A.L.I.C.E training comes into play: Alert/Listen/Inform
- Secure the administration office as a command post and retrieve the critical information and data about the school's emergency systems. These include the types of communications available to all staff/faculty and Admin, staff, student's locations, detailed floor plans and what is readily available to everyone involved in the lockdown such as food, water, blankets, toilet tissue, medical first aid supplies and how much they have in case the incident isn't over quickly. If the incident is occurring at the administration office, designate an alternate command post: Alice Training: Listen and Inform
- If an active shooter or armed intruder enters the classroom individuals have the OPTION to use whatever COUNTER strategies necessary to keep the students safe. This may include any and all forms of resistance to the threat. A.L.I.C.E training: Counter
- If an active shooter or armed intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes making noise, moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to interfere with the ability to shoot accurately, safely exiting out windows, and taking control of the intruder. Anyone not involved in COUNTER strategies should get out anyway possible and move to another location. A.L.I.C.E training Evacuate and Counter.
- Direct command post staff is to maintain contact with teachers reporting pertinent emergency information via the school cell phone. All information received via eye-witnesses or inform the building occupants of the event in as real-time as possible. A.L.I.C.E Training Alert.
- Notify the front office and request activation of the communications plan for media and parent notification protocols.
- Staff and students outside the building will EVACUATE to an off-site relocation center. Save Mar Parking Lott @ 146 W. East Avenue Chico, CA. Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.
- Ensure that any buses or cars in route to the school are redirected to a designated relocation site.

TEACHERS AND STAFF

- The first person to note indication of an active shooter or armed intruder, as soon as it is safe to do so, should call 911, then notify the School Incident Commander.
- If in close proximity to the danger, assess the situation for the best survival option.
- EVACUATE if at all possible. If not, gather assistance and engage in conducting ALICE LOCKDOWN of the area. If the active shooter or armed intruder has made contact, you have the option to use COUNTER strategies, and then EVACUATE.
- Individuals who are not in the immediate danger area should gather information about their classroom's immediate situation. Account for all students or other individuals sheltered in their room.
- Assess the ability to safely EVACUATE the building. If there is no safe manner to EVACUATE the building, have others assist in conducting an Enhanced LOCKDOWN of the room.

- Rooms in Enhanced LOCKDOWN shall pay attention to all announcements providing event details. If the circumstances change and EVACUATE becomes a viable option, a decision can be made to leave the location and EVACUATE to the Relocation Site.
- Unless evacuating, rooms in Enhanced LOCKDOWN, shall remain secured until personally given the “All Clear” by the Incident Commander or a law enforcement officer in uniform.

OTHER PROCEDURES

- After the active shooter or armed intruder(s) has been subdued, the School Incident Commander in consultation with law enforcement Incident Commander will announce an ALL CLEAR and EVACUATION and relocation to an alternate site for FAMILY REUNIFICATION.
- If staff or students are injured, assist them out of the building to the nearest emergency medical personnel.
- The School Incident Commander will request bus transportation or alternate transportation to the Relocation Site.
- The School Incident Commander will activate the communications plan to deal with media and parent notification protocols, and direct parents to go to the Relocation Site.
- Those who remained secured in an Enhanced LOCKDOWN, will EVACUATE the building using the designated exit routes and alternate routes to their assigned areas, take attendance and move to the buses for transport, if buses are available.
- The School Incident Commander will activate the Crisis Response Team and activate MENTAL HEALTH AND HEALING procedures and /or notify area mental health agencies to provide counseling and mental health services at the relocation site.
- The School Incident Commander will debrief appropriate school personnel.
- The School Incident Commander, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.

Biological or Chemical Release

Chemical accidents of a disaster magnitude could result from a transportation accident or an industrial accident. Should any such accidents endanger the students or staff, the following steps will be taken:

- The Principal or designee will contact the fire department or call 911 to determine local conditions and to seek advice. Shelter in place will be ordered.
- Teachers and staff will close all doors and windows, close air vents and shut down air conditioning/heating and listen to the PA for further instructions.
- If necessary, teachers and staff should use tape, rags, clothing or any other available material to seal for air leaks. Teachers will continue to shelter in place until further instruction is given.
- If a teacher believes that gas is entering the building, the teacher will direct the students to cover their mouth and nose with a wet rag, cloth, towel, or paper towel. Short, quick shallow breaths are recommended.
- If evacuation is necessary, the regular evacuation plan will be followed.

Chemical Accident on Campus

- This incident could be the result of, but is not limited to: spilled cleaning chemicals within the school building, a material a student brings to school, or a broken gas main.
- Should any such accidents endanger the students or staff, the following steps will be taken:

- If the incident occurs in a classroom, the person-in-charge will evacuate the students to a safe place and inform teachers in adjoining rooms as well as an administrator of the situation.
- The School Incident Commander or designee will contact 911 to inform emergency services of the condition.
- Physical Plant personnel will be informed ASAP and they will take necessary steps (e.g. shutting down gas lines). In cases of serious chemical spills, they should wait for emergency response personnel.
- Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water and immediately remove contaminated clothes. Contaminated clothing should be cut off the body rather than pulled over the head. Bleach or other disinfectants should not be used on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases).
- If deemed necessary by the School Incident Commander, the school will proceed with the usual evacuation procedure using primary or alternate routes, avoiding exposure to the chemical fumes.
- Students, teachers and staff will not return to the building until emergency response personnel have determined it is safe.

Bomb Threat/ Threat of Violence

BOMB THREAT: A suspected bomb or explosive device has been reported, but not located.

BOMB EMERGENCY: A bomb has been located.

BOMB THREAT PROCEDURE

All threats directed toward the school will be taken seriously. The site administrator will contact law enforcement and initiate next steps. The site administrator will be responsible for communicating necessary procedures/actions to staff and the District Office.

BOMB EMERGENCY PROCEDURE

- Do Not in any way handle or move a suspected explosive device.
- Call 911. The dispatcher will ask for information.
- Announce “this is an evacuation” over the school PA system.
- Account for students via school cell phone and evacuate in an orderly manner.
- Move students a safe distance from the buildings or bomb site and account for all students via the school cell system.
- If necessary, render first aid.
- Be aware of the potential second device – stay away from the original bomb site, buildings, or vehicles. Open areas are the best location for gathering/accounting processes.
- Return to the buildings only when the ALL CLEAR signal is given.

Disorderly Conduct

- Blue Oak is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. Blue Oak uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by individuals, such as the campus supervisor; staff familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised.

- To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.
- Blue Oak has established a visible means of identification for visitors while on school premises (i.e. tag). Furthermore, the Executive Director, designee or campus supervisor may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

Earthquake

EARTHQUAKE PROCEDURE

Earthquakes usually strike without warning. Therefore, earthquake drills are at designated times throughout the year. To ensure student and staff safety, use the following procedure:

INSIDE SCHOOL BUILDING

- The teacher or person in authority implements ACTION – DUCK, COVER, HOLD.
- All students and staff should immediately turn away from glass areas and place themselves under tables and desks. Move away from windows where there are large panes of glass and out from under heavy, suspended light fixtures. When the earthquake is over, initiate EVACUATION – giving special consideration to exit routes to ensure safety. Take roll via the school cell phone.

OUTSIDE SCHOOL BUILDING:

- The teacher or person in authority directs students to a safe place out in the open, away from any potential falling objects (i.e. trees, portable backstops, power lines, buildings, ect.)
- Stay there until the earthquake is over.
- Take roll via school cell phones.
- As buildings may be damaged, wait until ALL CLEAR signals from the administration before returning to the classroom.
- If necessary, render first aid.

Explosion or Risk of Explosion

FIRE

- Sound the school fire alarm.
- All staff should stay inside classrooms/offices (unless you smell smoke or see fire) until the Incident Coordinator announces “This is an Evacuation” over the School PA system.
- Once the evacuation order is given, teachers and staff will:
 - Clear Room(s)
 - Lock doors and windows
 - Bring attendance/student related documents
 - Escort students to a designated area and conduct roll call school cell phone.
 - Maintain control of students at a safe distance from fire, fire personnel and equipment
 - If necessary, render first aid
 - An ALL CLEAR signal will be given indicating conditions are safe for returning to classrooms.

The following actions should be taken when an explosion occurs:

1. Staff with students should drop and cover
2. Assess the situation and decide on necessary actions (e.g. evacuation)
3. Inform the office of the situation as quickly and calmly as possible.
4. Render first aid if necessary.
5. Wait for instructions from Incident Coordinator via school cell phone.

Fire in Surrounding Area

If a fire occurs offsite and threatens or is near the school buildings that endanger students or staff the following steps will be taken: The site administrator or designee will contact the fire department or call 911 to determine local conditions and whether an evacuation is advisable. This can easily be done by calling non-emergency Chico Police Department, stating our concern of a nearby fire and CPD will give the location of the fire, what type ie: residential, field, commercial and will advise/recommend as to what to do from here.

The site administrator will determine if evacuation of the school is necessary.

Fire on School Grounds

The Person who first observes the fire will pull the fire alarm, then contact the front office to report the fire.

After the initial shelter in place, evacuation will be announced on the PA. The regular evacuation plan will be followed.

Flooding

Flooding off Campus:

- In the event of a flood off campus that may impact the campus the following steps shall be followed: Have all students report to their classrooms.
- Teachers assure that all students are present.
- The Executive Director or designee contacts the fire department or law enforcement to determine the risk to the students on campus. The staff keeps students at school if safe or calls parents to come to get the students if being on campus may be dangerous.
- Equipment protection - Move computers and electronics to higher levels in the building.

Flooding on Campus:

The person who first observes the flood on campus or in the school building shall take the following actions:

- Stop the flow of the water if possible.
- Contact the Executive Director, or designee, to advise of the flooding area.
- Maintenance staff to turn off the water valve.
- If a small incident the flooded area can be cleaned up by staff and volunteers.
- If a large incident occurs, the Executive Director may call the Fire Department for assistance.

Motor Vehicle Crash

Car Crash with Students in Car:

Parent drivers often transport students to off campus events. When Parent drivers transport students, the following actions shall be followed:

- Parent drivers must be approved to drive students.

- Prior to leaving the campus the classroom Teacher is responsible to provide the Principal or designee a list of the names of the Parent Drivers and the names of the students riding in each car.
- The Principal shall be informed of the destination address and the expected return time to campus.
- If the return to the campus is later than expected the classroom Teacher shall call the Principal and inform of the reason for the delay.
- If the Driver does not return to the campus at the expected time the Executive Director or designee shall call the parents of each student and inform them that the student has not yet returned and the reason for the delay.

Psychological Trauma

Students and staff may experience a broad range of reactions (e.g., physical, cognitive, psychological, behavioral, spiritual) to an emergency. Some of these reactions can cause distress that interferes with adaptive coping. Support from informed, compassionate, and caring professionals can help students and staff members recover from these reactions.

Blue Oak will assist students, staff, and families by:

- Establishing a positive connection in a non-intrusive, compassionate manner;
- Enhancing immediate and ongoing safety and providing physical and emotional comfort;
- Calming and orienting those who are emotionally overwhelmed or distraught;
- Helping to identify their immediate needs and concerns and offering practical assistance and information to help address these needs and concerns;
- Empowering individuals to take an active role in their recovery, by acknowledging their coping efforts and strengths, and supporting adaptive coping; and,
- When appropriate, linking those in need to other relevant school or community resources such as school counseling services, peer support programs, after school activities, tutoring, primary care physicians, local recovery systems, mental health services, employee assistance programs, public-sector services, and other relief organizations.

Pandemic Procedures

Pandemics are rare, but as of late we have all been keenly aware of the possibility that another pandemic may occur sooner than later. To help navigate through possible future viral outbreaks resulting in a Pandemic in the following pages we have included our Blue Oak Charter School Reopening Safety Plan. As a school we did well creating and then implementing policies and procedures to create many mitigating layers to help curb the entry and or spread of the Pandemic Novel CoronaVirus -19. We gathered much information from the Butte County Office of Education, Butte County Health and Human Services, State of California Health Department and the Federal Agency CDC.



BLUE OAK SCHOOL

A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

In-Person Education Plans For Students Return to Campus

October 2020

INTRODUCTION

We have created this plan to assist with the return of our students to the Blue Oak Charter School Campus at any level. This Plan will also help to put at ease concerns voiced by Faculty, Staff, Students, Families, and our community. This plan is intended to address the Butte County Health Departments expectations for reopening and will not address every detail of reopening. 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, and 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 COVID 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 lesson 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.
 - 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. While we cannot guarantee that we will have zero confirmed cases of Covid 19 at Blue Oak as this is near to impossible. We would like to be able to look back at what we have done through this pandemic to help mitigate the spread of CV19 and feel confident that we did all we could.

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. We believe this goal is attainable, however, not guaranteed. 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 accepted by the scientific community around the world, with little to no opposition, that help stop the spread of the COVID 19. 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. This is an example of a school working together to open up and be safe. We are not stating that we will follow this school's protocols, merely an example.

“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 COVID 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 during this pandemic. It has been stated that droplets and aerosols of saliva that contain the COVID 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 COVID 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 COVID 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 COVID 19 virus, such as high use door handles or bathroom faucets and take extra cautionary, thorough measures when using them.

Dr. Robert Redfield, the director of the U.S Centers for Disease Control and Prevention, has been quoted as stating, “Face masks are the most powerful Public Health tool we have.” Also quoted stating, “Face masks may be more effective at protecting against coronavirus than a vaccine.....They

are our best defense.” There has been zero scientific opposition to these statements. It is obvious that, through clear scientific evidence, face masks work to keep the deadly COVID 19 virus mitigated.

Dr’s Anthony Fauci and Sanjay Gupta have long been saying, since the beginning of this pandemic, that there are really only a few actions that need to be taken seriously. These actions are:

1. Wear a mask
2. Wash your hands often or use hand sanitizer often.
3. Stay away from large crowds or crowds altogether.
4. Physically distance yourself from others.
5. Outside is better than inside if applicable.

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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 fast turn around tests will be used. Substitutes will only serve one class per day.

Specialties

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

Intervention Services

The Math Specialist will continue to have MTW hours for math support. English Learners will be addressed on a case by case basis.

Special Education

The Education Specialist will pull small groups (from the same class) to the Resource room and sanitize between groups. The Education Specialist will continue to collaborate with general classroom teachers on how to create appropriate accommodations, modifications, and use specific strategies to help differentiate instruction. Aides will be assigned to specific classrooms. Additional onsite hours for support as needed.

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 role 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 COVID 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 COVID 19 symptoms to spot any that may be present. (A list Of Known COVID 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. Health Aide 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 Health Aide). 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 100.3 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 COVID 19 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 information 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 COVID 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 thereafter.
 - 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 Jesse 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.

Butte County Office of Education has received air scrubbers that will be available to schools as needed & available.

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 will be utilized for specific assignments upon presentation of a negative COVID 19 test result and having gone through and passing Blue Oaks pre-screen requirements.

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 Director.

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

Contact:

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.

Cohort/Sub-Cohort

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.

- A sub cohort may be established for larger classes. This is a division of the cohort to allow the class to fit into the space allotted (classroom) and comply with social distancing guidelines.

Contact Tracing

Contact tracers are individuals 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.

- The Health aide will support contact tracing within the Blue Oak staff and families.
- Suspected cases of exposure will be reported directly to the County Department of Health. They will determine if an investigation (contact tracing) needs to occur. If so, they will handle the investigation. This is largely determined based on the severity of exposure and spread.
- The role of the school is to cooperate with the county and provide requested information to assist in the investigation.

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 obtaining 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 unless otherwise directed by Butte County Public Health

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 unless otherwise directed by Butte County Public Health

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 unless otherwise directed by Butte County Public Health

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

(A new plan has been developed and will soon be implemented.)

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

Drivers will not exit their vehicles. They will drive around the school stopping at specified points of access through the entire lot (as opposed to only the Loading zone). 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 or 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

Staffing: Teachers and Aides

Protocol: The parking lot gate will be opened 20 minutes before pickup time 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***

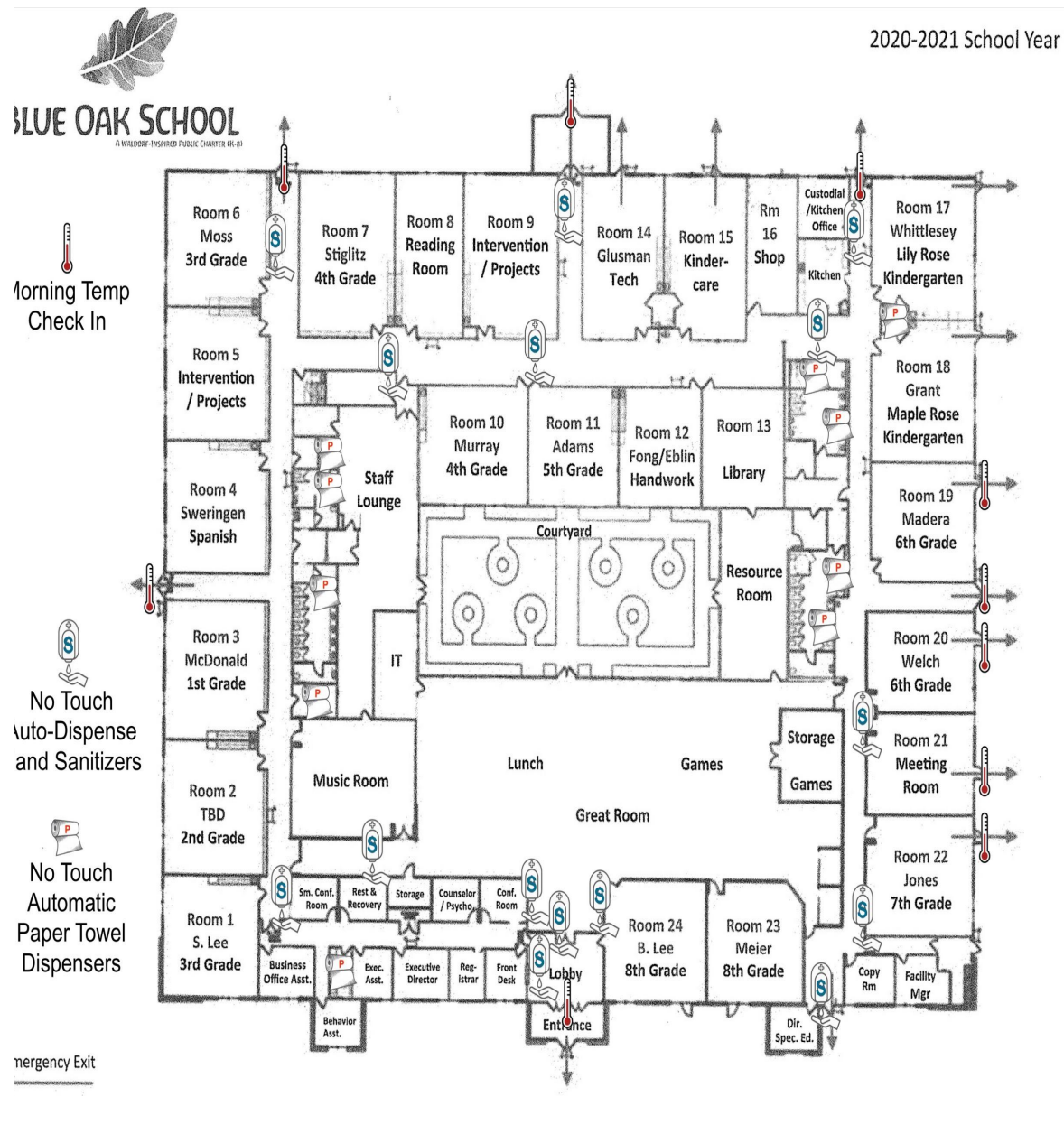
How You Can Help:

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 COVID 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 COVID 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:

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

Injured Student Emergency Accident Protocol

First on scene will radio the Health Aide as to type of injury and location.

Yard Duties should communicate to their supervisor, if they are not on scene, that there is a student injury with a brief explanation of the accident and where. Then, Yard Duties will communicate with one another and the staff or faculty on the play grounds to establish who is first on scene and the Incident Commander (IC). If there is a teacher on the playground then they should be the IC. If a teacher is not present then the Executive Director, Assistant Executive Director or the Facilities Manager will be the IC.

As the Health Aide is called, the Executive Director, Assistant Executive Director and the Facilities Manager need to communicate with one another then proceed to their appropriate locations.

Upon arriving at the scene the Health Aide will relieve the first on scene and then they will be in charge of the injured student. If the IC hasn't been established the Health Aide can accept this responsibility. It is preferred that one of the incoming Administrators be the Incident Commander so the Health Aide can focus on the injured student. At this point the Administration needs to make the decision as to what kind of injury has happened.

If appropriate the students home room teacher may be called to comfort the student. This is an Administrative decision. If the injured student's teacher is called to the scene they should be relieved by a substitute or an employee to be designated by Administration.

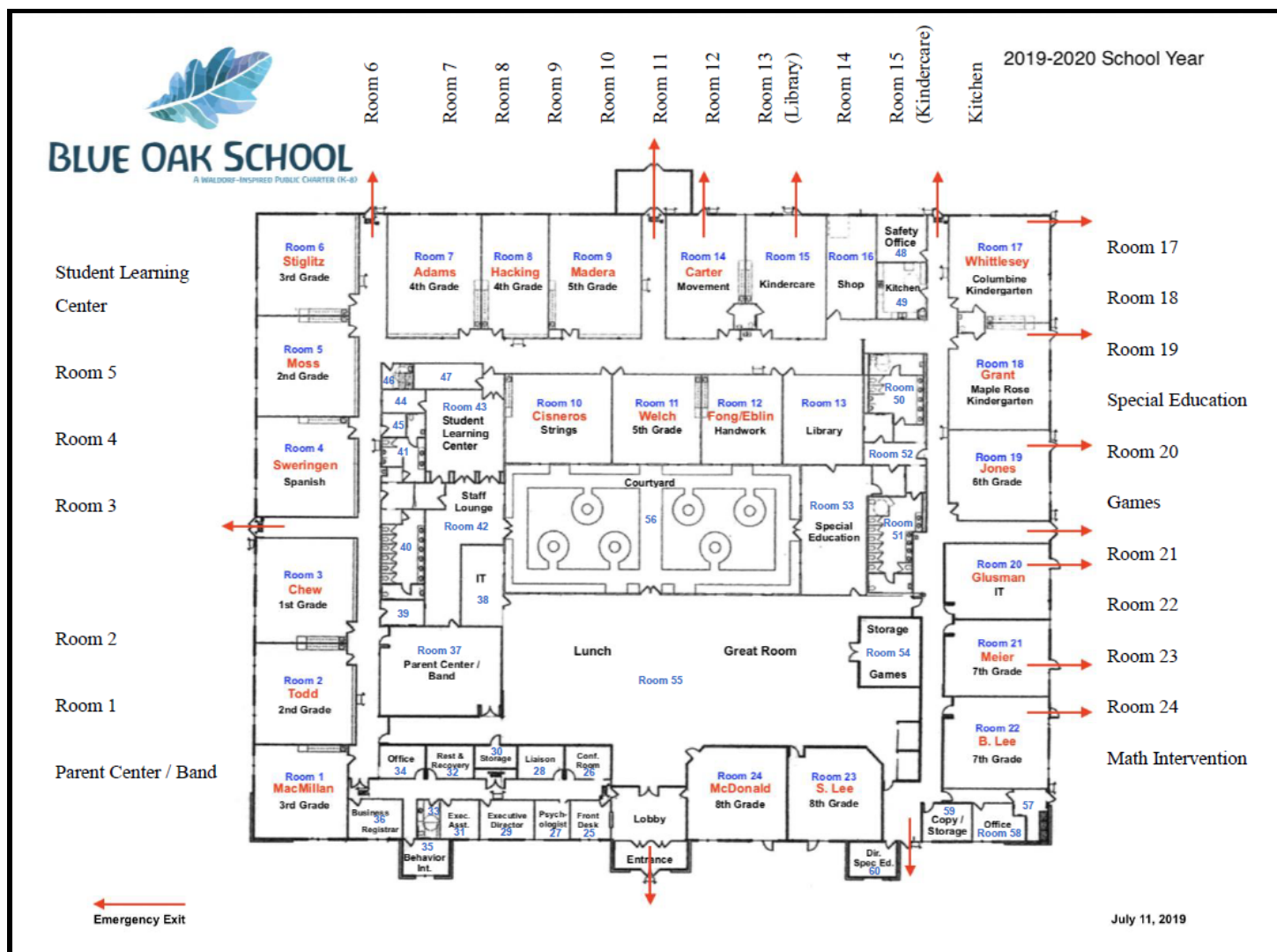
Once the Administration and IC have assessed the situation and have discussed the available appropriate courses of action to take, Administration will announce that information over the PA. They will be giving the orders and making the decisions to clear the playground, push all students to one side of the play yard or go to a rainy day recess schedule. The IC will be the Point person on Scene and will help to execute the action chosen. Confirm 911 has been called.

During this process the airwaves are to remain clear, no unnecessary chatter. Also, the students still need to be in school. We don't need more adults on the play yard than is necessary. The incident commander will be surveying this aspect as well.

Clearing the playground would constitute the need to go to a Rainy Day Recess Schedule. If this is the appropriate action then Administration and staff need to take Faculty Breaks into consideration and ensure they are given. If pushing the student body to one side of the play yard is the chosen action then yard duties and staff should assist one another to accomplish this. It is a top priority to keep the students calm, keep any curious students and parents at least 100' away from the injured student and to support one another.

Once the students and faculty have been addressed and appropriate courses of action executed the injured student should not be moved and all should wait for medical transport to arrive. The Executive Director should be in front of the school to direct the ambulance where to go. Once the injured student is stabilized and has left to be transported, the Administration should announce over the PA system to resume the usual schedul

Emergency Evacuation Map





Executive Director's Report

Susan Domenighini

June 15, 2021

Graduation



After last year's drive by graduation, beautiful in itself but different, it was a joy to participate in this year's in person event. Hot though it was, the stories, joy and laughter were amazing and such a special part of a Waldorf school. I loved watching the faces of each of the students as their teacher spoke of their strength and individuality. It is a beautiful thing. I am so grateful to be a part of it. And the joy of Gilll our most unique grad.

Favorite Moments



Seeing my whole class in the adorable fox ear headbands I made them. That, and playing mad libs today

4th grade had a water balloon fight, it was SO FUN. The best part was when a high-spirited student threw water balloons at me while expressing her feeling about this year:

Student: This is for math!

SPLASH

Student: This is for grammar!

SPLASH

....and so on

or ELA. My students were literally rolling on the ground laughing. It was so much fun!!

This morning a student pointed to the Walkie-Talkie in my hand and said "I have one of those at home. My favorite channel is 102.1"

Move

Pretty smooth, thanks everyone!

Summer Hours

The office will be open M-Th 10-2