

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

Join Zoom Meeting

<https://us06web.zoom.us/j/83882810720?pwd=Wkh0M1hIejNCOU9Lb0Jsalc5OStHZz09>

**Meeting ID:** 838 8281 0720

**Passcode:** t39y2H

**Tuesday, January 17th, 2023 - 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.

**Update:** On September 16, 2021, Governor Gavin Newsom signed Assembly Bill 361 (AB 361) into law which allows public agencies to continue to conduct meetings remotely during the COVID-19 pandemic and other proclaimed emergencies. This means there will be no specific physical meeting place; the meeting will be held remotely. Public participation continues to be welcomed and encouraged to those who join via Zoom and raise their hand. The chat bar will not be available to the public during the Zoom meetings to support the sanctity of the meeting.

Blue Oak Charter Council (BOCC) may tape, film, stream, or broadcast any open BOCC Meeting. The BOCC Chair may announce that a recording or broadcasting is being made at the direction of BOCC members and that the recording or broadcast may capture images and sounds of those attending the meeting. Any BOCC recording may be erased or destroyed 30 days after the meeting. All times noted on the agenda are approximate and listed solely for convenience. The Board may hear items earlier or later than is noted and may move the order of agenda items.

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

**AGENDA**

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**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 December 14th, 2022
- 2.2. Charter Impact Monthly Report
  - 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. Actual to Budget Summary
- 2.3. Point of Sale Transactions/Check Register
- 2.4. Teleconferencing During State of Emergency  
**State of Emergency (§ 8625)**
- 2.5. Accept Offers of Employment
- 2.6. Accept Overnight Field Trip Request

Jim Weber, Charter Impact

**3. FACULTY**

- 3.1. Grade Level Report
- 3.2. Test Scores Update

Sarah Lee & Nick Meier  
Chairun Combs

**4. GOVERNANCE**

- 4.1. Finance Committee Report
- 4.2. Parent Council Report
- 4.3. Equity & Inclusion Task Force Report
- 4.4. COVID-19 Response
- 4.5. After School Education and Safety (ASES) Grant
- 4.6. School Accountability Report Card (SARC)
- 4.7. Lease Extension
- 4.8. Review of December Town Hall Discussion
- 4.9. 2023-2024 School Calendar

Vicki Wonacott  
Kristen Woods  
Susan Domenighini

**5. ADMINISTRATION**

- 5.1. Executive Director's Report

Susan Domenighini

**6. NEXT MEETING - Tuesday, February 21st, 2023 at 6:00PM**

**7. ADJOURNMENT**

# Business Checking – XXXXX0889

## Search transactions

Activity: Date range; Start date: Dec 01, 2022; End date: Dec 31, 2022; Type: Debits

## Transactions

Pending  Posted

Date ▼	Description ◇	Debit ◇	Credit ◇	Balance
● Dec 30, 2022	<u>Check 11353</u>	12,330.84		
● Dec 30, 2022	<u>Check 11343</u>	3,393.03		
● Dec 30, 2022	<u>Check 11355</u>	2,582.79		
● Dec 30, 2022	<u>Check 11335</u>	2,464.76		
● Dec 30, 2022	<u>Check 11363</u>	102.75		
● Dec 29, 2022	<u>Check 11360</u>	2,373.00		
● Dec 29, 2022	<u>Check 11356</u>	580.80		
● Dec 29, 2022	<u>Check 11350</u>	392.47		
● Dec 29, 2022	<u>Check 11362</u>	160.00		
● Dec 29, 2022	<u>Check 11348</u>	105.91		
● Dec 28, 2022	<u>Check 11364</u>	2,408.07		
● Dec 28, 2022	<u>Check 11357</u>	1,472.50		
● Dec 28, 2022	<u>Check 11366</u>	883.75		
● Dec 28, 2022	<u>Check 11365</u>	807.38		
● Dec 28, 2022	<u>Check 11346</u>	300.40		
● Dec 28, 2022	ACH Payment ASSET FINANCE ACH1227 COPIER LEASE	160.88		
● Dec 27, 2022	<u>Check 11359</u>	1,550.88		
● Dec 27, 2022	ACH Payment BENEFIT RESOURCE BRI XFER MEDICAL FSA	754.00		
● Dec 23, 2022	<u>Check 11347</u>	69.20		
● Dec 23, 2022	ACH Payment BLUE OAK CHARTER PAYROLL	81,772.16		

● Dec 23, 2022	ACH Payment IRS USATAXPYMT	24,815.81
● Dec 23, 2022	ACH Payment BLUE OAK CHARTER PAYROLL	20,688.25
● Dec 23, 2022	ACH Payment BLUE OAK CHARTER PAYROLL	7,101.75
● Dec 23, 2022	ACH Payment BLUE OAK CHARTER PAYROLL	6,385.55
● Dec 23, 2022	ACH Payment EMPLOYMENT DEVEL EDD EFTPMT	4,653.60
● Dec 23, 2022	ACH Payment BLUE OAK CHARTER PAYROLL	3,813.50
● Dec 23, 2022	ACH Payment EMPLOYMENT DEVEL EDD EFTPMT	1,940.70
● Dec 23, 2022	POS Purchase GOOGLE*ADS314564 650- 2530000 CA #3136 <i>ADVERTISING</i>	500.00
● Dec 22, 2022	<u>Check 11341</u>	3,018.92
● Dec 22, 2022	<u>Check 11334</u>	111.38
● Dec 22, 2022	<u>Check 11315</u>	41.03
● Dec 22, 2022	<u>Check 11238</u>	32.00
● Dec 21, 2022	<u>Check 11325</u>	5,557.00
● Dec 21, 2022	<u>Check 11340</u>	3,819.70
● Dec 21, 2022	<u>Check 11345</u>	105.91
● Dec 21, 2022	<u>Check 109995</u>	30.00
● Dec 20, 2022	ACH Payment BLUE OAK CHARTER PAYMENTS <i>PAYROLL</i>	702.60
● Dec 19, 2022	<u>Check 11336</u>	286.43
● Dec 19, 2022	<u>Check 11339</u>	59.69
● Dec 19, 2022	ACH Payment TIAA, FSB TIAA	197.55
● Dec 15, 2022	<u>Check 11338</u>	4,788.79
● Dec 15, 2022	<u>Check 11323</u>	112.50
● Dec 15, 2022	ACH Payment ASSET FINANCE ACH1215 <i>COPIER LEASES</i>	321.75
● Dec 15, 2022	ACH Payment BENEFIT RESOURCE BRI XFER <i>MEDICAL FSA</i>	100.00
● Dec 14, 2022	<u>Check 11330</u>	13,580.28

● Dec 14, 2022	<u>Check 11342</u>	6,700.00
● Dec 14, 2022	<u>Check 11313</u>	2,268.75
● Dec 14, 2022	<u>Check 11344</u>	1,269.40
● Dec 14, 2022	<u>Check 11337</u>	64.00
● Dec 14, 2022	ACH Payment HARLAND CLARKE CHK ORDER CHECK ORDER BILLING <i>CHECK RECEIPT BOOKLETS</i>	92.40
● Dec 13, 2022	<u>Check 11332</u>	2,660.00
● Dec 13, 2022	<u>Check 11324</u>	1,546.82
● Dec 13, 2022	ACH Payment BENEFIT RESOURCE BRI XFER <i>MEDICAL FSA</i>	134.00
● Dec 12, 2022	<u>Check 11279</u>	3,819.70
● Dec 12, 2022	<u>Check 11316</u>	2,582.79
● Dec 12, 2022	<u>Check 11333</u>	237.10
● Dec 12, 2022	ACH Payment IRS USATAXPYMT	5,069.66
● Dec 12, 2022	ACH Payment EMPLOYMENT DEVEL EDD EFTPMT	319.05
● Dec 12, 2022	ACH Payment EMPLOYMENT DEVEL EDD EFTPMT	289.38
● Dec 09, 2022	<u>Check 11312</u>	10,430.36
● Dec 09, 2022	ACH Payment BLUE OAK CHARTER PAYROLL	13,901.29
● Dec 09, 2022	ACH Payment BLUE OAK CHARTER PAYROLL	6,110.28
● Dec 08, 2022	<u>Check 11331</u>	1,567.29
● Dec 08, 2022	<u>Check 11311</u>	324.33
● Dec 08, 2022	<u>Check 11321</u>	130.12
● Dec 08, 2022	<u>Check 11322</u>	30.00
● Dec 06, 2022	<u>Check 11318</u>	10,920.00
● Dec 06, 2022	<u>Check 11320</u>	1,221.20
● Dec 06, 2022	<u>Check 11328</u>	403.17
● Dec 06, 2022	<u>Check 11319</u>	376.00

● Dec 06, 2022	<u>Check 11317</u>	80.00
● Dec 06, 2022	<u>Check 11327</u>	45.00
● Dec 06, 2022	ACH Payment CALPERS 3100	18,627.68
● Dec 06, 2022	ACH Payment CALPERS 3100	4,525.65
● Dec 06, 2022	POS Purchase POSTAL PLUS 530-8911626 CA #3136 <i>POSTAGE</i>	25.50
● Dec 05, 2022	<u>Check 11314</u>	1,489.22
● Dec 05, 2022	<u>Check 11329</u>	827.56
● Dec 05, 2022	ACH Payment SPRINT8006396111 ACHBILLPAY UHHXW4X0P69NKMMT <i>EMERGENCY CELL PHONE</i>	33.14
● Dec 02, 2022	<u>Check 7335</u>	100.00
● Dec 01, 2022	<u>Check 11310</u>	51,500.00
● Dec 01, 2022	<u>Check 11306</u>	140.00

**Agenda Item: Offers of Employment**

**Prepared by: Alexandra Archer**

**Charter Council Date: 01/17/23**

**Background Information:**

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

- Erin Lizardo, Substitute Teacher
- Jocelyn Fitzgerald, Paraprofessional
- Amanda Hurd, Assistant Director

BLUE OAK SCHOOL

Faculty Field Trip Request Form

This form is due to the Executive Assistant 5 or more weeks in advance for all field trips (day, overnight and walking). Overnight Field Trips will also need Charter Council approval. To get your overnight trip request on the BOCC agenda for approval, submit this form to the Executive Assistant by the first Tuesday of the month no less than 5 weeks prior to your trip. All trips are not approved until confirmation is received from the Admin.

Faculty Name: Kari Madera

Number of students attending: 19

List of chaperones (required):

Robert Madera
Hunter Hamblin
Emily Swanson
Victoria Diaz-Infante
Admin?

Who is responsible for the cost:

- Student -- Cost per student: \$400.00
School
Class Funds
Other

Departure Site: Blue Oak School Date: 4/17 Time: 8:30 AM

Destination Site: Santa Cruz Date: 4/17 Time: 12:00 PM

Return Site: Blue Oak Date: 4/21 Time: 4:00 PM

Method of transportation:

- Parent Driver's
B-Line Bus
Other Rent Vans

How does the field trip relate to the curriculum?

8th Grade bonding before they go off to High School

Teacher's Signature: Kari Madera Date: 1/4/23
Administrator's Signature: Date:

BOCC Approval Date (if required):

BLUE OAK SCHOOL

Payment Request Form

Teacher completes, if applicable, and turns into the Business Assistant ASAP, no later than 2 weeks prior.

Teacher Name: Kari Madera Grade: 8

Date(s) of field trip: April 17-21

Number of students attending 19 (attach class list of student names)

Total cost of Field Trip \$400 ea \$7,600.00 apx (if there are multiple payments please list out the details at the bottom of the page)

Date of Blue Oak Charter Council approval (if overnight):

Vendor Information:

Vendor Name:

Address:

Phone:

Attach invoices (must include where payments are sent)

Staff/Parent Reimbursements:

- All reimbursement and purchases must be pre-approved in advance, in order to be paid
Estimate costs in advance
Complete a "Request for Purchase Form" and turn it into the Business Office prior to the field trip.
Once the request is approved, the Business Office will notify requestor by email and provide you with a "Request for Reimbursement Form"
Please keep all receipts for purchases made.
Complete and turn in "Request for Reimbursement form" with all receipts attached with a paperclip (please do not staple). Reimbursement reimbursement requests that do not have matching receipts will not be paid as per Blue Oak School Fiscal Policy.

Multiple Payment Details:

Table with 2 columns: Description, Cost. Rows include Santa Cruz Boardwalk (\$1380.00), Van Rental, Monterey Bay Kayaks (Elkhorn slough), Air bnb, Gas to get there.

## **After School Education and Safety**

### **Program Universal Grant**

#### **Request for Applications**

#### **Programs Proposing to Serve Elementary and Middle/Junior High School Students**

**Fiscal Year 2023–24**

**Due by February 10, 2023**

#### **From Purpose and Description of the Program Parameters**

The purpose of the ASES Program is to create incentives for establishing locally-driven Expanded Learning Programs, including after school programs (ASP) that partner with public schools and communities to provide academic and literacy support; and safe, constructive alternatives for youth. The ASES Program involves collaboration among parents, youth, and representatives from schools; governmental agencies, individuals from community-based organizations, and the private sector.

The specific funding amount for each school site will be calculated from the number of students that a program proposes to serve, the number of days a program will operate, and the funding formula of \$10.18 per student, per day. The CDE will not provide funding to serve more students than are enrolled in the school. To validate school enrollment, the CDE will use CALPADS FY 2021–22 data from the CDE Student Poverty FRPM Data web page located at <https://www.cde.ca.gov/ds/sd/sd/filesesp.asp>.

**Agenda Item:** School Accountability Report Card

**Prepared by:** Alexandra Archer

**Charter Council Date:** 01/17/2023

**Background Information:**

California public & nonpublic, nonsectarian schools annually provide information to the community to allow public comparison of schools for student achievement, environment, resources & demographics. The SARC's must be published and submitted to the California Department of Education (CDE) no later than February 1 of each year, and are considered current through January 31 the following year.

Note: The California Department of Education (CDE) is working on the release of all available data and did not provide a timeline on when the SARC data files will be released this year. They anticipate that some data will be delayed until after the February 1st due date to post our SARC's. CDE encourages Schools/LEA's to post their Board approved SARC's by the February 1st due date without the data tables populated. A second Board review/approval of the missing data once populated is not required. Updated versions can be made available when all data is released by CDE.

# Blue Oak Charter School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



# BLUE OAK SCHOOL

A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

## General Information about the School Accountability Report Card (SARC)

### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest



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

## California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	Blue Oak Charter School
<b>Street</b>	450 W East Ave
<b>City, State, Zip</b>	Chico
<b>Phone Number</b>	5308797483
<b>Principal</b>	Susan ZM Domenighini
<b>Email Address</b>	<a href="mailto:sdomenighini@blueoakcharterschool.org">sdomenighini@blueoakcharterschool.org</a>
<b>School Website</b>	<a href="http://www.blueoakcharterschool.org">www.blueoakcharterschool.org</a>
<b>County-District-School (CDS) Code</b>	04 61424 6119523

## 2022-23 District Contact Information

<b>District Name</b>	Blue Oak School
<b>Phone Number</b>	530-879-7483
<b>Superintendent</b>	Susan Domenighini
<b>Email Address</b>	<a href="mailto:sdomenighini@blueoakcharterschool.org">sdomenighini@blueoakcharterschool.org</a>
<b>District Website Address</b>	<a href="http://www.blueoakcharterschool.org">www.blueoakcharterschool.org</a>

## 2022-23 School Overview

**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 2000 with seventeen children and one teacher. Today the school supports approximately 300 children and 45 employees and represents families all over Butte County. 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 first through eighth grade. This increases

## 2022-23 School Overview

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, technology, & games.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
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### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

## A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
<b>Total Teachers Without Credentials and Misassignments</b>		

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
<b>Total Out-of-Field Teachers</b>		

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Blue Oak uses Waldorf curriculum and instructional practices. Textbooks are not used. Main lesson books are designed by the children throughout the educational process and serve as textbooks. The exception to this at Blue Oak is the Math and ELA curriculum, listed below. CPM is included with the most recent state adoption. Bridges in Mathematics and Sadlier were adopted by Blue Oak for content and applicability but are not on the state adopted lists. The state adopted lists were last updated in 2014 (ELA) & 15 (Math). Butte County Office of Education performed a Williams Act Audit in August 2022 and found materials and texts to be sufficient

Year and month in which the data were collected

8/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Sadlier 2020	Yes	0
Mathematics	Bridges in Mathematics 2019 & CPM 2016	Yes	0

<b>Science</b>			
<b>History-Social Science</b>			
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

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

We are very proud of the “look and feel” of our school.

**Year and month of the most recent FIT report**

October 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Stained ceiling tiles and plumbing issues found in inspection
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials		X		MSDS needed
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A		N/A		N/A	
<b>Mathematics</b> (grades 3-8 and 11)	N/A		N/A		N/A	

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)						

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>					
<b>Female</b>					
<b>Male</b>					
<b>American Indian or Alaska Native</b>					
<b>Asian</b>					
<b>Black or African American</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>					
<b>Native Hawaiian or Pacific Islander</b>					
<b>Two or More Races</b>					
<b>White</b>					
<b>English Learners</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					
<b>Military</b>					
<b>Socioeconomically Disadvantaged</b>					
<b>Students Receiving Migrant Education Services</b>					
<b>Students with Disabilities</b>					

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Parent participation is strongly encouraged and is necessary for the successful education of all children. Opportunities for parent involvement include but are not limited to:

**Governance and Committees:** Parents are elected or appointed to membership in governing bodies. Three of the seven charter council member seats are required to be held by parents. Significant parent positions are set aside in our advisory committees such as finance and safety. Parent input and membership are also sought in Strategic Planning, marketing, and facilities planning.

**Parent Council.** Parent Council is the representative body for parents. This council supports various activities and fundraising for Blue Oak and acts as an advisory body. Representatives are elected from each classroom as voting members.

**Classroom Support.** Parents may volunteer in a variety of ways to support the classroom. This may include time in class, preparation of support activities, field trip support, or supplying items or activities needed for the classroom.

**In-kind Support.** Parents with specific skills volunteer to support the school in their area of expertise. Parents are also encouraged to participate in annual school clean-up days for site maintenance.

**Fundraising.** Parents help with fundraising for both general school support through the Parent Council and by class.

**Other educational supports.** Blue Oak's experiential learning opportunities such as gardening, baking, and field trips are important parts of the program provided to Blue Oak students and need parent support. Additionally, parents organize clubs and after-school activities such as Chess and other clubs.

**Festivals and Performances.** Blue Oak organizes two community festivals annually the Harvest Festival and the May Faire. These include opportunities for parent involvement to support student engagement in projects and activities. Winter and Spring concerts also give opportunities for parent engagement.

For more information on Parent Involvement opportunities call (530)879-7483 or email [info@blueoakcharterschool.org](mailto:info@blueoakcharterschool.org)

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

## 2022-23 School Safety Plan

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

The safety of our students and staff is our primary concern. Our staff is on duty during recess, lunch, and before and after school to ensure the safety of all our students. The school's Risk Management Plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted once per month throughout the school year. Lockdown and earthquake drills are practiced at least annually. The school-wide Behavior Matrix provides students and staff with a means to ensure a safe and orderly learning environment. Key elements of The Safety Plan include child abuse reporting procedures; disaster response procedures; procedures for safe entering of, and exiting from school; sexual harassment policy; suspension and expulsion policies; dress code; behavior policies, and pandemic response. The Safety Plan is updated annually by a team of staff, faculty, and parents and reflects current best practices. The last review was in October 2022

## D. Other SARC Information Information Required in the SARC

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,125	2515	8610	\$54,956
District	N/A	N/A	9810	
Percent Difference - School Site and District	N/A	N/A	-13.0	-31.8
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	1.9	-44.5

## 2021-22 Types of Services Funded

Title 1 funds are received and used to support math, reading and English Language support staff.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## Professional Development

The goal of Blue Oak Charter School's professional development is to promote a continuing passion for learning and foster innovations in teaching. Waldorf curriculum training is provided to teachers each summer.. Additional professional development is provided through in-service, all staff and faculty meetings during the year. Training includes Reading and Math curriculum, assessment, Trauma-Informed practices, crisis response, and behavior supports. Teachers attend a minimum of 1 week of professional development training annually either on site or at off campus training. Aides and other support staff attend training based on experience and needs. Additional supports include teacher mentoring, conferences, in-class coaching, teacher-principal meetings and reviews of iReady student data reporting.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	4



December 12, 2022

Nels and Jerry Leen  
280 Cohasset Rd. Suite 110  
Chico, CA 95926-2210

E-mail: [us4leens@aol.com](mailto:us4leens@aol.com)  
[jllj@aol.com](mailto:jllj@aol.com)

**RE: Letter of Intent to Extend the Lease Agreement at 450 W East Ave. Chico**

Dear Nels & Jerry:

On behalf of our client, Blue Oaks Charter School ("Tenant"), Cresa is pleased to present the following proposal to extend the lease at the above referenced property. Tenant has the following general requirements, and these items listed below should provide a framework for your response. Upon mutual agreement of these terms, Landlord and Tenant shall negotiate a comprehensive Lease.

- Project:** 450 W East Ave., Chico, CA
- Premises:** +/- 48,000 square feet.
- Lease Term:** The term of the Lease ("Lease Term") shall be twenty-four (24) months.
- Lease Commencement:** August 1, 2023.
- Monthly Base Rent:** Starting monthly base rent shall be \$1.10 per square foot per month, with 3% annual increases.
- Operating Expenses:** Per existing lease.
- Purpose of Use:** The Premises will be used for general office.
- Option to Renew:** Tenant requests two (2), two (2) year option to renew the lease at 100 percent of the then fair market value as compared to new leases. Tenant shall give notice of its intention to extend six (6) months prior to lease expiration.



**Termination Clause:** Tenant shall have a one time right to terminate the lease on July 31, 2024, by providing landlord with 120 day written notice.

**Holdover Clause:** Holdover shall be on a month-to-month basis, equal to last month of base rent for term, at 125%.

**Commission:** Landlord agrees that Cresa Sacramento is the sole representative of the Tenant and agrees to pay a leasing commission to Cresa Sacramento, in the amount of 2% of the total consideration for the firm term in which rent is paid. Commission shall be payable upon lease execution. Landlord and Cresa Sacramento shall execute a separate agreement prior to lease execution

**Disclosures:** Attached are the following Disclosure forms:

1. DISCLOSURE REGARDING REAL ESTATE AGENCY RELATIONSHIP
2. REPRESENTATION CONFIRMATION
3. NOTICE, AGREEMENT AND DISCLOSURES OF: SPECIAL EARTHQUAKE STUDIES AND FLOOD ZONES; HAZARDOUS SUBSTANCES, BROKER AGENCY REPRESENTATION; BROKER INVESTIGATION; COMPLIANCE WITH LAWS.

**Disclosures:** *As per California Civil Code 2079.16, all parties acknowledge that Cresa is exclusively representing the Tenant (or Sublessee) as "Selling Agent" but is also sometimes referred to as the Buyer's agent, and is not representing the Landlord (or Sublessor). "Selling Agent" is a defined term in the law and is not to be confused with Landlord's (or Sublessor's) Listing Agent. Cresa is the exclusive representative of the Tenant (or Sublessee).*

**This Proposal shall not constitute a formal, binding agreement. We expect that the definitive agreement that is negotiated between Landlord and Tenant with respect to this transaction will be generally consistent with the provisions of this letter. This Proposal shall not, however, create any legal rights or obligations between the parties. Tenant and Landlord acknowledge that both have the right to carry on negotiations with other Tenants, Landlords, or Sublessors. It is intended that all legal rights and obligations regarding this transaction will come into existence only when a definitive lease agreement is signed and delivered by all appropriate entities.**

Please respond within one week of date of this proposal.

Sincerely,



A handwritten signature in black ink, appearing to read "J. David Smith". The signature is fluid and cursive, with a prominent initial "J" and a long, sweeping underline.

J. David Smith  
Principal  
DRE #01246923  
[dsmith@cresa.com](mailto:dsmith@cresa.com)

CC'd John Roth

# Blue Oak Charter School Calendar

2023-2024

July 2023						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2023						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2024						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2024						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2024						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**Observed Holidays:**

- September 4<sup>th</sup> – Labor Day
- October 9<sup>th</sup> – Indigenous Peoples’ Day
- November 10<sup>th</sup> – Veterans Day
- November 20<sup>th</sup> to 24<sup>th</sup> – Fall Break
- December 25<sup>th</sup> to January 5<sup>th</sup> – Winter Break
- January 15<sup>th</sup> – Martin Luther King Jr. Day
- February 16<sup>th</sup> to 19<sup>th</sup> – President’s Day Weekend
- March 18<sup>th</sup> to March 22<sup>nd</sup> – Spring Break
- March 29<sup>th</sup> to April 1<sup>st</sup> – Spring Travel Days
- May 27<sup>th</sup> – Memorial Day

-  School Closed/Holidays
-  Half Day
-  Teacher In-Service Day (No School for Students)
-  First and Last Day of School
-  Parent-Teacher Conferences