

Blue Oak Charter School
450 W. East Avenue, Chico, CA 95926
FINANCE COMMITTEE
REGULAR MEETING

Join Zoom Meeting

<https://us06web.zoom.us/j/82362457215?pwd=UEpTVWJpVitTdTk2eTRrQXhJdnd5UT09>

Meeting ID: 823 6245 7215

Passcode: t39y2H

Tuesday, January 10th, 2023 - 4:15 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.

AGENDA

OPEN SESSION - 4:15 PM

1. OPENING

- 1.1. Call Meeting to Order
- 1.2. Roll Call of Committee 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. Audience to Address the Committee

This is the 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. Persons may not yield their time to another speaker (Gov. Code § 54954.3)

- 1.5. Agenda Modifications
- 1.6. Approve Minutes from December 13th, 2022
- 1.7. Teleconferencing During State of Emergency
State of Emergency (§ 8625)

2. FINANCIAL REPORTS

2.1. Charter Impact Monthly Report

2.1.1. Attendance and Enrollment

2.1.2. Cash Flow

2.1.3. Balance Sheet Detail

2.1.4. Warrants/Aged Payable

2.1.5. Actual to Budget Summary (*part of the Financial Forecast in the Charter Impact Report*)

2.2. Point of Sale Transactions/Check Register

3. BUSINESS

3.1. ASES Grant

3.2. 2nd Interim Report

3.3. SARC

3.4. Lease Extension

3.5. Executive Director's Report

4. NEXT MEETING - Tuesday, February 14th, 2023 at 4:15PM

5. ADJOURNMENT

Blue Oak Charter School
450 W. East Avenue, Chico, CA 95926
FINANCE COMMITTEE
REGULAR MEETING

Join Zoom Meeting

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Meeting ID: 823 6245 7215

Passcode: t39y2H

Tuesday, December 13th, 2022 - 4:15 PM

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AGENDA

OPEN SESSION - 4:15 PM

1. OPENING

1.1. Call Meeting to Order

- Trisha Atehortua called the meeting to order at 4:22PM.

1.2. Roll Call of Committee Members and Establish Quorum

- Present: Trisha Atehortua, Maggie Buckley, Susan Domenighini, Chairun Combs, Kellie Machi, and Kate McDonald
- Absent: Ryan Sanders

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."

- Kate McDonald read the school verse.

1.4. Audience to Address the Committee

This is the 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. Persons may not yield their time to another speaker (Gov. Code § 54954.3)

- No audience members were present to address the council.

1.5. Agenda Modifications

- No agenda modifications were made.

1.6. Approve Minutes from November 8th and 15th, 2022

- Chairun Combs made a motion to approve the minutes from November 8th and 15th, 2022. Kellie Machi seconded the motion.
- Vote.

Name	Yes	No	Abstain	Absent
Susan Domenighini	X			
Trisha Atehortua (Interim)	X			
Kate McDonald	X			
Chairun Combs	X			
Kellie Machi	X			
Ryan Sanders				X

- Vote passes.

1.7. Teleconferencing During State of Emergency State of Emergency (§ 8625)

- The BOFC acknowledges the need for continued use of teleconferencing during the state of emergency.

2. FINANCIAL REPORTS

2.1. Charter Impact Monthly Report

- 2.1.1. Attendance and Enrollment
- 2.1.2. Cash Flow
- 2.1.3. Balance Sheet Detail
- 2.1.4. Warrants/Aged Payable
- 2.1.5. Actual to Budget Summary (*part of the Financial Forecast in the Charter Impact Report*)

2.2. Point of Sale Transactions/Check Register

- Jim Weber from Charter Impact gave the financial report from November. Jim reported that he is continuing to watch ADA for revenue and wants to begin talking about the schools multi-year financing need and how we want to distribute money, develop a plan, etc. The school is doing a lot of work with the factoring that the BOCC approved so cash flow is looking much more stable now. Even if there is a down turn stretch through the winter, we should be covered.
- The audit was so close to being done but, right before the due date, they wanted to test Independent Study (IS) which takes time. Overall, the audit is complete but they need to do more due diligence surrounding IS so they extended our completion date. After they finish IS testing, the audit should be wrapped up.
- Our ADA has been lower than what we budgeted for so if it continues this way we will need to use some of our one-time funds which will change our multi-year forecast. Expenses are generally the same as we discussed, there was a slight shift in how we are spending though. There has been an increase in staff costs but a reduction in contracting costs. Other than that, the expenses do not

show any changes from the interim report we reviewed recently. Hold harmless is also providing a lot of stability against our changing ADA this year which is good, but we still want to take into consideration our multi-year forecast.

- Susan Domenighini recommends the approval of the financial report by BOCC. Kate McDonald seconded the motion.
- Vote.

Name	Yes	No	Abstain	Absent
Susan Domenighini	X			
Trisha Atehortua (Interim)	X			
Kate McDonald	X			
Chairun Combs	X			
Kellie Machi	X			
Ryan Sanders				X

- Vote passes.

3. BUSINESS

3.1. Credit Card Approval

- The Business Office has been using an Amazon business account for our line of credit for years, but they are discontinuing this option. So, Maggie Buckley has been looking into getting approval for a credit card that the school can use to purchase supplies. We needed to look for other ways to finance the school's purchases; at the last BOFC we said we'd do some research into different options.
- The option Maggie and Susan felt would be best is an American Express specifically for businesses with a low interest rate. Our school generally pays off our credit balance every month anyway so interest shouldn't affect us a lot. This card has a lot of perks for purchasing such as cash back points to use to apply to the balance over the year. We looked at quite a few options and we felt this was a good deal. The school applied for it and got approved. Now, we need approval for this credit card option to begin using it in January when our Amazon line of credit ends.
- Susan will be the authorizer on the card. We will want to review the financial policy next month to make sure the process is documented, such as looking at the ACH each month in the monthly report, we would do the same with the credit card statements. Eventually, we would like to look into a line of credit as well for cash flow issues. Either way, accepting a credit card is a huge deal that our schools finances are stable enough again to have one after six years.
- Chairun Combs made a motion to recommend the approval of the credit card option presented. Kate McDonald seconded the motion.
- Vote.

Name	Yes	No	Abstain	Absent
Susan Domenighini	X			

Trisha Atehortua (Interim)	X			
Kate McDonald	X			
Chairun Combs	X			
Kellie Machi	X			
Ryan Sanders				X

➤ Vote passes.

3.2. Capacity Building Grant

- The North Valley Community Foundation (NVCF) Butte Strong Fund offered funding and support to all schools in the area. They were really wanting all schools in the community to apply for this. The funds awarded were dependent on our school size and the effect that the camp fire had on our school. One key area the NVCF would like us to use these funds for is professional development surrounding trauma. We have Kim John Payne starting next month at Blue Oak but we didn't have enough funding to offer this training to our non-teaching staff as well. Our plan is to use this grant for that purpose. Susan would like approval of this grant to use for professional development. This will help to pay classified staff to have extra hours. Also, we are really excited to actually receive a grant from NVCF. We haven't accepted one from them since Susan has worked at Blue Oak.
- Trisha Atehortua made a motion to recommend the approval of this grant. Chairun Combs seconded the motion.
- Vote.

Name	Yes	No	Abstain	Absent
Susan Domenighini	X			
Trisha Atehortua (Interim)	X			
Kate McDonald	X			
Chairun Combs	X			
Kellie Machi	X			
Ryan Sanders				X

➤ Vote passes.

3.3. CCSPP Planning Grant

- The CA Department of Education is offering two grants focusing on mental health needs: one being a planning grant and one being an implementation grant. This grant, the planning grant, is for 2 years; the implementation grant will be for a long period of time. Susan has been working with Amber Bass and Mandy Kling on preparing this grant; it is due next week. We have a lot of pieces of mental health services but we don't really have a plan put into place to keep these services consistent for our school. Using this grant will help us to have someone to focus specifically on planning and then the next grant will help support us with the implementation piece of things. Our current point of

improvement would be to establish a more consistent connection with the community in relation to mental health services. At the moment, our connections are personal and we want to build more formal relationships. We could possibly start some sort of counselor committee as well. This grant is to provide funds to have someone dedicated to putting the plan together which means we will either hire someone new to help or to help shift work loads around so someone can be dedicated to planning. We don't know the exact amount of this grant at the moment; we will ask for as much as we can get. This is an exciting start to this journey to put a more solid plan in place. This grant will support the work of the MTSS as well.

- Chairun Combs made a motion to recommend that we apply for this grant. Kate McDonald seconded the motion.
- Vote.

Name	Yes	No	Abstain	Absent
Susan Domenighini	X			
Trisha Atehortua (Interim)	X			
Kate McDonald	X			
Chairun Combs	X			
Kellie Machi	X			
Ryan Sanders				X

- Vote passes.

3.4. Administration Pay Scale

- Earlier this year, the BOFC helped increase the Classified and Certificated pay scales, effective in August, to increase with the minimum wage increase. Next, would be to increase the Administration pay scale, effective in January. Susan is proposing that Facilities pay schedule move from an 11 month salary to a 12 month salary. Now that we are starting to have summer school, having our Facilities Manager gone during the month of July significantly impacts the school at this time. The 3% annual increase has been the same as the other positions on this salary schedule. Susan would like to ask for this to be approved.
- Chairun Combs made a motion to recommend the board's approval for the Administration pay scale. Kate McDonald seconded the motion.
- Vote.

Name	Yes	No	Abstain	Absent
Susan Domenighini	X			
Trisha Atehortua (Interim)	X			
Kate McDonald	X			
Chairun Combs	X			

Kellie Machi	X			
Ryan Sanders				X

- Vote passes.

3.5. Executive Director's Report

- Susan Domenighini introduced Charise Bromley to the BOFC. Charise became the CUSD finance director last year and has been meaning to attend one of our meetings. Charise wants to make sure we feel supported by CUSD. Previously, we had Jaclyn Kruger but she has since been promoted to Assistant Superintendent. Charise is who Susan goes to when needed and so Susan wanted to make a formal introduction to the BOFC.
- The informal report from Walk into Winter on Saturday is that the event accrued about \$1,700.
- As of yesterday afternoon, we have a lease going out about 2 years with the option to cut the lease short early if need be with a 3% increase per year. At this point, Susan is not asking for approval, just giving information. We set the increase per year as a flat rate so we aren't gaining unexpected increases if the cost of living fluctuates; this will help with budgeting.
- Dashboard numbers for last school year are posted. We were at 41% chronic attendance last school year. We have been working hard to work against absenteeism this year but it has been difficult. For reference, the year before we were about 24%-28% which is still very high compared to a statewide level. When tracking, we compare Blue Oak to McManus due to location. Last year, theirs was 38%. Attendance has always been a struggle for us but at the same time all schools' absenteeism increased last year. In order to change this for our school, we will have to make a cultural change in our school community. Earlier this year, we talked about adding the caveat to our processes that if chronic attendance becomes an issue we have the option to send them back to the district. This seems to have changed some families' attitudes towards attendance; we also don't offer this option without a great deal of support first. We are struggling with Independent Study and attendance due to the huge increase in illnesses. This year for Independent Study it can only be requested for 2 or more days. We seem to have a lot of one day a week absences. The Front Office has been trying really hard to educate parents that returning the Independent Study packet is hugely important. If or when we are able to bring on an Assistant Director, one of their focuses will be on behavior and attendance support. Also, we have been talking about it at the last couple of tours to ensure our new families start off on the right foot. We are making progress.
- Riley Murray will be reporting tomorrow night at the BOCC meeting to discuss where she is with the projects she has been working on.
- The Kindergarten evening was very positive as well as the tours that followed the week after. About half of the parents in our tours went to the Kindergarten evening. IT was a good week last week for building community.

4. NEXT MEETING - Tuesday, January 10th, 2023 at 4:15PM

5. ADJOURNMENT

- Trisha Atehortua adjourned the meeting at 5:04PM.

➤ Vote.

Name	Yes	No	Abstain	Absent
Susan Domenighini	X			
Trisha Atehortua (Interim)	X			
Kate McDonald	X			
Chairun Combs	X			
Kellie Machi	X			
Ryan Sanders				X

➤ Vote passes.

Minutes Taken By: Alexandra Archer

Approved by: _____ Date: _____

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>COPYER 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

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/filesasp.asp>.

Agenda Item: School Accountability Report Card

Prepared by: Alexandra Archer

Finance Committee Date: 01/10/2023

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

School Name	Blue Oak Charter School
Street	450 W East Ave
City, State, Zip	Chico
Phone Number	5308797483
Principal	Susan ZM Domenighini
Email Address	sdomenighini@blueoakcharterschool.org
School Website	www.blueoakcharterschool.org
County-District-School (CDS) Code	04 61424 6119523

2022-23 District Contact Information

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

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						
Total Teaching Positions						

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						
Total Teaching Positions						

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		
Total Teachers Without Credentials and Misassignments		

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		
Total Out-of-Field Teachers		

2021-22 Class Assignments

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

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

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Stained ceiling tiles and plumbing issues found in inspection
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials		X		MSDS needed
Structural: Structural Damage, Roofs	X			
External: 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
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (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
Science (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
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					

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

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
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: <ol style="list-style-type: none">1. DISCLOSURE REGARDING REAL ESTATE AGENCY RELATIONSHIP2. REPRESENTATION CONFIRMATION3. 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 the first name "J." and last name "Smith" clearly distinguishable.

J. David Smith
Principal
DRE #01246923
dsmith@cresa.com

CC'd John Roth



BLUE OAK SCHOOL

A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

Executive Director's Report

Parent Council

Susan Domenighini

January 2023



Happy New Year!

Staffing Report

Amanda Hurd, the new Assistant Director (*not to be confused with Alex, the Executive Assistant*) started last week. She is spending time in and out of classrooms, meeting children and parents, and getting used to the Blue Oak rhythm. She is also beginning her work supporting families struggling with attendance. We are looking forward to supporting and enjoying the energy she brings. We are still working on aide support. This includes some changing schedules for those aides who are Chico State students.

Our Spanish long-term sub, Rebeca Guerrero, was accepted into the Multiple Subject credential intern program for Chico State. She will be spending time with Kate McDonald, receiving student-teacher support. There will likely be some changes to the Spanish schedule next week. Stay tuned.

One of our beloved teachers informed our community last week that she will be undergoing treatment for cancer and will need to take some time away from the children. The community is coming forward with support and it is appreciated. We have a candidate for the long-term sub position to support the class and hope to have them in place by next week.

LCAP/Strategic Plan

Staff will begin work on reviewing the LCAP this month. Parents and students will be included in February. A survey and town hall meeting will be scheduled. This is our most structured and reliable request for community input, so please encourage parents to engage. The Strategic Plan is also due for an update this year. My intent is April or May. Two areas have been brought forward for attention. First, is support for transportation for families to the school. The second is to focus on Science instruction improving scope and sequence for all grades.

Grants/Funding

NVCF Grant recieved was and will support training for classified staff.

California Community Schools Partnership Program. Thanks to the exceptional work of Amber Bass and Mandy Kling Blue Oak applied for this planning grant which, if received will bring approximately \$185,000 over the next two school years. Its intent is to give support in the planning and coordination of mental health services and prepare Blue Oak to apply for a services grant.

Riley Murray continues to work with us to develop our planned Preschool program and after-school programs for potential implementation next year.