

CCSPP - LEA and Site Participation Sheet Instructions

California Department of Education

October 2024

PURPOSE

The California Community Schools Partnership Program (CCSPP) LEA and Site Participation Sheet lists all the proposed local educational agency (LEA) and school sites planned to be included in the CCSPP Implementation Grant project.

DOCUMENT INSTRUCTIONS

The Site Participation Sheet requires completion of the following worksheet tabs:

1) LEA Information; and 2) School Information.

1. LEA Information: Enter the following information: 1) LEA Name; and 2) Applicant LEA County and District Code. List the applying/lead LEA first followed by the other LEA partners.

2. School Information: Enter the following information: 1) The School Site Name; and 2) School Site LEA County-District-School (CDS) Code.

*The School Code for School Districts and County Offices of Education is seven consecutive zeros (0000000).

DOCUMENT SUBMISSION

Email original to the California Department of Education (CDE). For questions regarding this report, email the CDE Community Schools Office at:

CCSPP@cde.ca.gov

List applying agency first.

List applying agency first.

[illegible]

School Information

[illegible]

Applicant Information

Note: By signing, the Superintendent, or designee, is approving the proposed budget for the CCSP Implementation Grant application. If the signature cannot be added to this Excel document, please PDF the Applicant Information worksheet, obtain the signature and submit it

Applicant Information Fields	
Program:	CCSP Implementation Grant, Cohort 4
Application Year:	2024-25
LEA Name:	Blue Oak Charter School
LEA CDS Code:	04 61424 6119523
Total Requested Amount:	\$1,187,500
Superintendent's, or designee's, Printed Name and Title:	Susan Domenighini, Executive Director
Superintendent's, or designee's, Signature:	<i>Sdomenighini</i>
Approval Date:	2/6/2025

Contact Information

Program:	CCSPP Implementation Grant, Cohort 4
Application Year:	2024-25
LEA Name:	Blue Oak Charter School
LEA CDS Code:	04 61424 6119523
Total Requested Amount:	1187500
Section 1 - Field Names	Contact Information Entry Fields
Program Contact Name:	Caren Lehe
Program Contact Title:	Community School Coordinator
Program Contact Phone Number:	530-879-7483 ext 2011
Program Contact Email:	carenlehe@blueoakcharterschool.org
Fiscal Contact Name:	Annie Gilbert
Fiscal Contact Title:	Director of Client Finance
Fiscal Contact Phone Number:	888-474-0322 ext 354
Fiscal Contact Email:	agilbert@charterimpact.com

Program Budget Summary

Information on the worksheet will autopopulate based on the data entered in the Year 1 thru 5 budget worksheets.

Program: CCSPP Implementation Grant, Cohort 4

Application Year: 2024-25

LEA Name: Blue Oak Charter School

LEA CDS Code: 04 61424 6119523

Total Requested Amount: 1187500

Object Code	Budget Item	Year 1 Budget	Year 2 Budget	Year 3 Budget	Year 4 Budget	Year 5 Budget	Grant Total	Total Match	Percent Match
1000	Certificated Personnel Salaries	\$45,000.00	\$45,000.00	\$45,000.00	\$45,000.00	\$33,750.00	\$213,750.00	\$31,137.50	N/A
2000	Classified Personnel Salaries	\$80,000.00	\$80,000.00	\$80,000.00	\$80,000.00	\$60,000.00	\$380,000.00	\$227,800.00	N/A
3000	Employee Benefits	\$37,500.00	\$37,500.00	\$37,500.00	\$37,500.00	\$28,125.00	\$178,125.00	\$79,281.25	N/A
4000	Books and Supplies	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$18,750.00	\$118,750.00	\$12,187.50	N/A
5000	Services and Other Operating Expenditures	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00	\$26,250.00	\$186,250.00	\$14,662.50	N/A
6000	Capital Outlay	\$15,500.00	\$15,500.00	\$15,500.00	\$15,500.00	\$11,625.00	\$73,625.00	\$23,836.25	N/A
N/A	Total Direct Costs	\$238,000.00	\$238,000.00	\$238,000.00	\$238,000.00	\$178,500.00	\$1,130,500.00	\$388,905.00	34.40%
7000	Indirect Rate	\$12,000.00	\$12,000.00	\$12,000.00	\$12,000.00	\$9,000.00	\$57,000.00	\$2,970.00	N/A
N/A	Total Budget & Expenditures	\$250,000.00	\$250,000.00	\$250,000.00	\$250,000.00	\$187,500.00	\$1,187,500.00	\$391,875.00	33.00%

*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

**The CCSPP has a 1/3 (33 percent) match requirement.

Year 1 - Budget (July 1, 2025 - June 30, 2026)

Expand rows as needed. Add rows in the middle of the table.

*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

**The CCSPP has a 1/3 (33 percent) match requirement.

Program: CCSPP Implementation Grant, Cohort 4

Application Year: 2024-25

LEA Name: Blue Oak Charter School

LEA CDS Code: 04 61424 6119523

Total Requested Amount: 1187500

Object Code	Line Detail and Narrative (Provide a detailed justification and breakdown/calculation for each expenditure. Indicate the school(s) the cost is supporting.)	School Site(s) Indicate the school site(s) the cost is linked to.	Proposed Costs - School Site	Proposed Costs - Admin Reserve	Proposed Costs - Admin Reserve (Direct Services)	Total Proposed Costs (Grant Funds)	District Match	Community Match	Total Match
1000	Certificated staff time for professional development	Blue Oak Charter School	45,000.00	0.00	0.00	45,000.00	5,000.00	0.00	5,000.00
2000	Classified positions including for CCSPP Coordinator, Admin Asst, Mental Health & Wellness staff	Blue Oak Charter School	80,000.00	0.00	0.00	80,000.00	52,000.00	0.00	52,000.00
3000	Applicable Employee Benefits (30%)	Blue Oak Charter School	37,500.00	0.00	0.00	37,500.00	17,500.00	0.00	17,500.00
4000	Material and supplies to implement program development	Blue Oak Charter School	25,000.00	0.00	0.00	25,000.00	1,500.00	0.00	1,500.00
5000	Travel and training for classified, mental health & wellness staff	Blue Oak Charter School	35,000.00	0.00	0.00	35,000.00	1,500.00	0.00	1,500.00
6000	Capital Outlay for site modifications to implement programs and services	Blue Oak Charter School	15,500.00	0.00	0.00	15,500.00	5,000.00	0.00	5,000.00
N/A	Total Direct Costs	N/A	238,000.00	0.00	0.00	238,000.00	82,500.00	0.00	82,500.00
7000	Indirect Rate 5%	Blue Oak Charter School	12,000.00	0.00	0.00	12,000.00	0.00	0.00	0.00
N/A	Total Budget	N/A	250,000.00	0.00	0.00	250,000.00	82,500.00	0.00	82,500.00

Year 2 - Budget (July 1, 2026 - June 30, 2027)

Expand rows as needed. Add rows in the middle of the table.

*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

**The CCSPP has a 1/3 (33 percent) match requirement.

Program: CCSPP Implementation Grant, Cohort 4

Application Year: 2024-25

LEA Name: Blue Oak Charter School

LEA CDS Code: 04 61424 6119623

Total Requested Amount: 1187500

Object Code	Line Detail and Narrative (Provide a detailed justification and breakdown/calculation for each expenditure. Indicate the school(s) the cost is supporting.)	School Site(s) Indicate the school site(s) the cost is linked to.	Proposed Costs - School Site	Proposed Costs - Admin Reserve	Proposed Costs - Admin Reserve (Direct Services)	Total Proposed Costs (Grant Funds)	District Match	Community Match	Total Match
1000	Certificated staff time for professional development	Blue Oak Charter School	45,000.00	0.00	0.00	45,000.00	5,000.00	0.00	5,000.00
2000	Classified positions including for CCSPP Coordinator, Admin Asst, Mental Health & Wellness staff	Blue Oak Charter School	80,000.00	0.00	0.00	80,000.00	52,000.00	0.00	52,000.00
3000	Applicable Employee Benefits (30%)	Blue Oak Charter School	37,500.00	0.00	0.00	37,500.00	17,500.00	0.00	17,500.00
4000	Material and supplies to implement program development	Blue Oak Charter School	25,000.00	0.00	0.00	25,000.00	1,500.00	0.00	1,500.00
5000	Travel and training for classified, mental health & wellness staff	Blue Oak Charter School	35,000.00	0.00	0.00	35,000.00	1,500.00	0.00	1,500.00
6000	Capital Outlay for site modifications to implement programs and services	Blue Oak Charter School	15,500.00	0.00	0.00	15,500.00	5,000.00	0.00	5,000.00
N/A	Total Direct Costs	N/A	238,000.00	0.00	0.00	238,000.00	82,500.00	0.00	82,500.00
7000	Indirect Rate 5%	Blue Oak Charter School	12,000.00	0.00	0.00	12,000.00	0.00	0.00	0.00
N/A	Total Budget	N/A	250,000.00	0.00	0.00	250,000.00	82,500.00	0.00	82,500.00

Year 3 - Budget (July 1, 2027 - June 30, 2028)

Expand rows as needed. Add rows in the middle of the table.

*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

--The CCSPP has a 1/3 (33 percent) match requirement.

Program: CCSPP Implementation Grant, Cohort 4

Application Year: 2024-25

LEA Name: Blue Oak Charter School

LEA CDS Code: 04 61424 6119523

Total Requested Amount: 1187500

Object Code	Line Detail and Narrative (Provide a detailed justification and breakdown/calculation for each expenditure. Indicate the school(s) the cost is supporting.)	School Site(s) Indicate the school site(s) the cost is linked to.	Proposed Costs - School Site	Proposed Costs - Admin Reserve	Proposed Costs - Admin Reserve (Direct Services)	Total Proposed Costs (Grant Funds)	District Match	Community Match	Total Match
1000	Certified staff time for professional development	Blue Oak Charter School	45,000.00	0.00	0.00	45,000.00	5,000.00	0.00	5,000.00
2000	Classified positions including for CCSPP Coordinator, Admin Asst, Mental Health & Wellness staff	Blue Oak Charter School	80,000.00	0.00	0.00	80,000.00	52,000.00	0.00	52,000.00
3000	Applicable Employee Benefits (30%)	Blue Oak Charter School	37,500.00	0.00	0.00	37,500.00	17,500.00	0.00	17,500.00
4000	Material and supplies to implement program development	Blue Oak Charter School	25,000.00	0.00	0.00	25,000.00	1,500.00	0.00	1,500.00
5000	Travel and training for classified, mental health & wellness staff	Blue Oak Charter School	35,000.00	0.00	0.00	35,000.00	1,500.00	0.00	1,500.00
6000	Capital Outlay for site modifications to implement programs and services	Blue Oak Charter School	15,500.00	0.00	0.00	15,500.00	5,000.00	0.00	5,000.00
N/A	Total Direct Costs	N/A	238,000.00	0.00	0.00	238,000.00	82,500.00	0.00	82,500.00
7000	Indirect Rate 5%	Blue Oak Charter School	12,000.00	0.00	0.00	12,000.00	0.00	0.00	0.00
N/A	Total Budget	N/A	250,000.00	0.00	0.00	250,000.00	82,500.00	0.00	82,500.00

Year 4 - Budget (July 1, 2028 - June 30, 2029)

Expand rows as needed. Add rows in the middle of the table.

*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

**The CCSPP has a 1/3 (33 percent) match requirement.

Program: CCSPP Implementation Grant, Cohort 4

Application Year: 2024-25

LEA Name: Blue Oak Charter School

LEA CDS Code: 04 61424 6119523

Total Requested Amount: 1187500

Object Code	Line Detail and Narrative (Provide a detailed justification and breakdown/calculation for each expenditure. Indicate the school(s) the cost is supporting.)	School Site(s) Indicate the school site(s) the cost is linked to.	Proposed Costs - School Site	Proposed Costs - Admin Reserve	Proposed Costs - Admin Reserve (Direct Services)	Total Proposed Costs (Grant Funds)	District Match	Community Match	Total Match
1000	Certified staff time for professional development	Blue Oak Charter School	45,000.00	0.00	0.00	45,000.00	5,000.00	0.00	5,000.00
2000	Classified positions including for CCSPP Coordinator, Admin Asst, Mental Health & Wellness staff	Blue Oak Charter School	80,000.00	0.00	0.00	80,000.00	52,000.00	0.00	52,000.00
3000	Applicable Employee Benefits (30%)	Blue Oak Charter School	37,500.00	0.00	0.00	37,500.00	17,500.00	0.00	17,500.00
4000	Material and supplies to implement program development	Blue Oak Charter School	25,000.00	0.00	0.00	25,000.00	1,500.00	0.00	1,500.00
5000	Travel and training for classified, mental health & wellness staff	Blue Oak Charter School	35,000.00	0.00	0.00	35,000.00	1,500.00	0.00	1,500.00
6000	Capital Outlay for site modifications to implement programs and services	Blue Oak Charter School	15,500.00	0.00	0.00	15,500.00	5,000.00	0.00	5,000.00
N/A	Total Direct Costs	N/A	238,000.00	0.00	0.00	238,000.00	82,500.00	0.00	82,500.00
7000	Indirect Rate 5%	Blue Oak Charter School	12,000.00	0.00	0.00	12,000.00	0.00	0.00	0.00
N/A	Total Budget	N/A	250,000.00	0.00	0.00	250,000.00	82,500.00	0.00	82,500.00

Year 5 - Budget (July 1, 2029 - June 30, 2030)

Expand rows as needed. Add rows in the middle of the table.

*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

**The CCSPP has a 1/3 (33 percent) match requirement.

Program: CCSPP Implementation Grant, Cohort 4

Application Year: 2024-25

LEA Name: Blue Oak Charter School

LEA CDS Code: 04 61424 6119523

Total Requested Amount: 1187500

Object Code	Line Detail and Narrative (Provide a detailed justification and breakdown/calculation for each expenditure. Indicate the school(s) the cost is supporting.)	School Site(s) Indicate the school site(s) the cost is linked to.	Proposed Costs - School Site	Proposed Costs - Admin Reserve	Proposed Costs - Admin Reserve (Direct Services)	Total Proposed Costs (Grant Funds)	District Match	Community Match	Total Match
1000	Certificated staff time for professional development	Blue Oak Charter School	33,750.00	0.00	0.00	33,750.00	11,137.50	0.00	11,137.50
2000	Classified positions including for CCSPP Coordinator, Admin Asst, Mental Health & Wellness staff	Blue Oak Charter School	60,000.00	0.00	0.00	60,000.00	19,800.00	0.00	19,800.00
3000	Applicable Employee Benefits (30%)	Blue Oak Charter School	28,125.00	0.00	0.00	28,125.00	9,281.25	0.00	9,281.25
4000	Material and supplies to implement program development	Blue Oak Charter School	18,750.00	0.00	0.00	18,750.00	6,187.50	0.00	6,187.50
5000	Travel and training for classified, mental health & wellness staff	Blue Oak Charter School	26,250.00	0.00	0.00	26,250.00	8,662.50	0.00	8,662.50
6000	Capital Outlay for site modifications to implement programs and services	Blue Oak Charter School	11,625.00	0.00	0.00	11,625.00	3,836.25	0.00	3,836.25
N/A	Total Direct Costs	N/A	178,500.00	0.00	0.00	178,500.00	58,905.00	0.00	58,905.00
7000	Indirect Rate 5%	Blue Oak Charter School	9,000.00	0.00	0.00	9,000.00	2,970.00	0.00	2,970.00
N/A	Total Budget	N/A	187,500.00	0.00	0.00	187,500.00	61,875.00	0.00	61,875.00

**Blue Oak Charter School: Attachment 3:
Community Schools Implementation Plan**

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CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN

School Site Contact Information

School: Blue Oak Charter School

Contact: Susan Domenighini, Executive Director, sdomenighini@blueoakcharterschool.org

Strategy 1: Shared Understanding and Commitment

Strategies, Priorities and Goals

Blue Oak Charter School (Blue Oak) is a Waldorf Inspired charter school. Waldorf focuses of the whole child, developing thoughtful engaged students prepared to make positive change in our world. Blue Oak is in its second year of the Community Schools Planning Grant. In support of this grant, Blue Oak reached out to parents, staff, students, and community members to develop an understanding of the Community Schools approach. The overwhelming response was that this approach closely matches Waldorf philosophy and therefore fits well with Blue Oak. The Community School Advisory Committee is in place including parents, students, staff, faculty, and community members to guide the beginning steps of this process. This advisory is participating in Community Engagement Initiative (CEI) through the California Collaborative for Educational Excellence (CCEE) to receive training and support on Implementation Science, continuous improvement, and data based decision making. Work aligning the efforts of our Community School with the overarching values and devising comprehensive strategies to raise awareness about community schools across our community. A variety of approaches, such as hosting inclusive events, leveraging school announcements, integrating details on our websites and branding materials, and utilizing diverse communication channels—tailored to multiple languages prevalent in our community.

Moreover, we aim to broaden the knowledge of our educational partners, moving beyond the "why" of Community Schools for our school to delve into the "how" and "what." This expansion ensures that their comprehension of community schools resonates with our dedication to overarching values.

Commitment to Racially-Just, Relationship-Centered Spaces:

Blue Oak is committed to recognizing and amplifying the strengths and resources within our students, families, and community. We highly regard the community's collective wisdom stemming from their experiences, family ties, history, cultural backgrounds, and language. Blue Oak has adopted the Social Justice Standards developed by the Southern Poverty Law Center and made available through Learning for Justice. These standards are a requirement for faculty annual plans. At Blue Oak, we offer a curriculum that encourages creativity, develops emotional intelligence, and fosters a sense of community. Our aim is to create strategies that foster a racially equitable and healing school environment. This involves prioritizing the support and inclusion of all students in every aspect of school life, incorporating restorative practices, and nurturing strong relationships with both students and their families. Asset Mapping will be used to support this work.

Blue Oak Charter School will:

- Conduct relational mapping with students, families, and the community to identify strengths and assets.
- Develop programs leveraging identified strengths and assets.
- Train staff in asset-based thinking for daily interactions with students and families.
- Provide staff training and coaching on asset-based thinking and strength-based practices.
- Encourage and assist in using asset-mapping tools and strength-focused assessment methods.
- Share success stories and best practices in asset-driven and strength-based approaches.

Commitment to Shared Power:

Shared leadership is a foundational aspect of Waldorf Pedagogy and therefore Blue Oak. Parents and community members make up the governing body. Faculty and staff are given positions on all council level committees to ensure their voice is heard. Our governing body, the Charter Council, includes both parent and community member positions. The Community School values expand this ideology to include students and increases the focus on diverse populations. Blue Oak is dedicated to cultivating genuine and active shared leadership across all aspects of school governance and operations. The expectation is to move from ideology to action. This involves families, students, staff, and community members in decision-making processes. We aim to utilize the Participatory Systems Change for Equity guide to encourage collaborative decision-making. Additionally, we'll establish frameworks to guarantee that all educational partners have a voice in decision-making processes.

Blue Oak Charter School:

- Increase the options for student engagement in our committees and leadership teams in addition to the current intent to involve parents, teachers, staff, and community partners.
- Establish consistent opportunities for educational partners to give input on policies and programs.
- Use surveys, 1:1 interviews and focus groups for collaborative decision-making with partners.
- Offers resources on shared decision-making for all Committees and Leadership Teams.

Commitment to Classroom-Community Connections:

The school will prioritize teaching and learning that directly relates to, encompasses, and revolves around the wisdom, history, culture, and lived experiences of our students, families, and communities.

Blue Oak Charter School:

Continue to offer diverse perspectives through guest speakers, field trips, and community partnerships.

- Continue to engage with the Social Justice Standards,
- Integrate student feedback into instruction for relevance and meaning.
- Collaborate with community partners for culturally aligned enrichment opportunities.

Commitment to a Focus on Continuous Improvement:

Blue Oak will include implementation science and the Continuous Improvement Model of plan/do/check/act to support the Community School work to tackle root causes and oversee advancements in our developing systems. To ensure cohesive and collective efforts, we will involve the Butte County Office of Education Mental Health and Wellness Team, school leadership teams and committees, Community School Coordinator, and educational partners. Moreover, we'll establish frameworks to handle system-wide challenges across the school site, organizing routine meetings and communication channels to keep all educational partners informed and actively involved. Through models learned through CEI.

Blue Oak Charter School:

- Committees and leadership teams will use strategies such as Learning to Play, Playing to Learn and Healthy Play Improvement Science for ongoing community school enhancements.
- School leadership teams will collaborate with other community school teams to exchange best practices and

- improvement strategies.
- School leadership teams will establish consistent methods for sharing successes, identifying growth areas, and celebrating achievements.
- An implementation plan will be developed to define essential components for the community schools initiative.
- The implementation plan will derive from local data and diverse community-based success definitions.
- Tools and training will be developed to aid school leadership teams in executing the plan.
- Annually review and update the implementation plan to ensure its relevance and effectiveness.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

During year 1 of implementation, our focus on needs and asset mapping assessments will build on prior community engagement in our school's aligned initiatives. We aim to deepen this process by engaging various key stakeholders, i.e. administrators, certificated and classified staff, students, family members, and community partners to identify key community school priorities and vision. Our approach involves using diverse data collection methods like interviews, focus groups, summits, workgroups, family nights, and home visits.

Blue Oak received funding and support through the Community Engagement Initiative (CEI) through the California Collaborative for Educational Excellence (CCEE). This two-year program is focused on rural schools which received the Community Schools Partnership Grant. It provides foundational team building, data work, coaching and examples of Community Schools. The Advisory Team for the planning grant has committed to participation for the two-year cycle. Blue Oak will work collaboratively to implement the ideas and strategies shared through CEI. Blue Oak will employ diverse strategies involving educational partners to gather comprehensive data. This includes approaches like focus groups and surveys, ensuring cultural responsiveness to for equitable representation and inclusivity in our assessment.

To ensure inclusivity, we'll provide translated surveys, varied data collection formats, and schedule events at different times for accessibility. We'll also collaborate with community partners to identify and mitigate participation barriers, offering childcare, incentives, and/or transportation support.

Moreover, leveraging existing community groups, parent partners, and advocates will aid in engaging hard-to-reach families. Staff positions will adjust to include the expectation that all staff will make connecting with these families a

priority. It will be pivotal in developing connections. This will increase the use of street data techniques to expand our ability to engage the community.

Post-data analysis, and collaborative methods, including the Participatory Systems Change for Equity guide, will facilitate consensus-building and partnership collaboration. Engaging community partners, local nonprofits, government agencies, and businesses will tap into their expertise and resources to address systemic issues and advance community school goals.

Furthermore, ongoing collaborative efforts will include working groups using improvement science and involving educational partners across the school, Butte County Office of Education Mental Health and Wellness Team, the Community School Coordinator, and others. Regular meetings and channels for communication will ensure collective involvement and coordinated actions across school sites.

Blue Oak will continuously align school goals including the LCAP to sustain progress, emphasizing collaboration and community engagement strategies. Prioritizing feedback and communication with educational partners, we'll seek support from regional technical assistance centers (RTAC) to ensure alignment with CDE and Statewide STAC expectations. Regularly reviewing and revising our plans will ensure compliance and alignment with state guidelines and evolving best practices in community schools.

Draft Collective Priority	Outcome/Indicators we aim to improve
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Integrated Student Supports: Enhance student well-being by establishing a comprehensive system of support services, including mental health resources, academic intervention programs, and community partnerships to address various student needs holistically.	Mental Health Resource Accessibility: Inventory and establish a baseline of student access to mental health resources. Engage Mental Health Focused staffing: Hire a Mental Health coordinator to address professional development, social emotional learning, support student referrals and adult mental health Academic Intervention Impact: Improve academic performance or grade progression among students participating in intervention programs Community Partnership Engagement: Establish new or strengthened partnerships with community organizations to support student well-being.
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Authentic Family and Community Engagement: Foster deeper collaboration and involvement of families and community members by creating accessible platforms for input, implementing culturally responsive engagement strategies, and initiating activities that strengthen relationships between schools and the community.	Increased Participation: Achieve a measurable rise in the number of family members and community partners engaged in school-related activities or events. Culturally Responsive Platforms: Implement and evaluate culturally sensitive platforms for input and communication, receiving positive feedback from surveyed families and community members. Strengthened Relationships: Conduct regular assessments and aim for positive perceptions of school- community relationships among educational partners surveyed.
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Positive and Restorative School Climate: Cultivate a supportive and inclusive environment by implementing restorative practices, fostering positive relationships among students and staff, and promoting equity and respect throughout the school community.	Restorative Practice Implementation: Track the successful implementation of restorative practices. Positive Relationship Building: Increase reported positive relationships between students and staff, as observed through surveys or other feedback mechanisms. Equity Promotion: Increase perceptions of equity, inclusivity, and respect within the school community through surveys or similar evaluative tools.
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Strategy 3: Collaborative Leadership

Foster Collaborative Leadership to Enhance Decision-Making and Sustainable Transformation	<i>Blue Oak is a single site LEA. District level and site level work is combined as one.</i> Assessment of Current Governance Structures: • Conduct an audit of existing decision-making structures to understand the current landscape of shared leadership and decision-making processes. • Identify all existing teams, committees, or groups, formal or informal involved in decision-making, assessing their purpose, membership, and efficacy. • Assess the current shared governance structure, identifying strengths and areas for improvement. • Develop and implement a revised shared leadership structure that encourages democratic participation and decision-making among students, staff, families, and community members. • Ensure representation from diverse educational partners in these structures, promoting
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	inclusivity and equity in decision-making processes. Facilitation of Shared Leadership Participation: • Provide training and resources to educational partners involved in shared leadership structures, fostering skills in collaborative decision-making, conflict resolution, and inclusive dialogue. • Establish communication channels that allow for transparent sharing of information and feedback between various groups involved in decision-making. Evaluation and Continuous Improvement: • Regularly assess the effectiveness of the newly established shared leadership structures, seeking feedback from educational partners on the decision-making process and its outcomes. • Use evaluation results to refine and improve the collaborative leadership approach, making necessary adjustments to ensure continuous enhancement. Promotion of Sustainability and Acceptance: • Cultivate a culture of shared responsibility and ownership of decisions among educational partners, emphasizing the long-term sustainability of collaborative leadership models. • Recognize and celebrate successes resulting from effective collaborative decision-making, encouraging widespread acceptance and implementation of decisions made through this process.
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Strategy 3: Collaborative Leadership

In our community school, the system of shared governance and site-level leadership structure is the same. It is designed to ensure diverse educational partner representation and inclusive decision-making processes. Here's an overview of how different educational partners contribute to shared governance:

1. **Executive Director (Superintendent/Principal):** The Executive Director is the key leader and facilitator of the shared governance structure. They oversee the implementation of decisions made collaboratively and provide guidance to ensure alignment with school goals.

2. **Certificated Staff:** Certificated staff members actively participate in decision-making processes through committees, councils, and collaborative teams. They contribute insights on curriculum development, instructional strategies, and student support initiatives.
3. **Classified Staff:** Classified staff, including CCSPP Coordinator, administrative assistants, instructional paraprofessionals, behavior interventionists and wellness-mental health specialists are represented in decision-making groups. They offer valuable input related to school operations, safety measures, and student support services.
4. **Students:** Student voice is encouraged and incorporated into decision-making through student councils, advisory boards, or forums where student representatives share perspectives on school policies, activities, and the overall learning environment.
5. **Parents/Caregivers:** Parents and caregivers serve as vital partners in our shared governance structure through active participation in the Charter Council, Parent Group leadership, School Site Council, and various advisory committees. They engage in regular parent forums, family activities, volunteer opportunities, and parent education nights, providing essential input on school policies, curriculum choices, resource allocation, and family support services. Their perspectives and involvement are crucial for maintaining strong school-family partnerships and ensuring decisions reflect the needs of our diverse family community.
6. **Community Partners:** Our community partners, including local businesses, health providers, social service agencies, cultural organizations, higher education institutions, youth development programs, and government agencies, play an integral role in our collaborative leadership structure. Through advisory board membership, resource coordination meetings, service integration planning, and regular stakeholder engagement, these partners contribute their expertise and resources to enhance our comprehensive support system for students and families. Their active participation in shared decision-making strengthens school-community connections and helps ensure our services align with broader community resources and needs.

Leadership Structure:

A collaborative leadership structure is established to facilitate shared decision-making. This structure includes:

- **Leadership/MTSS Team:** Comprising the executive director, certificated staff representatives, and classified staff, this team meets regularly (staff meetings) to discuss school-wide initiatives, review processes, operational concerns and address individual student needs for intervention. They provide

recommendations to the Executive Director based on their collective discussions.

- **Co-Chairs:** Elected representatives of the faculty meet regularly with the Executive Director to address issues and concerns of the faculty and plan faculty meetings. Co-chairs report monthly to the Charter Council (school board) on faculty activities.
- **Parent Council:** Serves as the leadership core for the parent body, primarily focused on school community and culture as well as fundraising efforts to help support the financial needs of the school.
- **Charter Council and Council Level Committees:** The Charter Council serves as a vital component of the governance structure. Comprised of elected members, three parent representatives and four community members, chosen in accordance with the bylaws of Blue Oak Charter School. The Charter Council plays a significant role in decision-making and school improvement initiatives. Here's an overview of the Charter Council's responsibilities and composition within our school structure:

Responsibilities:

- **Budget Oversight:** Development and approval of the school's annual budget. Review funding allocations, prioritize resource distribution, and ensure alignment with the school's educational plan.
- **Local Control Accountability Plan (LCAP)/Single Plan for Student Achievement (SPSA):** Contributes to the creation and revision of the plans, outlining goals, strategies, and actions to improve student achievement, community engagement and school environment. Review progress, assess effectiveness, and recommend adjustments as needed.
- **Policy Review and Development:** Reviews school policies, programs, and curricular initiatives. They provide input and approve proposed changes or new policies, ensuring they align with the school's mission and benefit students.
- **Program Evaluation:** Charter Council members participate in evaluating the effectiveness of educational programs and interventions. They assess outcomes, review data, and make recommendations for program improvements.

- **Collaborative Teams:** Collaborative teams represent a crucial aspect of the site-level structures within our school community. These teams are designed to foster collaboration, facilitate data-driven decision-making, and address various aspects of student learning and well-being. Here's an overview of the

Collaborative Teams and their role within our school's site-level structure:

Purpose:

- **Data-Driven Instruction:** Collaborative Teams focus on using data to inform instructional practices. They analyze student performance data, identify learning gaps, and design targeted interventions to support student success.
- **Grade Level Teams/professional Learning Communities (PLCs):** These teams function as professional learning communities, allowing educators to collaborate, share best practices, and develop strategies to improve teaching and learning outcomes.
- **Student Support and Intervention:** Collaborative teams may also concentrate on providing academic and behavioral support to individual students. They devise intervention plans, monitor progress, and make adjustments to better meet students' diverse needs.
- **Behavior Team:** The Behavior Team meets weekly to review student behavioral data, develop intervention strategies, and monitor the effectiveness of support plans. This team, consisting of administrators, counselors, behavior specialists, and selected teachers, uses a proactive approach to address behavioral concerns, implement positive behavior interventions, and create a supportive school environment. They coordinate with families and staff to ensure consistent implementation of behavior support strategies and track progress toward behavioral goals.
- **Attendance Team:** The Attendance Team meets bi-weekly to monitor student attendance patterns, identify at-risk students, and implement targeted interventions to improve school attendance. This team analyzes attendance data, conducts outreach to families of chronically absent students, develops attendance improvement plans, and coordinates support services to address barriers to regular attendance. They work collaboratively with families, community resources, and school staff to promote consistent school attendance and engagement.
- **Special Education Team:** The Special Education Team meets regularly to oversee the implementation of individualized education programs (IEPs), coordinate support services, and ensure compliance with special education requirements. This team, including special education teachers, general education teachers, specialists, and administrators, collaborates to assess student needs, develop appropriate accommodations and modifications, and monitor student progress. They work closely with families to ensure effective communication and appropriate educational support for students with special needs.

This shared governance and leadership structure aims to ensure that diverse voices are heard, promoting inclusivity, transparency, and collective decision-making for the benefit of the entire school community.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishment of Sustainable Staffing and Leadership Teams	Objective 1: Recruitment and Establishment of CCSP Leadership Team/CEI Advisory Action Steps: 1. Identify Leadership Team Members: Select and designate individuals for the leadership team, including the executive director, community school coordinator, instructional classified staff, health staff, and other interested staff. 2. Formation of Leadership Team: Facilitate the establishment of the Leadership Team, ensuring representation from diverse backgrounds and skill sets, fostering inclusivity and varied perspectives. 3. Training and Capacity Building: Provide targeted training and professional development sessions for the leadership team, focusing on leadership skills, collaborative problem-solving, community engagement strategies, and understanding the core tenets of the community school model.
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Strategy 5: Staffing and Sustainability

Develop Sustainability Plan	Objective 1: Sustainability Planning Action Steps: 1. Development of Sustainability Plans: Devise long-term sustainability plans that outline strategies to maintain core services beyond initial funding periods. 2. Resource Allocation: Evaluate and allocate resources to ensure the continuity of core staffing positions critical for the success of the community school model. 3. Continual Evaluation and Adaptation: Regularly review and revise sustainability plans based on ongoing assessment of staffing needs, funding availability, and evolving student requirements to ensure sustained support. 4. Integrate staffing structure into the long term staff and LCAP.
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	By the end of Year 1, our objective is to establish robust and sustainable staffing structures, including a leadership team, encompassing diverse and multilingual staff members committed to supporting the unique needs of our student population. Recruitment, training, and long-term planning, we aim to fortify our staffing resource foundation for enduring success in implementing the community school strategies.
Increase multi-lingual diverse staff	Objective 2: Multilingual and Diverse Staff Recruitment Action Steps: 1. Recruitment Strategy: Develop a comprehensive recruitment strategy to attract diverse, multilingual staff members at the school site. 2. Internal Process: Review hiring process and job descriptions to better attract & retain divers and multi lingual employees. Outreach and Networking: Establish connections with various networks, organizations, and educational institutions to actively seek out candidates from diverse backgrounds and linguistic capabilities.
Susan Domenighini	Executive Director: Overseeing the implementation of the community school model at the school site. They lead the school site's Leadership Team, Advisory Council, school staff, and community partners to develop and implement a comprehensive plan that addresses the students' and families' academic, social, and emotional needs at their site.
TBD	Assistant Executive Director: Assists with the implementation of the community schools model at the school site. Participates in the school site's leadership team and staff meetings. Oversees the school site's behavior and attendance intervention programs.
Caren Lehe	Community School Coordinator: Coordinating the implementation of the community school model at the school site. They facilitate the school site's leadership team, Advisory Council, school staff, and community partners meetings to develop and implement a comprehensive plan that addresses the students' and families' academic, social, and emotional needs at their site. They also serve as the primary liaison between the school site and the CA Community Schools Partnership LEA.

Ashley Angel	School Site Wellness Specialist/Counselor: Ensure students and families have access and receive MTSS integrated, goal-oriented services to help students with academics, social and emotional supports.
TBD	Community Leadership Team Member(s): Ensure students and families receive the necessary integrated services. Identify and address the needs of students and families and ensure that the services provided are culturally responsive and meet the needs of diverse communities. Foster a positive school climate and a sense of community among students and staff, promoting a safe and supportive learning environment.
Mele Benz	County Community School Lead: Coordinating the implementation of the community school model across all participating schools. They work closely with the school site's Coordinators & community partners to develop & implement a comprehensive plan that addresses the academic, social, & emotional needs of students and families. They also serve as the primary liaison between the school, RTAC, STAC & the California Department of Education.
Kelley Sexton	School Site Support Staff Data: Design and implement an evaluation plan that measures the impact of the CCSPP implementation on student outcomes, school culture, and Cornerstone Commitments. They work closely with the school sites' leadership teams & other educational partners to collect and analyze data. Develop recommendations for program improvement.
Luis Ortega/Annie Gilbert of Charter Impact	Fiscal Lead: Managing the financial aspects of the grant, including budgeting, accounting, & reporting. They work closely with the school's leadership team to ensure that resources are used effectively & efficiently and that financial goals & targets are met.
Wellness Coaches/School Site Mental Health Specialist:	Will fully integrate social & emotional services that improve student outcomes using Multi-Tiered Systems of Support (MTSS), who utilizes the six principles of trauma-informed care developed by CDC's Center for Preparedness and Response (CPR) and National Center for Trauma-Informed Care (NTIC): Safety, trustworthiness &

	transparency, peer support, collaboration & mutuality, empowerment voice & choice, cultural, historical & gender issues to coordinate a full scale collaboration from students, parents, teachers, staff and community partners to identify assets, needs and create an integrated social and emotional framework within the school that serves to support the whole- child.
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Blue Oak has initiated various strategies to ensure sustainability beyond the implementation grant, aiming to secure consistent revenue streams, enhance capacity, consolidate student programs, and foster alignment within our educational ecosystem.

Sustainable Revenue Stream: Leveraging diverse funding sources like increased enrollment, federal grants (MHSA, MHSSA), state initiatives (Rising Scholars, Prop 28 Arts & Music Education), and programs (Equity Multiplier, Student Support Block Grant) supports our community school efforts. Billing for direct services through Medi-Cal adds to this sustainability, providing steady funding for our programs. The Department of Health Care Services Student Health Demonstration Grant augments these efforts, aiding in Medi-Cal billing by hiring Wellness Coaches, certifying them, and utilizing their services to generate revenue while offering essential mental health support to students, staff and families.

Build Capacity and Sustainability: Prepared a fully developed professional development plan including new staff orientation, continuous training on community school best practices, leadership enhancement, and capacity building for coordinators and Leadership Teams will fortify our schools. This ongoing investment ensures sustained competence in community school implementation.

Consolidated Student Programs and Education Support: Collaboration across departments maximizes the impact of community school efforts. Aligning resources and fostering coordination ensures efficiency and effectiveness. Our school's structured approach enables timely identification and resolution of emerging needs and opportunities, ensuring sustained improvements for students, families, and communities.

Alignment: Embedding community schools into broader strategic plans and priorities ensures integration and longevity. Aligning our Implementation Plan with LCAP, fosters synergy and coherence across initiatives. This integrated approach

ensures that community schools remain a fundamental part of our educational strategy, fostering continued growth and success.

These strategic measures will lay a robust foundation for sustainability beyond the implementation grant. By securing diversified revenue streams, investing in capacity building, consolidating programs, and aligning with broader initiatives, we ensure the long-term success and expansion of our community school initiatives.

Strategy 6: Strategic Community Partnerships

Foster Collaborative Partnerships for Holistic Community Support	Assess Community Needs and Assets: Conduct comprehensive surveys, interviews, and focus groups to identify community needs and assets. Engage educational partners—students, families, educators, and community members—to gather diverse perspectives and insights. Identify Potential Partners: Map and assess local organizations, agencies, nonprofits, and businesses aligned with the identified needs and assets. Prioritize partnerships that share a holistic focus on student well-being, family support, and community engagement. Establish Collaborative Partnerships: Initiate dialogue with potential partners to discuss shared goals and areas of collaboration. Formulate agreements outlining mutual objectives, roles, and responsibilities, ensuring a clear understanding of collective aims. Integrate Partners into Planning and Development: Involve community partners in the planning and development phases of community school initiatives. Collaborate on program design, resource allocation, and implementation strategies to ensure inclusivity and cultural responsiveness. Continuous Improvement and Evaluation: Regularly assess the effectiveness of partnerships and initiatives through feedback mechanisms and data analysis. Adapt and refine strategies based on feedback to ensure sustained impact and alignment with evolving community needs. Capacity Building and Resource Sharing: Provide training and resources to partners, facilitating their capacity to contribute effectively. Share best practices, resources, and expertise to enhance the collective impact of the partnership. Promote Engagement and Communication: Establish transparent communication channels to facilitate ongoing dialogue between schools, LEAs, and community partners. Organize regular meetings, forums, and events to foster collaboration, inclusivity, and active participation. Celebrate Success and Recognition: Acknowledge and celebrate the achievements and contributions of community partners. Recognize their role in shaping a supportive learning environment and fostering a sense of belonging within the community.
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By establishing and nurturing collaborative partnerships, our aim is to create a comprehensive support network that addresses the diverse needs of students, families, and the community. These partnerships will serve as pillars in shaping an inclusive, culturally responsive, and supportive environment for all educational partners involved in the community school initiative.

Blue Oak prioritizes collaborative partnerships that align with the vision and priorities of our students, staff, families, and the broader community. These partnerships are crucial to creating a supportive and inclusive environment for all educational partners. Currently we have or are developing partnerships as follows:

State Transformational Assistance Center (STAC)

Engaging with STAC allows us to tap into statewide expertise and initiatives. This partnership enables us to stay informed about the latest educational frameworks, standards, and innovative strategies. It ensures that our community school vision remains aligned with state-level priorities and requirements.

Regional Technical Assistance Center (RTAC)

The RTAC partnership is integral to our continuous improvement efforts. By collaborating with RTAC, we gain access to valuable expertise, guidance, and resources that support our community school initiatives. This partnership ensures that our strategies align with best practices and evolving research in the education field.

Butte County Office of Education (BCOE)

BCOE provides access to countywide services such as School Ties for homeless and foster youth, the Mental Health and Wellness Team, dental health and other services.

California State University (CSU), Chico

Receive support and training from various departments such as the schools of Social Work and Education.

Additionally our Community School Coordinator is currently working with our partners at BCOE to bring Emotional Liberation training by Juni Banerjee-Stevens, PhD. Juni is the owner of Deer Park Counseling & Consulting and Assistant Professor – Faculty Staff at Chico State University. She is committed to promoting social justice through the practice of psychology. This stance has guided her work with clients from underrepresented populations, including first-generation college students, LGBTQ, and international students, as well as students who straddle more than one culture (e.g., children of immigrants).

Her Emotional Liberation training for up to 40 individuals, we intend to invite the RTAC – Butte County's CCSPP

Coordinators, BCOE Partners, School Site Staff as well as parents/caregivers to attend this “Train the Trainer” 3 day series. Training Material: <https://drive.google.com/file/d/1CJmPdpRe9XbrLJTxtG5JlQl0tY7AtT/view?usp=sharing>.

County Community School Lead

Our collaboration with the County Community School Lead is aimed at leveraging local knowledge and resources. This partnership focuses on tailoring our community school programs to address the specific needs and challenges prevalent within our county. By working closely with the lead, we ensure that our initiatives are responsive and impactful within the local context.

Boys and Girls Club of the North State

Partnering with the Boys and Girls Club brings opportunities for extended learning, mentorship, and recreational activities. This collaboration enriches our students' experiences beyond the classroom, providing them with diverse opportunities for growth, skill-building, and community engagement.

North Valley Catholic Social Services (NVCSS)

Collaborating with NVCSS in Butte County opens avenues for fully integrating social and emotional services that will improve student outcomes using a Multi-Tiered System of Support.

Butte County Behavioral Health

Partnering with Butte County Behavioral Health aims to enhance mental health resources and support within our school community. This collaboration ensures access to counseling services, mental health awareness programs, and resources to support the emotional well-being of our students, staff, and families.

Community Businesses

Engaging with local businesses enriches our educational programs and supports real-world learning experiences. Partnerships with community businesses provide opportunities for internships, mentorship, and career exploration, bridging classroom learning with practical applications in the workforce.

Local Indigenous Resources

Four Winds, Chico State Tribal Relations, The Mechoopda Indian Tribe, and Northern Valley Indian Health are providing resources to connect with education options and support our indigenous families.

Each partnership is carefully designed to support our community school's vision and priorities by addressing specific needs identified through ongoing assessments and engagement with students, staff, families, and

community members. These collaborations reinforce our commitment to providing a comprehensive and responsive educational experience that prepares students for success in both academics and life beyond school.

Strategy 7: Professional Learning

Enhance the Community School Strategy through Comprehensive Professional Learning

Customized Learning Paths:

- Develop customized learning paths based on identified needs, ensuring role-specific supports for administrators, educators, and classified staff, considering their roles in the community school framework.

Role-Specific Training and Workshops:

- Offer role-specific training sessions and workshops focused on shared leadership, collaboration, and relationship-building tailored to the needs of administrators, educators, and classified staff.
- Implement training programs that promote culturally-affirming, asset-based teaching practices, and encourage a democratic and community-based approach to education.

Family and Community Engagement Programs:

- Organize workshops and events for families to enhance their understanding of the community school strategy, providing resources and guidance on how they can actively participate and support their child's education.
- Collaborate with community partners to host sessions that empower families in their roles within the community school framework.

Mentorship and Coaching Programs:

- Develop mentorship programs pairing experienced educators with newcomers to the community school environment, fostering a culture of support and shared learning.
- Offer coaching sessions to educators focusing on culturally relevant teaching methods, asset-based education, and community engagement techniques.

Continual Evaluation and Adaptation:

- Continuously assess the effectiveness of professional learning initiatives through feedback mechanisms and data analysis, adapting the programs based on observed outcomes and

	evolving needs through the continuous improvement model. • Engage in regular reflection sessions with educational partners to ensure the alignment of professional learning with the changing dynamics of the community school strategy.
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Strategy 8: Centering Community-Based Curriculum and Waldorf Pedagogy

Facilitate Educators in Community-Based Learning (CBL) practices	Introduction to Foundations: • Conduct workshops and seminars to introduce educators to the theoretical underpinnings of Community Based Learning (CBL), exploring its roots in community engagement, cultural responsiveness, and experiential education. • Provide resources, readings, and discussions on the principles of reciprocity, empowerment, integration, authenticity, and reflection as foundational elements of CBL. Case Studies and Exemplars of CBL: • Showcase case studies and examples of successful CBL initiatives in diverse educational settings, featuring how CBL has been effectively integrated into various subjects and grade levels. • Encourage discussions and dialogues among educators to dissect these examples, extracting practical strategies for implementing CBL in their own classrooms. Collaborative Teams: • Establish Collaborative Teams dedicated to exploring and implementing CBL, offering a
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platform for educators to share insights, challenges, and innovative approaches related to community-based learning.

- Encourage peer mentoring and collaborative lesson planning sessions within Collaborative Teams to foster a supportive environment for CBL experimentation and implementation.

Workshops on Integrating CBL in Classrooms:

- Organize practical workshops focusing on integrating CBL into lesson plans, curriculum development, and instructional strategies across various subject areas and grade levels.
- Provide educators with hands-on activities and resources demonstrating how to align CBL with academic standards while maintaining its authenticity and relevance.

Community Engagement and Partnership Building:

- Facilitate opportunities for educators to engage with community partners and educational partners to understand local needs, assets, and opportunities for integrating CBL into the curriculum.
- Collaborate with community organizations to create projects and initiatives that align with curriculum goals, fostering reciprocal relationships and authentic learning experiences for students.

Reflection and Assessment:

- Integrate structured reflection exercises into the CBL framework, guiding educators on how to facilitate reflective practices for students to deepen their understanding of community-based experiences.
- Develop assessment tools and methods to evaluate the impact and effectiveness of CBL on student learning outcomes and community engagement, encouraging ongoing refinement of CBL practices.

By implementing these action steps, our goal is to equip educators with the knowledge, tools, and support necessary to confidently integrate community-based learning into their instructional practices, fostering meaningful connections between academic content and the real-world experiences of students within their communities.

Strategy 9: Progress Monitoring and Possibility Thinking

Develop an Effective Evaluation Plan for Community Schools Initiative	Educational Partner Engagement for Needs Identification: - Engage educational partners, including students, families, staff, and community members, in collaborative sessions to identify critical needs and desired outcomes for the community schools initiative. - Conduct surveys, focus groups, and forums to gather diverse perspectives on defining success within the community context. Metrics and Indicators Development: - Establish a metrics framework encompassing academic, socio-emotional, and community-based indicators aligned with the community schools' goals and priorities. - Define qualitative and quantitative measures that capture academic growth, family engagement levels, student well-being, community partnerships, and school climate. Data Collection and Analysis Systems: Create systems for efficient data collection using a mix of surveys, assessments, interviews, and community feedback mechanisms.	Academic Growth: Increased proficiency rates in core subjects, improved graduation rates, enhanced attendance, and decreased chronic absenteeism. Family and Community Engagement: Higher participation in family engagement activities, increased satisfaction rates among families regarding school involvement, and expanded partnerships with community organizations. Student Well-being: Improved social-emotional learning outcomes, reduced disciplinary incidents, and increased utilization of mental health resources. Community Partnerships: Growth in the number of partnerships and their depth, measured by increased support, involvement, and contributions from community organizations. School Climate: Positive shifts in school climate perception, measured through surveys assessing safety, inclusivity, and sense of belonging among students and staff.
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- Implement data analysis strategies to interpret and make sense of the collected information, identifying trends and areas for improvement.

Regular Progress Monitoring:

- Set up regular intervals for progress reviews to track the initiative's success against established metrics.
- Use these monitoring sessions as opportunities for possibility thinking, encouraging brainstorming for innovative solutions and celebrating achievements.

Blue Oak Charter School: Attachment IV-a:
Community School Planning Artifacts–Community Asset Mapping and Needs/Gap
Analysis

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- Year 2024-2025 Parent Guardian Survey QR Code.....pg. 20

Parent Data Analysis

Based on the provided documents, here are some key findings about parent responses regarding the school:

The top services/resources parents wish the school provided are:

- expanded learning/after-school care,
- mental health care,
- stress reduction resources,
- practical life skills resources,
- family activities,
- and transportation assistance

This suggests there are needs around mental health support, life skills development, family engagement, and access to school.

The top challenges facing families that make engaging with the school difficult are:

- busy schedules,
- unsure how to communicate with school,
- mental/physical health needs,
- transportation, and childcare

This points to barriers around time, communication, health issues, transportation access, and childcare availability.

The aspects of the school parent's view most positively include:

- the Waldorf philosophy,
- community feel,
- focus on the whole child,
- inclusion,
- teachers,
- and communication

Parents value the holistic educational approach, sense of community, inclusive environment, caring teachers and open communication.

Areas suggested for improvement include:

- better communication from staff and administrators,
- improved handling of behaviors/bullying,
- more after-school clubs and activities,
- special education program structure,
- parking and transportation availability

The key themes are enhancing communication, improving student conduct management, expanding extra-curricular options, shoring up special education, and addressing parking/transportation challenges.

Over half of respondents expressed interest in learning more about the Community Schools framework. This indicates openness to further partnership and engagement between families and the school around providing additional supports and services.

Email was the overwhelmingly preferred method of communication. The school will need to utilize email extensively in its outreach efforts.

In summary, these findings provide insight into family needs, priorities and areas for growth to inform further community school development.

Addressing mental health, engagement, communication, transportation and student behavior issues appear especially important based on the feedback. – CLehe, 2/28/24

Parent Check-In

10/5/23

Since well-being has many facets, improving students' well-being at BOCS requires a whole-school approach.

Your feedback provides important data and is the guiding force for the work we are doing.

Thank you in advance for your participation. Please respond by 10/17/23.

carenlehe@blueoakcharterschool.org Switch account

* Indicates required question

Email*

Record carenlehe@blueoakcharterschool.org as the email to be included with my response



A community school should be the heart of a community, uniting diverse and engaged stakeholders to strengthen the school community and support the whole child — meaning students are not only supported in academics but also learning in environments that make them feel safe, valued, engaged, challenged and healthy.

Thank you so very much for your time and honest feedback!

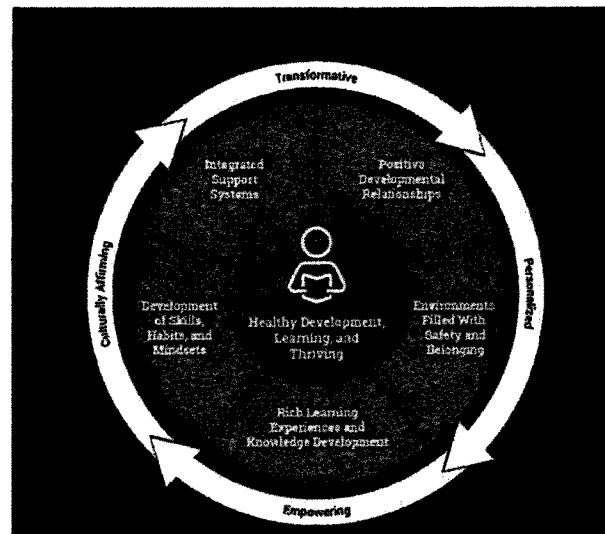
Whole child, whole-community approach to learning, with students and families at the heart, surrounded by caring adults, supported by compassionate systems. – Community Schools Partnership Program

First Name*

Your answer

Last Name*

Your answer



What is the best thing that the school does to help your child feel like the school is a good fit for him/ her?

*

Your answer

What challenges does your family face that make it difficult to interact with or become involved with the school?*

- ☐ Childcare Needs
- ☐ Transportation-related challenges
- ☐ Concerns about school safety
- ☐ School staff seem too busy
- ☐ How busy your schedule is
- ☐ You feel unsure about how to communicate with the school
- ☐ Mental / Physical Health needs

Other:

What do you wish the school provided its staff, students, and families to promote well-being?

*

- ☐ Mental Health Care
- ☐ Medical/ Dental/ Vision Care
- ☐ Transportation Assistance
- ☐ Shelter/ Safe Housing
- ☐ Food Assistance
- ☐ Parent - Job Search Assistance
- ☐ Expanded Learning Services - Before/After School Care (K-8 Grades)
- ☐ Pre-school / Daycare (Pre-K)
- ☐ Peer Support & Training
- ☐ Leadership Opportunities - Parents
- ☐ Leadership Opportunities - Students
- ☐ Family & School Activities
- ☐ Practical Life Skills Resources
- ☐ Stress reduction Resources & Training

Other:

What process within the school do you think could use some improvement? Why does it need improvement, and what adjustments would you make?

*

Your answer

What would be the best way for the CS Coordinator to stay in communication with you?

*

Email
Phone
Text

Do you have an interest in learning more about the Community Schools Framework?

*

Yes No

CCSPP Framework

4 Pillars

- Integrated student supports
- Expanded learning time and opportunities
- Collaborative leadership and practices
- Active family and community engagement



4 Key Conditions of Learning

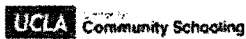
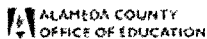
- Supportive environmental conditions that foster strong relationships and community
- Productive instructional strategies that support motivation, competence, and self-directed learning
- Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior
- System of supports that enable healthy development, respond to student needs, and address learning barriers

4 Cornerstone Commitments

- A commitment to assets-driven and strength-based practice
- A commitment to racially just and restorative school climates
- A commitment to powerful, culturally proficient and relevant instruction
- A commitment to shared decision making and participatory practices

4 Proven Practices

- Community Asset Mapping and Gap Analysis
- A Community School Coordinator
- Site-Based and LEA-Based Advisory Councils
- Integrating and Aligning with Other Relevant Programs ☆



BLUE OAK SCHOOL

A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

Submit

Clear form

Never submit passwords through Google Forms.

This form was created inside of Blue Oak Charter School. [Report Abuse](#)

Telephone Parent Outreach NAA Parent/Caregiver Responses

Timestamp	Name	What is the best thing that the school does to help your child feel like the school is a good fit for him/her?	What challenges does your family face that make it difficult to interact with or engage with the school?	Is Your family experiencing any of the following hardships?	What process within the school do you think could use some improvement? Why does it need improvement, and what adjustments would you make?	Do you have an interest in learning more about the Community Schools Framework?	What would be the best way for the CS Coordinator to stay in communication with you?
11/6/23 9:12AM KS TT	Christina Garcia	Learning life skills, cooking and being responsible	Childcare Needs	no	Communication when phoning in	Yes	Email
11/6/23 9:32AM KS TT	Katy Anderson	Reading Specialist, building confidence, student more involved	how busy you are	none	Confused about all the pride flags, lots of conversations about it at home. They are telling the kids not your business, so I pushed heavily at school	yes	phone
11/9 9:45AM KS TT	Kyle Archer	So many things, program cision to each kid and their learning	Feels involved	slight financial hardship	Behavior was handled immediately. Communications much improved	yes	phone
11/9 9:54AM KS TT	Yara Ayala	Sense of Community in classroom with same teacher	how busy you are	none	Too many rules from specialty classes, kids often missed weeks of spanish or games because the teacher was subbing a different class, more communication/organization for entry into middle school, wanted to know more about what it was going to be like and didn't get much info. Suggested a middle school information night would have been very helpful	yes	any
11/8 10:14AM KS TT	Martine Epperson	Singing has been very fun, Waldorf philosophy. Jonathan seems happy	Childcare, Transportation, How Busy your schedule is	none	Teacher Changes, Variation when dismissed is, Communication has been quick. Older kids getting rowdy in hall, almost all other kids are, encouragement on hall etiquette	yes	Email
11/14 9:21AM KS TT	Arya Borstere	Making him feel like he belongs, problems at other schools, open door to talk to staff feels safe	How busy you are	none	None, Communication has been great	yes	email
11/14 9:30AM KS TT	Kara Bradford	Nurture individual kids and their needs, giving one on one attention, Exceptional Communication	How busy you are	yes- Children, Food, Financial	More After School Clubs	No	Email
11/14 9:45AM KS TT	Amanda Belfor	It's amazing for Lacey, came from different school and so much more here. After School Program, good communication	How busy you are	yes, Employment	8th Grade teacher issues, but has seen improvement	yes	Email
11/15 9:27 AM	Michael Carroll	Waldorf Learning, less pressure, great communication	How busy you are	Mental Health- no referral	None yet (New Student)	no	
11/15 9:33 AM	Emily Laetien	Encouraging, no pressure, Whole Child, great communication	How busy you are	no	None yet	yes	Email
11/15 9:38 AM	Holly Schmidt	Feels safe, listens to her, always an adult she can go to, good communication, loves teacher	How busy you are, unsure who to communicate to	no	none yet	Yes	Email
11/15 9:45 AM	Osair Carillo	After school programs, reading groups by level	How busy you are	no	none		
11/15 9:52 AM	Cassandra Sarver	Focus on Play on Outside time, Waldorf program	How busy you are	yes- Mental Health, NO Referral	Lots of staff changes, Listening to parent/student complaints and follow through and not being dismissive, since Susan has left, Teachers are dismissive also,	yes	Email
11/16 9:35 AM	Darren Debler	Loves School, Childs favorite school and teacher	How busy you are, unsure who to communicate to	Yes- Lucan recently diagnosed with ADHD (School Anxiety) - No Referral	Nothing	Yes	Email
11/16 9:43 AM	Jordan Dilar	Inclusion, special ed program, keep him in class, good communication	Childcare, How busy you are	Financial/Hardship- Resources	Nothing	no	
11/15/23 9:52 AM	Stephen Johnson	Sense of Community, Waldorf Education, good communication	How busy your schedule is	Food Resources, Yes Referral	nothing	yes	email
11/27 9:27 AM	Renee	Supporting Students	mental Health	no	holding kids accountable for actions, glossing over big issues	no	
	Sharia	Community, teachers more focused on student vs agenda, kids are happy, communication with office	How busy your Schedule is	mental Health- no referral	2nd Grade, communication from teacher (Gardner). Did not know was in lowest reading group	yes	
11/28 9:30 AM	Ashley	Art Based, how to be a good person	Transportation, How Busy Your Schedule is	Yes, Mental Health- Mom, Transportation- takes bus, Food- nothing food, partner, Financial Hardship	Communication from Admin, Changes within structure, injuries, Bullying, Behavior, call more often for personal things	yes	Email
11/28 TT 9:50AM	Nichole Green	Engagement with Teacher, in tune with each child for their academic success. Whole child	School Staff seem too busy, unsure how to communicate with school	no	Been with us for long time, can feel like never families don't know how to get engaged, more family building with individual classes	yes	Email
11/28 TT 9:15AM	Orun Heal	Tailor lessons to his level, practical life skills, art and music into everything	How busy you are	Financial- No Referral	better crackdown on bullying, one kid gets picked on then kids don't get in trouble, listen up for other parents? Undermining their faith in authority and they don't feel heard and protected. Kids don't feel safe about bullying issues. Situation can feel like they backfire. Physically assaulted nothing done. Reassure kids that other kids did get punishment. Also, insurance requirements too high for field trip drivers	yes	Email
11/29 9:38 AM	Edgar Hernandez	Develop whole self, let her be herself, no undermining, good communication	How busy your Schedule is	no	none	yes	email
11/29 9:45 AM	Caleb Deshahee	Letting him understand his options when he feels upset or overwhelmed so easy to have feeling and can recognize feeling, Re-set Opportunities	How busy your Schedule is	Mental Health- No referral needed. Sister is having severe migraines. Let Kapataleania visit. Trained for Migraines	don't want him to feel different, worry about bullying, wants to be included	yes	email

12/1 9:20 AM	Brandy Johnson	Great Teachers, Comfortable Community especially with disability, accepting inclusion, working on issues without making it an issue, why/see amazing team	How busy your schedule is, school staff seem too busy	no	More mentorship with younger students, Communication (overall community), more workshops with parents, more overall right, game right, to increase involvement, more Waldorf interaction outside of school	yes	email
12/2 1:50PM	Alexander Kafonias	Limiting Screen Time, Waldorf Approach, Like single teacher continuing but it has been problem, music, community feel	How busy your schedule is	no	Teacher staying with class, More Physical Activity, Teacher listen- Communication, directors here can seem begrudgingly on site and teacher, transparency not there on those, communication about specific events	yes	email

Electronic NAA Parent/Caregiver Responses

Timestamp	Email Address	What is the best thing that the school does to help your child feel like the school is a good fit for their boy?	What challenges does your family face that make it difficult to interact with or become involved with the school?	What do you wish the school provided for itself, students, and families to promote well-being?	What would be the best way for the CS Coordinator to stay in communication with you?	First Name	Last Name	What progress with the school do you think could use some improvement? Why does it need improvement and what adjustments would you make?	Do you have an interest in leading more about the Community Schools Framework?
10/5/2023 12:16:43	charyandamir@sonnet.com	Stays in his room	How busy your schedule is	Leadership Opportunities, Student Family Resources, Stress reduction Resources, A Training	Email	Charley	Yoner	With my son's teacher was apparently find this week. So, maybe they could make some improvements to their thing process.	Yes
10/5/2023 12:15:41	foodservice@pmc.com	This is teacher's first year at Blue Oak. But she really enjoyed her classes of students and was looking to see the atmosphere when needed.	School staff seem too busy	Student Health Care, Peer Support & Training, Leadership Opportunities - Student Life Skills Resources, Stress reduction Resources & Training	Email	Angela	Smith	If we not use yet, I'm a new parent to the school. My daughter has transferred the wellness room is not open yet.	No
10/5/2023 12:20:23	cdellingsma@west2835@gmail.com	My son did a lot of work, learning to speak up for himself and use his words instead of his hands to solve problems over the summer. He great to have a counselor with a discipline person he can talk to this year.	School staff seem too busy, How busy your schedule is	Student Health Care, Peer Support & Training, Leadership Opportunities - Student Life Skills Resources, Stress reduction Resources & Training	Text	Christina	Guderez	In the lower grades my son struggled with physically responding to issues with his classmates and get a few yellow notes sent home. This year he is much better about speaking to an adult when someone is not being kind. We think the school could pay better attention when students speak up. He has been told to just ignore it or more than 1 occasion.	Yes
10/5/2023 12:26:04	ayshawm@pmc.com	Encouragement, play, life skills, understanding	Transportation-related challenges, How busy your schedule is, Mental / Physical Health needs, Unlucky/Contract employment	Mental Health Care, Expanded Learning Opportunities, Leadership Opportunities - Student Life Skills Resources, Stress reduction Resources & Training	Text	Ashley	Jenisha	Transportation availability	Yes
10/5/2023 12:48:55	damianm@pmc.com	Giving tasks that increase their confidence and independence.	How busy your schedule is	Mental Health Care, Expanded Learning Opportunities, Leadership Opportunities - Student Life Skills Resources, Stress reduction Resources & Training	Email	Diana	Nemes	No	Yes
10/5/2023 13:17:12	pubg_alts@outlook.com	Genuine and intentional connection, engaging the child in topics of interest to them.	School staff seem too busy, How busy your schedule is, Mental / Physical Health needs	Mental Health Care, Expanded Learning Opportunities, Leadership Opportunities - Student Life Skills Resources, Stress reduction Resources & Training	Email	Pidge	O'Connell	Restoring justice - robust techniques should be put into practice, at staff (and families) trained on restorative justice philosophies and practices, and then it should be applied consistently in the school community to address student and family concerns or conflicts in a productive way.	Yes
10/5/2023 13:22:52	mjphntw@pmc.com	They allow my kids to work at their own pace and doesn't push them to be at a place academically or socially where they might not be yet.	Children Needs	Peer Support & Training	Email	Nadine	Johnson	I think there could be a better social education program/integration within the school.	No
10/5/2023 13:46:47	mlm@pmc.com	Teach them with respect just as they are	How busy your schedule is, Let's going on time would be nice, He find no confusion, just show up and play board games or arts and crafts maybe.	Transportation Assistance, Peer Support & Training, Leadership Opportunities - Student Life Skills Resources, Stress reduction Resources & Training	Email	Amber	Pierce	The school should be a place that we go with our kids, rather than the other way around.	Yes
10/5/2023 14:15:37	hjtower2317@gmail.com	Self searching for the answer	How busy your schedule is	Mental Health Care, Stress reduction Resources & Training	Email	Urban	Wilder	I am not involved enough to answer	Yes
10/5/2023 15:25:24	wendb@pmc.com	Getting eyes contact and notice daily	Mental / Physical Health needs	Mental Health Care, Transportation Assistance, Peer Support & Training, Leadership Opportunities - Student Life Skills Resources, Stress reduction Resources & Training	Text	Wend	Pearson	Making in person interventions at the school so that people feel involved. Reaching out to families not involved.	Yes
10/5/2023 15:40:59	babblip-06@gmail.com	Lots of play.	How busy your schedule is, You feel unsure about how to communicate with the school	Pre-actived / Decrease Pre-act	Email	Bridal	Burn	Not sure.	Yes
10/5/2023 15:43:27	carolyn@pmc.com	The security of staying with the same teacher	Challenge Needs, Mental / Physical Health needs	Expanded Learning Services - Schoolwide (K-5) Services, No summer school, a full day whole time she is at school.	Email	Lindsay	Barnett	Our first meeting of the year with parents and teachers is so helpful and important but the date and time is not given to us with enough notice to be able to make it	No
10/5/2023 17:47:23	kathleen@pmc.com	Head teacher, art social skills focused	Concerns about school safety, School staff seem too busy, You feel unsure about how to communicate with the school, Mental / Physical Health needs	Resources and supports in place for parents, staff, students and staff in place PPHQ for children with special needs enabled	Text	Kathleen	Albinson	Some Family office staff members are rude. Polite friends and understanding. I have a previous parent or staff member who likes the school and overvalued staff. Special needs students do not have proper support, affecting other children and staff. The dress code enforced. Older students dressed completely inappropriately.	Yes
10/5/2023 18:34:40	psd@pmc.com	Inclusion and support	Mental / Physical Health needs	Family & School Activities, Practical Life Skills Resources, Stress reduction Resources & Training	Email	Jessica	Pedget	I am a new parent at BOSCS and so far the communication and program have been more than what we have experienced at other schools.	Yes

Electronic NAA Parent/Caregiver Responses

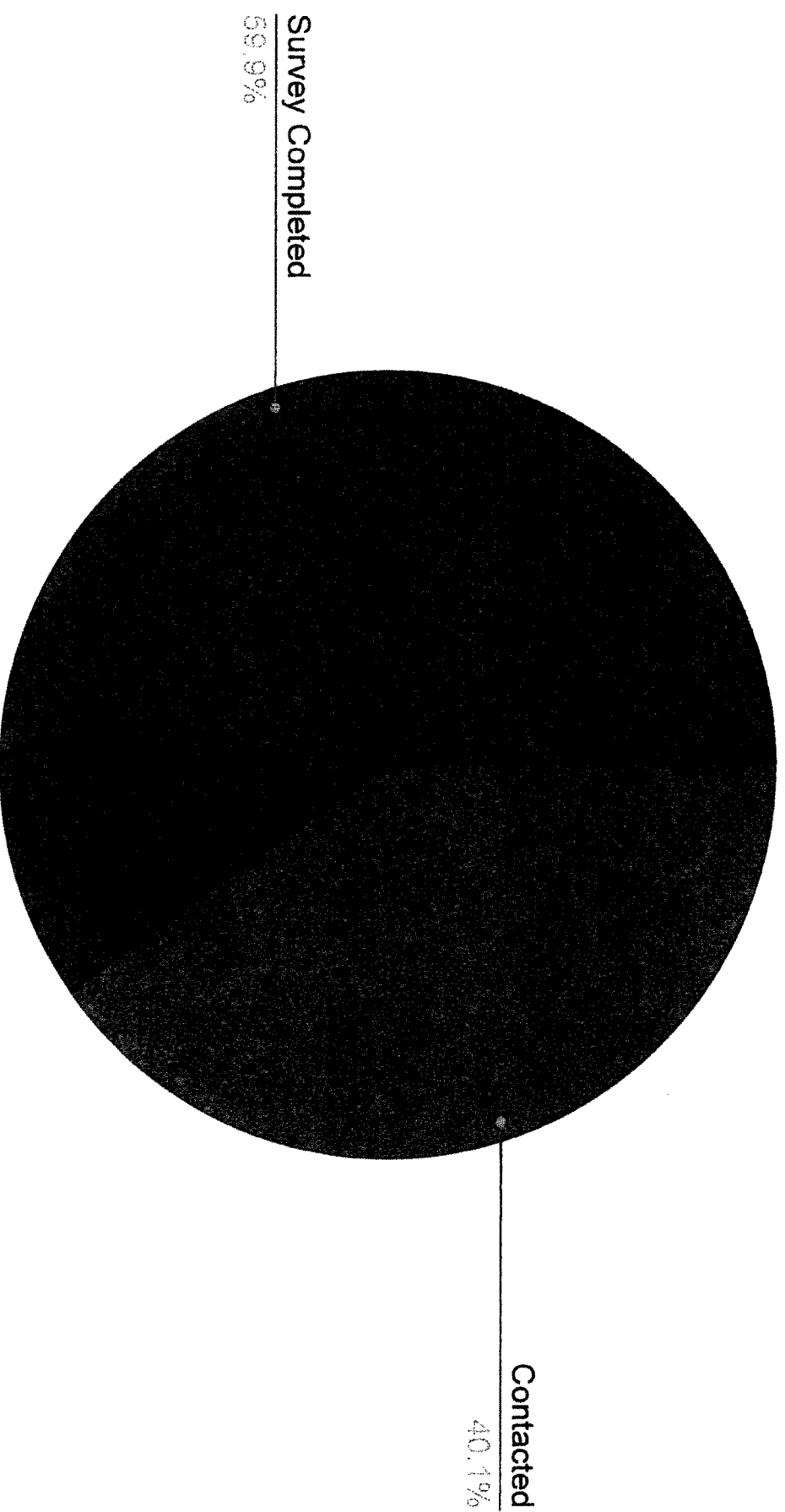
10/6/2023 18:05:44	srin@propopsocial.com	feels like a second home and all the teachers are very caring. The song they incorporate into day and the created a sense of environment that fosters culture and character.	none	Leadership Opportunities - Parents, Leadership Opportunities - Students	Email	Trisha	Authoria	none	Yes
10/6/2023 12:03:39	naresh5@gmail.com		Children's Needs: How busy your schedule is	Transportation Assistance, Expanded Learning Services - Behavioral School Care (K-4 Grades)	Phone	Elaha	Shiv	I, Pushing in requests, reminder - it gets pretty chaotic with kindergarten parents cutting out in front of cars cutting around from the other side of the building and cars speeding behind cars that are 20 ft off my backside etc.	No
10/6/2023 8:17:21	larrymitch1@gmail.com	The small community where everyone seems to know each other.	How busy your schedule is	Leadership Opportunities - Students, Family Support, Expanded Learning Services - Physical Life Skills Resources	Text	Karen	Michael	OK	Yes
10/11/2023 5:28:02	baunabuncomper@gmail.com	Age appropriate curriculum in Kindergarten, leading to the third, fourth and fifth of my child	How busy your schedule is	Expanded Learning Services - Behavioral School Care (K-4 Grades), Expanded Learning Services - Physical Life Skills Resources	Email	Loren	Cecilia	We only been at Blue Oak for 3 months (at least) and I think I'm doing a great job so far. I don't have much input because I'm so new and my only reference point is being a Waldorf teacher myself at a small independent school in another city. I do think there are MANY ways for parents to be involved (at least in kindergarten) in different ways depending on your personality and how much you want to be involved in the leadership, transparency, parent council and teacher life.	Yes
10/17/2023 11:45:34	bradshawpenn@gmail.com	Decades before non-dominant cultures	Transportation-related challenges, How busy your schedule is, Mental / Physical Health needs	Mental Health Care, Transportation Assistance, Food Assistance, Expanded Learning Services - Behavioral School Care (K-4 Grades), Stress reduction Resources & Training	Email	Alicia	Perez	I'm not sure	Yes
10/17/2023 14:13:16	trishaburrowsmiller@gmail.com	My child felt included and felt comfortable at school	How busy your schedule is, I work M-F 8-5	Due to the teacher situation in 2nd grade, I wish there was more communication. Since the switch to a long term sub there has not been much communication as to what is going on. No communication as to what the class needs. My daughter and I have been very involved in her education and I feel that what is needed or what we as parents can do to help with this situation.	Email	Valerie	Mia	For our situation with the 2nd grade class, I'd like more communication because I don't really know what is going on.	Yes
10/17/2023 16:07:09	madyrhinn@gmail.com	Waldorf philosophy, art, beauty, community.	School staff seem too busy	Mental Health Care, Expanded Learning Services - Behavioral School Care (K-4 Grades)	Email	Molly	Melina	Not sure.	No
10/17/2023 16:05:58	nicholasb@gmail.com	Music and Art opportunities for growth.	How busy your schedule is	Leadership Opportunities - Students, Expanded Learning Services - Behavioral School Care (K-4 Grades), Stress reduction Resources & Training	Text	Nicholas	Fadiha	Communication	Yes
10/17/2023 16:13:32	megajones.kennet@gmail.com	There is breath in the curriculum, which will remaining a sense of freedom and consistency.	The transition and lack of clear communication between teachers in the first few months of school.	Expanded Learning Services - Behavioral School Care (K-4 Grades), Stress reduction Resources & Training, Expanded Learning Services - Behavioral School Care (K-4 Grades), Physical Life Skills Resources	Email	Meghan	Turner	Parent Square is a fantastic place to communicate, but can be cumbersome, with some direct correspondence between a student's primary teacher and direct reminders falling through the cracks. Perhaps a more concise form of communication (i.e. direct e-mail) would be easier to navigate for parents and staff for just the classroom level.	No
10/17/2023 18:28:46	mickewd@icloud.com	Rich learning experiences and a feeling of belonging	None	Expanded Learning Services - Behavioral School Care (K-4 Grades), Stress reduction Resources & Training, Expanded Learning Services - Behavioral School Care (K-4 Grades), Physical Life Skills Resources	Email	Katherine	McDonald	Communication	No
10/17/2023 16:38:02	shakayawz@gmail.com	Adapts to them!	Children's Needs: How busy your schedule is	Mental Health Care, Transportation Assistance, Stress reduction Resources & Training	Text	Emi	Papadakis	Don't know!	Yes
10/17/2023 16:47:08	nolihypt@icloud.com	Priority of opportunities for children to interact and make friends	How busy your schedule is	Mental Health Care, Transportation Assistance, Stress reduction Resources & Training	Email	Ryan	Shirley	Onboarding for new students/families: we moved to Chico recently and are struggling to learn the things that remaining in the area would have been easier.	Yes
10/17/2023 16:54:04	priscillawood23@gmail.com	We are using the variety of adults to help at Blue Oak for creative expression in various forms.	Children's Needs	Expanded Learning Services - Behavioral School Care (K-4 Grades), Physical Life Skills Resources	Email	Jessica	Audreyson	Following process of new staff and teachers. I feel that the situation with the second grade class could have been avoided with a more thorough vetting process as well as increased teacher and staff support. I also have concerns regarding the school/teacher ratio within the classrooms. There are 28 children in my sons class with only occasional support to the one teacher. There is a way too many kids for one adult to handle. I feel that the support that is given to the teachers as well as student teachers would immensely improve the classroom environment.	No
10/17/2023 17:32:24	teststest@gmail.com	A place to be themselves and explore their interests.	How busy your schedule is	Food Support & Training, Leadership Opportunities - Students, Practical Life Skills Resources, Stress reduction Resources & Training	Email	Bryan	Barnett	N/A	No

Electronic NAA Parent/Caregiver Responses

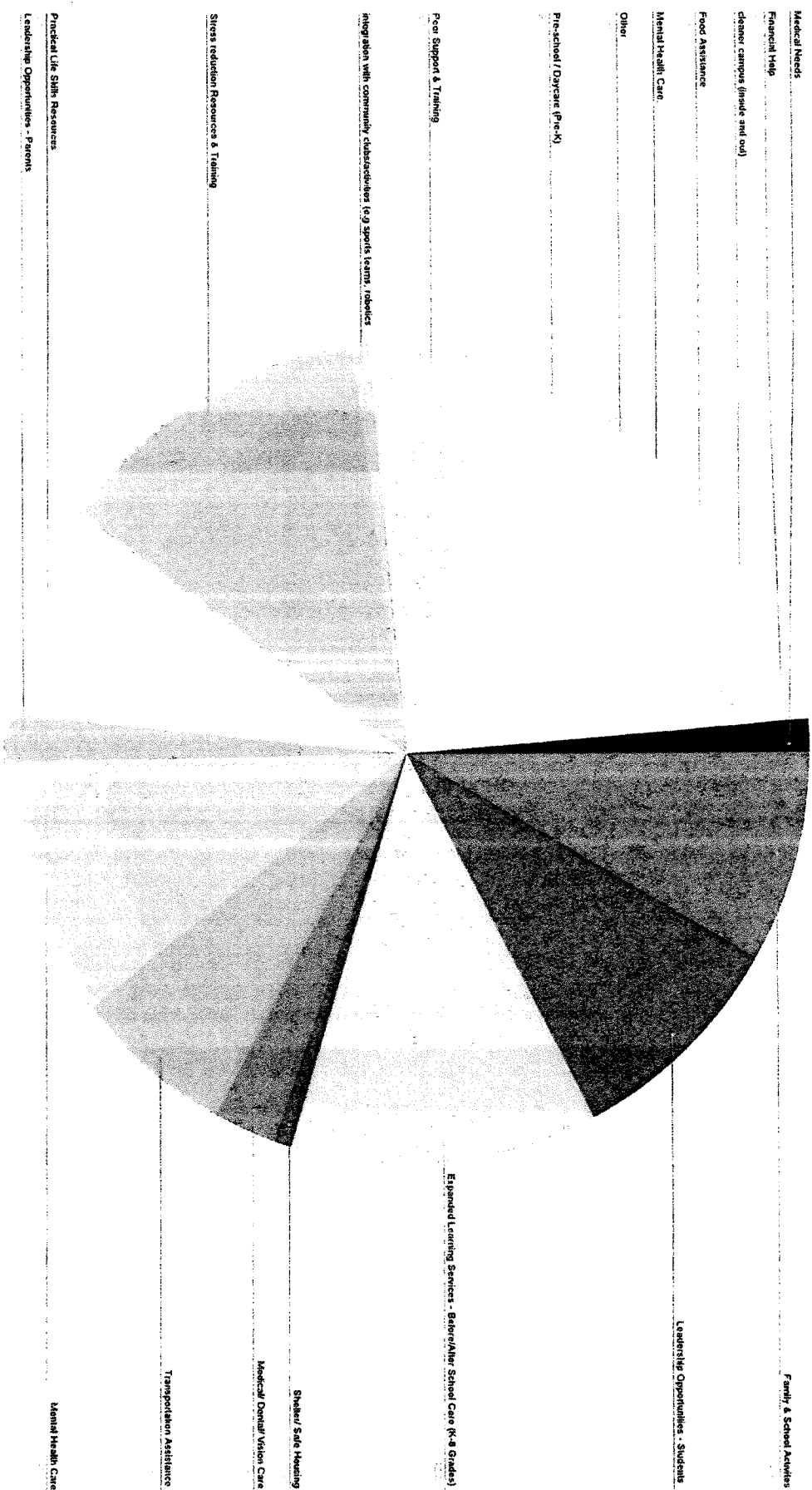
10/13/2023 20:05:58	harrin.ada@gmail.com	This is different for each of my kids	Children Needs, How busy your schedule is	Peer Support & Training, Practical Life Skills Resources, Stress reduction Resources & Training	Email	Keith	Toddal	Improvement in disciplinary action for trouble making students	No
10/14/2023 11:39:28	muyrhapet@gmail.com	Using proactive, Alternative Learning methods	I don't feel it's difficult to interact with the school	Pre-school / Daycare (Pre-K), Leadership Opportunities - Students, Practical Life Skills	Text	Marlyna	Peter	More resources and stronger boundaries for highly disruptive students. I would request daily area with supervision that some humans are struggling and to be able to get their idea to address it enough without judgement and/or comparison of not taking enough or doing enough	No
10/14/2023 13:18:38	kevin.ada.murphy@nd@gmail.com	Open communication	Transportation-related challenges, How busy your schedule is	Food Assistance, Expanded Learning Services - Before/After School Care (K-4 Grades), Practical Life Skills Resources, Stress reduction Resources & Training	Phone	Victoria	Charinelle		Yes
10/14/2023 16:48:23	hazay114@gmail.co	All class teachers are building a positive relationship with students.	How busy your schedule is	Pre-school / Daycare (Pre-K), Peer Support & Training, Family & School Activities, Stress reduction Resources & Training	Phone	Lerna	Ednak	Taking care of high area, I would request daily area with supervision that some humans are struggling and to be able to get their idea to address it enough without judgement and/or comparison of not taking enough or doing enough	Yes
10/15/2023 8:16:22	aymesagale@gmail.co	Not sure	Children Needs, School staff seem too busy, How busy your schedule is, You feel unsure about how to communicate with the school	Expanded Learning Services - Before/After School Care (K-4 Grades), Pre-school / Daycare (Pre-K), Family & School Activities	Email	Thae	Wilson	Communication needs a LOT of work. More open communication from adults, more family communication and posting of packets for various events and committee meetings. Better leading on tech so that zoom runs better. More time posting of the zoom before we start this year moving forward. I would request daily area with supervision that some humans are struggling and to be able to get their idea to address it enough without judgement and/or comparison of not taking enough or doing enough	Yes
10/15/2023 9:54:03	edgar.morero.davies@gmail.com	They provide a learning environment that helps ensure my child's learning needs are met	Children Needs, You feel unsure about how to communicate with the school	Family & School Activities, Practical Life Skills Resources	Email	Edgar	Morero	Not	Yes
10/15/2023 14:13:43	jinh136@gmail.com	Providing quality useful education.	No	Expanded Learning Services - Before/After School Care (K-4 Grades), Practical Life Skills Resources, Stress reduction Resources & Training	Phone	L.	H.	No	No
10/16/2023 13:06:54	coqebk7@gmail.co	The consistent teacher and the fun projects	How busy your schedule is	VA don't need assistance with well being	Text	Chelsie	Wilson	When challenging events take place more communication is needed to address the situation within the whole class. I would request daily area with supervision that some humans are struggling and to be able to get their idea to address it enough without judgement and/or comparison of not taking enough or doing enough	Yes
10/16/2023 19:57:12	trammeybh@gmail.co	Adapt to the needs (ADHD students) without making him feel inadequate.	How busy your schedule is	Medical Health Care, Medical Dental Vision Care, Peer Support & Training, Leadership Opportunities - Students, Stress reduction Resources & Training	Email	Tammy	Abba	When challenging events take place more communication is needed to address the situation within the whole class. I would request daily area with supervision that some humans are struggling and to be able to get their idea to address it enough without judgement and/or comparison of not taking enough or doing enough	No
10/16/2023 11:41:45	ryan.andreast.sanders@gmail.com	Our teacher creates such a warm, loving, accepting environment.	Concerns about school safety, School staff seem too busy	Medical Health Care, Medical Dental Vision Care, Peer Support & Training, Leadership Opportunities - Students, Stress reduction Resources & Training	Email	Ryan	Sanders	I would love to see a greater adoption of more racially diverse and social justice topics in all classrooms as well as being practices at the school. Right now it seems like it's talked about in committees and individual teachers have made strides, but I'd love to see a more holistic shift in the entire school.	Yes
10/16/2023 11:36:50	smothwethel@gmail.com	Teaching methods	How busy your schedule is	Expanded Learning Services - Before/After School Care (K-4 Grades), Leadership Opportunities - Students, Family & School Activities	Email	Adagel	Rasmussen	Picked with that we may need some diversity training and some more diverse hiring practices. We don't have many teachers of color, and when we do get them, we appear to not always have the ability to retain them.	No
10/16/2023 16:39:50	buqj11@gmail.com	Initially, it was the nurturing nature of the teacher Susan in kindergarten. Honestly now, I can't even say.	Medical / Physical Health needs	Family & School Activities	Email	Jennifer	Wendrick	Not allowing upper grade kids to attend dances when they're on academic probation. Telling away their chance to practice (which is important for social and emotional growth) because they're struggling academically seems absolutely cruel.	Yes
10/16/2023 21:31:32	johndagpet02@gmail.co	Friends	Children Needs, Transportation-related challenges, How busy your schedule is, Medical / Physical Health needs	Medical Health Care, Medical Dental Vision Care, Transportation Assistance, Expanded Learning Services - Before/After School Care (K-4 Grades), Stress reduction Resources & Training	Email	Jane	Phillips	Understanding special needs & responding appropriately	No

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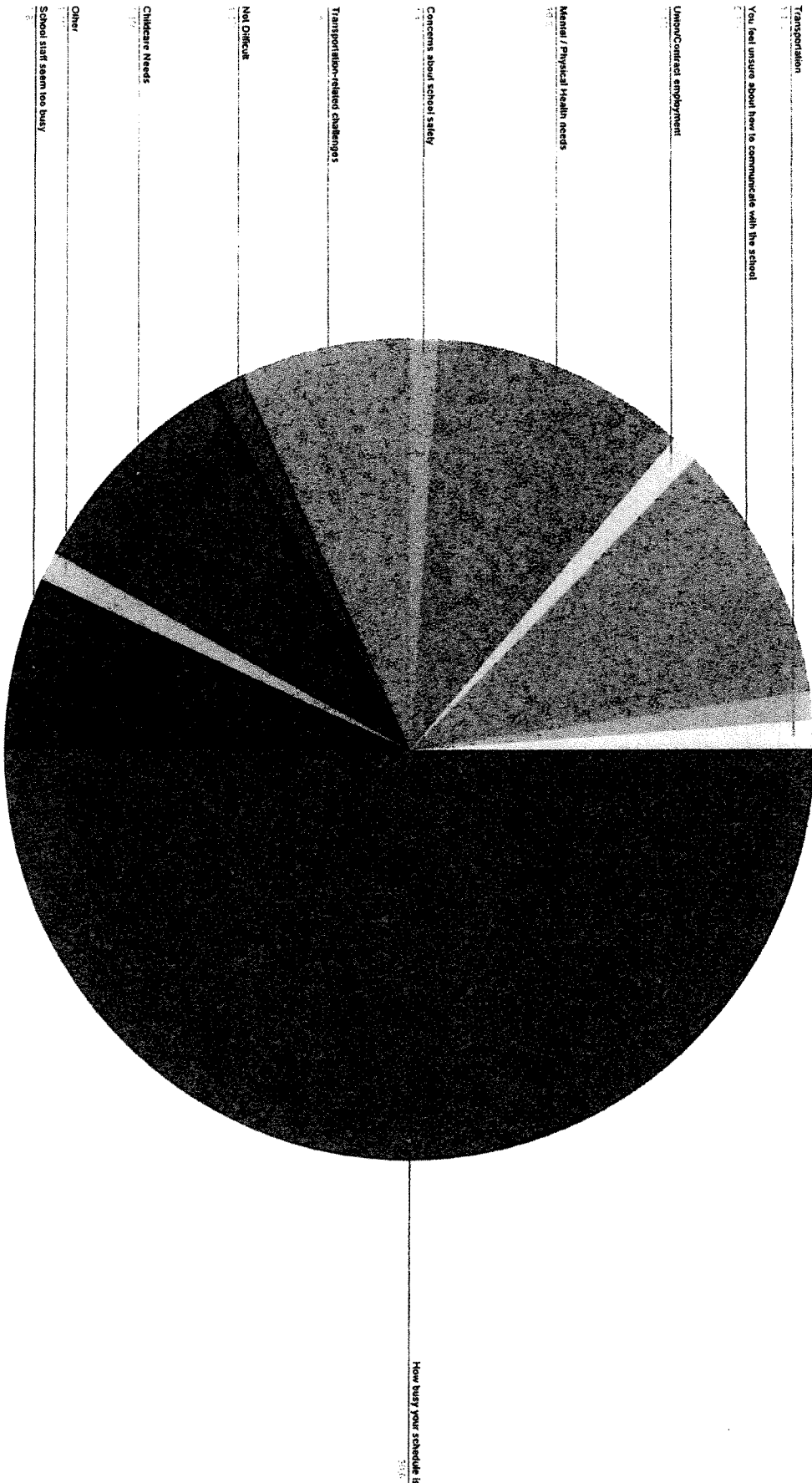
Contacted vs Completed Responses



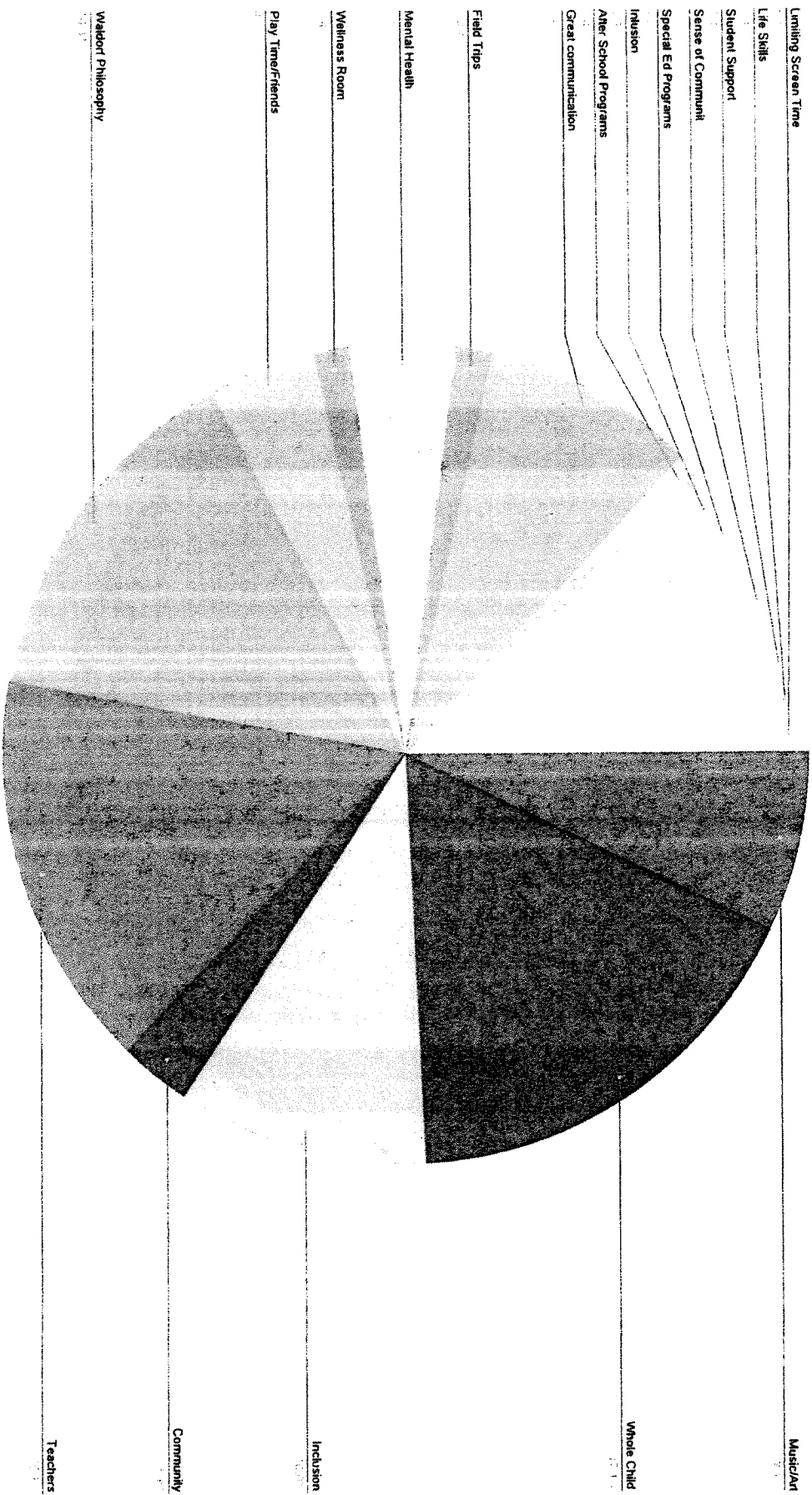
What do you wish the school provided its staff, students, and families to promote well-being?



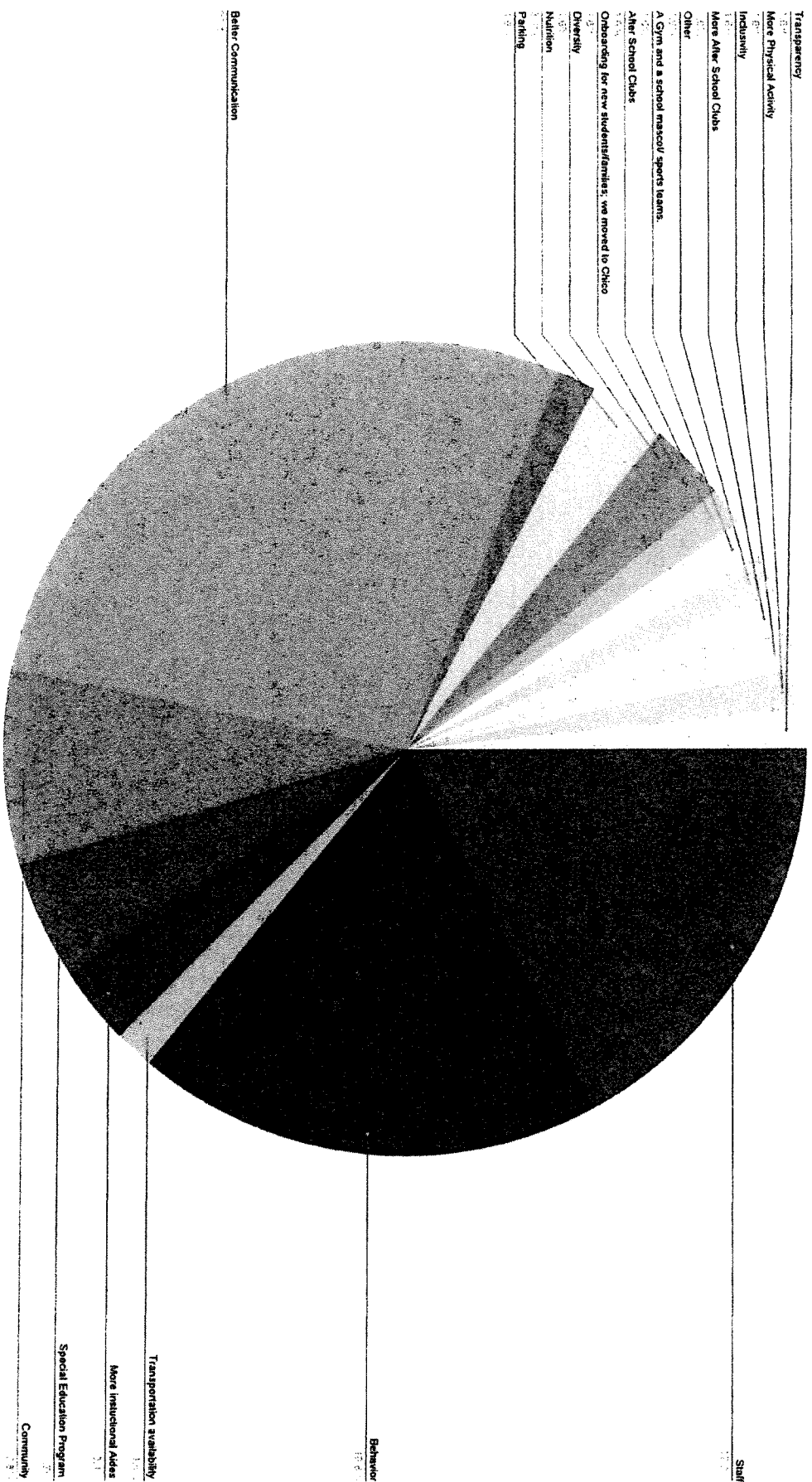
What challenges does your family face that make it difficult to interact with or become involved with the school?



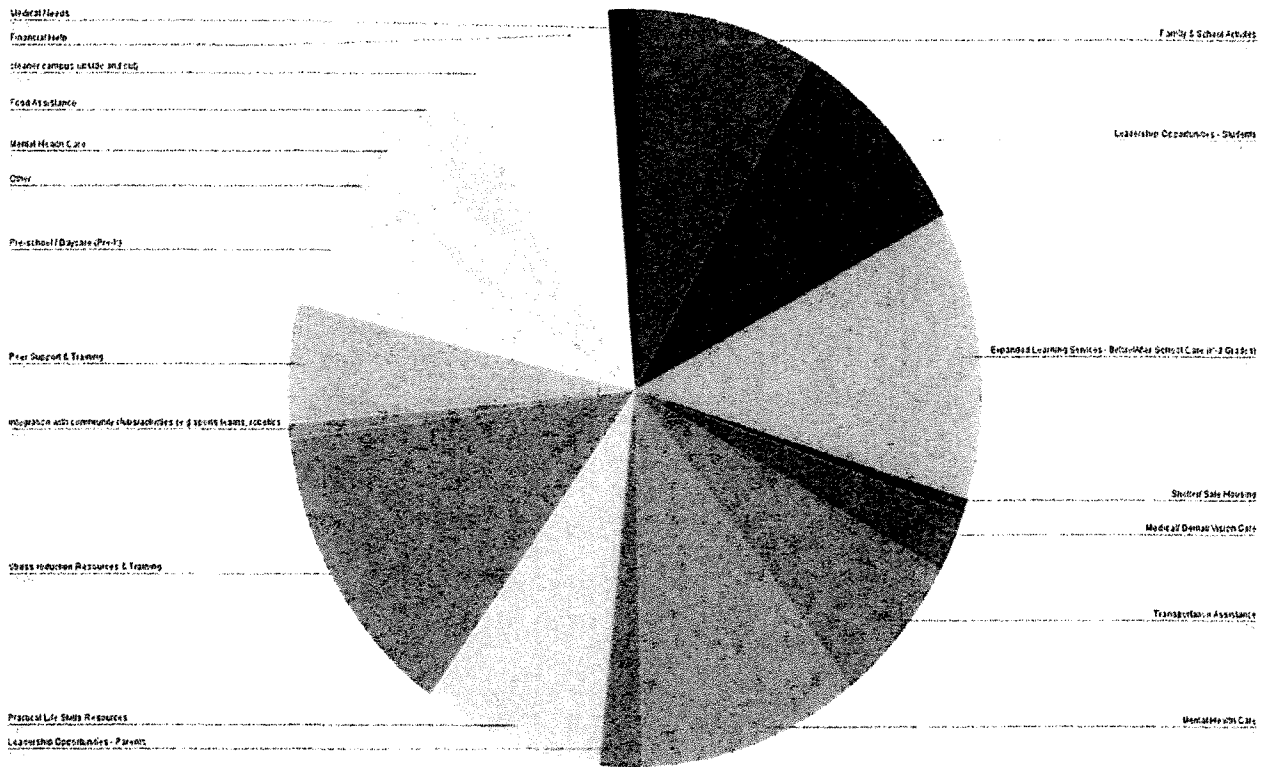
What is the best thing that the school does to help your child feel like the school is a good fit for him/ her?



What process within the school do you think could use some improvement? Why does it need improvement, and what adjustments would you make?



What do you wish the school provided its staff, students, and families to promote well-being?





BLUE OAK SCHOOL

Parent/Guardian Survey



Scan to take Survey

Blue Oak Charter School: Attachment IV-b:
CCSPP Shared Decision-Making Council
Table of Contents

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- Advisory Meeting Minutes from 2024.....pgs. 10-11
- Advisory Meeting Minutes from 2025.....pg. 12
- Blue Oak Advisory Mtg. Tracker '24-25.....pg. 13



BLUE OAK SCHOOL

CEI Meeting Advisory Orientation Notes

9/27//2023

Location: Room 24

"This is our school. May peace dwell here. May the rooms be fill 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."

Topic

Presenter

Invocation

Describe a time when you felt part of a community (Personal or professionally)

Beginning

-David Caleo
Plays/Decorations
Festivals- share meals, congregate

Cassandra
Rents out entire waterpark for foster children

Key Words

Art
Theatre
Collaborations
Events
Sports
Selling/Content
Become part of a team
Proposal
Job



BLUE OAK SCHOOL

Committee Notes

10/11/2023
3:30PM – 4:30PM
Location: Room 24

"This is our school. May peace dwell here. May the rooms be fill 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."

Topic	Presenter
Invocation	Open
- Gordon read school verse out loud	
Grounding Breathe work	Ashley
- Ashley guided us on a breath work exercise	
Committee Check-In	Everyone
- 2 to 3 Word Check-in - Takeaways from 1st Mtg. – Students & others feeling excited for the future, enjoyed learning and partaking in conversations. - Importance of attending meetings - Importance of reviewing and responding to emails in timely manner.	
Review Working Agreements	Everyone
- Reviewed Participant Folder Items including "Mbr. Roles". - Reviewed the working agreements with committee. All agreed with what we had noted for this assignment. Caren is putting together slide deck / script so we may reference as needed. - Caren updated Asynchronous worksheet and shared with everyone. - Discussed location of Team (BOCS) Folder in shared drive. - Is a "Living" document. Can be updated/changed at any time in real time.	

Nurtured

Triangle Process

- Each step is done with those who are designed to an assigned. to implement and engage the triangle.
 - Building incapacity
 - Promoting cultural bx
 - Prioritizing transparency
 - Illumination of oppression

5 Shared Values

- Equity and inclusion as driving values
- Relational trust
- What do we need @ BOCS
- Prevention/driven by com. and parents -finding out what we don't know
- Expanded learning funding

BX Support

KC/Job Descr

11 degrees ELOP 9/29

0 Pay? Why?

- Why are hours not paid on proper pay period?

ELOP Support and Box Support

Do we have any cross training (back-up) methods for Payroll?

Data Discovery Tool

Caren

- Caren updated Asynchronous worksheet and shared with everyone.
- Discussed location of Team (BOCS) Folder in shared drive.
- Is a "Living" document. Can be updated/changed at any time in real time.
- Caren reviewed data collection / data discovery tools.
- Located in Participant Folder in Shared Drive.

Surveys – Parent & Staff

Caren

- Sent out first Parent & Staff Surveys on 10/5/23
- To be completed by 10/17/23

Open Discussion

1. Wi-Fi Network & Password concerns discussed.
Mobile Device Network: **bocs-m**
PW: **BO450school!**
2. Brian L. (Parent) asked that we demonstrate the use of the CA Dashboard Data from our Discovery Tool. Caren navigated the site link from worksheet and reviewed a small sample of our data. Brian explained some data will not be on the site online in order to refrain from identifying any particular student(s). All have access to the worksheet through shared drive.
3. Planning CS Coordinator projects discussed.
 - Transportation Needs
 - Pre-school / Pre-K
 - On-Site Food Resources
 - Embedded Mental Health Services
4. Madalynn & Gordon shared great ideas to aid in projects.
 - Teens Center – Downtown
 - For Families
 - Food Closet
 - The Chico Teen Center is an out of school time youth development program for youth ages 13 to 18.
 - Ran by Boys & Girls Club of The North Valley (<https://bgcnv.org/>)
 - They would like to see more sports being offered to students, both during and after school. Allow students to choose.
 - Madalynn really found the "Recycling & Waste" booth at the Farmers Mkt. very interesting.
 - <https://www.becnet.org/rare>
 - Teaching ways to reduce, reuse, recycle and rot is at the core of RARE. Can schedule on-site workshops for students.

5. The students provided examples of a time that they really felt special and appreciated.
- They were in 2nd grade, they had a teacher, Ms. Stevens, who would provide beautiful colorful capes which she had sown on the back of the capes in "gold" letters that spelled out traits/attributes that made them feel "AMAZING!"
 - Both students spoke to the need for reciprocated respect in all relationships especially in the classroom.
 - Examples provided from:
 - Students – Pairing constructive feedback with positive affirmations. Start with positive feedback, end with positive feedback when having to provide constructive criticism.
 - Ashley (Counselor) – She recalled this from prior employment, this was called a "Compliment Sandwich".
 - Susan (ED) – For every negative must also say 5 or 6 positives as psychology/science shows the mind will only remember the negative feedback. This helps create balance.

Self – Reflection: *"How are we building positivity in our (all) relationships?"*

Important: After all our Peer Leading and Learning Network (PLLN) meetings we provide a follow-up like this one with all the resources available for you to review at your convenience. Here is where you will also find details of your asynchronous work that we highlighted when closing out the meeting. Please see below:

Agenda & Participant Folder

Please see the meeting agenda and participant folder to review all resources and links that were provided during the kickoff PLLN meeting - the participant folder also includes a PDF of the slide deck presentation.

- Agenda: [Here](#)
- Participant Folder: [Here](#)

Meeting Recording

If you did not get the opportunity to attend the meeting or you would like to review some of the information shared, you can watch the meeting recording: [Here](#) ←

Asynchronous Session 1 Work:

During our meeting we introduced your Session 1 Asynchronous work to be completed by your next PLLN on Nov. 1st. Please see the details below:

- Cohort IV - Session 1 - Asynchronous work



BLUE OAK SCHOOL

CEI Contract/Cohort IV Notes

11/7//2023

Location: Room 24

"This is our school. May peace dwell here. May the rooms be fill 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."

Topic

Presenter

Beginning

Stipend/Grant- \$70,000 for team participation (\$8,950 per meeting)

- Funda are unrestricted
- Compensating comm partner team
- To improving the LEA's com. engagement efforts
- In response to problem or practice/improvement science findings

-EX Interpretation for meetings, food for in-person meetings, travel for teams to attend Professional development, urgent expenses for communication needs, students and families

Nicole Lobase and Steven Mitchell

Next year will have new contract this (CEI) is not a grant! This is a stipend.

Invoices: Ap_Ccee@ccee-ca.org- all invoices must be submitted by June 30, 2024

Susan

- Have we received the "fully executed contract"?

- Access to your team's folder is on page 2 of the agenda: [Here](#)
 - Your team folder includes the Data Discovery Tool

COMING SOON - REGISTRATION for December 8 in-person PLLN

Keep an eye out for details about registering through EventBrite for our first in-person meeting on December 8th in San Francisco!

Participatory Systems Change for Equity (PSCE) - HERE

This article emphasizes the importance of participatory systems change in improving student outcomes. It underlines the need for communities, families, and educators to collaborate in decision-making, contributing diverse perspectives and unique experiences. While it was referenced during the September 27th meeting; please take some time to familiarize yourself with the Participatory Systems Change for Equity (PSCE) framework as it is a great addition to inform our work moving forward.

Thank you again and we are looking forward to seeing you all for your 2nd virtual PLLN of the year on November 1st!

Attended By:

Ashley Angel
Madalynn Carroll
Gordon Lindaman
Brian Lindaman
Susan Domenighini
Sarah Lee
Caren Lehe



BLUE OAK SCHOOL

PLLN Committee Meeting

11/14/2023
3PM – 4:15PM
Location: Room 11

"This is our school. May peace dwell here. May the rooms be fill 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."

Agenda Items

Topic	Presenter
Invocation	Volunteer
<u>Land Acknowledgement</u>	Vulonteer
Grounding Breathe work	Ashley
Committee 2 Word Check-In	Everyone
<u>Review Working Agreements</u>	Everyone
New Additions to the Team	Caren
Bennett Vigneri – 7 th Grade Student Ciaran Flanagan – Special Ed.	
<u>Data Discovery Tool & Data Reflection</u>	Caren

Reminder: Dec. 8th Event Info

FAQ's

Event Calendar

Caren

Open Discussion



BLUE OAK SCHOOL

Middle School Meeting Minutes (Parent/Admin)

1/10/2024

5:00PM – 6:30PM

Location: Room 24

"This is our school. May peace dwell here. May the rooms be fill 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."

Topic	Presenter
Introductions	Caren
Purpose Building Community	Amanda
Referral Process	
- MTSS: Tier System, Level 1,2,3	Amanda
- Level 3 Timeline Question	Caren
Answer: within 24 hours	Amanda
- Level 2 Timeline Question	Kristin Woods
Answer: Usually within hour of time inputted by staff member	Amanda
Level 2 watching trends question	Caren
Answer: teacher managed, parent contact after trend seen	Susan D
Question: Do middle school teachers feel its working?	Kristin
Answer: Kendra- speaks about eloping	Kendra
Shawn: suggest to send home level 2's	Shawn
Parent needs to make decisions	Caren
Meier: speaks about kids needing to be cool, asks parents to remain steadfast in encouraging kids to go against the crowd	Meier
Debori: Talks about parent Connection with Brooke's Mom and importance of parental support	Debori
(unknown) Seems Teachers do not feel supported, frustrated	

about behavior toward teachers
Effects of Covid on behaviors discussed

Friendship Circle Explanation

- (unknown male) asked if discussion was pre-discussed with families
- Teen Talk Group
- explanation on confidentiality, don't share with friends, but do share at home
- Positive input from Games Teacher

Caren

Susan

Mr. Meier

Schoolwide Interventions

- Social Media Influence
- Building Individual Relationship
- Feedback from Staff regarding behavior program
- 9 students developing pattern, behavior plan made

Susan

Susan

Kristin

Susan

Restorative Practices

- Why is behavior happening
- Need of Relationship Building
- (unknown) Admin to Parent Communication, follow up needed
- Question: Is Behavior Plan include parent involvement
- (unknown) Was not notified of physical altercation with no communication, feels admin not always follow through to parent

Caren

Educators Feedback

Kendra maybe a report of how many flags per child per month
Debori fills not included with Teacher/admin and is not sure how to help them with behavior and communication
Kari talked about main lesson next week and how she is incorporating building relationship practices
Debori talked about the virtues of school and kids waiting to be part of the community

Kendra

Debori

Kari

Debori

Next Meeting

Level 2 auto generate to send to parent?
Kristen request for an in school expansion area for students with too many level 2's in one day
Caren volunteered to call parents for next meeting
Parent activities suggested

Kristen

Kristen

Caren

Shawn

End of Meeting

January 17, 2025
Blue Oak Advisory Committee
4:15 PM – 5:45 PM
450 W East Ave. Room 24
Chico, CA 95926



Parents, students, teachers, principals, and community partners build a culture of professional learning, collective trust, and shared responsibility using strategies such as site-based leadership teams and teacher learning communities

Collaborative Leadership and Practices

Facilitator – Caren Lehe

Committee Members

1. Susan Domenighini - Executive Director
2. Caren Lehe - CSPP Coordinator
3. Sarah Lee - 7th Grade Teacher
4. Donna Kreskey - Charter Council Board Member, CSU Psychology Asst. Professor, PhD
5. Philip James - BCOE Administrator Special Projects
6. Nicole Tonelli - Parent
7. Aly Main - Parent
8. Heaven Hardwicke - Student
9. Amanda Holden - Parent
10. Ezekiel Holden - Student
11. Laurel Stewart - Parent
12. Aiyana Stewart - Community Partner (BOCS Alumni)

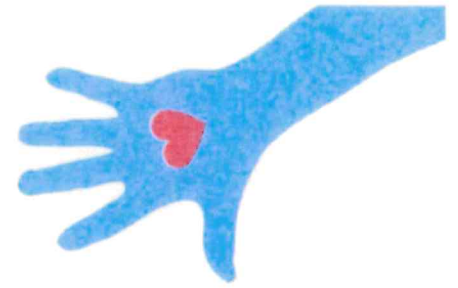
Agenda:

- **Land Acknowledgement**
- **Introductions & Inclusive Opening:** What is your one "word" or resolution for 2025?
- **Transparency Language:** (15 mins) - Susan leads and open discussion
- **Staff Feedback Review:** 7 Core Principles of Waldorf (15 mins) - Open Discussion
- **Complete Fishbone & PoP:** (45 mins) - Group Collab/Discussion
- **Review Life Balance Survey:** (15 mins) - Group Collab/Discussion

Blue Oak Charter School: Attachment IV-c:
Community School Planning Artifacts-Alignment to the Framework

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- Partner Invitation Letter – Scott Lindstrom, BCOE.....	pg. 12
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Blue Oak Community Night Sharing Our Skills

This free event is a chance for Blue Oak parents and guardians to get to know each other and learn from each other!

Childcare will be provided for students.

Wednesday,
January 31, 2024

6-7pm

The Great Room
at Blue Oak

Tickets are free but limited
to 30 adults. Register now!

This event features three interactive presentations
by a Lego Master Extraordinaire, an Usui Reiki
Master, and a Mindfulness Facilitator. Come and
learn with us!



bit.ly/sharing-our-skills



Elizabeth Martin



Brent Warr



Angela Evans



BLUE OAK SCHOOL

Community School Coordinator Referral Form

☐ **URGENT**

☐ **Non-Urgent**

Resource(s) Needed: _____

Contact Name: _____ Parent or Staff? _____

Student Name: _____ Grade: _____

Phone: _____ Email: _____

Location/ Address: _____

Details: _____

Referred By: _____ Date: _____

Action Taken: _____

(CS Coordinator Only)

Teen Talk Roll Sheet

What makes you feel like you are an important part of our classroom community? The school community? The community where you live?

[illegible]

- Amber

What is Community?

What is community?
Bella: a grp. of ppl coming together, big & small. Cultures, LGBTQ+, church.
School site d/t all don't get along.
W/ice Teacher or Students

Aubrey: Doesn't feel like community.
1:1 drama / doesn't like someone.
Doesn't like the overhead lights. Wants
it to be calm.
Too compact feels like chaos.

Pizza ↓↓
Miss Ms. Jones. ↓ talked to Mr. Codley -
wants new X-Mas.

Pink - soft

Olive green - grounding

Purple - pink too

MEETING SIGN IN SHEET

Meeting Title: Teen Talk-ASC

Organizer: Caren Lehe

Location: *Library*

Date:

1-22-24

Time:

3:15 pm

[illegible]



BLUE OAK SCHOOL

Teen Talk Sign-in Sheet

1/29/2024

3:15PM – 4:15PM

Location: Library

Discussion Topic: *5 Steps to Conflict Resolution*

Print Name

bell

Mar

Modi G

Aubrey

Bloome

Grade

grade 7

7th grade

7th grade

8th grade

7th grade

MEETING SIGN IN SHEET

Meeting Title: Teen Talk - ELAP
Organizer: Caren Lehe
Location: Library

Date:

2-5-24

Time:

3:15

[illegible]

* Discussion Topic: What is Restorative Practices?

powered by
GeneralBlue



BLUE OAK SCHOOL

Jan. 31, 2024

I hope this finds you all well! Just a quick update from you friendly neighborhood Community Schools Coordinator:

- I have completed my portion of the CCSPP Implementation Grant Application and it has been handed over to Susan for review and to edit. We are on track as of right now to submit before the deadline of 2/9/24 by 11:59 am.
- Our Advisory Committee has a planned event this week in Santa Clara, CA on 2/1 & 2/2. (Most of us will be leaving Wednesday afternoon or evening.)
 - ✦ **Students:** Gordon Lindaman & Madalynn Carroll (Mx. Cooley)
 - ✦ **Staff:** Susan D., Sarah L., & Ashley A.
 - ✦ **Parents:** Brian L., Cassandra S. & Nicole T.
 - ✦ **Community Partners:** Matt Reddam & Mele Benz (BCOE Attendance)
- Teen Talk is in full swing (except this Fri. 2/2 is cancelled as I will be at the above event.)

Yesterday we had a terrific turn-out!

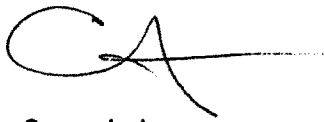
- ✦ **When:** Teen Talk is every Mon. & Fri. from 3:15 to 4:15 PM for 7th & 8th grade students.
- ✦ **What:** Teen Talk is a new kind of afterschool club: A nonjudgmental, peer-to-peer & adult led support group. Here to listen to every teen in any kind of situation. A safe place to talk and feel heard, with an emphasis on building trust & restoring healthy dynamics amongst peers, family and friends. Groups are facilitated by Caren Lehe, the Community Schools Coordinator, whose main objective is to ensure every student feels valued.
- ✦ **What students are saying:** Student feedback so far, "we don't judge because everyone deserves respect and kindness. We are all teens who want to listen, be a friend, and maybe help someone through something similar to what we have faced. You can absolutely be your authentic self with Teen Talk." – 7th grade students

"When you feel like no one understands you... come talk. Simply telling someone what you're going through can often ease stress. Sometimes it feels good to share where you came from, your journey, and the obstacles you have overcome. Everything stays between us and is confidential unless you or someone has been hurt or is at risk of being hurt. If you have questions, or need clarification, just ask." – 8th grade students

↓ Sign Up [here](#)

Stay Tuned as there will be more Community Schools work to come!

Best,

A handwritten signature in black ink, appearing to be 'Caren Lehe', with a large, stylized 'C' and a long horizontal stroke extending to the right.

Caren Lehe,
CSPP Coordinator



BLUE OAK SCHOOL

A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

Dear Juni,

January 29, 2024

Thank you so much for taking the time out of your busy schedule to meet with me today. Blue Oak Charter School is in the process of transforming our school into a Community School. A community school is a school that partners with families and community organizations to organize community resources to provide programs and services at the school to support student and family development.

We need some community leaders who can serve as our thinking partners as we make this transformation. We believe that you could be a valuable member of this collaboration group. I have attached the CA Community Schools Fundamentals – Identifying Overarching Values packet for your review.

I look forward to learning more about your work and how we may partner in the upcoming weeks to bring our vision of transforming Blue Oak into a Community School that will serve students and families for many years to come.

With Gratitude,

A handwritten signature in black ink, appearing to be 'Caren Lehe', with a stylized flourish at the end.

Caren Lehe, CCSPP Coordinator
carenlehe@blueoakcharterschool.org
(530) 961-2012



Caren Lehe <carenlehe@blueoakcharterschool.org>

Interested in Connecting & Learning More

1 message

Caren Lehe <carenlehe@blueoakcharterschool.org>

Mon, Oct 2, 2023 at 2:57 PM

To: thrive@nvcsf.org

Bcc: Caren Lehe <carenlehe@blueoakcharterschool.org>

Greetings,

My name is Caren Lehe, I am the Community Schools Coordinator here at Blue Oak Charter School in Chico. I left a voicemail this afternoon, hoping to connect with someone who may be able to point me in the right direction.

I am new in this role as well as working in the nonprofit sector. A key-component of the CS Coordinator role is building relationships with outside partners in order to bring needed community resources to our school.

I would love the opportunity to learn more about your organization and how our partnership may build a more resilient and thriving community! Can you have someone reach back out to me, as I have a few questions and would love to meet in-person as well? Thank you kindly.

I look forward to hearing from you soon.

With Gratitude,

Caren Lehe

Caren Lehe | Community School Coordinator

Blue Oak School | A Waldorf Inspired Charter School

450 W. East Ave. Chico, CA 95926

P: (530) 879-7483 Ext. 2011 | F: (530) 879-7490

carenlehe@blueoakcharterschool.org | www.blueoakcharterschool.org

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Caren Lehe <carenlehe@blueoakcharterschool.org>

Checking in

2 messages

Scott Lindstrom <scottclindstrom@gmail.com>
To: carenlehe@blueoakcharterschool.org

Mon, Oct 2, 2023 at 1:50 PM

Hi Caren,

I'm a school psychologist for many years, coordinated school counseling and guidance programs at Chico Unified for many years. After a year of early retirement, the Camp Fire hit and I jumped back in to coordinate school based counseling at the fire impacted schools. Have worked with Butte County Office of Ed since then. Matt Reddam and I co-coordinate a Schhol-based team that continues to serve several charters and small schools. Paradise Unified took over ownership of their team this year, and we still support them on more of a consulting and relational level.

I'm curious to know what type of planning your grant will be developing and how we might help. Are you new to this realm of work in Chico?

I'm traveling for the next two weeks, so can't call, but happy to support in any way I can. I'll keep an eye out for your reply on email.

Welcome!
Scott Lindstrom
530-228-6199

Sent from my iPhone

Caren Lehe <carenlehe@blueoakcharterschool.org>
To: Scott Lindstrom <scottclindstrom@gmail.com>
Bcc: Caren Lehe <carenlehe@blueoakcharterschool.org>

Mon, Oct 2, 2023 at 3:36 PM

Hello-

Thank you for such a warm greeting Scott, it is a pleasure to meet you. Your work is quite remarkable! It is my hope that the work I do will also have positive impacts on those we serve. Mental health is a subject that I have grown super passionate about over the last 6 years.

As Susan stated in her email, I am the Community Schools Coordinator here at Blue Oak Charter School. My work is funded by the new CA Community Schools Partnership Program (CCSPP). I am new in this role as well as working in the nonprofit sector. All of my background has been in Healthcare Administration. Though I am not currently enrolled in school, I am half-way through getting my degree in Social Work. I am a 6th Generation Chicoan, but moved away in 2011.

I took on the CS Coordinator role at BOCS last month and am still learning the ropes. A key-component of the CS Coordinator role is building relationships with outside partners in order to bring needed community resources to our school. It is our hope that the approved planning grant will not only help transform our school to a more community based model but also bring the community to our school! We envision many changes, but our main objective is to incorporate embedded mental health services on-site, amongst other services. I would love the opportunity to learn more about your work and to see if you can help connect me with others in your field for the mental health needs of our school in order to bring our vision into reality.

Thank you again for following up and reaching out to me Scott. I look forward to hearing from you soon.

Respectfully,

Caren

[Quoted text hidden]

10/2/23, 3:38 PM

Blue Oak Charter School Mail - Checking in

--

Caren Lehe

Caren Lehe | Community School Coordinator

Blue Oak School | A Waldorf Inspired Charter School

450 W. East Ave. Chico, CA 95926

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Data Source	District Data, School Site Data, or Other Data	Description	Link	Next Steps	Notes
Local Control and Accountability Plan (LCAP)	District Data	2022 - 23 Local Control and Accountability Plan	https://content/uploads/2023/01/2022_Local_Control_and_Accountability_Plan_Blue_Oak_Charters_School_Dashboard.pdf	Share with LEA Team	Current LCAP Plans can be found on your LEA's website.
CA School Dashboard District Dashboard	District Data	School District 2022 CA School Dashboard	https://www.caschooldashboard.org/	Share with LEA Team	The CA School Dashboard contains demographic, academic, discipline, and school climate information.
CA School Dashboard Designated Site Dashboard	School Site Data	School District 2022 CA School Designated Site Dashboard	https://www.caschooldashboard.org/report/s/04614246119523/2022	Share with LEA Team	The CA School Dashboard contains demographic, academic, discipline, and school climate information.
CA School Accountability Report Card (SARC)	District Data	CA School Accountability Report Card (SARC)	https://sarconline.org/public/summary/04614246119523/2021%E2%80%992022	Share with LEA Team	Public reports should be available for your Designated Site(s).
CA Community Schools Partnership Program (CCSPP) Coordinator (Name)	School Site Data	Caren Lehe, CS Coordinator	carenlehe@blueoakcharterschool.org	Share with LEA Team	Hired 9/5/23
CA Community Schools Partnership Program (CCSPP) Application	School Site Data	CSPP Application	https://drive.google.com/file/d/1T_C-0ALe0FH_2188UUGv6H7nibUJ3/view	Share with LEA Team	Check with your Community Schools Coordinator to find this information.
CA Community Schools Partnership Program (CCSPP) Assets & Needs Assessment	School Site Data	Overall % Parent Survey Responses for 2023	https://acrobat.adobe.com/id/urn:aaid:sc:US:33013807-7316-44a-81d4-63ed7953b3c6	Share with LEA Team	Staff and Student Surveys and Interviews underway.
District Policy on Caregiver, Family, and/or Community Engagement	District Data	Parent Involvement Policy is currently being reviewed/revised	https://docs.google.com/document/d/1Q715Luv9uP2UGd0-Q3T8BLG1Q1S4Tuvdell?usp=sharing&op=sharing&true&as=true	Share with LEA Team	Policies vary greatly amongst different LEAs and may be described in a single board policy or included throughout multiple policies and documents.
California School Climate, Health, and Learning Surveys (CaSCHLS)	District Data	CA Schools Climate, Health & Learning Surveys	https://calchs.org/reports-data/search-lea-reports/	Share with LEA Team	Public reports are available for all LEAs that have used any of the CaSCHLS surveys (students, families, and staff). Detailed LEA and school data can be found by contacting the CaSCHLS Coordinator for your LEA. Note: Not all LEAs participate in the CaSCHLS system.
Student Demographics	School Site Data	Ethnicity/Race Demographics	https://docs.google.com/spreadsheets/d/1sYdVbx9s0sOPV0aOaXwHNgjrdnb_G3ancBLu2SPM/edit?usp=sharing	Share with LEA Team	Some LEAs and schools have survey data collected by survey partners (for example, Panorama or Youth Truth) or internally.
Problem of Practice	School Site Data	We need to improve on fostering a positive school climate that supports the mental health and wellness of all students and enhances their academic achievements, social-emotional skills, and well-being.			

Question to Consider Preguntas para considerar	Answer(s)/Findings Respuestas / resultados	Next Steps, if Any Pasos a seguir si hay uno	Link, if Any Enlace si hay uno	Additional Notes Comentarios adicionales
Making Sense of the Data You Collected Dar sentido a los datos que recopilaste				
Based on the data you collected, who is your Local Educational Agency (district) community? Basado en los datos que recopiló, ¿quiénes son los miembros de su comunidad de la agencia educativa local (distrito)?	We are our own LEA & Site. 1. Not all of us on our committee are familiar with interpreting data. 2. Some of the dashboard data isn't accurate / it is difficult to capture the work the school does because it is difficult to measure. 3. These are conversations that have not really ever been talked about before. It may feel unusual or uncomfortable at times. 1. We need to have more conversations as a collective group. 2. Decide what our Problems of Practice is and define our Vision for this work. 3. Everyone really enjoys seeing the students being participating members on our committee.			
What stands out to you from the data sources you collected? ¿Qué sobresale para usted de todas las fuentes de datos que recopiló?		More discussions with group to take place in upcoming meetings		
What did you learn from your informal conversations with community members? ¿Qué aprendió de sus conversaciones informales con miembros de la comunidad?	1. How are they collected? 2. What is there intended purpose? 3. How do they relate to each other? 4. An explanation or time to review or both is needed.	More discussions with group to take place in upcoming meetings		See Cohort IV Session 7 Asynchronous Work Individual Extended Learning Activity 57
What questions do you have about these or other data sources? How might you find the answers? ¿Qué preguntas tiene sobre estas u otras fuentes de datos? ¿Cómo podría encontrar las respuestas?		More discussions with group to take place in upcoming meetings.		
Adding to Your Collective Understanding Contribuyendo a su comprensión colectiva				
What else do you need and want to know to have a deeper understanding of your LEA (district) community, history, assets, and needs? ¿Qué más necesita y desea saber para tener una comprensión más profunda de su comunidad y de su agencia educativa local (distrito), su historia, recursos y necesidades?	1. Street Data is needed. Students agreed to interview their peers to inquire on what interventions would they like to see the school offer them in order to help them in times of stress or emotional need? 2. Historical Data is needed.	More discussions with group to take place in upcoming meetings.		
Whose experiences do we need to center? How will we center them? ¿En las experiencias de quién debemos centrarnos? ¿Cómo las centraremos?	Staff, Parents & Students 1. Interviews are being conducted currently with staff. 2. Nurturing of faculty is a priority, building trust and relationships amongst peers in order to be able to be fully present for students & families.	More discussions with group to take place in upcoming meetings.		
Where are the opportunities to disaggregate data by race, ethnicity, gender identity, language, income, geography, and other characteristics? ¿Dónde se encuentran las oportunidades para diferenciar los datos por raza, origen étnico, identidad de género, idioma, ingresos/clase social, geografía y otras características?	All data can be disaggregated with the exception on non traditional gender identities. Other characteristics can be discussed.	More discussions with group to take place in upcoming meetings		
How will you go about collecting that data? How will you share that information with each other and make sense of it together? ¿Cómo recopilarán esos datos? ¿Cómo compartirán esa información entre ustedes y la comprenderán juntos?	1. Currently, we are focusing our efforts on connecting with parents/families of students. Ensuring connection with 100% of our parent population. Adequately identifying immediate resource needs and connecting families to resource needs, i.e. housing, furniture needs, food, clothing etc. 2. Resource Referrals conducted and submitted to CS Coordinator. 3. Coordinator is contacting families as a follow-up for all referrals. Ensuring connections to all resources leads within appropriate timely manner. 4. We intend to be transparent with this data and sharing overall % and review of data during in-person meetings.	More discussions with group to take place in upcoming meetings.		
Reflections Reflexiones				
What can you do to make sure your data includes a balance of historical, quantitative, qualitative, and experiential data? ¿Qué pueden hacer para asegurarse de que sus datos incluyan un equilibrio entre datos históricos, cuantitativos, cualitativos y experienciales?	1. Qualitative. Historically- the data has not been reliable because we have not measure street data. 2. Quantitative: #'s impacting students 3. Experiential: Focus Groups?	More discussions with group to take place in upcoming meetings		
In what ways is your team learning from those with historical experience and wisdom about the community? ¿De qué maneras está aprendiendo su equipo de aquellos con experiencia histórica y sabiduría sobre la comunidad?	1. By taking and asking questions of our long-time faculty, elders and leaders. 2. This is coming through via in-person interviews and follow-up interactions.	More discussions with group to take place in upcoming meetings		
In what ways is your team learning from those most impacted by systemic oppression? ¿De qué manera está aprendiendo su equipo de aquellos que son más impactados por la opresión sistémica?	We are still learning this. We are needing to identify those most impacted by systemic oppression. i.e. LGBTQIA2S+, Special Ed Students, New Immigrants, just to name a few.	More discussions with group to take place in upcoming meetings		
Why is it important to reflect on these questions? ¿Por qué es importante reflexionar sobre estas preguntas?	To help us solidify our Problems of Practice and to ensure our focus is on the areas of the greatest need and impact for our	More discussions with group to take place in upcoming meetings.		

September
25

Community Resource Fair

5PM-7PM

Connect with local organizations offering support in:
health & wellness, education, afterschool programs,
financial assistance, family services and housing.

Pizza Provided by
Woodstock Pizza



Blue Oak Charter School
450 East Ave Chico, CA 95926

Partner / Organization Name	Type of Services	Contact Name	Phone	Email	Web Site
Butte County Office Of Ed	Varies	Phillip James	(530) 781-4356	phillip.james@butte.k12.ca.us	
CHAT (Chico Housing Action Team)	Affordable Rental Housing for people w/o housing	Lizzy Young / Louann	530-399-3965 / 530-399-3964	louann@chicoactionteam.org	http://www.chicoactionteam.org/
True North housing Alliance	Housing Navigator, Housing & Homeless	Lisa Hedemark	(530) 891-9048 ext 812	lhedemark@truenorthhousing.org	
FAE/ Chico Holistic Wellness Center	Healing & Reiki - Massage	Elizabeth Martin/ Emma	(530) 720-6706 / 513-2668		http://healingbyemmasite.com/wordpress
Alliance For Workforce Development, Inc.	Career Center	Diana Moody / Dean Garbin	(530) 961-5125 ext. 116	dmoody@afwdinc.org	
Youth 4 Change	Foster Care Services, Adoption Services, Foster Urgent Response System, Post Adoption Services, Home Visiting Program	Kathleen Shenk / Brooke Wells	(530) 230-0211 / (530) 877-1965 (530) 321-1329	kshenk@youth4change.org brooke@youth4change.org	https://www.youth4change.org/chpd
NAMI Butte County	NAMI Butte County is a grassroots, family, and consumer self-help support and advocacy organization dedicated to improving the lives of people with severe mental illnesses, i.e., schizophrenia, bipolar disorder (manic depression), clinical depression, panic disorder, obsessive-compulsive disorder (OCD), and PTSD.		(530) 343-7775 / (530) 894-8551	emchips@csuchico.edu	https://namibc.org/locations/nami-butte-county/
Butte County Public Health - Oral Health Program	Dental Services	Celia Canalia	530-552-3839 or 530-552-3882	C.Canalia@buttecounty.net	
Habitat For Humanity of Butte County	Affordable Homeownership Program, Volunteer Opportunities	Cory Beynon	530-361-6705	cory.beynon@habitat.org	https://www.habitatforhumanity.org/
Butte/Glenn 2-1-1	help and assistance hotline connecting Butte and Glenn county residents with resources in their communities.	Sara Haskell	530-433-1973	s.haskell@helpcentral.org	
African American Family & Cultural Center	Free community resources	Robert Anderson	530-228-9516	robert@aatcc.org	http://www.aatcc.org/offices
Partnership HealthPlan of California	Partnership is the managed care plan for Medi-Cal insurance in Butte County. Our resource table will include information on member benefits, Population Health programs and services, and offer swag items to those who visit the table.	Renee Gomes / Nicole Curren	(530) 999-6978 / 707-639-5564	renee.gomes@phc.com nicole.curren@phc.com	https://www.healthplan.org/ https://www.healthplan.org/locations/california
BCOE-School Ties	Case Management, Ed advocacy, School Supplies for McKinney-Vento families	Tiffany Danger	530-276-4245	melissasabrinak@kucok charter-school.org	
Advantage Therapy Services	Our mission is to provide compassionate, effective, and personalized speech therapy and physical therapy services in Chico, California while also supporting the mental, physical, and social well-being of our clients through a holistic approach to patient care	Melissa Binar	530-774-2261		https://www.advantagetherapy.com/
Stonewall	Somatics & Massage	Emma	530-513-2668		
World Relief Sacramento		VIOLETA CALDEIRA	O: (916) 978-2650 C: (916) 829-0176		http://www.worldrelief.org/sacramento/

Location	Notes	Attending: Y/N
		Yes
PO Box 4868, Chico, CA, 95927		Yes
		Yes
287 Rio Lindo Ave, Chico, CA 95926	Inside Chico Holistic Wellness Center: Reiki Master & Teacher; Ceremonial Facilitator; Quantum Journey Guide; Psychic Tarot Reader	Yes
		Yes
2856 Olive Hwy, Suite A, Oroville, CA 95966	CA Home Visiting Program Referrals for Families w/ Children -Pregnancy through Age 3 Living in Butte County	Yes
PO Box 1364, Chico, CA 95927	Family to Family: Peer-to-Peer; NAMI Basics; Provider Education Program; Connections; Family Support Group	Yes
BUTTE COUNTY PUBLIC HEALTH 2080 20th Street, Suite 180 Chico, CA 95928		Yes
220 Meyers St. Chico, CA 95928		Yes
		Yes
3300 Spencer Ave, Oroville, CA 95966		Yes
4665 Business Center Drive, Fairfield, CA 94534		Yes
	Needs Table & Chairs	Yes
3435 Silverbell Road Chico CA 95973	Melissa emailed me on 8/19/24 inquiring if she could have a booth. I sent email invitation.	Yes
	Emma called me on Sat 8/17 and said they would like to participate. Waiting on online interest form to be filled out.	Yes
		Yes

Form A: Applicant Info Sheet
2025–30 California Community Schools Partnership Program:
Implementation Grant, Cohort 4

Please complete the following:

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

LEA's County-District-School Code: 04 61424 6119523

Primary Contact:

Name: Susan Domenighini

Title: Executive Director

Phone: 530-879-7483 ext 2003

Email: sdomenighini@blueoakcharterschool.org

Secondary Contact:

Name: Caren Lehe

Title: CSPP Coordinator

Phone: 530-879-7483 ext 2011

Email: carenlehe@blueoakcharterschool.org

Fiscal Contact:

Name: Susan Domenighini

Title: Executive Director

Phone: 530-879-7483 ext 2003

Email: sdomenighini@blueoakcharterschool.org

If applicable, as described in California *Education Code (EC)* Section 8901(i)(2), if the LEA applicant is not a qualifying entity itself but is applying on behalf of schools that are qualifying entities, list the school(s) on whose behalf the LEA is applying and the factors that warrant the school's consideration, including but not limited to, fulfilling an exceptional need or providing service to a particular target population:

N/A

If applicable, if the LEA is applying as part of a consortium, as described in *EC* 8901(c), list the additional LEA(s) and/or cooperating agency(ies) that form the consortium:

N/A

If applicable, list the cooperating agency (including county behavioral health agency, federal Head Start or Early Head Start program or other government-funded early childhood program or agency or childcare program or agency within a public institution of higher education), as described in EC 8901(d), with which the LEA will partner:

N/A

I support this application for a California Community Schools Partnership Program (CCSPP) implementation grant. As a condition of funding, I assure that the LEA applying for the CCSPP implementation grant will adhere to the intent and letter of the California Community Schools Partnership Act as part of California EC sections 8900–8902; the California Community Schools Framework; the assurances, certifications, terms and conditions included in the Request for Applications; and the grant requirements and specifications identified in the Request for Applications. By signing/typing my name electronically, I am agreeing that my electronic signature is the legal equivalent of my manual signature on this Form and demonstrates my agreement to comply with all CCSPP application items (the 2024–25 CCSPP Application Questionnaire, Project Abstract, LEA and Site Participation Sheet, Implementation Plan[s], Artifacts, and Budget Worksheet).

Add pages and/or signature lines as needed to ensure each LEA and school site identified in Attachment I: CCSPP LEA and Site Participation Sheet has signed this form. Sign and date below.

LEA Name: Blue Oak Charter School

Susan Domenighini

E-Signature of LEA Superintendent or Designee

2/3/25
Date

School Site 1 Name: Blue Oak Charter School

Susan Domenighini

E-Signature of Site Principal

2/3/25
Date

School Site 2 Name: N/A

E-Signature of Site 2 Principal

E-Signature of Site Principal

Date

School Site 3 Name: N/A

E-Signature of Site 3 Principal

E-Signature of Site Principal

Date

School Site 4 Name: N/A

E-Signature of Site 4 Principal

E-Signature of Site Principal

Date

Posted by California Department of Education – October 2024

Posted by: California Department of Education – October 2024

Form B: Project Abstract
2025–30 California Community Schools Partnership Program: Implementation
Grant Cohort 4
Request for Applications

Blue Oak Charter School (Blue Oak) is a single site TK-8 charter school located in Chico, Butte County, California. Butte County has the highest number of Adverse Childhood Experiences (ACEs) in California. Among Butte County residents, 76.5% reported experiencing one or more Adverse Childhood Experiences before the age of 18. In addition, residents of Butte County experienced an unprecedented level of environmental and personal trauma beginning in 2017 when the Oroville Dam failed and many residents were displaced. In 2018 and 2024 Butte County experienced the Camp and Park Fires which were some of the most devastating fires in the history of California. The Camp Fire ravaged the community, permanently displacing thousands of families and killed 83 people. Just as our community was beginning to get back to some sense of normalcy, the COVID 19 pandemic struck in early 2020 which forced the students and school community to isolate from one another for the next year.

Blue Oak offers a Waldorf Inspired education which addresses within it many of the aspects of trauma based instruction such as movement, art, parent involvement, and community building. Community School partnerships are strengthening the foundation already present.

Blue Oak has used the planning grant to establish staff and begin data collections. Blue Oak also was accepted into the Community Engagement Initiative through The California Collaborative for Educational Excellence. This gives access to a network of successful Community Schools, information, training, and mentoring from these successful grantees.

Blue Oak's vision is for the continuation and expansion of the community school's initiative projects, assess existing assets including links to community services, and identify gaps impacting the community's ability to fully integrate social and emotional services that improve student outcomes using a Multi-Tiered System of Support. Blue Oak Charter School plans to continue funding the full-time position for a community school coordinator who will utilize the six principles of trauma-informed care developed by the CDC's Center for Preparedness and Response (CPR) and National Center for Trauma-Informed Care (NCTIC): Safety, trustworthiness & transparency, peer support, collaboration & mutuality, empowerment voice & choice, cultural, historical & gender issues to coordinate a full-scale collaboration from students, parents, teachers, staff and community partners to identify assets, needs and create an integrated social and emotional framework within the school that serves to support the whole-child.

Teachers and school staff will be given professional development time for trauma-informed trainings that are coordinated by the community school coordinator, including Adverse Childhood Experiences (ACEs), the six principles of trauma-informed care, trauma stewardship and how to implement trauma-informed practices in their respective environments to increase awareness and organizational participation that is principled and intentional in practice. Teachers and staff will be trained in various restorative practices. Teachers and support staff will be trained in non-directive play methods to build upon their connections with students in a way that is child-centered. As part of an on-going process, staff will be given opportunities to participate in small peer groups to share their experiences of being impacted by secondary trauma and ways to address secondary trauma and compassion fatigue in healthy ways so that they are better able to respond to students showing trauma responses. Teachers and staff will be compensated for their participation, and it will be embedded in their extended learning opportunities to better support students and the community as a whole.

Parents will be invited to attend community events to share their input in addressing the community's needs and strengths, as well as gain awareness on trauma-informed care and practices that promote well-being and resources available to the community. The community school coordinator will use these opportunities to host discussions and gain input relevant for incorporation into on-going assessment of community assets, needs and barriers impeding effective integration of a holistic approach, including social and emotional needs, connection to community resources and community participation.

In age-appropriate ways, the community school coordinator will partner with school staff and support students in being taught, modeled and encouraged to participate in collaborative trauma-informed practices to give their input of needs and assets in their school environment, learn the impact of trauma on the brain, and how to self-regulate and practice restorative communication to resolve conflicts as they arise within the community.

Following completion of annual comprehensive school, community needs and asset assessments, the community school coordinator will continue to work with the school community and community partners through continued use of planned, coordinated meetings and trainings, using a trauma-informed approach, to address identified needs and barriers and integrate services effectively. Throughout this process we will leverage use of the Statewide and Regional Transformational Assistance Centers to learn the ways other communities are working to implement community-level changes to address the social and emotional needs of students and serve to create communities based on equity and mutual empowerment. We will join discussion and webinars to support us in utilizing best practices as we plan for our long term goals. We will work with our regional technical assistance center to participate in professional learning opportunities and best practice workshops to improve academic achievement for all students.

The community school coordinator will continue to provide training and facilitate meetings with counselors, teachers, families, students, college faculty, governmental organizations, community service organizations and businesses when taking input from the community in cultivating best practices and new ideas to implement our goals for success. There may be opportunities for our school community coordinator to work with a college intern to provide them with learning opportunities while they support the Blue Oak Charter School community in working towards its goals.

Our integrated plan will include identifying ways to incorporate Medi-Cal reimbursement for Educationally Related Mental Health Services (ERMHS) as well as collaboration with community partners and other charter schools in the area to maximize resources related to ERMHS and mental health. Our hope is to eventually explore possibilities to network with other charter schools to explore ways to cross utilize and elevate resources through mutual collaboration to address gaps in services typical for charter schools, including how to adequately address the academic and behavioral needs of students who exhibit a higher need of individualized academic services. We will strive to bolster connections to existing community agencies, including Butte County Behavioral Health, Youth 4 Change and other non-profit agencies, to create integrated mental health services that have the capacity to bill Medi-Cal. Our vision is to establish a partnership with a non-profit mental health and social services agency to provide school-based therapeutic services utilizing an embedded model, with an on-site mental health clinician, serving students primarily at our site.

Blue Oak has recently joined the Capacity Grant Consortium with Butte County Office of Education to participate in the Children and Youth Behavioral Health Initiative (CYBHI) Fee Schedule Program. This partnership will enhance our ability to provide and be reimbursed for mental health services through a fee-for-service billing model. This collaboration strengthens our capacity to deliver comprehensive behavioral health support to our students while ensuring sustainable funding for these critical services.

We anticipate that we will be able to collectively identify and begin to implement an integrated social and emotional response to address the unique needs of our student body, including the direct provision of specialized services to reduce and prevent bullying, including but not limited to: implementation of empowerment groups tailored towards diverse populations based on nationality, race, gender, LGBTQIA2S+, etc.; empathy groups to enhance emotional understanding of self and other; restorative circles to repair relationships after conflicts arise, and relationship-enhancement practices between students and staff.