

Blue Oak School Music Program

Blue Oak's music program has musical instruments that are no longer needed. Most have been stored, unused, for 2-7 years. As we prepare to move, I would like to sell or donate these instruments that are taking up space, and, in many cases, are broken or otherwise unusable. The main reasons we have these instruments are:

1. We were double-tracked and moved to single tracking, which means we have quite an excess of violins and cellos.
2. During the pandemic, instruments were loaned out without proper oversight, and many of these instruments are now broken beyond repair.
3. We have received donated instruments that are not appropriate for our program.

These are the approximate numbers of instruments that I would like to pass on:

Flutes, 7

Bb Clarinets, 8

Bb Bass Clarinet, 1

Eb Saxophone, 4

Bb Trumpet, 4

Trombone, 2

Tuba, 1

Violin (4/4), 8

Violin (3/4), 4

Violin, (1/2) 3

Violin, (1/4), 2

Cello, 3

Guitar, 1

Recorders, regular, 40

Alto/Tenor/Bass Records, 7

Glockenspiel, 4

Banjo, 1

Handbells, 1

BLUE OAK CHARTER SCHOOL LEASE

Lessor. Leen – Liberty Park LLC, 280 Cohasset Road, Suite 110, Chico, CA 95926.

Lessee. Blue Oak Charter School, a non-profit corporation, 450 W. East Avenue, Chico, California.

Premises. In consideration of the rents, payments, covenants and agreements on the part of Lessee to be paid and performed, the Lessor leases to the Lessee, and Lessee leases from Lessor, for the Term, at the rental and upon the conditions of this lease, that certain premises (referred to herein as the “Premises”) located at 450 W. East Avenue, in Chico, Butte County, California. Said Premises being agreed for purposes of this Lease, shall have approximately 29,195 square feet (see map attached – Exhibit B).

Term. The term of this Lease shall be for a period of thirteen (13) months, commencing on the 1st of February, 2026, and shall terminate the last day of February, 2027.

Permitted Uses. The Premises shall be used and occupied only for the purposes of a School and for no other use or purpose.

Rent. Lessee agrees to pay rent in the amount of \$35,000 per month.

Holdover Clause. If Lessee has not vacated the facility by February 28, 2027, the rent shall increase to \$50,000 per month.

Late Charges. A late charge in the amount of five percent (5%) of the monthly rent shall be paid as additional rent in the event the rent is received more than five (5) days late.

Security Deposit. Lessee agrees there shall be no security deposit refunded to Lessor, as such deposit has been applied to unpaid rents by Lessee.

Notice. Wherever in the Lease it is required or permitted that notice or demand be given or served by either party or the other, such notice or demand shall be deemed given or served when written and hand delivered, or after five (5) days if deposited in the United States Mail, certified, return receipt requested, postage prepaid, addressed as follows:

To Lessor: 280 Cohasset Rd, Ste 110, Chico, CA 95926

To Lessee: 450 W. East Ave., Chico, CA 95926

Time. Time is of the essence in this lease.

CHARGES PAYABLE BY LESSEES

All utility expenses including but not limited to, electric, gas, water, garbage or refuse collection, all insurance costs including property and liability coverage, shall be prorated between Blue Oak Charter School and Enloe Health at a rate of Blue Oak Charter School 60%/Enloe Health 40%. Each tenant agrees to pay for their own interior building maintenance, custodial services, repairs, pest control and glass, for the area said tenants/Lessees each occupy. Blue Oak Charter School shall be responsible for paying all

expenses with Enloe Health reimbursing Blue Oak Charter School for Enloe Health's prorated portion of expenses.

Tenant Improvements. Lessee shall pay for any Tenant Improvements whether by new construction or modification of existing improvements to the Premises. Lessee is permitted to change any and all floor coverings in the Premises to Lessee's satisfaction. Prior to commencing work on Tenant improvements Lessee will obtain Lessors written permission to conduct such Tenant Improvements. Lessor's approval shall not be unreasonably withheld. Lessee may perform tenant improvements on the building and tenant-maintained areas as identified in "Exhibit B". It is agreed tenant has the right to do any of the above improvements at any time during the tenancy. Lessee is not required to make any of the lease improvements at any particular time, but Lessee has the right and option to do so at any time during the tenancy. Any improvements to accommodate Enloe Health's occupancy shall be at the sole expense of Enloe Health.

Lessor Changes. Lessor agrees to maintain premises in good condition, but also agrees not to change the premises' building, trees, or parking lot in any way without Lessee's written permission.

Taxes. Lessee shall pay any and all property taxes assessed on the premises for the space they occupy. Lessee shall submit property tax exemptions each year, and any reduction or waiver of property taxes shall benefit Lessor.

LESSOR'S EXPENSES

Exterior Maintenance. Lessor shall pay at Lessor's expense all expenses for maintenance, repair, or replacement with regard to the exterior of the Premises and the grounds adjacent thereto

- a) The Premises exterior building;
- b) The Premises landscaping;
- c) The Premises roof;
- d) The Premises parking area;
- e) The trees on the Premises;
- f) All asphalt on the Premises;
- g) All Heating Ventilation and Air Conditioning systems, excepting those areas identified in paragraph entitled Maintenance.

Repair or Replacement. Lessor shall maintain the parking area, the Parcel on which the Premises are located, and each and every part of them, in good condition, except that Lessee shall make any repairs or replacements necessitated by damage beyond normal wear and tear cause by Lessee, its employees, agents, students, invitees, or visitors. Provided, however, if Lessee fails to make any such repairs or replacements within a reasonable time, Lessor may, at its sole option, make the repairs or replacements

after fifteen (15) days written notice to Lessee. In that event Lessee shall repay the cost of repairs or replacements to Lessor on after such repairs are completed.

USE OF PREMISES

Shared. The premises shall be a shared occupancy between Blue Oak Charter School and Enloe Health, with Blue Oak Charter School occupying 29,195 square feet, and Enloe Health occupying 18,877 square feet (see Exhibit B). All Lessees shall share equally in all parking, excluding the rear portion behind the iron fence and gate which is for the exclusive use of Blue Oak Charter School.

Permitted Uses. The premises shall be used and occupied only for the purposes of a school and all ancillary uses and for no other use or purpose.

Lessors Access. Lessor or their agents may enter the Premises at all reasonable time and upon reasonable notice for the purpose of inspecting the Premises.

Lessee agrees to permit Lessor to place upon the premises any usual “to let” or “for sale” signs within sixty (60) days prior to the expiration of the Lease. Lessee, upon reasonable notice by Lessor, will allow persons desiring to lease or purchase the premises to enter and inspect the Premises within the sixty (60) day period set forth above.

Compliance with Laws. Lessee agrees to observe all laws and governmental regulations applicable to its use of the Premises, as long as they do not interfere with the permitted use.

Compliance with Lessor’s Rules. Lessee agrees to comply with all reasonable rules and regulations established by Lessor for the use of the Premises.

Quiet Possession. If Lessee pays the rent and complies with all other terms of this Lease, Lessee may occupy and enjoy the Premises for the full Lease Term subject to the provisions of this Lease.

Waste. Lessee shall not commit any waste upon the Premises.

Tree Removal. Lessor grants Lessee permission to remove certain Bradford Pear trees from the area to the North of the building. Lessee and Lessor shall agree in writing those trees to be removed prior to any removal of said trees.

Lessee’s Signage. Lessee may place signs on the Premises to identify itself as a Charter School. Lessor shall have the right of approval of any such signs, which shall not be unreasonably withheld, prior to their placement.

HAZARDS

Insurance. Lessee shall not use the Premises, nor permit them to be used, for any purpose which shall increase the existing rate of insurance upon the Premises, or cause the cancellation of any insurance policy covering the Premises. Lessee shall not sell, keep, use, or permit the sale, keeping, or use of any article that may be prohibited by Lessors policies of insurance on the Premises.

Instructional Materials. Lessee is permitted, with reasonable safeguards, to keep and use on the Premises any and all Instructional Materials.

Custodial and Maintenance Materials. Lessee is permitted, with reasonable safeguards, to keep and use on the Premises all Custodial and Maintenance Materials.

PARKING

Designated Parking. Lessee, its agents, servants, employees, guests, and invitees, shall have the right to park vehicles adjacent to the Premises, as set forth in "Exhibit A" hereto, without charge, throughout the term of the Lease, and any renewal term of the Lease. Lessee, its agents, servants, employees, guests, and invitees, shall not use any other parking spaces on the Premises other than those identified in "Exhibit A" hereto. Lessor grants Lessee permission to park on the lot described as 440 W. East Ave., Chico CA. Lessee agrees to immediately relinquish any and all parking rights to 440 W. East Ave., Chico, CA upon written notice by Lessor to Lessee and at the request of Lessor anytime throughout the term of this lease.

DAMAGE OR DESTRUCTION

Partial Damage to Premises. In the event of damage to the Premises, and if the damage is only partial (meaning the cost to repair would not exceed twenty five percent (25%) of replacement value), the Lease shall remain in effect and Lessor shall repair the damage as soon as reasonably possible.

Total or Substantial Destruction. If the Premises is totally or substantially destroyed (meaning the cost to repair would exceed twenty five percent (25%) of replacement value) this Lease shall, at the election of Lessee, terminate on the date of destruction.

Temporary Reduction of Rent. If the premises are damaged (see Partial Damage to Premises), and the Premises are repaired in a reasonable time, any rent payable during the period of such damage and repair shall be reduced by the percent of the premises which are damaged and or under repair.

CONDEMNATION

Eminent Domain. As used in the Article, the word "condemned" shall include:

- a) Receipt of written notice of the intent to condemn from an entity having the power of eminent domain;
- b) The filing of any action or proceeding for condemnation by any such entity, and;
- c) The conveyance of any interest in the Premises by the Lessor or the Lessee to a public or quasi-public authority having the power of eminent domain with respect to the Premises as a result of the authority's express written intent to condemn.

Termination. In the event any part of, or interest in, the Premises is condemned, this Lease shall terminate at the option of either Lessor or Lessee as of the date title or actual possession vests in the

condemner, whichever occurs first. Rent under this Lease shall be payable only until such date. Lessor shall return to Lessee any rent paid beyond that date.

Notice. Lessor shall give lessee written notice within ten (10) days of any contemplated condemnation. After such notice Lessee shall have thirty (30) days to give notice of its intent to terminate this Lease.

ASSIGNMENT AND SUBLETTING

Subletting and Assignment. Lessee shall not have the right to sublet or assign any portion of the Premises during the term of this lease.

DEFAULTS AND REMEDIES

Covenants and Conditions. Performance by Lessor and Lessee of their respective obligations under this Lease are a condition as well as a covenant. Lessee's right to continue in possession of the Premises is conditioned upon such performance. Lessors right to Lessee's continued performance is condition upon the performance of Lessors obligations.

Default by Lessee. Lessee shall be in material breach of the Lease:

- a) Lessee abandons or vacates the premises;
- b) Lessee fails to pay rent or any other charge required to be paid by Lessor within thirty (30) days after written notice from Lessor;
- c) Lessee is in default in the performance of any obligation under this Lease for thirty (30) days after written notice from Lessor specifying the particulars of the default except that Lessee shall not be in default if it commences cure within the 30 days and diligently prosecutes the same to completion;
- d) Lessee makes any general assignment for the benefit of creditors;
- e) A petition or other proceeding is instituted by or against Lessee for the appointment of a trustee, receiver, or liquidator of Lessee or of any of Lessee's property for the benefit of creditors.

Default by Lessor. Lessor shall be in material breach of the lease if it fails to perform any obligation under the Lease within a reasonable time, but in any event, no later than thirty (30) days after written notice from Lessee to Lessor specifying the obligation and the failure to perform, except that Lessor shall not be in default if it commences cure within the 30 days and diligently prosecutes the same to completion.

Lessor's Remedies. In addition to any other rights and remedies available to Lessor in the event of default it shall have the right of entry to the Premises after fifteen days written notice to Lessee. Lessor, upon reentry, shall have the right to remove all persons and property from the Premises. Any property removed from the Premises shall be stored in a secure location at the cost of, and for the account of, Lessee. Should Lessor reenter, the Lease shall be deemed terminated and Lessors rights to damages

provided by law shall be preserved. Should Lessor re- enter, Lessor shall have no obligation to re-let the Premises.

Lessee's Remedies. In addition to any other rights and remedies available to Lessee at law or equity, in the event of default it shall have the right to immediately terminate the Lease upon the expiration of the thirty (30) day period set forth in paragraph entitled Default by Lessor.

INSURANCE

Maintenance of Insurance. Lessee shall furnish to Lessor a certificate of public liability insurance and a certificate of renewal of such insurance from time to time throughout the term of this Lease, insuring Lessee against liability for personal injury in the amount of at least one million dollars (\$1,000,000.00) per person and two million dollars (\$2,000,000.00) per occurrence. Lessee shall also furnish evidence of insurance as set forth above for property damage in the amount of seven million dollars (\$7,000,000) per occurrence.

Additional Insureds. Leen-Liberty Park LLC shall be named as additional insureds on any policy of insurance procured.

Notices. Lessor shall be entitled, during the term of the lease to post any notice of non-liability required by its insurance carrier or mortgagee in a space that complies with any ordinance or insurance policy approved by the State Board of Insurance.

DISPUTES

Arbitration. Any dispute, claim or controversy arising out of or relating to this Lease or the breach, termination, enforcement, interpretation or validity thereof, including the determination of the scope or applicability of this agreement to arbitrate, shall be determined by arbitration in Chico, Butte County, California before one neutral arbitrator selected by the parties. If the parties are not able to agree on an arbitrator, then the matter shall proceed before three arbitrators. In that event each party shall choose an arbitrator and the two arbitrators will select the third arbitrator. Any arbitration will proceed according to the Rules of the American Arbitration Association. Judgment on the arbitration award may be entered in Butte County Superior Court. This clause shall not preclude the parties from seeking provisional remedies in aid of arbitration from a court of appropriate jurisdiction.

Mediation. The parties agree that any and all disputes claims or controversies arising out of or relating to this Lease shall first be submitted for mediation, and if the matter is not resolved through mediation, then it shall be submitted for final and binding arbitration pursuant to above paragraph. Either party may commence mediation by providing the other party a written request for mediation setting forth the subject of the dispute and the relief requested. If the parties cannot agree on a mediator within ten (10) days of the written request for mediation, then they shall apply to the Butte County Superior Court for the appointment of a mediator.

Either party may initiate arbitration with respect to the matters submitted to mediation by filing a written demand for arbitration at any time following the initial mediation session or forty-five (45) days after the date of filing the written demand for mediation, whichever occurs first. The mediation may

continue after the commencement of arbitration if the parties so desire. Unless otherwise agreed by the parties the mediator shall be disqualified from serving as an arbitrator in the case. The provisions of this clause may be enforced by any Court of competent jurisdiction, and the party seeking enforcement shall be entitled to an award of all costs, fees, and expenses, including attorneys' fees, to be paid by the party against whom enforcement is ordered.

Attorney's Fees and Costs. The prevailing party in any arbitration proceeding commenced pursuant to this Article or any enforcement thereof shall be entitled to recover Attorney's Fees costs from the adverse party.

Mediation Costs. The costs of mediation, including the mediator's fees, shall be borne equally between the parties.

MISCELLANEOUS

Severability. A determination by a court of competent jurisdiction that any provision of this Lease, or any part thereof, is illegal, or unenforceable shall not cancel or invalidate the remainder of this Lease, which shall remain in full force and effect.

Interpretation. The captions of the Articles or Sections of this Lease are to assist the parties in reading this Lease and are not a part of the terms and provisions of this Lease. Whenever required by the context of this Lease, the singular shall include the plural and the plural shall include the singular. The masculine, feminine, and neutral genders shall each include the other. In any provision relating to the conduct, acts, or omissions to act of either party it is understood and agreed that there is Mutuality of Obligation between the parties with regard to the terms of the Lease.

Entire Agreement. This Lease and Exhibits, if any, attached hereto and forming a part hereof set forth all the covenants, terms, provisions, warranties (if any), obligations, limitations promises, representations, agreements, conditions and understandings, either oral, or written between Lessor and Lessee concerning the Premises and there are no covenants, terms, provisions, warranties (if any), obligations, limitations, promises, representations, agreements, conditions and understandings, either oral, or written, between them other than are herein set forth. Except as herein otherwise provided, no subsequent alteration, amendment, change or addition to this Lease shall be binding upon Lessor or Lessee unless reduced to writing and signed by the party to be charged with their performance.

Notices. All Notices required or permitted under this Lease shall be effective upon personal delivery or three (3) days after deposit in the U.S. Mail.

Liability. Lessee agrees that Lessor shall not be liable for any damage or injury to persons or property arising out of the use of the Premises by Lessee, its agents and employees, invitees, students, or visitors except that occasioned by the negligence or act of Lessor its agents, employees, servants, contractors, or subcontractors. Lessee will indemnify and save Lessor harmless from all liability and loss on account of any such damage or injury save any such loss or injury occasioned by any failure of Lessor to comply with its obligations under this Lease or by reason of the negligence of Lessor, its agents, servants, employees, contractors, or subcontractors.

Fixtures and Personal Property. Any trade fixtures, equipment, or personal property permanently installed in, or permanently affixed to the Premises by or at the expense of Lessee shall be and remain the property of Lessee. Lessor agrees that Lessee shall have the right to remove any and all such property prior to the expiration or termination of this Lease, so long as no default exists under the Lease. Lessee agrees that it will, at its expense, repair any damage occasioned to the Premises by reason of the removal of any of the items set forth above.

Interruption of Utilities. In the event of any interruption or malfunction for any reason of any utility or services to the Premises, Lessor shall use reasonable diligence to restore the utility or service. However, any such interruption or malfunction, if restored within a reasonable time, shall not entitle Lessee to be relieved from any of its obligations under this Lease, or grant Lessee the right of set-off or recoupment of rent, or be considered a breach by Lessor, or entitle Lessee to any damages. Should any of the equipment or machinery break down, or for any cause beyond the reasonable control of Lessor cease to function properly, Lessor shall use reasonable diligence to repair the machinery or equipment promptly. Lessee shall have no claim for rebate of rent or damages on account of any interruptions in service occasioned by or resulting from any such breakdown or cessation for the length of time reasonably required for repair.

Reasonability Standard. Wherever the words “reasonable,” “reasonability” or similar terms are used in this Lease as a standard for a measure of time for an act to be completed, or a thing done, the parties expressly agree that those terms are subject to resolution by resort to section entitled Disputes.

Real Estate Commission. Lessee acknowledges that Lessee contacted Lessor directly, and that no real estate commission is due or payable from Lessor. Lessee will hold Lessor and owners harmless from any claim made for a real estate commission. Lessor agrees that this covenant and indemnity shall be mutual. Lessee acknowledges that Lessor, Nels Leen, is a licensed California Real Estate Broker.

Subordination. This Lease is subject and subordinate to all mortgages and deeds of trust which may now or hereafter encumber the Premises, or any appurtenances thereto, or any leases, renewal, or modifications related thereto. This clause shall be self-operative, and no further instruments of subordination shall be required in order for this clause to be effective. Within ten (10) days of the written presentation thereof, Lessee hereby agrees to execute any and all reasonable instruments in writing required by Lessor or any lender to subordinate Lessee’s rights acquired by this Lease in accordance with this clause.

Transfer by Lessor. The term “Lessor” shall mean only the current owner of the Premises. In the event of a transfer by that owner of its interest in the Premises, the owner shall be released and discharged from all covenants and obligations of the Lessor accruing thereafter after the security deposit has been transferred from Lessor to the new owner. Such covenants and obligations shall be binding during the lease term on each new owner and their successors and assigns for the Term of the Lease.

SIGNATURE PAGE

Lessor

Date

Lessor

Date

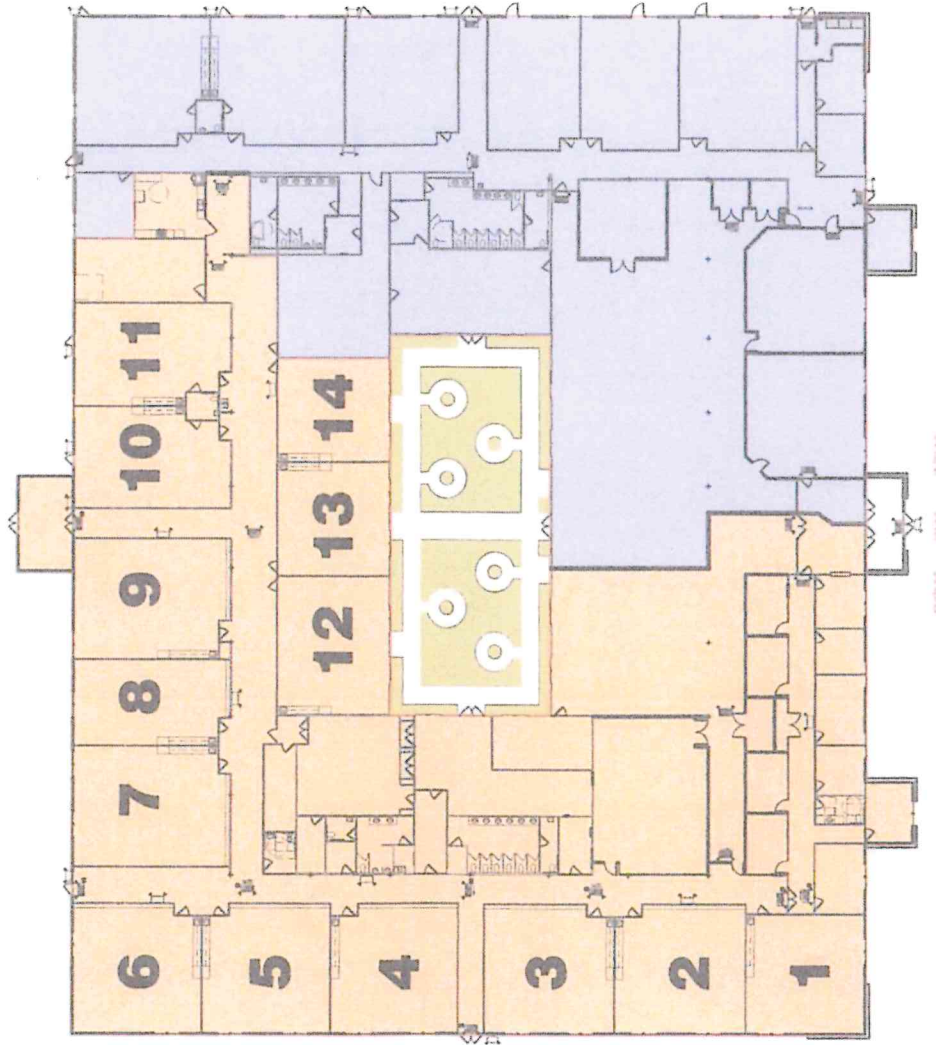
Lessee

Date

Lessee

Date

"EXHIBIT B"



YELLOW - Blue Oak

BLUE - Entoe

450 W. EAST AVENUE

DEMISE PLAN FOR LEASE EXHIBIT

r.g. project number: 25-401

2023.07.05





BLUE OAK SCHOOL

A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Blue Oak Charter School	04 61424 6119523		

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Blue Oak Charter School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Blue Oak Charter School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Blue Oak aligns ESSA and LCAP requirements by including ESSA goals within the LCAP process. All federal, state and local program goals are reflected in the LCAP.

Educational Partner Involvement

How, when, and with whom did Blue Oak Charter School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Blue Oak continually engages stakeholders through the Finance Committee. The Committee meets the first Tuesday of each month to review the financial status of the school including plans for federal funding. Representatives from the Charter Council, Parent Council, faculty and classified staff all participate and report out on school plans. Additionally, in the fall of 2019, Blue Oak hosted a Strategic Planning session developing a three-year plan to address the concerns of the school. Parent and staff surveys utilizing Google forms and Survey Monkey were done in June and August of 2020. Three Town Hall meetings (7/16/2020, 7/23/2020, 7/30/2020), three All Staff meetings (7/15/2020, 7/26/2020, 7/29/2020) and one Faculty Meeting (8/5/2020) occurred over the months of July and August to develop COVID 19 plans and included SPSA related issues.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

During surveys and Town Hall meetings resource inequities were found issues concerning connectivity an technological devices unavailable in the home, childcare and the ability for parents to support their child's education while working were also noted.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Blue Oak Charter School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.38%	%	%	1		
African American	2.28%	%	%	6		
Asian	1.52%	%	%	4		
Filipino	0%	%	%	0		
Hispanic/Latino	20.53%	%	%	54		
Pacific Islander	0.76%	%	%	2		
White	64.26%	%	%	169		
Two or More Races	8.75%	%	%	23		
Not Reported	1.52%	%	%	4		
Total Enrollment				263		

Note: This data is typically released in the Spring of each year. This data is sourced from and can be reviewed at <https://data1.cde.ca.gov/dataquest/DQ/enrotherstart.aspx>.

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Kindergarten	34		
Grade 1	29		
Grade 2	29		
Grade 3	28		
Grade 4	28		
Grade 5	30		
Grade 6	26		
Grade 7	25		
Grade 8	34		
Total Enrollment	263		

Note: This data is typically released in the Spring of each year. This data is sourced from and can be reviewed at <https://data1.cde.ca.gov/dataquest/DQ/enrotherstart.aspx>.

Conclusions based on this data:

1. The largest population of students continue to be white.
2. Hispanic students are the second largest subgroup increasing by percentage but not by number
3. Blue Oak is a small school so a minimal change in numbers can significantly change the percentages. This is exemplified by the African American population.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	9			3.4%		
Fluent English Proficient (FEP)	4			1.5%		

Note: This data is typically released in the Spring of each year. This data is sourced from and can be reviewed at <https://data1.cde.ca.gov/dataquest/AltPage2.asp?cSubject=LC>.

Conclusions based on this data:

1. Blue Oak has a small number of English Learners.
2. Blue oak has been successful in reclassifying students shown by the decrease in English Learners compared to the increase in Reclassified students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](https://www.cde.ca.gov/ta/tg/ta/sba/) web page for more information.

Note: This data is typically released in the Fall of each year. The data is sourced from and can be reviewed at <https://caaspp-elpac.ets.org/caaspp/> (select English Language Arts/Literacy and Mathematics).

Asterisks (*) is populated when the number of students in the category is 10 or less to protect student privacy.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Conclusions based on this data:

1. Due to the COVID 19 closure of on site programs statewide CAASPP testing was non completed in the 19-20 school year. The data available shows an overall increase in both participation and grade level achievement.
2. The scores show an improvement over the years as expected in a Waldorf inspired programs.. Overall achievement shows an increase in both those exceeding standards and meeting standards.
3. Though scores are improving, Blue Oak still needs to bring scores to a level comparable to other area schools and to grade level standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](https://www.cde.ca.gov/ta/tg/ass/sba/) web page for more information.

Note: This data is typically released in the Fall of each year. The data is sourced from and can be reviewed at <https://caaspp-elpac.ets.org/caaspp/> (select English Language Arts/Literacy and Mathematics).

Asterisks (*) is populated when the number of students in the category is 10 or less to protect student privacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11															
All Grades	N/A	N/A	N/A												

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11									
All Grades									

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11									
All Grades									

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Conclusions based on this data:

1. Due to the COVID 19 closure of on site programs statewide CAASPP testing was non completed in the 19-20 school year. The data available shows an overall increase in both participation and grade level achievement.
2. Overall achievement shows an increase in students above, at or nearing standards., However, within these categories scores can not be said to consistently increase.
3. Blue Oak's greatest strength is in supporting mathematical conclusions, the greatest weakness is in problem solving, modeling, data analysis.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

Note: This data is typically released in the Fall of each year. The data is sourced from and can be reviewed at <https://caaspp-elpac.ets.org/elpac/> (select Summative ELPAC).

Asterisks (*) is populated when the number of students in the category is 10 or less to protect student privacy

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Conclusions based on this data:

1. Data is inconclusive due to low number of students in this category.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
Total Number of Students enrolled in Blue Oak Charter School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage

Note: This data is typically released in the Fall of each year. The data is sourced from and can be reviewed at <https://www.caschooldashboard.org/#/Home> (search school or LEA and select the appropriate dashboard section).

Conclusions based on this data:

1. Blue Oak's most significant subgroup continues to be white low income students.
2. Non-white races or mixed race students are 32.5% of the Blue Oak population.
3. Improved reporting for homeless students was implemented in 2019-20.

2. During the 2019-20 school year suspension rates increased. This is seen to a great extent to be reflective of the increased mental health issues due to the Camp Fire.
3. Blue Oak has improved test scores in ELA and Mathematics but continued work is needed.

School and Student Performance Data

Academic Performance English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red
Lowest Performance
Orange
Yellow
Green
Blue
Highest Performance

This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Score increases brought Blue Oak into the yellow range in all measures.
2. Low Income students showed the most significant improvement. Work continues to be necessary to bring them up to grade level standard.
3. Students with disabilities improved but remain significantly below standard in test scores.

School and Student Performance Data

Academic Performance Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. significant over all increase
2. Low income
3. Disabilities

School and Student Performance Data

Academic Performance Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red
Lowest Performance
Orange
Yellow
Green
Blue
Highest Performance

This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
making progress. Number of students:	making progress. Number of students:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Note: This data is typically released in the Fall of each year. The data is sourced from and can be reviewed at <https://www.caschooldashboard.org/#/Home> (search school or LEA and select the appropriate dashboard section).

Conclusions based on this data:

1. Blue Oak's English Learner population is not large enough to allow for public reporting of data.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Note: This data is typically released in the Fall of each year. The data is sourced from and can be reviewed at <https://www.caschooldashboard.org/#/Home> (search school or LEA and select the appropriate dashboard section).

Conclusions based on this data:

1. Chronic Absenteeism in students with disabilities overshadowed improvements in other areas..
2. Data shows increases in all major race/ethnic subgroups.
3. The Camp fire, which occurred in November of 2018 exacerbated attendance issues for the community.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red
Lowest Performance
Orange
Yellow
Green
Blue
Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Note: This data is typically released in the Fall of each year. The data is sourced from and can be reviewed at <https://www.caschooldashboard.org/#/Home> (search school or LEA and select the appropriate dashboard section).

Conclusions based on this data:

1. Blue Oak is an elementary school program. Graduation rates are not tracked for elementary schools.

School and Student Performance Data

Conditions & Climate Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red
Lowest Performance
Orange
Yellow
Green
Blue
Highest Performance

This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Note: This data is typically released in the Fall of each year. The data is sourced from and can be reviewed at <https://www.caschooldashboard.org/#/Home> (search school or LEA and select the appropriate dashboard section).

Conclusions based on this data:

1. Data shows an increase in suspension rates over the previous year. Students with disabilities recording the largest increase.
2. African American's show the largest increase in suspension rates.
3. The Camp fire, which occurred in November of 2018 exacerbated behavior issues for the community.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Strengthen Community

Increase by 5% on all measures.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Attendance and engagement in committee meetings, classroom parent meetings and activities, responses to surveys

Identified Need

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

The Waldorf parent community is critical to the success of Blue Oak. Improved tracking of engagement and encouraging engagement is critical to the success of Blue Oak

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of parents completed the LCAP Survey # of parents average in class meetings # of parents engaged in committees # of parent volunteer hours	26 parents recorded volunteer hours for a total of 654 hours. Volunteering was significantly down due to COVID 19 restrictions. Tracking volunteer hours continues to be a goal for improvement for Blue Oak. Class meeting attendance remained stable. Committees were reduced. Eight parents engaged in committee work down from eleven. Parents engaged in annual survey increased from 20 to 23%	Overall parent engagement will increase in 1920-21 due to distance learning requirements. Commonly measured volunteerism may not increase due to social distancing.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Continue Parent Liaison Position. Reevaluate volunteer tracking process. Increase focus on parent engagement at classroom and school-wide levels. Continue Community Cafe. Increase Parent Education nights, including child care and refreshments.	All Students	None Specified

1.2	Examine Aeries to improve communication and enrollment process including possible on line enrollment	All Students	None Specified
1.3	Update Website Template. Consolidate parent communication tools. Continue to examine the engagement of low SES families. Increase community awareness	All Students	None Specified
1.4	Continue governance training and executive council. Complete strategic planning process. The website was improved, the parent liaison position continued, further work was done on volunteer tracking.	All Students	None Specified
1.5	Positive student engagement virtues, assemblies, school-wide activities	All Students	None Specified

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Support Success of All Students

Increase all measured by 5%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Utilize a variety of supports and interventions to support student success in all subjects, behavior, and emotional needs.

Identified Need

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

Students measurements in the school dashboard show a need for improvement in the areas of attendance, behavior and test scores.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State standardized test scores Locally implemented test scores Behavior referral data Suspension & Expulsion data Attendance Data with a special focus on chronic absenteeism.	Increase ELA and Math by 5% Reduce suspensions by 5% Increase Attendance rate to 95%	ELA scored increased by 9 points Math scores increased by 5.9 points. Suspension increased by 1.1% Attendance remained at 93%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Establish K-3 curriculum map based on Waldorf Pedagogy. Pilot 1-3 & 4-8th support curriculum for integrating leveled grammar, vocabulary, comprehension and writing. Continue Reading Discoveries.	All Students	56958 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 20172 Title I Part A: Allocation 3000-3999: Employee Benefits
2.2	Maintain improved instruction time, implement new K-5 math curriculum. Define and implement intervention process.	All Students	14240 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

			3560 Title I Part A: Allocation 3000-3999: Employee Benefits
2.3	Continue to implement behavior and social emotional supports through the Counselling and Behavior Interventionist. Continue implementation of Social Emotional Learning Assessments. Increase focus on positive behavior recognition, behavior plans, and focus on trauma related needs.	All Students	None Specified
2.4	Integrate Behavior and Academic SST process under a combined leadership team.	All Students	None Specified
2.5	Implement school wide attendance plan including incentives and interventions.	All Students	None Specified
2.6	Continue Independent Study program, combining long and short term Independent Study.	All Students	None Specified
2.7	Continue teacher collaboration plan and observation to increase teacher support. Implement plan Waldorf mentors and evaluators. Continue Summer Art of Teaching training for grade level classroom teachers.	All Students	None Specified
2.8	Continue Specialties Instruction	All Students	None Specified
2.9	Continue I Ready assessment and improve data informed instruction	All Students	None Specified
2.10	Examine needs and prepare and action plan for significant sub groups.	All Students	None Specified
2.11	Integrate special education using full inclusion model.	All Students	None Specified
2.12	Development of World Centric focused instruction	All Students	None Specified
2.13	Implementation and support of instruction of New Generation Science Standards	All Students	None Specified

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Prepare Students for High School

Include structured writing skills, note taking, self sufficiency and digital learning to help support success in high school

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Blue Oak will provide instruction and support in specific skills that are helpful in high school success

Identified Need

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

Students from Blue Oak attend various high schools within the area. To be successful students need specific measurable skills addressed in this goal.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Continue to implement and evaluate plan	All Students	None Specified
3.2	Beginning in sixth-grade students will be instructed in Note taking, MLA, research strategies and Self-sufficiency. This will be inclusive of all classes including Specialties.	All Students	None Specified
3.3	Increase exposure to technology beginning in 3rd grade to include digital citizenship, research and word processing.	All Students	None Specified

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$94,930.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$94,930.00

Subtotal of additional federal funds included for this school: \$94,930.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$94,930.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	\$77,683	77,683.00

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	94,930.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	71,198.00
3000-3999: Employee Benefits	23,732.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	71,198.00
3000-3999: Employee Benefits	Title I Part A: Allocation	23,732.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	94,930.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Susan Domenighini	Principal
Nicholas Meier	Classroom Teacher
Chairun Combs	Classroom Teacher
Maggie Buckley	Other School Staff
Chelsea Parker	Parent or Community Member
Frankie B	Parent or Community Member
Brianna Lee	Classroom Teacher
Unfilled	Parent or Community Member
Unfilled	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
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The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

SSC Chairperson, Chelsea Parker on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov. For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019*).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a] as amended by AB 716, effective January 1, 2019*).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.*

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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