

Blue Oak Charter School
450 W. East Avenue, Chico, CA 95926
CHARTER COUNCIL
REGULAR MEETING
Join Zoom Meeting
<https://bcoe.zoom.us/j/98016355990>
Meeting ID: 980 1635 5990

Tuesday, June 16, 2020 - 6 pm

Vision: To be a model for successful education of the whole child.

*Mission: To nurture and deepen each child's academic and creative capacities using methods
inspired by Waldorf education in a public school setting.*

LCAP Goal Summary: Build the parent community, support success for all students, and prepare students for high school

Notice: Any person with a disability may request the agenda be made available in an appropriate alternative format. A request for a disability-related modification or accommodation may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting at, 450 W. East Ave., Chico, CA or by calling (530) 879-7483 between the hours of 8:00 a.m. and 4:00 p.m. Monday through Friday (at least 48 hours before the meeting). All efforts will be made for reasonable accommodations.

All times noted on the agenda are approximate and listed solely for convenience. The Board may hear items earlier or later than is noted and may move the order of agenda items.

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

AGENDA

OPEN SESSION - 6 PM

1. OPENING - 5 Minutes

- 1.1. Call Meeting to Order
- 1.2. Roll Call of Council Members and Establish Quorum
- 1.3. Invocation - School Verse Read

"This is our school, May peace dwell here, May the rooms be full of contentment. May love abide here, Love of one another, Love of our school, Love of life itself. Let us remember that as many hands build a house, So many hearts build a school."

- 1.4. Agenda Modifications
- 1.5. Audience to Address the Council

*This is an opportunity for members of the community to address the committee concerning items not on the agenda. Persons addressing the Committee will be allowed a maximum of three (3) minutes for their presentation. The chair may establish a maximum speaking time for any item.
Persons may not yield their time to another speaker (Gov. Code § 54954.3)*

2. CONSENT AGENDA - 10 Minutes

- 2.1. Approve Minutes from May 19, 2020
- 2.2. Charter Impact Monthly Report
 - 2.2.1. Attendance and Enrollment
 - 2.2.2. Cash Flow

Jim Weber, Charter Impact

- 2.2.3. Balance Sheet Detail
- 2.2.4. Warrants/Aged Payable
- 2.2.5. Point of Sale Transactions/Check Register
- 2.2.6. Actual to Budget Summary (*part of the Financial Forecast in the Charter Impact Report*)
- 2.3. Charter Council Election Results
- 2.4. Paycheck Protection Plan Small Business Administration (PPP) Loan Agreement
- 2.5. Tax Form
 - 2.5.1. Form 990
- 2.6. Approve Employment for Classified Employees for 2020-2021
- 2.7. Accept Employee Resignations

3. GOVERNANCE - 15 minutes

- 3.1. Finance Committee
- 3.2. Executive Director Review Form & Process L, Hill-Ward / L. Swanson
- 3.3. Policy Review Susan Domenighini
 - 3.3.1. Conflict of Interest Policy
- 3.4. Education Protection Account (EPA) Resolution
- 3.5. 2020/2021 Budget Proposal
- 3.6. Reduction in workforce policy
- 3.7. COVID-19 Operations Written Report
- 3.8. Healthy Solutions Benefit Package
- 3.9. Certificated Pay Scale
- 3.10. Paycheck Protection Plan Small Business Administration (PPP) Loan Resolution

4. FACULTY

- 4.1. Grade Level Report

5. ADMINISTRATION - 30 Minutes

- 5.1. Executive Director's Report Susan Domenighini
 - 5.1.1. Strategic Plan
 - 5.1.2. Factoring
 - 5.1.3. COVID-19
 - 5.1.4. LCAP
 - 5.1.5. Budget
 - 5.1.6. Outreach Plan
 - 5.1.7. Parent Survey

6. CLOSED SESSION - 15 minutes

- 6.1. Public Employee Performance Evaluation (§ 54957) Title: Executive Director
- 6.2. Public Employee Discipline/Dismissal Release (§ 54957) Classified and Credentialed

7. NEXT MEETING - Tuesday, July 21, 2020

ADJOURNMENT

**Blue Oak Charter School
450 W. East Avenue, Chico, CA 95926**

**CHARTER COUNCIL
REGULAR MEETING**

Join Zoom Meeting

<https://bcoe.zoom.us/j/98313155039>

Meeting ID: 983 1315 5039

Tuesday, May 19, 2020 - 6 pm

Minutes

Vision: To be a model for successful education of the whole child.

Mission: To nurture and deepen each child's academic and creative capacities using methods inspired by Waldorf education in a public school setting.

LCAP Goal Summary: Build the parent community, support success for all students, and prepare students for high school

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AGENDA

OPEN SESSION - 6 PM

1. OPENING - 5 Minutes

1.1. Call Meeting to Order

- Monica calls the meeting to order at 6:09 PM.

1.2. Roll Call of Council Members and Establish Quorum

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

1.3. Invocation - School Verse Read

"This is our school, May peace dwell here, May the rooms be full of contentment. May love abide here, Love of one another, Love of our school, Love of life itself. Let us remember that as many hands build a house, So many hearts build a school."

- Monica McDaniel read the school verse.

1.4. Agenda Modifications

- No agenda modification.

1.5. Audience to Address the Council

This is an opportunity for members of the community to address the committee concerning items not on the agenda. Persons addressing the Committee will be allowed a maximum of three (3) minutes for their presentation. The chair may establish a maximum speaking time for any item. Persons may not yield their time to another speaker (Gov. Code § 54954.3)

- No audience to address the council.

2. CONSENT AGENDA - 10 Minutes

2.1. Approve Minutes from April 21, 2020

2.2. Charter Impact Monthly Report

Jim Weber, Charter Impact

2.2.1. Attendance and Enrollment

2.2.2. Cash Flow

2.2.3. Balance Sheet Detail

2.2.4. Warrants/Aged Payable

2.2.5. Point of Sale Transactions/Check Register

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

2.3. Approve Employment for Certified Employees for 2020/2021

- Vicki Wonacott made a motion to approve the consent agenda. Chelsea Parker seconds.
- No discussion.
- Vote.

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

- Vote passes.

3. GOVERNANCE - 15 minutes

3.1. Finance Committee

Chelsea Parker

- Chelsea Parker shared that the Finance Committee has been working on a new certificated salary schedule. It has been difficult to make decisions as COVID-19 has created several unknowns for the budget. The new certificated salary schedule would increase the budget by about \$100,000. The committee is still waiting on more information in order to put together a preliminary budget. The budget is due in June. The Finance Committee would like to see how the pay scale will impact the budget before any decisions are made. The school is also anticipating a decrease in cash flow of 2 to 10 % as funding from the state will decrease and will have potential delays in arriving.

3.2. Policy Review

Susan Domenighini

3.2.1. Conflict of Interest Policy

- Susan Domenighini spoke about the Conflict of Interest policy. This policy is prior to 2012. There have been changes since then and thus this policy needs to be updated. Volunteers to help restructure this policy were sought. Laura Swanson volunteered to help reword and restructure this policy.

3.3. Charter Council Election

Susan Domenighini

3.3.1. Returning Charter Council Member Applications

- Charter Council members were asked what their intentions were as all members Charter Council members are up for re-election. Monica McDaniel is interested in a 1 year term. Chelsea Parker is interested in a 3 year term. Laura Swanson is interested in 1 year. Vicki Wonacott and Trisha Atehortua both communicated that they could commit to a 1 or 2 year term. Laurel Hill-Ward is interested in 1 year but is flexible to the needs of the school.
- Laurel Hill-Ward joined the meeting at 6:26PM.

3.4. Executive Director Review Form & Process L, Hill-Ward / L. Swanson

- Laurel Hill-Ward spoke about the Executive Director Review form and process. This is a new process and more time has been requested to review the form before it is brought to the charter council. It is anticipated that the report will be ready for the June regular charter council meeting.

4. FACULTY

4.1. Grade Level Report

- Brianna Lee shared general things that are going on for the faculty at Blue Oak. She explained the classroom move process that takes place each year in a Waldorf school and the unique challenges that COVID-19 are posing to this process.

5. ADMINISTRATION - 30 Minutes

5.1. Executive Director's Report

5.1.1. LCAP

- Susan Domenighini shared the Charter School Oversight Assessment that is required by Chico Unified School District (CUSD). Normally this report would have been due and accompanied by an onsite visit from CUSD. The CUSD board will be reviewing the Charter School Oversight Assessment at their next regularly scheduled meeting. The questions were similar to the kinds of questions that are asked in the charter renewal process. A separate list of proof documents is being established to support Blue Oak responses. It was asked how CUSD would handle the student achievement questions in light of not having testing this year. It was related that they will most likely follow the state and skip this year's test scores.

5.1.2. Strategic Plan

- Strategic Plan work at this time consists of what the Finance Committee is reporting. The school had outreach and fundraising plans, but COVID-19 has made it difficult to pursue those plans. a great outreach set up with teachers attending events, fundraising very difficult amid COVID-19.

5.1.3. Factoring

- Factoring refers to the Charter Asset Management(CAM) loan than the school had taken out earlier in the school year. This loan is almost paid off. With approval from CUSD we are looking to more long term borrowing options from CAM or Golden Valley Bank.

5.1.4. COVID-19

5.1.4.1. PPP Loan Agreement

The PPP loan is the Paycheck Protection Plan Small Business Administration loan that was made available as a result of COVID-19. The expectations of this loan agreement are evolving and changing. With that in mind the school sought legal counsel regarding our standing in having to pay this loan back or if it would be treated as a grant. As a result the funds are being closely monitored and documented as they should only be spent on payroll and rent. A resolution will be brought to the board at the regular June meeting that will detail why the school qualified for this loan and why it was decided to apply for the loan. The lack of ability to fundraise and promote our school are factors that support the school qualifying for the loan.

- Chelsea Parker made a motion to approve the paycheck protection loan. Laurel Hill-Ward seconds.

- No discussion.
- Vote.

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

- Vote passes.

6. CLOSED Session (postponed)

- As the Executive Director Review Form discussion has been postponed then the closed session is also postponed and will come back at the June meeting.

6.1. Employee Review

6.2. Report out of closed session

7. NEXT MEETING - Tuesday, June 16, 2019

ADJOURNMENT

- Monica McDaniel adjourned the meeting at 7 PM.

Minutes taken by: Tess Slaton

Approved by : _____ Date: _____

Blue Oak Charter School

Monthly Financial Presentation – May 2020

May Highlights

Highlights

- Forecast loss improved (**\$11K**) following receipt of federal fire response funding.
- Revenue forecast below budget (**\$16K**).
- Expenses forecast above budget (**\$51K**), compensation forecast increased from prior month.

Compliance and Reporting

- 2020/21 Budget and COVID-19 Operations Written Report will be presented before June 30th.
- LCAP extended to Dec 15th.
- SB740 application completed early June.

Enrollment and Revenues

- P-2 ADA, 293.37, below budget.

Cash

- Paycheck Protection Program loan received, **\$529,920**.
- Cash, excluding loan, is forecast to end year **\$16K**.
- Economic uncertainty threatens budget cuts and payment deferrals during 2020/21 and beyond.

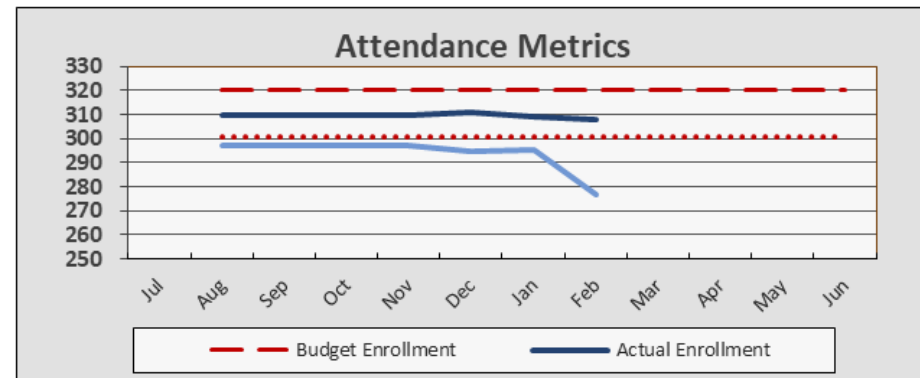
Attendance Data and Metrics



Enrollment and Per Pupil Data

<i>Enrollment & Per Pupil Data</i>			
	<i>Actual</i>	<i>Forecast</i>	<i>Budget</i>
<i>Average Enrollment</i>	310	310	320
<i>ADA</i>	293	293	301
<i>Attendance Rate</i>	94.6%	94.6%	94.0%
<i>Unduplicated %</i>		57.9%	57.9%
<i>Revenue per ADA</i>		\$12,092	\$11,838
<i>Expenses per ADA</i>		\$12,131	\$11,831

Attendance Metrics



P-2 ADA is 293.37, (3.5) below P-1 and (7) below 1st interim budget.

Revenue

- **May Updates**
 - Revenues update – LCFF decreased with ADA, increased FEMA, federal response and LPSBG.
 - CARES Act federal funding – potential \$64K funding **not** included in forecast, awarded for 2020/21.

Revenue

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

Total Revenue

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 2,626,600	\$ 2,724,729	\$ (98,129)
176,392	136,121	40,271
523,176	429,809	93,367
<u>221,285</u>	<u>272,430</u>	<u>(51,145)</u>
<u>\$ 3,547,453</u>	<u>\$ 3,563,089</u>	<u>\$ (15,636)</u>



Expenses

- **May Updates**
 - **Expenses update – Compensation maintained at budget, potential reductions for site-based expenses.**
 - **Response to Closure**
 - Compensation is forecast to continue at budget, with adjustments for pre-closure changes.
 - Site-based expenses are reduced for Mar-June, including field trips, fundraising and PD.

Expenses	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 1,393,999	\$ 1,357,638	\$ (36,361)
Classified Salaries	461,208	548,986	87,778
Benefits	615,196	552,638	(62,558)
Books and Supplies	95,132	73,339	(21,793)
Subagreement Services	35,584	-	(35,584)
Operations	129,139	134,347	5,208
Facilities	604,723	612,595	7,872
Professional Services	203,796	217,907	14,111
Depreciation	11,846	2,133	(9,713)
Interest	8,106	8,000	(106)
Total Expenses	\$ 3,558,730	\$ 3,507,583	\$ (51,147)

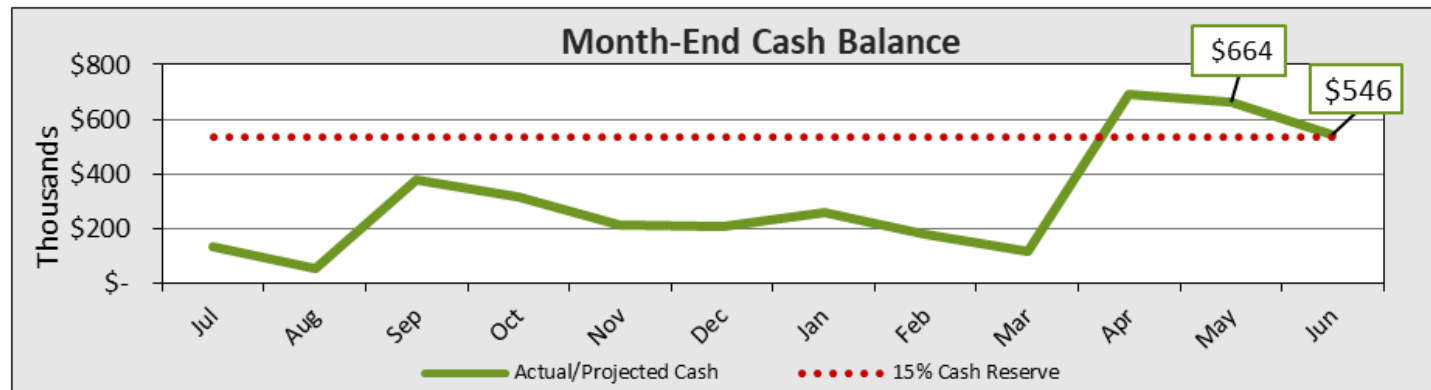
Surplus / (Deficit) & Fund Balance

- Current forecast loss **(\$11K)**, below budget.
- Fund balance forecast **\$517K**, 15%, 53 days expenses.
- Forecast funding deferrals reduce fund balance available as cash reserves at June 30th.

	<i>Annual/Full Year</i>		
	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (11,277)	\$ 55,506	\$ (66,782)
Beginning Fund Balance	<u>528,055</u>	<u>528,055</u>	
Ending Fund Balance	<u>\$ 516,780</u>	<u>\$ 583,561</u>	
<i>As a % of Annual Expenses</i>	14.5%	16.6%	

Cash Balance

- Cash is forecast to end the year at \$546K, 5% of expenses.
- Paycheck Protection Program loan received, \$529,920, to ensure school meets payroll and rent.
- PPP loan is potentially forgivable, anticipated extended to twenty-four-week period.
- Economic uncertainty causes concern for deferral of cash payments and budget cuts beginning in late June and continuing through 2020/21.
- Management and Charter Impact are monitoring activities to ensure adequate cash availability.



Compliance Deadlines (next 60 days)



Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jun-01	Executive School Leadership Review Evaluation – The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive". The board conducting the review should document who was involved and the process used to conduct the review, as well as the disposition of the full board's decision to approve the executive director's compensation (minutes of a meeting are fine for this). The documentation should demonstrate that the board took the comparable data into consideration when it approved the compensation.	BOCS	Yes	No	This is an IRS requirement for Executive Director positions. If needed, Charter Impact can provide data on comparable salaries for your organization's Board of Directors.
FINANCE	Jun-04	SB 740 Charter School Facility Grant Program applications (Continuing Schools) - The 2020-21 Online Application will be made available April 30, 2020 and will close June 4, 2020 at 5:00 P.M. Late applications will NOT be accepted. The SB740 Program is intended to provide grants to charter schools to assist with facilities' rent and lease costs associated with the school. Each year applicants must submit a new Application and the Authority will determine eligibility on an annual basis. Charter schools must also meet the FRPM Eligibility requirements each year.	Charter Impact	No	Yes	http://www.treasurer.ca.gov/csfa/csfgp/index.asp
FINANCE	Jun-25	Certification of the 2019-20 Second Principal Apportionment - The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The Second Principal Apportionment (P-2), certified by June 25, is based on the second period data that LEAs report to CDE in April and May. P-2 supersedes the P-1 Apportionment calculations and is the final state aid payment for the fiscal year ending in June.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/pa/
FINANCE	Jun-30	Local Control and Accountability Plan and COVID-19 Operations Written Report 2020–21 LCAP Changes in Response to COVID-19 - Executive Order N-56-20 extended the deadline for adoption of the 2020–21 LCAP from July 1, 2020, to December 15, 2020. Executive Order N-56-20 requires that all LEAs complete a written report to explain the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency, the major impacts of such closures on students and families, and a description of how the LEA is meeting the needs of its unduplicated students. The California Department of Education (CDE) is currently developing a COVID-19 Written Report form that may be used for this purpose. The COVID-19 Operations Written Report must be adopted with the LEA's budget which is due on or before July 1, 2020.	BOCS	Yes	No	https://www.cde.ca.gov/re/lc/documents/covid19rprtguidance.pdf?utm_campaign=Capitol%20Update&utm_medium=email&_hsmt=87612015&_hsenc=p2ANqtz--PTv9_bvgRugH7q9SkP1F1clGnFKQl2i48Vwgrxw76roAv1_G0KS6oq9dyRzxS2GoJh&utm_content=87612015&utm_source=hs_email
FINANCE	Jun-30	Submit Preliminary Budget Plan to Authorizer - Charter Schools are required to submit their annual budgets to their authorizer by the authorizer-imposed deadline. Authorizers then use the budget to determine if the Charter School has reasonable financial health to sustain operations. The budget must be presented at the same public meeting as the COVID-19 Operations Report, following the budget hearing. COVID-19 Operations Report and budget adoption must be at least 1 day after the public hearing.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/sf/fr/calendar19district.asp
OPERATIONS	Jun-30	Approve school calendar and instructional minutes - 180/175 days charter schools and are allowed to shorten instructional year by 5 days without fiscal penalty. Kindergarten ~ 600 hours; Grades 1-3 ~ 840 hours; Grades 4-8 ~ 900 hours; Grades 9-12 ~ 1080 hours	BOCS	Yes	No	https://www.cde.ca.gov/fg/aa/pa/lcfftfaq.asp
GOVERNANCE	Jun-30	Review your Parental Involvement Policy - Every local educational agency (LEA) in California must have a parental involvement policy: Federal requirement (LEAs accepting Title I funds). State requirement (California Education Code [EC] for non-Title I schools. Parents must be involved in how the funds reserved for parental involvement will be allocated for parental involvement activities. Keep minutes and sign-in sheets documenting these discussions. The California Department of Education (CDE) reviews the Consolidated Application and Reporting System (CARS) to see if the required reservation has been made.	BOCS	Yes	No	https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp
GOVERNANCE	Jun-30	Review your Homeless Education Policy - A Homeless Education Policy is used to ensure that your school is compliant with key provisions of the Education for Homeless Children and Youths Act. It is also used to collect the contact information for your required designated homeless liaisons at your school. All schools are required to establish a board approved Homeless Education Policy.	BOCS	No	No	https://www.cde.ca.gov/sp/hs/cy/strategies.asp

Compliance Deadlines (next 60 days)



Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jul-13	Final Federal Expenditure and ERMHS Report (Special Education) - Financial reporting for year-end actuals are due for El Dorado Charter SELPA members.	Charter Impact	No	No	https://charterselpa.org/fiscal/
DATA TEAM	Jul-15	Annual Attendance Report - Annual Attendance data is reported for the entire school year.	BOCS	No	Yes	https://www.cde.ca.gov/fg/aa/pa/
FINANCE	Jul-15	Extended Due Date - Form 990 - The IRS Form 990 is the annual information return filed by most non-profit charter schools. The form should be reviewed and accepted by the Board prior to filing. During 2020 - due date has been automatically extended to July 15, 2020.	BOCS/CLA	Yes	No	http://www.publiccounsel.org/useful_materials?id=0025
FINANCE	Jul-31	Federal Cash Management - Period 1 - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; Title III Immigrant; and Title IV programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
GOVERNANCE	Jul-31	Annual review of organization's Fiscal Policies - Board approved fiscal policies define the organization's financial operations and internal controls to ensure compliance with industry and government regulations. An annual review is recommended to ensure compliance with current procedures and annually updated regulations. If updates are necessary, revised policies may be documented and presented for Board approval.	BOCS with Charter Impact support	No	No	
DATA TEAM	Jul-31	CALPADS EOY 1, 2, 3, and 4 - Course Completion, Program Eligibility/Participation, Homeless Students, Student discipline, Cumulative Enrollment, Student Absence Summary and SpED	BOCS	No	Yes	https://www.cde.ca.gov/ds/sp/cl/

Appendices

As of May 31, 2020

- Cash Flow – Monthly and Annual Forecast
- Statement of Financial Position (Balance Sheet)
- Statement of Cash Flows
- Accounts Payable Aging
- Check Register

Blue Oak Charter

Financial Package

May 31, 2020

Presented by:



Blue Oak Charter School

Monthly Cash Flow/Forecast FY19-20

Revised 06/05/2020

ADA = 293.37



	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Forecast	1st Interim Budget	Favorable / (Unfav.)
Revenues															ADA = 300.39	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	89,069	89,069	160,324	160,324	160,324	160,324	160,324	111,241	111,241	111,241	111,241	213,721	1,638,443	1,540,591	97,852
8012 Education Protection Account	-	-	-	137,001	-	137,000	-	-	-	94,930	-	-	(6,941)	361,990	532,632	(170,642)
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	(11,677)	(10,976)	(10,979)	(10,976)	(6,860)	(51,468)	-	(51,468)
8096 In Lieu of Property Taxes	-	47,061	94,121	62,748	62,748	62,748	62,748	62,748	76,932	38,478	38,478	37,126	31,699	677,635	651,506	26,129
	-	136,130	183,190	360,073	223,072	360,072	223,072	223,072	176,496	233,673	138,740	137,391	231,618	2,626,600	2,724,729	(98,129)
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	47,912	47,912	37,600	10,312
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	18,460	49,133	-	-	10,090	77,683	77,067	616
8291 Title II, Part A - Teacher Quality	-	-	-	-	2,864	-	-	-	-	6,600	-	-	1,985	11,449	11,454	(5)
8296 Other Federal Revenue	-	-	-	-	2,370	-	-	-	-	6,732	-	-	30,246	39,348	10,000	29,348
	-	-	-	-	5,234	-	-	-	18,460	62,465	-	-	90,233	176,392	136,121	40,271
Other State Revenue																
8545 School Facilities (SB740)	-	-	-	-	-	-	-	-	-	195,205	97,602	-	35,300	328,107	361,848	(33,741)
8550 Mandated Cost	-	-	-	-	-	-	5,697	-	-	-	-	-	-	5,697	5,697	-
8560 State Lottery	-	-	-	-	-	-	17,816	-	-	17,245	0	-	25,667	60,728	62,264	(1,536)
8598 Prior Year Revenue	-	-	40	-	4,945	-	(1,304)	-	-	(514)	-	-	-	3,168	-	3,168
8599 Other State Revenue	-	-	120,332	-	-	-	-	-	-	5,145	-	-	-	125,477	-	125,477
	-	-	120,372	-	4,945	-	22,209	-	-	217,081	97,602	-	60,967	523,176	429,809	93,367
Other Local Revenue																
8689 Other Fees and Contracts	-	1,112	-	-	-	-	-	-	-	-	-	-	-	1,112	-	1,112
8699 School Fundraising	520	7,911	4,362	5,647	7,090	3,639	4,566	4,030	7,164	20	3,594	-	-	48,542	78,030	(29,488)
8792 Transfers of Apportionments	-	8,660	8,660	15,589	15,589	15,589	15,589	15,589	28,573	11,049	11,023	-	4,722	150,632	154,400	(3,768)
8980 Contributions, Unrestricted	1,084	-	-	500	-	-	-	-	19,415	-	-	-	-	20,999	40,000	(19,001)
	1,604	17,683	13,022	21,736	22,679	19,228	20,155	19,619	55,152	11,069	14,617	-	4,722	221,285	272,430	(51,145)
Total Revenue	1,604	153,813	316,584	381,809	255,930	379,300	265,436	242,691	250,108	524,288	250,960	137,391	387,540	3,547,453	3,563,089	(15,636)
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	88,461	118,203	136,289	111,894	111,250	111,324	106,258	109,180	107,294	107,700	107,811	(89,030)	-	1,126,633	1,129,828	3,195
1170 Teachers' Substitute Hours	120	-	1,643	3,420	2,473	1,680	2,483	1,860	1,320	-	-	-	-	14,998	30,600	15,602
1175 Teachers' Extra Duty/Stipends	-	1,720	-	-	-	-	5,944	6,144	6,249	5,944	5,944	154	-	32,100	5,151	(26,949)
1200 Pupil Support Salaries	-	-	-	-	-	425	1,608	1,595	1,489	5,240	8,820	3,273	-	22,452	-	(22,452)
1300 Administrators' Salaries	22,631	12,732	12,732	12,732	21,440	14,116	13,962	13,962	13,962	13,962	13,962	13,962	-	180,151	174,144	(6,007)
1900 Other Certificated Salaries	2,198	850	(254)	2,309	1,337	1,579	1,699	1,818	1,699	1,962	1,887	584	-	17,665	17,915	250
	113,411	133,505	150,409	130,353	136,499	129,124	131,953	134,559	132,012	134,807	138,423	(71,057)	-	1,393,999	1,357,638	(36,361)
Classified Salaries																
2100 Instructional Salaries	1,644	5,944	15,286	14,896	10,606	10,671	10,049	9,413	8,687	9,960	11,168	3,124	-	111,449	147,615	36,166
2200 Support Salaries	-	1,750	3,823	3,425	1,113	1,248	-	-	-	-	-	-	-	11,359	16,350	4,991
2300 Classified Administrators' Salaries	3,086	4,516	5,946	4,516	4,516	4,516	-	-	-	-	-	-	-	27,096	49,668	22,572
2400 Clerical and Office Staff Salaries	7,499	9,517	15,427	18,410	14,606	10,870	8,716	7,835	7,585	8,586	7,686	8,500	-	125,235	199,476	74,241
2900 Other Classified Salaries	1,546	14,493	20,586	24,091	19,634	16,264	18,080	15,448	16,450	17,380	15,215	6,880	-	186,069	135,877	(50,192)
	13,776	36,220	61,067	65,338	50,475	43,569	36,845	32,696	32,722	35,926	34,070	18,505	-	461,208	548,986	87,778
Benefits																
3101 STRS	17,366	20,899	23,803	20,169	26,340	20,066	20,037	20,680	20,093	20,503	21,102	(12,151)	-	218,908	222,011	3,103
3202 PERS	4,941	8,568	16,924	13,508	6,380	7,496	7,483	11,946	8,630	9,316	8,970	3,649	-	107,812	95,860	(11,952)
3301 OASDI	1,505	2,881	4,191	4,583	3,703	2,594	2,205	4,031	2,830	3,121	2,949	1,147	-	35,740	36,695	955
3311 Medicare	1,769	2,383	2,941	2,712	2,589	2,204	2,223	2,611	2,281	2,367	2,394	(762)	-	25,712	26,807	1,095
3401 Health and Welfare	14,788	15,542	13,731	28,129	17,235	13,208	18,433	17,068	14,337	14,896	18,758	20,496	-	206,621	152,500	(54,121)
3501 State Unemployment	61	82	101	93	89	76	77	90	79	829	1,242	381	-	3,201	5,765	2,564
3601 Workers' Compensation	1,250	1,250	1,378	1,469	1,469	1,469	1,395	2,132	1,385	2,785	847	-	-	16,828	13,000	(3,828)
3901 Other Benefits	-	-	-	-	-	-	78	79	73	75	70	-	-	374	-	(374)
	41,680	51,605	63,071	70,663	57,806	47,113	51,930	58,637	49,707	53,891	56,332	12,761	-	615,196	552,638	(62,558)

Blue Oak Charter School

Monthly Cash Flow/Forecast FY19-20

Revised 06/05/2020

ADA = 293.37



Books and Supplies

4100	Textbooks and Core Materials	19,614	-	-	-	183	-	-	-	-	-	-	-
4200	Books and Reference Materials	-	-	-	-	-	-	7,673	-	-	-	-	-
4302	School Supplies	25,987	9,398	(80)	-	6,931	175	928	536	2,774	1,626	(387)	1,000
4305	Software	-	-	-	-	170	294	-	-	-	-	380	-
4310	Office Expense	203	343	265	1,360	1,444	637	848	1,237	520	2,442	2,583	2,000
4312	School Fundraising Expense	-	-	-	-	-	-	907	502	2,079	-	-	-
4400	Noncapitalized Equipment	-	-	-	-	-	-	-	-	357	203	-	-

Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals
45,804	9,740	185	1,360	8,729	1,106	1,776	10,353	3,797	6,504	2,778	3,000	-

Annual Forecast	1st Interim Budget	Favorable / (Unfav.)
19,797	17,465	(2,332)
7,673	2,149	(5,524)
48,888	25,000	(23,888)
844	-	(844)
13,882	24,225	10,343
3,488	3,500	12
560	1,000	440
95,132	73,339	(21,793)

Subagreement Services

5102	Special Education	-	-	-	-	-	-	3,840	5,760	12,154	11,626	-
5105	Security	-	-	-	-	1,227	-	428	-	-	-	-
5106	Other Educational Consultants	-	-	-	-	550	-	-	-	-	-	-

-	-	-	-	-	-	1,777	-	4,268	5,760	12,154	11,626	-
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33,380	-	(33,380)
1,654	-	(1,654)
550	-	(550)
35,584	-	(35,584)

Operations and Housekeeping

5201	Auto and Travel	445	1,065	-	-	1,577	45	416	636	97	-	515	323
5300	Dues & Memberships	1,000	-	-	-	-	-	-	-	-	-	-	-
5400	Insurance	9,285	-	8,224	1,772	1,767	2,175	408	408	408	408	408	-
5501	Utilities	8,841	9,089	901	13,846	11,307	3,843	8,046	4,469	4,393	2,490	1,490	4,000
5502	Janitorial Services	-	-	-	-	-	-	957	5,699	2,314	1,210	-	3,021
5900	Communications	2,554	544	437	1,044	52	539	1,207	751	701	785	729	800
5901	Postage and Shipping	-	-	-	363	42	66	24	74	194	20	512	-

22,125	10,699	9,562	17,025	14,745	6,668	11,056	12,037	8,106	4,912	3,654	8,551	-
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5,118	5,118	-
1,000	3,582	2,582
25,669	25,847	178
72,715	85,000	12,285
13,200	3,200	(10,000)
10,142	11,600	1,458
1,296	-	(1,296)
129,139	134,347	5,208

Facilities, Repairs and Other Leases

5601	Rent	47,379	48,718	47,379	48,867	48,867	48,867	48,867	48,867	48,867	48,867	48,867	-
5602	Additional Rent	-	-	-	231	-	-	-	-	-	-	-	-
5603	Equipment Leases	1,068	1,128	320	1,529	3,500	891	1,159	675	2,371	1,583	1,588	1,575
5604	Other Leases	-	-	-	-	-	-	400	-	-	-	-	-
5610	Repairs and Maintenance	-	85	608	-	393	-	950	-	390	-	-	1,000

48,447	49,931	48,307	50,395	52,991	49,758	50,976	49,942	51,628	50,450	50,455	51,442	-
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583,279	583,995	717
231	-	(231)
17,388	18,900	1,512
400	-	(400)
3,425	9,700	6,275
604,723	612,595	7,872

Professional/Consulting Services

5801	IT	-	-	-	-	375	4,824	-	795	4,093	(4,395)	4,537	-
5802	Audit & Taxes	-	-	-	-	-	-	3,502	-	-	-	-	2,500
5803	Legal	926	711	4,500	-	892	-	-	-	-	-	-	4,972
5804	Professional Development	400	725	(725)	-	3,361	695	97	450	46	-	(218)	2,168
5805	General Consulting	1,422	-	1,015	5,180	10,701	9,030	2,900	2,893	6,048	-	375	-
5806	Special Activities/Field Trips	-	190	2,462	-	1,093	-	7,518	2,400	4,785	(4,120)	202	-
5807	Bank Charges	-	-	15	-	-	15	-	-	-	-	25	-
5808	Printing	-	-	-	-	-	445	-	-	-	-	-	-
5809	Other taxes and fees	-	32	-	20	321	140	660	697	1,480	450	781	719
5810	Payroll Service Fee	695	929	4	-	-	-	-	450	497	466	1,002	833
5811	Management Fee	7,084	7,084	7,084	7,084	1,500	5,967	5,967	5,967	5,967	5,733	5,733	5,733
5812	District Oversight Fee	-	1,362	1,832	3,601	2,231	2,231	2,973	1,603	1,003	1,952	1,003	1,374
5815	Public Relations/Recruitment	550	369	-	-	350	189	650	210	-	373	210	2,099

11,076	11,402	16,187	15,885	20,824	23,536	24,267	15,465	23,919	459	13,650	20,399	6,726
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11,855	14,000	2,145
6,002	9,500	3,498
12,000	12,000	-
7,000	15,000	8,000
39,564	10,000	(29,564)
14,529	35,800	21,271
55	-	(55)
445	-	(445)
5,300	1,500	(3,800)
4,877	10,000	5,123
70,903	74,250	3,347
26,266	30,857	4,591
5,000	5,000	-
203,796	217,907	14,111

Depreciation

6900	Depreciation Expense	-	-	-	-	-	209	209	209	7,981	1,619	1,619	-
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-	-	-	-	-	-	209	209	209	7,981	1,619	1,619	-
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11,846	2,133	(9,713)
11,846	2,133	(9,713)

Interest

7438	Interest Expense	-	-	3,497	-	-	4,609	-	-	-	-	-	-
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-	-	3,497	-	-	4,609	-	-	-	-	-	-	-
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8,106	8,000	(106)
8,106	8,000	(106)

Total Expenses

296,320	303,102	352,285	351,020	342,068	305,483	310,789	313,898	306,368	300,691	313,136	56,845	6,726
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3,558,730	3,507,583	(51,147)
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Monthly Surplus (Deficit)

(294,716)	(149,289)	(35,701)	30,789	(86,138)	73,817	(45,353)	(71,208)	(56,260)	223,598	(62,176)	80,546	380,814
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(11,276)	55,506	(66,782)
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0% 2%

Blue Oak Charter School
Monthly Cash Flow/Forecast FY19-20

Revised 06/05/2020

ADA = 293.37



Cash Flow Adjustments

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Forecast	1st Interim Budget	Favorable / (Unfav.)
Monthly Surplus (Deficit)	(294,716)	(149,289)	(35,701)	30,789	(86,138)	73,817	(45,353)	(71,208)	(56,260)	223,598	(62,176)	80,546	380,814	(11,276)		
Cash flows from operating activities														-		
Depreciation/Amortization	-	-	-	-	-	-	209	209	209	7,981	1,619	1,619	-	11,846		
Public Funding Receivables	381,765	10,176	-	-	-	(137,000)	137,000	-	-	(22,390)	22,390	-	(387,540)	4,401		
Grants and Contributions Rec.	-	-	88,937	90,352	27,052	450	(15,613)	69,667	899	899	488	(3,251)	-	259,879		
Prepaid Expenses	-	-	74,538	-	(1,469)	(3,014)	(20,799)	3,590	(2,633)	(45,265)	(623)	2,548	-	6,872		
Accounts Payable	(24,716)	10,949	(16,543)	(33,099)	(7,098)	(5,986)	52,978	(11,881)	9,643	(57,467)	(7,084)	(9,573)	6,726	(93,151)		
Accrued Expenses	(31,636)	35,278	45,992	(10,065)	34,024	(25,559)	(19,975)	(26,948)	23,862	(20,872)	3,717	(72,487)	-	(64,668)		
Summer Holdback	-	12,138	14,785	10,190	11,563	11,628	11,628	11,628	11,628	11,550	11,550	(116,959)	-	1,330	-	
Cash flows from investing activities														-		
Purchases of Prop. And Equip.	-	-	-	-	-	-	(50,185)	-	-	-	-	-	-	(50,185)	-	
Cash flows from financing activities														-		
Proceeds from Factoring	-	-	200,000	-	-	150,000	-	-	-	-	-	-	-	350,000	-	
Payments on Factoring	-	-	(50,679)	(150,000)	(80,000)	(68,888)	-	(52,000)	(52,000)	(50,609)	-	-	-	(504,176)	-	
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	529,920	-	-	-	529,920	-	
Total Change in Cash	30,697	(80,748)	321,329	(61,833)	(102,066)	(4,552)	49,890	(76,942)	(64,651)	577,345	(30,120)	(117,558)				
Cash, Beginning of Month	105,648	136,345	55,597	376,926	315,093	213,027	208,475	258,365	181,423	116,772	694,117	663,997				
Cash, End of Month	136,345	55,597	376,926	315,093	213,027	208,475	258,365	181,423	116,772	694,117	663,997	546,439				

Blue Oak Charter

Statement of Financial Position

May 31, 2020

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	\$ 663,997	\$ 105,648	\$ 558,349	529%
Accounts Receivable	(3,251)	651,820	(655,071)	-100%
Factored Receivables	-	(154,176)	154,176	-100%
Prepaid Expenses	73,948	78,272	(4,325)	-6%
Total Current Assets	734,694	681,564	53,130	8%
Long-Term Assets				
Property & Equipment, Net	42,091	2,133	39,958	1873%
Deposits	28,000	28,000	-	0%
Total Long Term Assets	70,091	30,133	39,958	133%
Total Assets	\$ 804,784	\$ 711,697	\$ 93,088	13%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 2,489	\$ 92,793	\$ (90,304)	-97%
Accrued Liabilities	216,957	90,848	126,109	139%
Total Current Liabilities	219,446	183,642	35,805	19%
Long-Term Liabilities				
Notes Payable, Net of Current Portion	529,920	-	529,920	0%
Total Long-Term Liabilities	529,920	-	529,920	0%
Total Liabilities	749,366	183,642	565,724	308%
Total Net Assets	55,419	528,055	(472,637)	-90%
Total Liabilities and Net Assets	\$ 804,784	\$ 711,697	\$ 93,088	13%

Blue Oak Charter

Statement of Cash Flows

For the period ended May 31, 2020

	Month Ended 05/31/20	YTD Ended 05/31/20
Cash Flows from Operating Activities		
Change in Net Assets	\$ (62,176)	\$ (472,637)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	1,619	10,227
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	22,390	-
Grants, Contributions & Pledges Receivable	488	500,894
Prepaid Expenses	(623)	4,325
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	(7,084)	(90,304)
Accrued Expenses	15,267	126,109
Total Cash Flows from Operating Activities	(30,120)	78,614
Cash Flows from Investing Activities		
Purchase of Property & Equipment	-	(50,185)
Total Cash Flows from Investing Activities	-	(50,185)
Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	-	529,920
Total Cash Flows from Financing Activities	-	529,920
Change in Cash & Cash Equivalents	(30,120)	558,349
Cash & Cash Equivalents, Beginning of Period	694,117	105,648
Cash and Cash Equivalents, End of Period	\$ 663,997	\$ 663,997

Blue Oak Charter

Accounts Payable Aging

May 31, 2020

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

Blue Oak Charter

Check Register

For the period ended May 31, 2020

Check Number	Vendor Name	Check Date	Check Amount
7255	Jug Handle Creek Farm and Nature Center	5/1/2020	643.80
7270	Chico Guild Hall	5/1/2020	390.00
10164	Adriana Lujan	5/15/2020	65.00
10165	Advanced Document Concepts for Business	5/15/2020	96.53
10166	Blue Shield of California	5/15/2020	353.30
10167	Buck Ernest	5/15/2020	1,348.84
10168	Charter Impact	5/15/2020	6,184.50
10169	Graciela Hambek	5/15/2020	300.00
10170	Jacia Cornwise	5/15/2020	200.00
10171	Lotus Educational Services, Inc.	5/15/2020	4,474.10
10172	North State Parent	5/15/2020	210.00
10173	Nova White	5/15/2020	500.00
10174	Paybridge LLC	5/15/2020	300.00
10175	PG&E	5/15/2020	2,136.89
10176	Philadelphia Insurance Companies	5/15/2020	1,767.29
10177	Syncb/Amazon	5/15/2020	388.57
10178	CDW Government	5/22/2020	2,672.52
10179	CSMC	5/22/2020	7,084.00
10180	Leen Brothers Enterprises	5/22/2020	48,866.97
10181	Advanced Document Concepts for Business	5/29/2020	585.39
10182	Anthem Blue Cross	5/29/2020	17,870.05
10183	Blue Shield of California	5/29/2020	353.30
10184	California State University Chico	5/29/2020	20.00
10185	California Water Service	5/29/2020	618.45
10186	Charter Impact	5/29/2020	250.00
10187	Comcast	5/29/2020	497.41
10188	Document Tracking Services	5/29/2020	395.00
10189	E-Rate Advisors	5/29/2020	375.00
10190	Employment Development Dept	5/29/2020	411.45
10191	Full Circle Speech Therapy	5/29/2020	7,680.00
10192	Humana Insurance Co	5/29/2020	2,272.35
10193	Jordan R. Todd	5/29/2020	325.62
10194	Office Depot Inc	5/29/2020	358.08
10195	PG&E	5/29/2020	1,555.02
10196	Pure Water Partners	5/29/2020	42.90
10197	Sarah Lee	5/29/2020	184.19
10198	Syncb/Amazon	5/29/2020	242.08
10199	TIAA Commercial Finance, Inc.	5/29/2020	960.22
ACH	Postal Plus	5/1/2020	8.80
ACH	Stamp.com	5/1/2020	17.99
ACH	Oregon Shakespeare Festival	5/1/2020	500.00
ACH	Benefit Resource, Inc	5/1/2020	1,659.00
ACH	Benefit Resource, Inc	5/1/2020	155.00
ACH	Stamp.com	5/1/2020	17.99
ACH	Logic of English	5/1/2020	202.70
ACH	Flaghouse, Inc.	5/1/2020	90.59
ACH	SurveyMonkey	5/1/2020	276.00

Blue Oak Charter

Check Register

For the period ended May 31, 2020

Check Number	Vendor Name	Check Date	Check Amount
ACH	SurveyMonkey	5/1/2020	5.00
ACH	Stamp.com	5/1/2020	17.99
ACH	Postal Plus	5/1/2020	20.74
ACH	Benefit Resource, Inc	5/1/2020	155.00
ACH	Benefit Resource, Inc	5/1/2020	132.00
ACH	United States Postal Service	5/1/2020	152.70
ACH	Benefit Resource, Inc	5/1/2020	1,659.00
ACH	Stamp.com	5/1/2020	17.99
ACH	Benefit Resource, Inc	5/1/2020	132.00
ACH	Postal Plus	5/1/2020	207.76
ACH	Trainingnow.com	5/1/2020	15.95
ACH	Trainingnow.com	5/1/2020	15.95
ACH	Trainingnow.com	5/1/2020	15.95
ACH	Everyday Speech	5/1/2020	199.99
ACH	AirBnB	5/1/2020	255.64
ACH	Harland Clarke	5/1/2020	44.54
ACH	GoDaddy's	5/1/2020	239.88
ACH	Waterfront Hotel	5/1/2020	259.69
ACH	Stamp.com	5/1/2020	50.00
ACH	Benefit Resource, Inc	5/1/2020	132.00
ACH	Sprint	5/5/2020	99.94
ACH	Humana Insurance Co	5/5/2020	2,272.35
ACH	Adobe Inc.	5/8/2020	179.88
ACH	Benefit Resource, Inc	5/11/2020	155.00
ACH	Employment Development Department	5/11/2020	221.28
ACH	Employment Development Department	5/11/2020	232.76
ACH	Internal Revenue Services	5/11/2020	3,997.19
ACH	Employment Development Department	5/12/2020	411.45
ACH	CalPERS	5/18/2020	2,051.29
ACH	CalPERS	5/18/2020	4,765.69
ACH	Golden Valley Bank	5/26/2020	25.00
ACH	Employment Development Dept	5/27/2020	1,429.78
ACH	Employment Development Dept	5/27/2020	2,916.49
ACH	Anthem Blue Cross	5/27/2020	17,870.05
ACH	Internal Revenue Services	5/27/2020	18,817.06

Total Disbursements Issued in May \$ 175,081.87

Business Checking – XXXXX0889

Search transactions

Activity: Date range; Start date: May 01, 2020; End date: May 31, 2020; Type: All

Transactions

🕒 Pending ● Posted

Date ▼	Description ◇	Debit ◇	Credit ◇	Balance
● May 29, 2020	<u>Check 10179</u>	7,084.00		701,867.13
● May 29, 2020	<u>Check 10167</u>	1,348.84		708,951.13
● May 29, 2020	ACH Payment BENEFIT RESOURCE BRI XFER MEDICAL FSA	1,659.00		710,299.97
● May 29, 2020	ACH Deposit EL DORADO COUNTY AP PAYMENT		11,023.00	711,958.97
● May 28, 2020	<u>Check 10178</u>	2,672.52		700,935.97
● May 28, 2020	<u>Check 7283</u>	92.07		703,608.49
● May 28, 2020	ATM RCR Payment STAMPS.COM 855-608-2677 CA #3136 POSTAGE	17.99		703,700.56
● May 27, 2020	<u>Check 10180</u>	48,866.97		703,718.55
● May 27, 2020	ACH Payment IRS USATAXPYMT	18,817.06		752,585.52
● May 27, 2020	ACH Payment ANTHEM BLUE I010 CORP PYMT	17,870.05		771,402.58
● May 27, 2020	ACH Payment EMPLOYMENT DEVEL EDD EFTPMT UNEMPLOYMENT	2,916.49 (UI)		789,272.63
● May 27, 2020	ACH Payment EMPLOYMENT DEVEL EDD EFTPMT UNEMPLOYMENT	1,429.78 (UI)		792,189.12
● May 26, 2020	Stop Pmt Charge Stop Payment Charge ANTHEM CHECK NOT RECEIVED RE-ISSUED	25.00		793,618.90
● May 26, 2020	<u>Check 10170</u>	200.00		793,643.90
● May 26, 2020	<u>Deposit</u>		97,602.00	793,843.90
● May 22, 2020	ACH Payment BLUE OAK CHARTER PAYROLL	67,008.69		696,241.90
● May 22, 2020	ACH Payment BLUE OAK CHARTER PAYROLL	16,764.47		763,250.59
● May 22, 2020	ACH Payment BLUE OAK CHARTER PAYROLL	10,023.23		780,015.06
● May 22, 2020	ACH Payment BLUE OAK CHARTER PAYROLL	3,805.55		790,038.29
● May 21, 2020	<u>Check 10173</u>	500.00		793,843.84

Date ▼	Description ◇	Debit ◇	Credit ◇	Balance
● May 21, 2020	<u>Check 10174</u>	300.00		794,343.84
● May 21, 2020	<u>Check 10172</u>	210.00		794,643.84
● May 21, 2020	POS Purchase YOUNG, MINNEY & CORR 9168379700 CA #3136 WEBINAR — PROF DEVELOPMENT	20.00		794,853.84
● May 20, 2020	<u>Check 10175</u>	2,136.89		794,873.84
● May 20, 2020	<u>Check 10177</u>	388.57		797,010.73
● May 20, 2020	<u>Check 10165</u>	96.53		797,399.30
● May 20, 2020	<u>Deposit</u>		38,093.00	797,495.83
● May 19, 2020	<u>Check 10168</u>	6,184.50		759,402.83
● May 19, 2020	<u>Check 10171</u>	4,474.10		765,587.33
● May 19, 2020	<u>Check 10176</u>	1,767.29		770,061.43
● May 19, 2020	<u>Check 10169</u>	300.00		771,828.72
● May 19, 2020	<u>Check 10164</u>	65.00		772,128.72
● May 19, 2020	ACH Deposit AMZNBU3QB1EU AmazonSmil		225.27	772,193.72
● May 18, 2020	<u>Check 10166</u>	353.30		771,968.45
● May 18, 2020	ACH Payment CALPERS 3100	4,765.69		772,321.75
● May 18, 2020	ACH Payment CALPERS 3100	2,051.29		777,087.44
● May 18, 2020	ACH Deposit CHARTER ASSET MA PREFUND		87,241.39	779,138.73
● May 15, 2020	ACH Payment BENEFIT RESOURCE BRI XFER MEDICAL FSA	132.00		691,897.34
● May 15, 2020	POS Purchase DHARMA TRADING CO 7072830390 CA #3136 FLY AWAY K & 8TH GR.	13.33		692,029.34
● May 14, 2020	<u>Deposit</u>		1,912.91	692,042.67
● May 12, 2020	ACH Payment EMPLOYMENT DEVEL EDD EFTPMT (U.I.)	411.45		690,129.76
● May 11, 2020	ACH Payment IRS USATAXPYMT	3,997.19		690,541.21
● May 11, 2020	ACH Payment EMPLOYMENT DEVEL EDD EFTPMT (U.I.)	232.76		694,538.40
● May 11, 2020	ACH Payment EMPLOYMENT DEVEL EDD EFTPMT (U.I.)	221.28		694,771.16
● May 11, 2020	ACH Payment BENEFIT RESOURCE BRI XFER MEDICAL FSA	155.00		694,992.44
● May 11, 2020	ACH Deposit Square Inc 200511P2		4.67	695,147.44
● May 08, 2020	ACH Payment BLUE OAK CHARTER PAYROLL	17,095.56		695,142.77

Date ▼	Description ◇	Debit ◇	Credit ◇	Balance
● May 08, 2020	ATM RCR Payment ADOBE ACROPRO SUBS 408-536-6000 CA #3136 (RENEWAL)	179.88		712,238.33
● May 07, 2020	POS Purchase POSTAL PLUS 530-8911626 CA #3136 POSTAGE	21.00		712,418.21
● May 06, 2020	<u>Check 10156</u>	5,760.00		712,439.21
● May 05, 2020	<u>Check 10142</u>	1,209.60		718,199.21
● May 05, 2020	<u>Check 10162</u>	665.19		719,408.81
● May 05, 2020	<u>Check 10163</u>	337.85		720,074.00
● May 05, 2020	ACH Payment HUMANA, INC. INS PYMT INSURANCE	2,272.35		720,411.85
● May 05, 2020	ACH Payment SPRINT8006396111 ACHBILLPAY VRXOFLURKE3IEHMY SCHOOL EMERGENCY CELL PHONE	99.94		722,684.20
● May 04, 2020	<u>Check 10133</u>	900.00		722,784.14
● May 04, 2020	ACH Deposit Square Inc 200504P2		18.99	723,684.14

Agenda Item: Charter Council Election Results

Prepared by: Susan Domenighini Charter Council Date: 06/16/2020

Background Information:

Per ARTICLE VIII ELECTION PROCESS of the Charter Council Bylaws:

At the regular Charter Council June meeting the results of the Charter Council election will be presented. The results must be approved by a majority vote of the Charter Council. The Charter Council does reserve the right to take action when or if any irregularities, anomalies, or violations of these Bylaws occur. Such irregularities, anomalies, or violations may be waived by a unanimous vote of Charter Council. Newly elected members will assume office and duties at the first regular meeting in August of the Charter Council. Prior to assuming duties, all newly elected and appointed Charter Council members will read the Board's Code of Ethics.

The Election Committee, consisting of Maggie Buckley, Amanda Chambless, and Tess Slaton, has counted all ballots. The following parent and community members have won the majority votes of the Blue Oak Community.

Parent Charter Council Member for 2020/2021

- Trisha Atehortua
- Chelsea Parker
- Heather Bonea

Community Charter Council Members for 2020/2021

- Laurel Hill-Ward
- Vicki Wonacott
- Laura Swanson

The terms of said members is yet to be determined as all seats were up for election and the Charter Council Bylaws state that:

In the event that all members of the Charter Council are concurrently up for re-election in the same year then the newly elected Charter Council members will have their terms staggered as drawn by lot with three (3) seats serving a one (1) year term, two seats serving a two-year term and two seats serving a three-year term and serving a two (2) year term.

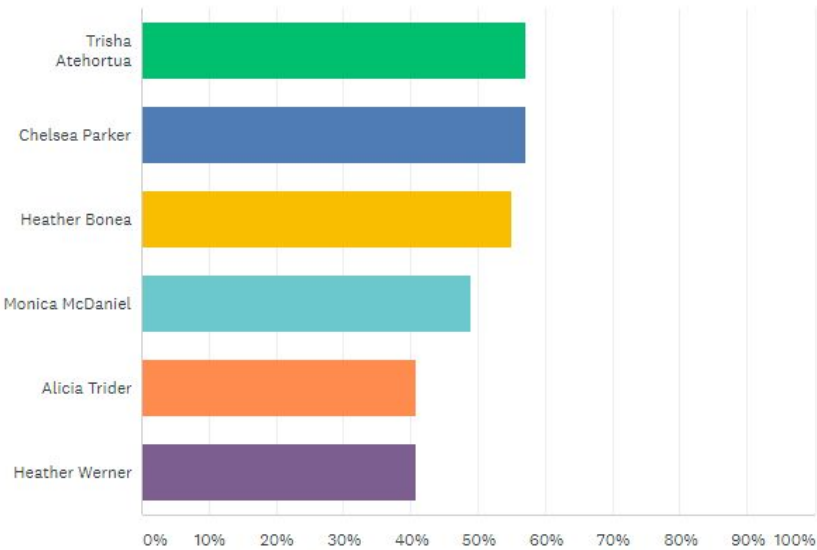
The Blue Oak School is governed by a seven-member Charter Council with three parent representatives and four community members.

Section 3. DESIGNATED COUNCIL MEMBERS AND TERMS.

The number of Council members shall be seven (7), unless changed by amendments to these bylaws; provided that three (3) seats shall be reserved for parent representatives and four (4) seats shall be reserved for community representatives.

Vote for three of the parent candidates listed below:

Answered: 49 Skipped: 0



ANSWER CHOICES	RESPONSES	
▼ Trisha Atehortua	57.14%	28
▼ Chelsea Parker	57.14%	28
▼ Heather Bonea	55.10%	27
▼ Monica McDaniel	48.98%	24
▼ Alicia Trider	40.82%	20
▼ Heather Werner	40.82%	20
Total Respondents: 49		

CLIFTONLARSONALLEN LLP
2210 EAST ROUTE 66
GLENORA, CA 91740

BLUE OAK CHARTER SCHOOL INC
450 W. EAST AVENUE
CHICO, CA 95926

|||||

DRAFT

CLIENT'S COPY

DRAFT



CLA (CliftonLarsonAllen LLP)
CLAconnect.com

BLUE OAK CHARTER SCHOOL INC
450 W. EAST AVENUE
CHICO, CA 95926

BLUE OAK CHARTER SCHOOL INC:

Enclosed is the organization's 2018 Exempt Organization return. The state Exempt Organization return is also enclosed. These should be signed, dated, and mailed, as indicated.

Specific filing instructions are as follows.

FORM 990 RETURN:

This return has qualified for electronic filing. After you have reviewed the return for completeness and accuracy, please sign, date and return Form 8879-EO to our office. We will transmit the return electronically to the IRS and no further action is required. Please return Form 8879-EO to us as soon as possible, but no later than by May 15, 2020 the filing deadline.

CALIFORNIA FORM 199 RETURN:

The California Form 199 return has qualified for electronic filing. After you have reviewed your return for completeness and accuracy, please sign, date and return Form 8453-EO to our office. We will then transmit your return to the FTB. Do not mail the paper copy of the return to the FTB.

No payment is required.

When mailing is necessary, we recommend that you use certified mail with postmarked receipts for proof of timely filing.

Be sure to review the returns prior to signing as you have final responsibility for all information included in the returns. If there is anything on the return you do not understand, we would be glad to answer your questions.

Copies of each return are provided and should be retained for your files. Based on IRS guidance, we generally recommend that you keep supporting documentation for a minimum of seven years; and that you keep copies of the tax returns, and records that support basis for items in the tax return, indefinitely.

We value our relationship with you and thank you for your trust and confidence in allowing us to serve you. If you have any questions regarding the returns or other services that we can assist you with, please do not hesitate to contact us. Some of our best clients come through referrals from existing clients. If you know of anyone who could benefit from our assistance, we would be pleased to speak to him or her.

Sincerely,

CliftonLarsonAllen LLP

Form **8879-EO****IRS e-file Signature Authorization
for an Exempt Organization**

OMB No. 1545-1878

For calendar year 2018, or fiscal year beginning JUL 1, 2018, and ending JUN 30, 2019**2018**Department of the Treasury
Internal Revenue Service▶ **Do not send to the IRS. Keep for your records.**▶ **Go to www.irs.gov/Form8879EO for the latest information.**

Name of exempt organization

Employer identification number

BLUE OAK CHARTER SCHOOL INC**02-0702969**

Name and title of officer

NENA ANGUIANO**CHAIR****Part I Type of Return and Return Information** (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line **1a**, **2a**, **3a**, **4a**, or **5a**, below, and the amount on that line for the return being filed with this form was blank, then leave line **1b**, **2b**, **3b**, **4b**, or **5b**, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a Form 990 check here ▶ <input checked="" type="checkbox"/>	b Total revenue , if any (Form 990, Part VIII, column (A), line 12)	1b <u>4,029,162.</u>
2a Form 990-EZ check here ▶ <input type="checkbox"/>	b Total revenue , if any (Form 990-EZ, line 9)	2b _____
3a Form 1120-POL check here ▶ <input type="checkbox"/>	b Total tax (Form 1120-POL, line 22)	3b _____
4a Form 990-PF check here ▶ <input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part VI, line 5)	4b _____
5a Form 8868 check here ▶ <input type="checkbox"/>	b Balance Due (Form 8868, line 3c)	5b _____

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2018 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgment of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only☒ I authorize **CLIFTONLARSONALLEN LLP**

ERO firm name

to enter my PIN **22100**Enter five numbers, but
do not enter all zeros

as my signature on the organization's tax year 2018 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

☐ As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2018 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶ _____ Date ▶ _____

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

95405291740

Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2018 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ _____ Date ▶ **05/12/20**

ERO Must Retain This Form - See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

LHA For Paperwork Reduction Act Notice, see instructions.

Form **8879-EO** (2018)

823051 10-26-18

00000512 131839 213-118470-00

2018.05090 BLUE OAK CHARTER SCHOOL I 213-1181

Form **990**Department of the Treasury
Internal Revenue Service**Return of Organization Exempt From Income Tax**

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2018Open to Public
Inspection**A** For the 2018 calendar year, or tax year beginning **JUL 1, 2018** and ending **JUN 30, 2019****B** Check if applicable:

- ☐ Address change
☐ Name change
☐ Initial return
☐ Final return/terminated
☐ Amended return
☐ Application pending

C Name of organization**BLUE OAK CHARTER SCHOOL INC**

Doing business as

Number and street (or P.O. box if mail is not delivered to street address) Room/suite

450 W. EAST AVENUE

City or town, state or province, country, and ZIP or foreign postal code

CHICO, CA 95926**F** Name and address of principal officer: **NENA ANGUIANO****SAME AS C ABOVE****D** Employer identification number**02-0702969****E** Telephone number**530-879-7483****G** Gross receipts \$**4,029,162.****H(a)** Is this a group returnfor subordinates? ☐ Yes ☒ No**H(b)** Are all subordinates included? ☐ Yes ☐ No

If "No," attach a list. (see instructions)

H(c) Group exemption number ▶**I** Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) () (insert no.) ☐ 4947(a)(1) or ☐ 527**J** Website: ▶ **HTTP://BLUEOAKCHARTERSCHOOL.ORG/****K** Form of organization: ☐ Corporation ☐ Trust ☐ Association ☒ Other ▶**L** Year of formation: **2004** **M** State of legal domicile: **CA****Part I Summary**

Activities & Governance	1	Briefly describe the organization's mission or most significant activities: TO EDUCATE THE WHOLE CHILD AND TO SUPPORT THE FULL DEVELOPMENT OF THEIR POTENTIAL.
	2	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.
	3	Number of voting members of the governing body (Part VI, line 1a) 7
	4	Number of independent voting members of the governing body (Part VI, line 1b) 7
	5	Total number of individuals employed in calendar year 2018 (Part V, line 2a) 81
	6	Total number of volunteers (estimate if necessary) 34
	7a	Total unrelated business revenue from Part VIII, column (C), line 12 0.
7b	Net unrelated business taxable income from Form 990-T, line 38 0.	
Revenue	8	Contributions and grants (Part VIII, line 1h) 3,718,291.
	9	Program service revenue (Part VIII, line 2g) 0.
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d) 0.
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e) 6,606.
	12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12) 3,724,897.
	Expenses	13
14		Benefits paid to or for members (Part IX, column (A), line 4) 0.
15		Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10) 2,034,417.
16a		Professional fundraising fees (Part IX, column (A), line 11e) 0.
b		Total fundraising expenses (Part IX, column (D), line 25) 48,999.
17		Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e) 1,828,078.
18		Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25) 3,862,495.
19	Revenue less expenses. Subtract line 18 from line 12 -137,598.	
Net Assets or Fund Balances	20	Total assets (Part X, line 16) 981,933.
	21	Total liabilities (Part X, line 26) 469,139.
	22	Net assets or fund balances. Subtract line 21 from line 20 512,794.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer	Date
	NENA ANGUIANO, CHAIR Type or print name and title	
Paid Preparer Use Only	Print/Type preparer's name WADE MCMULLEN	Preparer's signature WADE MCMULLEN
	Date 05/12/20	Check if self-employed <input type="checkbox"/> PTIN P00541671
Firm's name	CLIFTONLARSONALLEN LLP	Firm's EIN 41-0746749
	Firm's address 2210 EAST ROUTE 66 GLEN DORA, CA 91740	Phone no. (626) 857-7300

May the IRS discuss this return with the preparer shown above? (see instructions) ☒ Yes ☐ No

Part III Statement of Program Service AccomplishmentsCheck if Schedule O contains a response or note to any line in this Part III ☐**1** Briefly describe the organization's mission:**TO EDUCATE THE WHOLE CHILD AND TO SUPPORT THE FULL DEVELOPMENT OF EACH CHILD'S POTENTIAL, USING THE WALDORF METHOD OF TEACHING.****2** Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses.

Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ **3,555,117.** including grants of \$) (Revenue \$ **8,846.**)**OPERATED A CLASSROOM-BASED PROGRAM FOR STUDENTS IN KINDERGARTEN THROUGH GRADE EIGHT. THE SCHOOL SERVED APPROXIMATELY 340 STUDENTS IN GRADES K-8 OVER 177 OPERATING DAYS IN 2018-19.****4b** (Code:) (Expenses \$ including grants of \$) (Revenue \$)**4c** (Code:) (Expenses \$ including grants of \$) (Revenue \$)**4d** Other program services (Describe in Schedule O.)

(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses **3,555,117.**

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	1 X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ?	2 X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>	3	X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>	4	X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>	5	X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>	6	X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>	7	X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>	8	X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>	9	X
10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>	10	X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	11a X	
b Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>	11b	X
c Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>	11c	X
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>	11d	X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	11e X	
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	11f X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	12a X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>	12b	X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	13 X	
14a Did the organization maintain an office, employees, or agents outside of the United States?	14a	X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>	14b	X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>	15	X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>	16	X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>	17	X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>	18	X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>	19	X
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>	20a	X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b	
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>	21	X

Part IV Checklist of Required Schedules (continued)

	Yes	No
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>	22	X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>	23	X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>	24a	X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b	
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c	
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d	
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>	25a	X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>	25b	X
26 Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II</i>	26	X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>	27	X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>	28a	X
b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>	28b	X
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i>	28c	X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>	29	X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>	30	X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>	31	X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>	32	X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>	33	X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>	34	X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a	X
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>	35b	
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>	36	X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>	37	X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O	38	X

Part V Statements Regarding Other IRS Filings and Tax ComplianceCheck if Schedule O contains a response or note to any line in this Part V ☐

	Yes	No
1a Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	1a	14
b Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	1b	0
c Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1c	X

Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

	Yes	No
2a Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	2a	81
b If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	2b	X
Note. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)		
3a Did the organization have unrelated business gross income of \$1,000 or more during the year?	3a	X
b If "Yes," has it filed a Form 990-T for this year? If "No" to line 3b, provide an explanation in Schedule O	3b	
4a At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	4a	X
b If "Yes," enter the name of the foreign country: See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
5a Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	5a	X
b Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b	X
c If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	5c	
6a Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	6a	X
b If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b	
7 Organizations that may receive deductible contributions under section 170(c).		
a Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?	7a	X
b If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b	
c Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c	X
d If "Yes," indicate the number of Forms 8282 filed during the year	7d	
e Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	7e	X
f Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f	X
g If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g	
h If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h	
8 Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	8	
9 Sponsoring organizations maintaining donor advised funds.		
a Did the sponsoring organization make any taxable distributions under section 4966?	9a	
b Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b	
10 Section 501(c)(7) organizations. Enter:		
a Initiation fees and capital contributions included on Part VIII, line 12	10a	
b Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b	
11 Section 501(c)(12) organizations. Enter:		
a Gross income from members or shareholders	11a	
b Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b	
12a Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?	12a	
b If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b	
13 Section 501(c)(29) qualified nonprofit health insurance issuers.		
a Is the organization licensed to issue qualified health plans in more than one state?	13a	
Note. See the instructions for additional information the organization must report on Schedule O.		
b Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b	
c Enter the amount of reserves on hand	13c	
14a Did the organization receive any payments for indoor tanning services during the tax year?	14a	X
b If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O	14b	
15 Is the organization subject to the section 4960 tax on payment(s) of more than \$1,000,000 in remuneration or excess parachute payment(s) during the year?	15	X
If "Yes," see instructions and file Form 4720, Schedule N.		
16 Is the organization an educational institution subject to the section 4968 excise tax on net investment income?	16	X
If "Yes," complete Form 4720, Schedule O.		

Form 990 (2018)

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI ☒

Section A. Governing Body and Management

	1a	1b	2	3	4	5	6	7a	7b	8a	8b	9	Yes	No
1a Enter the number of voting members of the governing body at the end of the tax year	7													
If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.														
b Enter the number of voting members included in line 1a, above, who are independent		7												
2 Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?			2							X				
3 Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?				3							X			
4 Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?					4						X			
5 Did the organization become aware during the year of a significant diversion of the organization's assets?						5					X			
6 Did the organization have members or stockholders?							6				X			
7a Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?								7a			X			
b Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?									7b		X			
8 Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:														
a The governing body?										8a	X			
b Each committee with authority to act on behalf of the governing body?											8b		X	
9 Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O												9		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

	10a	10b	11a	11b	12a	12b	12c	13	14	15a	15b	16a	16b	Yes	No
10a Did the organization have local chapters, branches, or affiliates?	10a														X
b If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		10b													
11a Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?			11a	X											
b Describe in Schedule O the process, if any, used by the organization to review this Form 990.															
12a Did the organization have a written conflict of interest policy? If "No," go to line 13					12a	X									
b Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?						12b	X								
c Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done							12c	X							
13 Did the organization have a written whistleblower policy?								13	X						
14 Did the organization have a written document retention and destruction policy?									14					X	
15 Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?															
a The organization's CEO, Executive Director, or top management official										15a	X				
b Other officers or key employees of the organization											15b	X			
If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).															
16a Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?												16a		X	
b If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?													16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed **NONE**

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
☐ Own website ☐ Another's website ☒ Upon request ☐ Other (explain in Schedule O)

19 Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records **PETER BALFOUR - 951-694-3050**
43460 RIDGE PARK DRIVE SUITE 100, TEMECULA, CA 92590

Check if Schedule O contains a response or note to any line in this Part VII

[illegible]

		Yes	No
3	Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? If "Yes," complete Schedule J for such individual		
4	For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? If "Yes," complete Schedule J for such individual		
5	Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? If "Yes " complete Schedule J for such person		

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
NONE		

2	Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization	0
---	--	---

Part VIII Statement of RevenueCheck if Schedule O contains a response or note to any line in this Part VIII ☐

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	3,904,043.				
	f All other contributions, gifts, grants, and similar amounts not included above	1f	116,273.				
	g Noncash contributions included in lines 1a-1f: \$						
	h Total. Add lines 1a-1f			4,020,316.			
Program Service Revenue	2 a			Business Code			
	b						
	c						
	d						
	e						
	f All other program service revenue						
	g Total. Add lines 2a-2f						
	Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)					
4 Income from investment of tax-exempt bond proceeds							
5 Royalties							
			(i) Real	(ii) Personal			
6 a Gross rents							
b Less: rental expenses							
c Rental income or (loss)							
d Net rental income or (loss)							
			(i) Securities	(ii) Other			
7 a Gross amount from sales of assets other than inventory							
b Less: cost or other basis and sales expenses							
c Gain or (loss)							
d Net gain or (loss)							
8 a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18			a				
b Less: direct expenses			b				
c Net income or (loss) from fundraising events							
9 a Gross income from gaming activities. See Part IV, line 19			a				
b Less: direct expenses			b				
c Net income or (loss) from gaming activities							
10 a Gross sales of inventory, less returns and allowances			a				
b Less: cost of goods sold			b				
c Net income or (loss) from sales of inventory							
Miscellaneous Revenue				Business Code			
11 a OTHER LOCAL REVENUE			611600	8,846.	8,846.		
b							
c							
d All other revenue							
e Total. Add lines 11a-11d				8,846.			
12 Total revenue. See instructions				4,029,162.	8,846.	0.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21 ...				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	115,420.	115,420.		
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	1,771,019.	1,609,689.	161,330.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	281,550.	263,348.	18,202.	
9 Other employee benefits	194,206.	176,124.	18,082.	
10 Payroll taxes	65,422.	60,301.	5,121.	
11 Fees for services (non-employees):				
a Management	29,930.		29,930.	
b Legal	42,279.		42,279.	
c Accounting	9,370.		9,370.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	179,688.	168,746.	10,942.	
12 Advertising and promotion	2,591.	2,362.	229.	
13 Office expenses	43,977.	39,579.	4,398.	
14 Information technology				
15 Royalties				
16 Occupancy	756,809.	721,621.	35,188.	
17 Travel	10,554.	9,499.	1,055.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials ...				
19 Conferences, conventions, and meetings				
20 Interest	54.		54.	
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	259,293.	233,364.	25,929.	
23 Insurance	29,032.	26,129.	2,903.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a <u>INSTRUCTIONAL MATERIALS</u>	161,192.	105,748.	7,545.	47,899.
b <u>OTHER EXPENSES</u>	61,516.	23,187.	37,229.	1,100.
c				
d				
e All other expenses				
25 Total functional expenses. Add lines 1 through 24e	4,013,902.	3,555,117.	409,786.	48,999.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here ☐ if following SOP 98-2 (ASC 958-720)

Part X Balance SheetCheck if Schedule O contains a response or note to any line in this Part X ☐

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	75,486.	1	105,647.
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net		3	651,168.
	4 Accounts receivable, net	558,024.	4	652.
	5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instr). Complete Part II of Sch L		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	58,997.	9	78,272.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 1,183,523.		
	b Less: accumulated depreciation	10b 1,181,391.	10c 261,426.	2,132.
	11 Investments - publicly traded securities		11	
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11	28,000.	15	28,000.
16 Total assets. Add lines 1 through 15 (must equal line 34)	981,933.	16	865,871.	
Liabilities	17 Accounts payable and accrued expenses	146,350.	17	183,641.
	18 Grants payable		18	
	19 Deferred revenue		19	
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	322,789.	25	154,176.
	26 Total liabilities. Add lines 17 through 25	469,139.	26	337,817.
	Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.		
27 Unrestricted net assets		512,794.	27	467,141.
28 Temporarily restricted net assets			28	60,913.
29 Permanently restricted net assets			29	
Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.				
30 Capital stock or trust principal, or current funds			30	
31 Paid-in or capital surplus, or land, building, or equipment fund			31	
32 Retained earnings, endowment, accumulated income, or other funds			32	
33 Total net assets or fund balances		512,794.	33	528,054.
34 Total liabilities and net assets/fund balances		981,933.	34	865,871.

Form 990 (2018)

Part XI Reconciliation of Net AssetsCheck if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	4,029,162.
2	Total expenses (must equal Part IX, column (A), line 25)	2	4,013,902.
3	Revenue less expenses. Subtract line 2 from line 1	3	15,260.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	512,794.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	528,054.

Part XII Financial Statements and ReportingCheck if Schedule O contains a response or note to any line in this Part XII ☐

	Yes	No
1 Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a Were the organization's financial statements compiled or reviewed by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	2a	X
b Were the organization's financial statements audited by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	2b	X
c If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? _____ If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	2c	X
3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133? _____	3a	X
b If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits _____	3b	

Form 990 (2018)

Department of the Treasury
Internal Revenue Service

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
▶ Attach to Form 990 or Form 990-EZ.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2018

Open to Public Inspection

Name of the organization

BLUE OAK CHARTER SCHOOL INC

Employer identification number

02-0702969

Part I	Reason for Public Charity Status (All organizations must complete this part.) See instructions.
---------------	--

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

- 1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
- 2 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990 or 990-EZ).)
- 3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
- 4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
- 5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
- 6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
- 7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
- 10 ☐ An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
- 11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
- 12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
 - a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
 - b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
 - c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
 - d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
 - e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

f Enter the number of supported organizations

g Provide the following information about the supported organization(s).

g Provide the following information about the supported organization(s).						
(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
Total						

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ. 832021 10-11-18 Schedule A (Form 990 or 990-EZ) 2018

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2018 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2017 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2018. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		
b 33 1/3% support test - 2017. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		
17a 10% -facts-and-circumstances test - 2018. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		
b 10% -facts-and-circumstances test - 2017. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		

Schedule A (Form 990 or 990-EZ) 2018

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2018 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2017 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2018 (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from 2017 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2018. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ☐

b 33 1/3% support tests - 2017. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ☐

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ☐

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
11a		
b A family member of a person described in (a) above?		
11b		
c A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in Part VI .		
11c		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
1		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		
2		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		
1		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
1		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).		
2		
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.		
3		

Section E. Type III Functionally Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).			
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.			
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.			
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).			
2 Activities Test. Answer (a) and (b) below.			
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.			
2a			
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.			
2b			
3 Parent of Supported Organizations. Answer (a) and (b) below.			
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI .			
3a			
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.			
3b			

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

- 1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI.) **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions)	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

Schedule A (Form 990 or 990-EZ) 2018

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 Total annual distributions. Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2018 from Section C, line 6	
10 Line 8 amount divided by line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2018	(iii) Distributable Amount for 2018
1 Distributable amount for 2018 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2018 (reasonable cause required- explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2018			
a From 2013			
b From 2014			
c From 2015			
d From 2016			
e From 2017			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2018 distributable amount			
i Carryover from 2013 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2018 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2018 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2018, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI . See instructions.			
6 Remaining underdistributions for 2018. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI . See instructions.			
7 Excess distributions carryover to 2019. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2014			
b Excess from 2015			
c Excess from 2016			
d Excess from 2017			
e Excess from 2018			

Schedule A (Form 990 or 990-EZ) 2018

Part VI

Supplemental Information. Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information.
(See instructions.)

DRAFT

Schedule B(Form 990, 990-EZ,
or 990-PF)Department of the Treasury
Internal Revenue Service**Schedule of Contributors**

- ▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2018

Name of the organization

BLUE OAK CHARTER SCHOOL INC

Employer identification number

02-0702969

Organization type (check one):

Filers of:**Section:**

Form 990 or 990-EZ

☒ 501(c)(3) (enter number) organization☐ 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation☐ 527 political organization

Form 990-PF

☐ 501(c)(3) exempt private foundation☐ 4947(a)(1) nonexempt charitable trust treated as a private foundation☐ 501(c)(3) taxable private foundationCheck if your organization is covered by the **General Rule** or a **Special Rule**.**Note:** Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.**General Rule**

- ☒ For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

- ☐ For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of **(1)** \$5,000; or **(2)** 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.
- ☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering "N/A" in column (b) instead of the contributor name and address), II, and III.
- ☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

Name of organization	Employer identification number
BLUE OAK CHARTER SCHOOL INC	02-0702969

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	ZABLE FOUNDATION 10731 TREENA ST, SUITE 102 SAN DIEGO, CA 92131	\$ 25,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
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		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Employer identification number

02-0702969

Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
	<div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div>	\$ <div style="border-bottom: 1px solid black; width: 80%;"></div>	<div style="border-bottom: 1px solid black; width: 60%;"></div>
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
	<div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div>	\$ <div style="border-bottom: 1px solid black; width: 80%;"></div>	<div style="border-bottom: 1px solid black; width: 60%;"></div>
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
	<div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div>	\$ <div style="border-bottom: 1px solid black; width: 80%;"></div>	<div style="border-bottom: 1px solid black; width: 60%;"></div>
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
	<div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div>	\$ <div style="border-bottom: 1px solid black; width: 80%;"></div>	<div style="border-bottom: 1px solid black; width: 60%;"></div>
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
	<div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div>	\$ <div style="border-bottom: 1px solid black; width: 80%;"></div>	<div style="border-bottom: 1px solid black; width: 60%;"></div>
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
	<div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div>	\$ <div style="border-bottom: 1px solid black; width: 80%;"></div>	<div style="border-bottom: 1px solid black; width: 60%;"></div>
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
	<div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div>	\$ <div style="border-bottom: 1px solid black; width: 80%;"></div>	<div style="border-bottom: 1px solid black; width: 60%;"></div>
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
	<div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div>	\$ <div style="border-bottom: 1px solid black; width: 80%;"></div>	<div style="border-bottom: 1px solid black; width: 60%;"></div>
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
	<div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div>	\$ <div style="border-bottom: 1px solid black; width: 80%;"></div>	<div style="border-bottom: 1px solid black; width: 60%;"></div>
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
	<div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div> <div style="border-bottom: 1px solid black; height: 1em;"></div>	\$ <div style="border-bottom: 1px solid black; width: 80%;"></div>	<div style="border-bottom: 1px solid black; width: 60%;"></div>

Name of organization

Employer identification number

BLUE OAK CHARTER SCHOOL INC

02-0702969

Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this info. once.) ► \$ _____

Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee

SCHEDULE D
(Form 990)Department of the Treasury
Internal Revenue Service**Supplemental Financial Statements**

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.**
▶ **Attach to Form 990.**

▶ **Go to www.irs.gov/Form990 for instructions and the latest information.**

OMB No. 1545-0047

2018**Open to Public Inspection**

Name of the organization

BLUE OAK CHARTER SCHOOL INC

Employer identification number

02-0702969

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

<input type="checkbox"/> Preservation of land for public use (e.g., recreation or education)	<input type="checkbox"/> Preservation of a historically important land area
<input type="checkbox"/> Protection of natural habitat	<input type="checkbox"/> Preservation of a certified historic structure
<input type="checkbox"/> Preservation of open space	

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶

4 Number of states where property subject to conservation easement is located ▶

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?

☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \$

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?

☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1

(ii) Assets included in Form 990, Part X

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenue included on Form 990, Part VIII, line 1

b Assets included in Form 990, Part X

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule D (Form 990) 2018

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):

- a ☐ Public exhibition d ☐ Loan or exchange programs
 b ☐ Scholarly research e ☐ Other _____
 c ☐ Preservation for future generations

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

	Amount
c Beginning balance	1c
d Additions during the year	1d
e Distributions during the year	1e
f Ending balance	1f

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment ☐ %
 b Permanent endowment ☐ %
 c Temporarily restricted endowment ☐ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

- (i) unrelated organizations ☐
 (ii) related organizations ☐

b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? ☐

	Yes	No
3a(i)	<input type="checkbox"/>	<input type="checkbox"/>
3a(ii)	<input type="checkbox"/>	<input type="checkbox"/>
3b	<input type="checkbox"/>	<input type="checkbox"/>

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings		1,141,931.	1,139,799.	2,132.
c Leasehold improvements				
d Equipment		41,592.	41,592.	0.
e Other				
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				2,132.

Schedule D (Form 990) 2018

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value	
(1) Federal income taxes		
(2) FACTORED RECEIVABLE LIABILITY	154,176.	
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	154,176.	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII ☒

Schedule D (Form 990) 2018

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements	1	4,029,162.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
a	Net unrealized gains (losses) on investments	2a	
b	Donated services and use of facilities	2b	
c	Recoveries of prior year grants	2c	
d	Other (Describe in Part XIII.)	2d	
e	Add lines 2a through 2d	2e	0.
3	Subtract line 2e from line 1	3	4,029,162.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIII.)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total revenue. Add lines 3 and 4c . (This must equal Form 990, Part I, line 12.)	5	4,029,162.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements	1	4,013,902.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
a	Donated services and use of facilities	2a	
b	Prior year adjustments	2b	
c	Other losses	2c	
d	Other (Describe in Part XIII.)	2d	
e	Add lines 2a through 2d	2e	0.
3	Subtract line 2e from line 1	3	4,013,902.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIII.)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total expenses. Add lines 3 and 4c . (This must equal Form 990, Part I, line 18.)	5	4,013,902.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

THE SCHOOL IS A NON-PROFIT ENTITY EXEMPT FROM THE PAYMENT OF INCOME TAXES UNDER INTERNAL REVENUE CODE SECTION 501(C)(3) AND CALIFORNIA REVENUE AND TAXATION CODE SECTION 23701D. ACCORDINGLY, NO PROVISION HAS BEEN MADE FOR INCOME TAXES. MANAGEMENT HAS DETERMINED THAT ALL INCOME TAX POSITIONS ARE MORE LIKELY THAN NOT OF BEING SUSTAINED UPON POTENTIAL AUDIT OR EXAMINATION; THEREFORE, NO DISCLOSURES OF UNCERTAIN INCOME TAX POSITIONS ARE REQUIRED. THE SCHOOL FILES INFORMATIONAL RETURNS IN THE U.S. FEDERAL JURISDICTION, AND THE STATE OF CALIFORNIA. THE STATUTE OF LIMITATIONS FOR FEDERAL AND CALIFORNIA STATE PURPOSES IS GENERALLY THREE AND FOUR YEARS, RESPECTIVELY.

Part XIII Supplemental Information *(continued)*

DRAFT

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

► **Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**

► **Attach to Form 990 or Form 990-EZ.**

► **Go to www.irs.gov/Form990 for the latest information.**

OMB No. 1545-0047

2018

Open to Public Inspection

Name of the organization

BLUE OAK CHARTER SCHOOL INC

Employer identification number

02-0702969

Part I

1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?

	YES	NO
1	X	

2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?

2	X	
----------	----------	--

3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain.

--	--	--

If you need more space, use Part II

3		X
----------	--	----------

BLUE OAK CHARTER SCHOOL IS A CALIFORNIA PUBLIC SCHOOL AND IS THEREFORE EXEMPT FROM PROC 75-50, 1975-2 C B 587. HOWEVER, THE POLICY IS PART OF OUR CHARTER DOCUMENT WHICH IS POSTED ON OUR WEBSITE.

4 Does the organization maintain the following?

a Records indicating the racial composition of the student body, faculty, and administrative staff?

4a	X	
-----------	----------	--

b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?

4b		X
-----------	--	----------

c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?

4c	X	
-----------	----------	--

d Copies of all material used by the organization or on its behalf to solicit contributions?

4d	X	
-----------	----------	--

If you answered "No" to any of the above, please explain. If you need more space, use Part II.

THE SCHOOL DOES NOT OFFER SCHOLARSHIPS OR FINANCIAL ASSISTANCE.

5 Does the organization discriminate by race in any way with respect to:

a Students' rights or privileges?

5a		X
-----------	--	----------

b Admissions policies?

5b		X
-----------	--	----------

c Employment of faculty or administrative staff?

5c		X
-----------	--	----------

d Scholarships or other financial assistance?

5d		X
-----------	--	----------

e Educational policies?

5e		X
-----------	--	----------

f Use of facilities?

5f		X
-----------	--	----------

g Athletic programs?

5g		X
-----------	--	----------

h Other extracurricular activities?

5h		X
-----------	--	----------

If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.

6a Does the organization receive any financial aid or assistance from a governmental agency?

6a	X	
-----------	----------	--

b Has the organization's right to such aid ever been revoked or suspended?

6b		X
-----------	--	----------

If you answered "Yes" on either line 6a or line 6b, explain on Part II.

7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of

Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II

7	X	
----------	----------	--

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ.

Schedule E (Form 990 or 990-EZ) 2018

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable.

Also provide any other additional information.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

SCH E - FINANCIAL AID OR GOVERNMENT ASSISTANCE EXPLANATION BLUE OAK
CHARTER SCHOOL RECEIVES FUNDING FROM THE CALIFORNIA DEPARTMENT OF
EDUCATION AND BUTTE COUNTY OFFICE OF EDUCATION.

DRAFT

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2018

Open to Public
Inspection

Name of the organization

BLUE OAK CHARTER SCHOOL INC

Employer identification number
02-0702969

FORM 990, PART VI, SECTION A, LINE 8B:

THERE ARE ADVISORY COMMITTEES WHICH REVIEW AND PROPOSE ACTION TO THE BOARD.
FOR 18-19, THEY WOULD BE THE FINANCE COMMITTEE, THE SAFETY COMMITTEE, THE
CHARTER ELECTION COMMITTEE, THE FACILITIES COMMITTEE, AND THE CHARTER
REVIEW COMMITTEE. THESE ADVISORY COMMITTEES DO NOT HAVE AUTHORITY TO ACT ON
BEHALF OF THE GOVERNING BODY

FORM 990, PART VI, SECTION B, LINE 11B:

ORGANIZATION'S PROCESS TO REVIEW FORM 990 A COPY OF THE FORM 990 IS
PRESENTED TO THE BOARD FOR COMMENTS AND/OR APPROVAL PRIOR TO FILING THE
FORM.

FORM 990, PART VI, SECTION B, LINE 12C:

EACH DESIGNATED EMPLOYEE, INCLUDING GOVERNING BOARD MEMBERS AND CANDIDATES,
FILE A STATEMENT OF ECONOMIC INTEREST FORM 700 ("STATEMENT") DISCLOSING
REPORTABLE INVESTMENTS, INTERESTS IN REAL PROPERTY, BUSINESS POSITIONS, AND
INCOME SUBJECT TO CONFLICT OF INTEREST. ALL FORMS ARE FILED WITH THE
CHARTER SCHOOL AND FORWARDED TO THE COUNTY BOARD OF SUPERVISORS. WHEN A
DESIGNATED EMPLOYEE SHOULD NOT MAKE A DECISION BECAUSE OF THE DISQUALIFYING
INTEREST, THEY SUBMIT A WRITTEN DISCLOSURE OF THE DISQUALIFYING INTEREST TO
THEIR IMMEDIATE SUPERVISOR. THE SUPERVISOR THEN IMMEDIATELY REASSIGNS THE
MATTER TO ANOTHER EMPLOYEE AND FORWARDS HE DISCLOSURE NOTICE TO THE CHARTER
SCHOOL DIRECTOR, WHO RECORDS EMPLOYEE'S DISQUALIFICATION. GOVERNING BODY
MEMBERS DISCLOSE A DISQUALIFYING INTEREST AT THE MEETING DURING WHICH
CONSIDERATION OF THE DECISION TAKES PLACE AND DISCLOSURE IS MADE PART OF
THE BOARD'S OFFICIAL RECORD AND THE MEMBER REFRAINS FROM PARTICIPATING IN

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule O (Form 990 or 990-EZ) (2018)

832211 10-10-18

Name of the organization

BLUE OAK CHARTER SCHOOL INC

Employer identification number

02-0702969

THE DECISION IN ANY WAY.

FORM 990, PART VI, SECTION B, LINE 15:

THE BOARD REVIEWS THE COMPENSATION OF THE ADMINISTRATOR ON ANNUAL BASIS AND
USES COMPARABLE AGENCIES' SALARY SCHEDULES TO DETERMINE THAT COMPENSATION
IS APPROPRIATE AND COMPETITIVE.

FORM 990, PART VI, SECTION C, LINE 19:

THE DOCUMENTS ARE READILY AVAILABLE TO THE PUBLIC UPON REQUEST. THE SCHOOL
CHARTER AND BYLAWS ARE AVAILABLE ON THE ORGANIZATION'S WEBSITE.

**Application for Automatic Extension of Time To File an
Exempt Organization Return**

OMB No. 1545-1709

- **File a separate application for each return.**
► **Go to www.irs.gov/Form8868 for the latest information.**

Electronic filing (e-file). You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits.

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print	Name of exempt organization or other filer, see instructions.	Enter filer's identifying number
File by the due date for filing your return. See instructions.	BLUE OAK CHARTER SCHOOL INC	Employer identification number (EIN) or 02-0702969
	Number, street, and room or suite no. If a P.O. box, see instructions. 450 W. EAST AVENUE	Social security number (SSN)
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. CHICO, CA 95926	

Enter the Return Code for the return that this application is for (file a separate application for each return) **01**

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

PETER BALFOUR

- The books are in the care of ► **43460 RIDGE PARK DRIVE SUITE 100 - TEMECULA, CA 92590**
Telephone No. ► **951-694-3050** Fax No. ► _____
- If the organization does not have an office or place of business in the United States, check this box ☐ ► ☐
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box ☐. If it is for part of the group, check this box ☐ and attach a list with the names and EINs of all members the extension is for.

- 1 I request an automatic 6-month extension of time until **MAY 15, 2020**, to file the exempt organization return for the organization named above. The extension is for the organization's return for:
► ☐ calendar year _____ or
► ☒ tax year beginning **JUL 1, 2018**, and ending **JUN 30, 2019**.

- 2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return
☐ Change in accounting period

3a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	\$	0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	\$	0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	\$	0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

2018

California Exempt Organization Annual Information Return

199

Calendar Year 2018 or fiscal year beginning (mm/dd/yyyy) 07/01/2018 , and ending (mm/dd/yyyy) 06/30/2019	
Corporation/Organization name BLUE OAK CHARTER SCHOOL INC	California corporation number 2547528
Additional information. See instructions.	FEIN 02-0702969
Street address (suite or room) 450 W. EAST AVENUE	PMB no.
City CHICO	State CA ZIP code 95926
Foreign country name	Foreign province/state/county Foreign postal code

A First Return <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No B Amended Return <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No C IRC Section 4947(a)(1) trust <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No D Final Information Return? <input type="checkbox"/> Dissolved <input type="checkbox"/> Surrendered (Withdrawn) <input type="checkbox"/> Merged/Reorganized Enter date: (mm/dd/yyyy) _____ E Check accounting method: (1) <input type="checkbox"/> Cash (2) <input checked="" type="checkbox"/> Accrual (3) <input type="checkbox"/> Other F Federal return filed? (1) <input type="checkbox"/> 990T (2) <input type="checkbox"/> 990PF (3) <input type="checkbox"/> Sch H (990) (4) <input checked="" type="checkbox"/> Other 990 series G Is this a group filing? See instructions <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H Is this organization in a group exemption <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes," what is the parent's name? _____ I Did the organization have any changes to its guidelines not reported to the FTB? See instructions <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	J If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No K Is the organization exempt under R&TC Section 23701g? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes," enter the gross receipts from nonmember sources \$ _____ L If organization is a public charity exempt under R&TC Section 23701d and meets the filing fee exception, check box. No filing fee is required <input checked="" type="checkbox"/> M Is the organization a Limited Liability Company? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No N Did the organization file Form 100 or Form 109 to report taxable income? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No O Is the organization under audit by the IRS or has the IRS audited in a prior year? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No P Is federal Form 1023/1024 pending? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Date filed with IRS _____
--	---

Part I Complete Part I unless not required to file this form. See General Information B and C.

Receipts and Revenues	1 Gross sales or receipts from other sources. From Side 2, Part II, line 8	1	8,846	00
	2 Gross dues and assessments from members and affiliates	2		00
	3 Gross contributions, gifts, grants, and similar amounts received STMT 1	3	4,020,316	00
	4 Total gross receipts for filing requirement test. Add line 1 through line 3. This line must be completed. If the result is less than \$50,000, see General Information B	4	4,029,162	00
	5 Cost of goods sold	5		00
	6 Cost or other basis, and sales expenses of assets sold	6		00
	7 Total costs. Add line 5 and line 6	7		00
	8 Total gross income. Subtract line 7 from line 4	8	4,029,162	00
Expenses	9 Total expenses and disbursements. From Side 2, Part II, line 18	9	4,013,902	00
	10 Excess of receipts over expenses and disbursements. Subtract line 9 from line 8	10	15,260	00
Filing Fee	11 Total payments	11		00
	12 Use tax. See General Information K	12		00
	13 Payments balance. If line 11 is more than line 12, subtract line 12 from line 11	13		00
	14 Use tax balance. If line 12 is more than line 11, subtract line 11 from line 12	14		00
	15 Filing fee \$10 or \$25. See General Information F	15	N/A	00
	16 Penalties and Interest. See General Information J	16		00
	17 Balance due. Add line 12, line 15, and line 16. Then subtract line 11 from the result	17		00
Sign Here	Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.			
	Signature of officer CHAIR	Title	Date	• Telephone 530-879-7483
Paid Preparer's Use Only	Preparer's signature WADE MCMULLEN	Date 05/12/20	Check if self-employed <input type="checkbox"/>	• PTIN P00541671
	Firm's name (or yours, if self-employed) and address CLIFTONLARSONALLEN LLP 2210 EAST ROUTE 66 GLEN DORA, CA 91740			• Firm's FEIN 41-0746749
				• Telephone (626) 857-7300
	May the FTB discuss this return with the preparer shown above? See instructions <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			

Part II Organizations with gross receipts of more than \$50,000 and private foundations regardless of amount of gross receipts - complete Part II or furnish substitute information.

828951 12-12-18

Receipts from Other Sources	1	Gross sales or receipts from all business activities. See instructions	•	1	00	
	2	Interest	•	2	00	
	3	Dividends	•	3	00	
	4	Gross rents	•	4	00	
	5	Gross royalties	•	5	00	
	6	Gross amount received from sale of assets (See Instructions)	•	6	00	
	7	Other income	•	7	8,846 00	
	8	Total gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1	•	8	8,846 00	
	9	Contributions, gifts, grants, and similar amounts paid	•	9	00	
	10	Disbursements to or for members	•	10	00	
	11	Compensation of officers, directors, and trustees	•	11	115,420 00	
	12	Other salaries and wages	•	12	1,771,019 00	
	13	Interest	•	13	54 00	
	14	Taxes	•	14	65,422 00	
	15	Rents	•	15	756,809 00	
	16	Depreciation and depletion (See instructions)	•	16	259,293 00	
	Expenses and Disbursements	17	Other Expenses and Disbursements	•	17	1,045,885 00
		18	Total expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9	•	18	4,013,902 00

Schedule L Balance Sheet

Beginning of taxable year

End of taxable year

Assets	(a)	(b)	(c)	(d)
1 Cash		75,486	•	105,647
2 Net accounts receivable		558,024	•	652
3 Net notes receivable			•	
4 Inventories			•	
5 Federal and state government obligations			•	
6 Investments in other bonds			•	
7 Investments in stock			•	
8 Mortgage loans			•	
9 Other investments			•	
10 a Depreciable assets	1,183,523		1,183,523	
b Less accumulated depreciation	(922,097)	261,426	(1,181,391)	2,132
11 Land			•	
12 Other assets	STMT 5	86,997	•	757,440
13 Total assets		981,933		865,871
Liabilities and net worth				
14 Accounts payable		146,350	•	183,641
15 Contributions, gifts, or grants payable			•	
16 Bonds and notes payable			•	
17 Mortgages payable			•	
18 Other liabilities	STMT 6	322,789		154,176
19 Capital stock or principal fund			•	
20 Paid-in or capital surplus. Attach reconciliation			•	
21 Retained earnings or income fund		512,794	•	528,054
22 Total liabilities and net worth		981,933		865,871

Schedule M-1 Reconciliation of income per books with income per return

Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than \$50,000.

1 Net income per books	•	15,260	7 Income recorded on books this year not included in this return	•
2 Federal income tax	•		8 Deductions in this return not charged against book income this year	•
3 Excess of capital losses over capital gains	•		9 Total. Add line 7 and line 8	
4 Income not recorded on books this year	•		10 Net income per return.	
5 Expenses recorded on books this year not deducted in this return	•		Subtract line 9 from line 6	15,260
6 Total. Add line 1 through line 5		15,260		

CA 199

CASH CONTRIBUTIONS
INCLUDED ON PART I, LINE 3

STATEMENT 1

CONTRIBUTOR'S NAME	CONTRIBUTOR'S ADDRESS	DATE OF GIFT	AMOUNT
ZABLE FOUNDATION	10731 TREENA ST, SUITE 102 SAN DIEGO, CA 92131	09/04/18	25,000.
TOTAL INCLUDED ON LINE 3			25,000.

CA 199

OTHER INCOME

STATEMENT 2

DESCRIPTION	AMOUNT
OTHER LOCAL REVENUE	8,846.
TOTAL TO FORM 199, PART II, LINE 7	8,846.

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CA 199 COMPENSATION OF OFFICERS, DIRECTORS AND TRUSTEES STATEMENT 3

<u>NAME AND ADDRESS</u>	<u>TITLE AND AVERAGE HRS WORKED/WK</u>	<u>COMPENSATION</u>
NENA ANGUIANO 450 W. EAST AVENUE CHICO, CA 95926	BOARD CHAIR 1.00	0.
MONICA MCDANIEL 450 W. EAST AVENUE CHICO, CA 95926	VICE CHAIR 1.00	0.
CHELSEA PARKER 450 W. EAST AVENUE CHICO, CA 95926	TREASURER/CFO 1.00	0.
TRISHA ATEHORTUA 450 W. EAST AVENUE CHICO, CA 95926	MEMBER 1.00	0.
ADRIENNE HALL 450 W. EAST AVENUE CHICO, CA 95926	MEMBER 1.00	0.
VICKI WONACOTT 450 W. EAST AVENUE CHICO, CA 95926	MEMBER 1.00	0.
LAUREL HILL-WARD 450 W. EAST AVENUE CHICO, CA 95926	MEMBER 1.00	0.
SUSAN DOMENIGHINI 450 W. EAST AVENUE CHICO, CA 95926	EXECUTIVE DIRECTOR 40.00	115,420.

TOTAL TO FORM 199, PART II, LINE 11

115,420.

CA 199	OTHER EXPENSES	STATEMENT 4
DESCRIPTION		AMOUNT
INSTRUCTIONAL MATERIALS		161,192.
OTHER EXPENSES		61,516.
PENSION PLAN CONTRIBUTIONS		281,550.
OTHER EMPLOYEE BENEFITS		194,206.
MANAGEMENT FEES		29,930.
LEGAL FEES		42,279.
ACCOUNTING FEES		9,370.
OTHER PROFESSIONAL FEES		179,688.
ADVERTISING AND PROMOTION		2,591.
OFFICE EXPENSES		43,977.
TRAVEL		10,554.
INSURANCE		29,032.
TOTAL TO FORM 199, PART II, LINE 17		1,045,885.

CA 199	OTHER ASSETS	STATEMENT 5
DESCRIPTION	BEG. OF YEAR	END OF YEAR
PLEDGES AND GRANTS RECEIVABLE	0.	651,168.
PREPAID EXPENSES AND DEFERRED CHARGES	58,997.	78,272.
DEPOSITS	28,000.	28,000.
TOTAL TO FORM 199, SCHEDULE L, LINE 12	86,997.	757,440.

CA 199	OTHER LIABILITIES	STATEMENT 6
DESCRIPTION	BEG. OF YEAR	END OF YEAR
FACTORED RECEIVABLE LIABILITY	322,789.	154,176.
TOTAL TO FORM 199, SCHEDULE L, LINE 18	322,789.	154,176.

CA 199	FUND BALANCES	STATEMENT 7
DESCRIPTION	BEG. OF YEAR	END OF YEAR
UNRESTRICTED ASSETS	512,794.	467,141.
TEMPORARILY RESTRICTED ASSETS	0.	60,913.
TOTAL TO FORM 199, SCHEDULE L, LINE 21	512,794.	528,054.

TAXABLE YEAR
2018**California e-file Return Authorization for
Exempt Organizations**FORM
8453-EO

Exempt Organization name

Identifying number

BLUE OAK CHARTER SCHOOL INC**02-0702969****Part I Electronic Return Information** (whole dollars only)

1	Total gross receipts (Form 199, line 4)	1	4,029,162
2	Total gross income (Form 199, line 8)	2	4,029,162
3	Total expenses and disbursements (Form 199, line 9)	3	4,013,902

Part II Settle Your Account Electronically for Taxable Year 2018

4	<input type="checkbox"/> Electronic funds withdrawal	4a Amount	4b Withdrawal date (mm/dd/yyyy)
----------	--	------------------	--

Part III Banking Information (Have you verified the exempt organization's banking information?)

5	Routing number	
6	Account number	
7	Type of account:	<input type="checkbox"/> Checking <input type="checkbox"/> Savings

Part IV Declaration of Officer

I authorize the exempt organization's account to be settled as designated in Part II. If I check Part II, Box 4, I authorize an electronic funds withdrawal for the amount listed on line 4a.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2018 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's fee liability, the exempt organization will remain liable for the fee liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to the ERO or intermediate service provider the reason(s) for the delay.

**Sign
Here**

Signature of officer

Date

CHAIR
Title**Part V Declaration of Electronic Return Originator (ERO) and Paid Preparer.**

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an intermediate service provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB; I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345, 2018 Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for **four** years from the due date of the return or **four** years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

ERO	ERO's signature	Date	Check if also paid preparer <input checked="" type="checkbox"/>	Check if self-employed <input type="checkbox"/>	ERO's PTIN
Must Sign	Firm's name (or yours if self-employed) and address				FEIN
	CLIFTONLARSONALLEN LLP				41-0746749
	2210 EAST ROUTE 66				ZIP code
	GLENORA, CA				91740

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

Paid Preparer	Paid preparer's signature	Date	Check if self-employed <input type="checkbox"/>	Paid preparer's PTIN
Must Sign	Firm's name (or yours if self-employed) and address			FEIN
				ZIP code

Form **8879-EO****IRS e-file Signature Authorization
for an Exempt Organization**

OMB No. 1545-1878

For calendar year 2018, or fiscal year beginning JUL 1, 2018, and ending JUN 30, 2019**2018**Department of the Treasury
Internal Revenue Service▶ **Do not send to the IRS. Keep for your records.**▶ **Go to www.irs.gov/Form8879EO for the latest information.**

Name of exempt organization

Employer identification number

BLUE OAK CHARTER SCHOOL INC**02-0702969**

Name and title of officer

NENA ANGUIANO**CHAIR****Part I Type of Return and Return Information** (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line **1a**, **2a**, **3a**, **4a**, or **5a**, below, and the amount on that line for the return being filed with this form was blank, then leave line **1b**, **2b**, **3b**, **4b**, or **5b**, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a Form 990 check here ▶ <input checked="" type="checkbox"/>	b Total revenue , if any (Form 990, Part VIII, column (A), line 12)	1b <u>4,029,162.</u>
2a Form 990-EZ check here ▶ <input type="checkbox"/>	b Total revenue , if any (Form 990-EZ, line 9)	2b _____
3a Form 1120-POL check here ▶ <input type="checkbox"/>	b Total tax (Form 1120-POL, line 22)	3b _____
4a Form 990-PF check here ▶ <input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part VI, line 5)	4b _____
5a Form 8868 check here ▶ <input type="checkbox"/>	b Balance Due (Form 8868, line 3c)	5b _____

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2018 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgment of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only☒ I authorize **CLIFTONLARSONALLEN LLP**

ERO firm name

to enter my PIN **22100**Enter five numbers, but
do not enter all zeros

as my signature on the organization's tax year 2018 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

☐ As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2018 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶ _____ Date ▶ _____

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

95405291740

Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2018 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ _____ Date ▶ **05/12/20**

ERO Must Retain This Form - See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

LHA For Paperwork Reduction Act Notice, see instructions.

Form **8879-EO** (2018)

823051 10-26-18

00000512 131839 213-118470-00

2018.05090 BLUE OAK CHARTER SCHOOL I 213-1181

TAXABLE YEAR
2018**California e-file Return Authorization for
Exempt Organizations**FORM
8453-EO

Exempt Organization name

Identifying number

BLUE OAK CHARTER SCHOOL INC**02-0702969****Part I Electronic Return Information** (whole dollars only)

1	Total gross receipts (Form 199, line 4)	1	4,029,162
2	Total gross income (Form 199, line 8)	2	4,029,162
3	Total expenses and disbursements (Form 199, line 9)	3	4,013,902

Part II Settle Your Account Electronically for Taxable Year 2018

4	<input type="checkbox"/> Electronic funds withdrawal	4a Amount	4b Withdrawal date (mm/dd/yyyy)
----------	--	------------------	--

Part III Banking Information (Have you verified the exempt organization's banking information?)

5	Routing number	7	Type of account: <input type="checkbox"/> Checking <input type="checkbox"/> Savings
6	Account number		

Part IV Declaration of Officer

I authorize the exempt organization's account to be settled as designated in Part II. If I check Part II, Box 4, I authorize an electronic funds withdrawal for the amount listed on line 4a.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2018 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's fee liability, the exempt organization will remain liable for the fee liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. **If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to the ERO or intermediate service provider the reason(s) for the delay.**

**Sign
Here**

Signature of officer

Date

**CHAIR**

Title

Part V Declaration of Electronic Return Originator (ERO) and Paid Preparer.

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an intermediate service provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB; I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345, 2018 Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for **four** years from the due date of the return or **four** years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

ERO	ERO's signature	Date	Check if also paid preparer <input checked="" type="checkbox"/>	Check if self-employed <input type="checkbox"/>	ERO's PTIN
Must Sign	Firm's name (or yours if self-employed) and address				FEIN
	CLIFTONLARSONALLEN LLP				P00541671
	2210 EAST ROUTE 66				41-0746749
	GLENDORA, CA				ZIP code 91740

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

Paid Preparer	Paid preparer's signature	Date	Check if self-employed <input type="checkbox"/>	Paid preparer's PTIN
Must Sign	Firm's name (or yours if self-employed) and address			FEIN
				ZIP code

Agenda Item: Approve Employment for Classified Employees for 2020-2021

Prepared by: Susan Domenighini Charter Council Date: 06/16/2020

Background Information:

Blue Oak would like to approve employment for **classified** employees for 2020-2021.

Rehire Listing:

- Amber Bass
- Maggie Buckley
- Kelley Chandler
- Melanie Couch
- Sarah Eblin
- Claire Fong
- Jim Fortado
- Kris Fortado
- Carol Kelly
- Kellie Machi
- Kathy Maddox
- Frank Mercurio
- Elizabeth Nail
- Emily Novikov
- Cheryl Parker
- Tess Slaton
- Shawn Von Rotz

Agenda Item: Accept Employee Resignations

Prepared by: Susan Domenighini Charter Council Date: 06/16/2020

Background Information:

Blue Oak would like to accept resignations from the following employees:

- Heather Bonea
- Sherry Atkin
- Jordan Todd
- Ginger Chew
- Marcia Carter

Agenda Item: Executive Director Evaluation Form

Prepared by: Susan Domenighini Charter Council Date: 06/16/2020

Background Information:

The Executive Director Evaluation form, last revised on 06/18/2019 is the current form. This form is followed by the proposed new form.

Proposed changes:

- On the current form, sentence on page one highlighted in yellow is to be removed.
- Name of Administrator being evaluated and evaluation date have been added to the proposed form.
- A signature page has been added to the proposed form.
- Formatting changing a box to write in has been replaced with lines to write on in the proposed form.
- Page numbers have been added

Blue Oak Charter School

Administrator Evaluation by Board

Information About This Evaluation Tool

This evaluation instrument is based on the California Professional Standards for Educational Leaders (CPSEL), which were developed by the California Commission on Teacher Credentialing (CCTC) with the input of the California Teachers Association (CTA), the Association of School Administrators (ACSA) and other educational organizations.

These standards identify key competencies for public school administrators and provide indicators of performance. The CPSEL is thorough in addressing all aspects of effective educational administration, including communication with stakeholders, attention to student performance and content, students' affective needs, engagement, empowerment and growth for all individuals in a school community including students, family, the community and staff, and responsiveness to the dynamic nature of the issues and dilemmas that may arise in a school community.

Using this evaluation assists a board to engage in a collaborative effort with an administrator to evaluate his or her performance. The results of the evaluation are useful to set goals and objectives to engage in a continuous cycle of improvement for Blue Oak School.

While all of the Professional Standards (CPSEL) are included here, the focus standards for each are included here, along with the indicators for each. This simplification is to help focus the Board on key areas and to simplify the process so that evaluation occurs on a regular basis. A copy of the complete CCTC CPSEL standards with example indicators is available to the Board and should be used to guide the Board to identify specific actions and behaviors by the administrator.

Directions for Use of this Evaluation Tool

Review each standard and indicate whether the administrator's performance:

☐ Poor ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

Each rating above or below "Acceptable" should include a statement as to why the rating has been chosen. The statements should be objective and include factual information and/or data for why the evaluator chose the particular rating. Any rating of "poor" or "excellent" will be evaluated on the long form. The Board may, at its discretion, choose the form on which to evaluate the administrator in any year. **However, the administrator in his or first year at Blue Oak Charter School will be evaluated using the long form of the Blue Oak School Administrator Evaluation Form.**

The administrator will be given a copy of the evaluation tool and meet with the Board after she/he fills out the form in the same manner, including supporting evidence for each rating about or below acceptable.

Should the Board and/or Administrator want greater focus on any of the CPSEL standards, they should refer to the complete CCTC CPSEL document.

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

Element 1A Student–Centered Vision: Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

Element 1B Developing Shared Vision Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.

Element 1C Vision Planning and Implementation Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

STANDARD 1: OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

STANDARD 2: INSTRUCTIONAL LEADERSHIP

Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

Element 2A Professional Learning Culture: Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.

Element 2B Curriculum and Instruction: Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

Element 2C Assessment and Accountability: Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.

STANDARD 2: OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

Element 3A-1 Operations and Facilities: Leaders provide and oversee a clean, functional, safe, ADA compliant learning environment.

Element 3A-2 Monitor and Maintain Student Services (e.g. food, transportation): Collaborate to monitor and maintain services that contribute to student learning, health and welfare.

Element 3A-3 Acquisition, Distribution and Maintenance of Resources: Effectively manage equipment, materials and technology to meet the needs of all students.

Element 3A-4 Emergency and Risk Management Procedures with Input from Experts and Stakeholders

STANDARD 3A OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

Element 3B: Plans and Procedures

Leaders establish structures and employ policies and processes that support students to graduate ready for college and career:

3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.

3B-2 Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality.

3B-3 Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.

3B-4 Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.

STANDARD 3B OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

Element 3C: Climate

Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

3C-1 Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.

3C-2 Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.

3C-3 Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.

STANDARD 3C OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

Element 3D: Fiscal and Human Resources

Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

3D-1 Provide clear rationale for decisions and distribute resources equitably to advance shared vision and goals focused on the needs of all students.

3D-2 Work with the district and school community to focus on both short and long-term fiscal management.

3D-3 Actively direct staff hiring and placement to match staff capacity with student academic and support goals.

3D-4 Engage staff in professional learning and formative assessments with specific feedback for continuous growth.

3D-5 Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.

3D-6 Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner.

STANDARD 3D OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

4A-5 Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

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Element 4B: Community Partnerships:

Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

4B-1 Incorporate information about family and community expectations and needs into decision-making and activities.

4B-2 Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals.

4B-3 Treat all stakeholder groups with fairness and respect and work to bring consensus on key issues that affect student learning and well-being.

4B-4 Participate in local activities that engage community members and staff in communicating school successes to the broader community.

STANDARD 4B OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

Element 4C: Community Resources and Services:

Leaders leverage and integrate community resources and services to meet the varied needs of all students.

4C-1 Seek out and collaborate with community programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school.

4C-2 Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities.

4C-3 Work with community emergency and welfare agencies to develop positive relationships.

4C-4 Secure community support to sustain existing resources and add new resources that address emerging student needs.

STANDARD 4C OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

STANDARD 5: ETHICS AND INTEGRITY

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

Element 5A: Reflective Practice: Leaders act upon a personal code of ethics that requires continuous reflection and learning.

5A-1 Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources.

5A-2 Reflect on areas for improvement and take responsibility for change and growth.

5A-3 Engage in professional learning to be up-to-date with education research, literature, best

practices and trends to strengthen their ability to lead.

5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.

5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

STANDARD 5A OVERALL RATING

☐ Needs Improvement

☐ Fair

☐ Acceptable

☐ Good

☐ Excellent

COMMENTS:

Element 5B: Ethical Decision-Making

Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

5B-1 Consider and evaluate the potential moral and legal consequences of decisions.

5B-2 Review multiple measures of data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision- making.

5B-3 Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination.

5B-4 Commit to making difficult decisions in service of equitable outcomes for students, staff and the school community.

STANDARD 5B OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

Element 5C: Ethical Action

Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

5C-1 Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity.

5C-2 Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students.

5C-3 Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior.

5C-4 Protect the rights and appropriate confidentiality of students, staff, and families.

5C-5 Promote understanding and follow the legal, social, and ethical use of technology among all members of the school community.

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TANDARD 5-C OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

STANDARD 6: EXTERNAL CONTEXT AND POLICY

Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

Element 6A: Understanding and Communicating Policy: Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

6A-1 Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.

6A-2 Understand and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy.

6A-3 Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Learners, and students needing additional support.

6A-4 Facilitate discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.

6A-5 Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.

STANDARD 6A OVERALL RATING

☐ Needs Improvement

☐ Fair

☐ Acceptable

☐ Good

☐ Excellent

COMMENTS:

Element 6B: Professional Influence

Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.

6B-1 Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals.

6B-2 Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education.

6B-3 Promote public policies that ensure the equitable distribution of resources and support services for all students.

STANDARD 6B OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

Element 6C: Policy Engagement

Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

6C-1 Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.

6C-2 Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.

6C-3 Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to cultural, economic, social and other **emerging issues.**

STANDARD 6C OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

Blue Oak Charter School

Administrator Evaluation by Board

Information About This Evaluation Tool

This evaluation instrument is based on the California Professional Standards for Educational Leaders (CPSEL), which were developed by the California Commission on Teacher Credentialing (CCTC) with the input of the California Teachers Association (CTA), the Association of School Administrators (ACSA) and other educational organizations.

These standards identify key competencies for public school administrators and provide indicators of performance. The CPSEL is thorough in addressing all aspects of effective educational administration, including communication with stakeholders, attention to student performance and content, students' affective needs, engagement, empowerment and growth for all individuals in a school community including students, family, the community and staff, and responsiveness to the dynamic nature of the issues and dilemmas that may arise in a school community.

Using this evaluation assists a board to engage in a collaborative effort with an administrator to evaluate his or her performance. The results of the evaluation are useful to set goals and objectives to engage in a continuous cycle of improvement for Blue Oak School.

While all of the Professional Standards (CPSEL) are included here, the focus standards for each are included here, along with the indicators for each. This simplification is to help focus the Board on key areas and to simplify the process so that evaluation occurs on a regular basis. A copy of the complete CCTC CPSEL standards with example indicators is available to the Board and should be used to guide the Board to identify specific actions and behaviors by the administrator.

Directions for Use of this Evaluation Tool

Review each standard and indicate whether the administrator's performance:

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

Each rating above or below "Acceptable" should include a statement as to why the rating has been chosen. The statements should be objective and include factual information and/or data for why the evaluator chose the particular rating. Any rating of "poor" or "excellent" will be evaluated. The Board may, at its discretion, choose the form on which to evaluate the administrator in any year.

The administrator will be given a copy of the evaluation tool and meet with the Board after she/he fills out the form in the same manner, including supporting evidence for each rating about or below acceptable.

Should the Board and/or Administrator want greater focus on any of the CPSEL standards, they should refer to the complete CCTC CPSEL document.

Name of Administrator being evaluated: _____

Evaluation Date: _____

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

Element 1A Student–Centered Vision: Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

Element 1B Developing Shared Vision Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.

Element 1C Vision Planning and Implementation Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

STANDARD 1: OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

STANDARD 2: INSTRUCTIONAL LEADERSHIP

Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

Element 2A Professional Learning Culture: Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.

Element 2B Curriculum and Instruction: Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

Element 2C Assessment and Accountability: Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.

STANDARD 2: OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

Element 3A-1 Operations and Facilities: Leaders provide and oversee a clean, functional, safe, ADA compliant learning environment.

Element 3A-2 Monitor and Maintain Student Services (e.g. food, transportation): Collaborate to monitor and maintain services that contribute to student learning, health and welfare.

Element 3A-3 Acquisition, Distribution and Maintenance of Resources: Effectively manage equipment, materials and technology to meet the needs of all students.

Element 3A-4 Emergency and Risk Management Procedures with Input from Experts and Stakeholders

STANDARD 3A: OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

Element 3B: Plans and Procedures

Leaders establish structures and employ policies and processes that support students to graduate ready for college and career:

3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.

3B-2 Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality.

3B-3 Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.

3B-4 Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.

STANDARD 3B: OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

Element 3C: Climate

Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

3C-1 Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.

3C-2 Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.

3C-3 Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.

STANDARD 3C: OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

Element 3D: Fiscal and Human Resources

Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

3D-1 Provide clear rationale for decisions and distribute resources equitably to advance shared vision and goals focused on the needs of all students.

3D-2 Work with the district and school community to focus on both short and long-term fiscal management.

3D-3 Actively direct staff hiring and placement to match staff capacity with student academic and support goals.

3D-4 Engage staff in professional learning and formative assessments with specific feedback for continuous growth.

3D-5 Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.

3D-6 Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner.

STANDARD 3D: OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

Element 4A: Family Engagement

Element 4A: Parent and Family Engagement: Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

4A-1 Establish a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students.

4A-2 Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.

4A-3 Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable.

4A-4 Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.

4A-5 Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.

STANDARD 4A: OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

Element 4B: Community Partnerships:

Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

4B-1 Incorporate information about family and community expectations and needs into decision-making and activities.

4B-2 Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals.

4B-3 Treat all stakeholder groups with fairness and respect and work to bring consensus on key issues that affect student learning and well-being.

4B-4 Participate in local activities that engage community members and staff in communicating school successes to the broader community.

STANDARD 4B: OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

Element 4C: Community Resources and Services:

Leaders leverage and integrate community resources and services to meet the varied needs of all students.

Element 4A: Family Engagement

4C-1 Seek out and collaborate with community programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school.

4C-2 Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities.

4C-3 Work with community emergency and welfare agencies to develop positive relationships.

4C-4 Secure community support to sustain existing resources and add new resources that address emerging student needs.

STANDARD 4C: OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

STANDARD 5: ETHICS AND INTEGRITY

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

Element 5A: Reflective Practice: Leaders act upon a personal code of ethics that requires continuous reflection

5A-1 Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources.

5A-2 Reflect on areas for improvement and take responsibility for change and growth.

5A-3 Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead.

5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.

5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

STANDARD 5A: OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

Element 5B: Ethical Decision-Making

Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

5B-1 Consider and evaluate the potential moral and legal consequences of decisions.

5B-2 Review multiple measures of data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision- making.

5B-3 Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination.

5B-4 Commit to making difficult decisions in service of equitable outcomes for students, staff and the school community.

STANDARD 5B: OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

Element 5C: Ethical Action

Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

5C-1 Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity.

5C-2 Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students.

5C-3 Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior.

5C-4 Protect the rights and appropriate confidentiality of students, staff, and families.

5C-5 Promote understanding and follow the legal, social, and ethical use of technology among all members of the school community.

STANDARD 5C: OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

STANDARD 6: EXTERNAL CONTEXT AND POLICY

Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

Element 6A: Understanding and Communicating Policy: Leaders actively structure and participate in op

6A-1 Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.

6A-2 Understand and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy.

6A-3 Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Learners, and students needing additional support.

6A-4 Facilitate discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.

6A-5 Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.

STANDARD 6A: OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

Element 6B: Professional Influence

Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.

6B-1 Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural,

6B-2 Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education.

6B-3 Promote public policies that ensure the equitable distribution of resources and support services for all students.

STANDARD 6B: OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

Element 6C: Policy Engagement

Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

6C-1 Work with the governing board, district and local leaders to influence policies that benefit students and sup

6C-2 Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.

6C-3 Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to cultural, economic, social and other emerging issues.

STANDARD 6C: OVERALL RATING

☐ Needs Improvement ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

COMMENTS:

Blue Oak Charter School

Administrator Evaluation by Board

Name of Administrator being evaluated: _____

Evaluation Date: _____

Board Member: _____
(printed name) (signature)

Board Member: _____
(printed name) (signature)

Board Member: _____
(printed name) (signature)

Board Member: _____
(printed name) (signature)

Board Member: _____
(printed name) (signature)

Board Member: _____
(printed name) (signature)

Board Member: _____
(printed name) (signature)

Agenda Item: Executive Director Evaluation Form

Prepared by: Laurel Hill-Ward Charter Council Date: 06/16/2020

Background Information:

While Chelsea and I worked hard to create an effective evaluation instrument based on recognized standards, it was also invaluable to have Laura's new input, and because of her questions and suggestions, new language has been added to the form, which are in RED ink. Please consider that we should put this iteration through a 1st and 2nd read and approve the new language for clarity.

A key follows:

RED ink in the directions = suggested additions to the first page

This link to the CPSEL (California Professional Standards for Educational Leaders), on which the evaluation is based, is

https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cpsel-booklet-2014.pdf?TSPD_101_R0=084e6f7cb6ab200072d8f1dea017ea7602906535def731807ec2e942055a6dbc222eabb5bb73a3a208faf395a91430005a1ddcfffacfd5edf6541d477ea3dfa1e89afeb9e5985975720d5357ef8d3adaffb7271d0e610f04f1b9a2af38f4c0654 for a deeper dive, if you desire.

Blue Oak Charter School

Director Evaluation by Board

Information About This Evaluation Tool

This evaluation instrument is based on the California Professional Standards for Educational Leaders (CPSEL), which were developed by the California Commission on Teacher Credentialing (CCTC) with the input of the California Teachers Association (CTA), the Association of School Administrators (ACSA) and other educational organizations.

These standards identify key competencies for public school administrators and provide indicators of performance. The CPSEL is thorough in addressing all aspects of effective educational administration, including communication with stakeholders, attention to student performance and content, students' affective needs, engagement, empowerment and growth for all individuals in a school community including students, family, the community and staff, and responsiveness to the dynamic nature of the issues and dilemmas that may arise in a school community.

Using this evaluation assists a board to engage in a collaborative effort with an administrator to evaluate his or her performance. The results of the evaluation are useful to set goals and objectives to engage in a continuous cycle of improvement for Blue Oak School. The administrator at Blue Oak is titled Executive Director and referred to as "Director" in this evaluation document.

While all of the Professional Standards (CPSEL) are included here, the focus standards for each are included here, along with the indicators for each. This simplification is to help focus the Board on key areas and to simplify the process so that evaluation occurs on a regular basis. A copy of the complete CCTC CPSEL standards with example indicators is available to the Board and should be used to guide the Board to identify specific actions and behaviors by the Director. **A rating of Fair, Acceptable or Good will be the typical ratings, with the ratings of Poor or Excellent used in unusual circumstances.**

Directions for Use of this Evaluation Tool

Review each standard and indicate whether the Director's performance is:

☐ Poor ☐ Fair ☐ Acceptable ☐ Good ☐ Excellent

Each rating above or below "Acceptable" should include a statement as to why the rating has been chosen. The statements should be objective and include factual information and/or data for why the evaluator chose the particular rating. Any rating of "poor" or "excellent" will be evaluated on the long form. The Board may, at its discretion, choose the form on which to evaluate the Director in any year. However, the Director in his or first year at Blue Oak Charter School will be evaluated using the long form of the Blue Oak School Director Evaluation Form. **Expectation for the Director should be that scores will typically be Fair, Acceptable, or Good, with Poor or Excellent used only in exceptional circumstances and with adequate evidence.**

The Director will be given a copy of the evaluation tool and meet with the Board after she/he fills out the form in the same manner, including supporting evidence for each rating about or below acceptable.

Should the Board and/or Director want greater focus on any of the CPSEL standards, they should refer to the complete CCTC CPSEL document.

Agenda Item: Policy

Prepared by: Susan Domenighini Charter Council Date: 06/16/2020

Background Information:

Conflict of Interest Policy

The current Conflict of Interest Policy is included in the packet and an proposed Conflict of Interest Policy update where by the following updates are being suggested:

1. Strike out information to be removed from the policy.
2. Text in blue to be added to the policy.
3. Format changes in green.

CONFLICTS OF INTEREST CODE

The Government Code requires public entities to adopt and maintain a conflicts of interest code. There has been some debate as to the applicability of these Government Code provisions to charter schools. However, as the Fair Political Practices Commission has opined that the Government Code provisions are applicable to Charter Schools, and as there are strong arguments to support the applicability of such provisions, a charter school may want to act conservatively in adopting and maintaining a conflicts of interest code.

Additionally, under Title 5, Section 11963.2 ("SB740 regulations"), a nonclassroom based charter school is REQUIRED to certify to the State Board of Education that it has adopted and implemented conflict of interest policies as a condition to filing a request for a funding determination.

Adoption

The Governing Board hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the board, and all other designated employees of the Charter School.

Designated Employees

Employees of this Charter School, including Board members and candidates, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be designated employees. The designated positions are listed in Exhibit "A" attached to this policy and incorporated by reference herein.

Statement Of Economic Interests: Time Of Filing

Each designated employee, including governing board members and candidates, shall file a Statement of Economic Interest Form 700 ("Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in Exhibit A.

An investment, interest in real property or income shall be reportable if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or by participation in the decision by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in Exhibit B.

Statements Filed With the Charter School

All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy and forward the original to the County Board of Supervisors.

Contents of Initial Statements

Initial Statements shall disclose any reportable investments, interests in real property and business positions held on the effective date of the Code and income received during the twelve (12) months prior to the effective date of the Code.

Disqualification

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family or on:

- Any business entity or real property in which the designated employee has a direct or indirect investment or interest worth one thousand dollars (\$1,000) or more.
- Any source of income totaling two hundred fifty dollars (\$250) or more provided or promised to the designated employee within twelve months prior to the decision. (This category does not include gifts or loans made at regular rates by commercial lending institutions.)
- Any business entity in which the designated employee is the director, officer, partner, trustee, employee, or any kind of manager.
- Any donor of gifts totaling \$250 or more in value provided or promised to the designated employee within twelve months prior to the decision; any intermediary or agency for such a donor.

No designated employee shall be prevented from making or participating in any decision to the extent that his/her participation is legally required for the decision to be made. (The need to break a tie vote does not make the designated employee's participation legally required.)

Manner Of Disqualification

When a designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall then refrain from participating in the decision in any way.

Definition Of Terms

As applicable to a charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, Government Code 1090, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

Adopted: 01/05

Revised: 11/12

EXHIBIT A
Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in Exhibit B (i.e. categories 1, 2, and 3).
- A. Members of the Governing Board
 - B. Candidates for Member of the Governing Board
 - C. Director of Charter School
 - D. Assistant Director
 - E. Chief Business Officer
 - F. Director of Personnel Services
 - G. Assistant Director of Personnel Services
 - H. Consultants¹
 - I. Other Employees²
- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of Exhibit B.
- A. Purchasing Manager
 - B. Assistant Business Officer
 - C. Other Employees³
- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of Exhibit B.
- A. Information Systems Technician
 - B. Contractor
 - C. Other Employees⁴

¹ The Director may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Director's determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

² "Other Employees" include any employee occupying a position that requires the employee to make a governmental decision that foreseeably and materially affects a personal financial interest, source of income, or a business position in a business entity.

³ "Other Employees" include any employee with authority to make purchases that may foreseeably and materially affect an investment and/or business position in business entities or who are in a position to influence a governmental decision that may foreseeably and materially affect an investment and/or business position in a business entity.

⁴ "Other Employees" include employees with authority to make purchases that may foreseeably and materially effect investments and business positions in business entities which provide services, supplies, materials, or equipment in which the employee has authority to purchase.

EXHIBIT B
Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property, if the fair market value of the interest is greater than \$1,000.
(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a ten percent interest or greater.)
- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.
- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.
(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)
(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)
(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)
(No investment or interest in real property is reportable unless its fair market value exceeds \$1,000. No source of income is reportable unless the income received by or promised to the public official aggregates \$250 or more in value or \$50 or more in value if the income was a gift during the preceding 12-month reporting period.)

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Director. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Director. Investments include the interests described in Category 1.

CONFLICTS OF INTEREST CODE

~~The Government Code requires public entities to adopt and maintain a conflicts of interest code. There has been some debate as to the applicability of these Government Code provisions to charter schools. However, as the Fair Political Practices Commission has opined that the Government Code provisions are applicable to Charter Schools, and as there are strong arguments to support the applicability of such provisions, a charter school may want to act conservatively in adopting and maintaining a conflicts of interest code.~~

~~Additionally, under Title 5, Section 11963.2 ("SB740 regulations"), a nonclassroom based charter school is REQUIRED to certify to the State Board of Education that it has adopted and implemented conflict of interest policies as a condition to filing a request for a funding determination.~~

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the charter's and the public. In accordance with law, Board members shall disclose any conflict of interest and, as necessary, shall abstain from participating in the decision.

Adoption

The Governing Board hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the board, and all other designated employees of the Charter School Blue Oak Charter School ("BOCS").

Designated Employees

Employees of this Charter School BOCS, including Board members and candidates, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be designated employees. The designated positions are listed in Exhibit "A" attached to this policy and incorporated by reference herein.

Additionally, the Corporations Code prohibits a nonprofit corporation from having a board composed of more than 49% of "interested persons." (Corporations Code Section 5227.) "Interested persons" are those who receive compensation from the corporation, either as employees or contractors, or any family members of such persons.

Statement of Economic Interests: Time of Filing

Each designated employee, including governing board members and candidates, shall file a Statement of Economic Interest Form 700 ("Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in Exhibit A.

An investment, interest in real property or income shall be reportable if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or by participation in the decision by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in Exhibit B.

Statements Filed with the Charter School-BOCS

All Statements shall be supplied by the Charter School-BOCS. All Statements shall be filed with BOCS the Charter School. The Charter School's BOCS's filing officer shall make and retain a copy and forward the original to the County Board of Supervisors.

Contents of Initial Statements

Initial Statements shall disclose any reportable investments, interests in real property and business positions held on the effective date of the Code and income received during the twelve (12) months prior to the effective date of the Code.

Disqualification

No designated employee shall make, participate in making, or try to use his/her official position to influence any ~~Charter School~~ **BOCS** decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family or on:

- Any business entity or real property in which the designated employee has a direct or indirect investment or interest worth one thousand dollars (\$1,000) or more.
- Any source of income totaling two hundred fifty dollars (\$250) or more provided or promised to the designated employee within twelve months prior to the decision. (This category does not include gifts or loans made at regular rates by commercial lending institutions.)
- Any business entity in which the designated employee is the director, officer, partner, trustee, employee, or any kind of manager.
- Any donor of gifts totaling \$250 or more in value provided or promised to the designated employee within twelve months prior to the decision; any intermediary or agency for such a donor.

No designated employee shall be prevented from making or participating in any decision to the extent that his/her participation is legally required for the decision to be made. (The need to break a tie vote does not make the designated employee's participation legally required.)

Manner of Disqualification

When a designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to **BOCS** ~~the Charter School~~ Executive Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall then refrain from participating in the decision in any way.

Definition of Terms

As applicable to a charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, Government Code 1090, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

Adopted: 01/2005

Revised: 11/2012

EXHIBIT A

Designated Positions

I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in Exhibit B (i.e. categories 1, 2, and 3).

A. Members of the Governing Board

B. Candidates for Member of the Governing Board

C. Executive Director of BOCS Charter School

D. Assistant Director

E. Other Employees

II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of Exhibit B.

A. Facilities Manager

B. Other Employees³

III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of Exhibit B.

A. Facilities Manager

B. Business Office Assistant

C. Contractor

D. Other Employees⁴

¹ The Director may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and based upon that description, a statement of the extent of disclosure requirements. The Director's determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

² "Other Employees" include any employee occupying a position that requires the employee to make a governmental decision that foreseeably and materially affects a personal financial interest, source of income, or a business position in a business entity.

³ "Other Employees" include any employee with authority to make purchases that may foreseeably and materially affect an investment and/or business position in business entities or who are in a position to influence a governmental decision that may foreseeably and materially affect an investment and/or business position in a business entity.

⁴ "Other Employees include employees with authority to make purchases that may foreseeably and materially effect investments and business positions in business entities which provide services, supplies, materials, or equipment in which the employee has authority to purchase.

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property, if the fair market value of the interest is greater than \$1,000. (Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a ten percent interest or greater.)
- B. Investments in or income from persons or business entities which are contractors or subcontractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.
- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction. (Investment includes any financial interest in, or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.) (Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a ten percent interest or greater.) (Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

(No investment or interest in real property is reportable unless its fair market value exceeds \$1,000. No source of income is reportable unless the income received by or promised to the public official aggregates \$250 or more in value or \$50 or more in value if the income was a gift during the preceding 12~month reporting period.

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery, or equipment of the type utilized by the department for which the designated employee is Manager or Director. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or subcontractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Director. Investments include the interests described in Category 1.

BLUE OAK CHARTER SCHOOL

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Blue Oak Charter School;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Blue Oak Charter School has determined to spend the monies received from the Education Protection Act as attached.

DATED: _____, 2020.

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Blue Oak Charter School
Expenditures through: June 30, 2021
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	332,784.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		332,784.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	282,979.59
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	49,804.41
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299	
	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		332,784.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

2020/2021 Proposed Budget

Blue Oak Charter School

Multi-Year Forecast

Revised 6/08/2020



	2019-20	2020-21	2021-22	2022-23
	Prior Year	Budget	Forecast	Forecast
Assumptions				
LCFF COLA	n/a	-7.92%	0.00%	0.00%
Non-LCFF Revenue COLA	n/a	n/a	0.00%	0.00%
Expense COLA	n/a	2.00%	2.00%	2.00%
Enrollment		290.00	290.00	290.00
Average Daily Attendance	293.37	269.70	269.70	269.70
Revenues				
State Aid - Revenue Limit				
8011 LCFF State Aid	\$ 1,638,443	\$ 1,307,688	\$ 1,309,191	\$ 1,307,284
8012 Education Protection Account	361,990	332,784	332,784	332,784
8019 State Aid - Prior Year	(51,468)	-	-	-
8096 In Lieu of Property Taxes	677,635	622,961	622,961	622,961
	<u>2,626,600</u>	<u>2,263,433</u>	<u>2,264,936</u>	<u>2,263,029</u>
Federal Revenue				
8181 Special Education - Entitlement	47,912	38,500	36,250	36,250
8290 Title I, Part A - Basic Low Income	77,683	77,683	77,683	77,683
8291 Title II, Part A - Teacher Quality	11,449	11,449	11,449	11,449
8296 Other Federal Revenue	39,348	73,974	10,000	10,000
	<u>176,392</u>	<u>201,606</u>	<u>135,382</u>	<u>135,382</u>
Other State Revenue				
8545 School Facilities (SB740)	328,107	287,392	287,392	287,392
8550 Mandated Cost	5,697	4,946	4,547	4,547
8560 State Lottery	60,728	55,828	55,828	55,828
8598 Prior Year Revenue	3,168	-	-	-
8599 Other State Revenue	125,477	16,000	16,000	16,000
	<u>523,176</u>	<u>364,166</u>	<u>363,767</u>	<u>363,767</u>
Other Local Revenue				
8689 Other Fees and Contracts	1,112	-	-	-
8699 School Fundraising	48,542	46,000	46,000	46,000
8792 Transfers of Apportionments	150,632	177,843	164,378	159,706
8980 Contributions, Unrestricted	20,999	-	-	-
	<u>221,285</u>	<u>223,843</u>	<u>210,378</u>	<u>205,706</u>
Total Revenue	\$ 3,547,453	\$ 3,053,049	\$ 2,974,463	\$ 2,967,884
Expenses				
Certificated Salaries				
1100 Teachers' Salaries	1,126,633	1,077,681	1,077,681	1,077,681
1170 Teachers' Substitute Hours	14,998	32,330	32,330	32,330
1175 Teachers' Extra Duty/Stipends	32,100	8,400	8,400	8,400
1200 Pupil Support Salaries	22,452	40,700	40,700	40,700
1300 Administrators' Salaries	180,151	169,388	169,388	169,388
1900 Other Certificated Salaries	17,665	-	-	-
	<u>1,393,999</u>	<u>1,328,499</u>	<u>1,328,499</u>	<u>1,328,499</u>
Classified Salaries				
2100 Instructional Salaries	111,449	99,707	99,707	99,707
2200 Support Salaries	11,359	-	-	-
2300 Classified Administrators' Salaries	27,096	-	-	-
2400 Clerical and Office Staff Salaries	125,235	143,848	143,848	143,848
2900 Other Classified Salaries	186,069	97,909	97,909	97,909
	<u>461,208</u>	<u>341,465</u>	<u>341,465</u>	<u>341,465</u>
Benefits				
3101 STRS	218,908	214,553	212,826	240,458
3202 PERS	107,812	70,683	77,991	87,074
3301 OASDI	35,740	21,171	21,171	21,171
3311 Medicare	25,712	24,214	24,214	24,214
3401 Health and Welfare	206,621	108,000	108,000	108,000
3501 State Unemployment	3,201	2,010	2,010	2,010
3601 Workers' Compensation	16,828	16,700	16,700	16,700
3901 Other Benefits	374	-	-	-
	<u>615,196</u>	<u>457,331</u>	<u>462,911</u>	<u>499,627</u>

Blue Oak Charter School

Multi-Year Forecast

Revised 6/08/2020



	2019-20	2020-21	2021-22	2022-23
	Prior Year	Budget	Forecast	Forecast
Books and Supplies				
4100 Textbooks and Core Curricula	19,797	18,200	18,564	18,935
4200 Books and Other Materials	7,673	7,100	7,242	7,387
4302 School Supplies	48,888	44,900	45,798	46,714
4305 Software	844	800	816	832
4310 Office Expense	13,882	12,800	13,056	13,317
4312 School Fundraising	3,488	3,200	3,264	3,329
4400 Noncapitalized Equipment	560	500	510	520
	95,132	87,500	89,250	91,035
Subagreement Services				
5102 Special Education	33,380	103,120	105,182	107,286
5105 Security	1,654	1,500	1,530	1,561
5106 Other Educational Consultants	550	500	510	520
	35,584	105,120	107,222	109,367
Operations and Housekeeping				
5201 Auto and Travel	5,118	4,700	4,794	4,890
5300 Dues & Memberships	1,000	900	918	936
5400 Insurance	25,669	47,193	48,137	49,100
5501 Utilities	72,715	66,800	68,136	69,499
5502 Janitorial Services	13,200	12,100	12,342	12,589
5900 Communications	10,142	9,300	9,486	9,676
5901 Postage and Shipping	1,296	1,200	1,224	1,248
	129,139	142,193	145,037	147,938
Facilities, Repairs and Other Leases				
5601 Rent	583,279	586,404	586,404	586,404
5602 Additional Rent	231	200	204	208
5603 Equipment Leases	17,388	16,000	16,320	16,646
5604 Other Leases	400	400	408	416
5610 Repairs and Maintenance	3,425	3,100	3,162	3,225
	604,723	606,104	606,498	606,900
Professional/Consulting Services				
5801 IT	11,855	10,900	11,118	11,340
5802 Audit & Taxes	6,002	5,500	5,610	5,722
5803 Legal	12,000	11,000	11,220	11,444
5804 Professional Development	7,000	6,400	6,528	6,659
5805 General Consulting	39,564	25,347	25,854	26,371
5806 Special Activities/Field Trips	14,529	13,400	13,668	13,941
5807 Bank Charges	55	-	-	-
5808 Printing	445	400	408	416
5809 Other taxes and fees	5,300	4,900	4,998	5,098
5810 Payroll Service Fee	4,877	4,500	4,590	4,682
5811 Management Fee	70,903	61,061	59,489	59,358
5812 District Oversight Fee	26,266	22,634	22,649	22,630
5815 Public Relations/Recruitment	5,000	4,600	4,692	4,786
	203,796	170,642	170,825	172,448
Depreciation				
6900 Depreciation Expense	11,846	19,426	19,426	1,619
	11,846	19,426	19,426	1,619
Interest				
7438 Interest Expense	8,106	4,613	1,341	-
	8,106	4,613	1,341	-
Total Expenses	\$ 3,558,730	\$ 3,262,894	\$ 3,272,475	\$ 3,298,897
Surplus (Deficit)	\$ (11,276)	\$ (209,845)	\$ (298,012)	\$ (331,013)
Fund Balance, Beginning of Year	\$ 528,055	\$ 516,779	\$ 306,934	\$ 8,922
Fund Balance, End of Year	\$ 516,779	\$ 306,934	\$ 8,922	\$ (322,091)
	14.5%	9.4%	0.3%	-9.8%

Blue Oak Charter School

Multi-Year Forecast

Revised 6/08/2020



	2019-20	2020-21	2021-22	2022-23
	Prior Year	Budget	Forecast	Forecast
Cash Flow Adjustments				
Surplus (Deficit)	(11,276)	(209,845)	(298,012)	(331,013)
Cash Flows From Operating Activities				
Depreciation/Amortization	11,846	19,426	19,426	1,619
Public Funding Receivables	4,401	(138,946)	162,854	592
Grants and Contributions Rec.	259,879	-	-	-
Prepaid Expenses	6,872	-	-	-
Accounts Payable	(93,151)	(3,178)	(1,267)	(2)
Accrued Expenses	(64,668)	-	-	-
Summer Holdback	1,330	-	-	-
Cash Flows From Investing Activities				
Purchases of Prop. And Equip.	(50,185)	-	-	-
Cash Flows From Financing Activities				
Proceeds from Factoring	350,000	-	-	-
Payments on Factoring	(504,176)	-	-	-
Proceeds(Payments) on Debt	529,920	(235,621)	(296,718)	-
Total Change in Cash	440,792	(568,164)	(413,717)	(328,804)
Cash, Beginning of Year	105,648	546,439	(21,725)	(435,442)
Cash, End of Year	\$ 546,440	\$ (21,725)	\$ (435,442)	\$ (764,246)

2020/2021
Proposed Budget
with PPP Loan

Blue Oak Charter School

Multi-Year Forecast

Revised 6/08/2020



	2019-20	2020-21	2021-22	2022-23
	Prior Year	Budget	Forecast	Forecast
Assumptions				
LCFF COLA	n/a	-7.92%	0.00%	0.00%
Non-LCFF Revenue COLA	n/a	n/a	0.00%	0.00%
Expense COLA	n/a	2.00%	2.00%	2.00%
Enrollment		290.00	290.00	290.00
Average Daily Attendance	293.37	269.70	269.70	269.70
Revenues				
State Aid - Revenue Limit				
8011 LCFF State Aid	\$ 1,638,443	\$ 1,307,688	\$ 1,309,191	\$ 1,307,284
8012 Education Protection Account	361,990	332,784	332,784	332,784
8019 State Aid - Prior Year	(51,468)	-	-	-
8096 In Lieu of Property Taxes	677,635	622,961	622,961	622,961
	<u>2,626,600</u>	<u>2,263,433</u>	<u>2,264,936</u>	<u>2,263,029</u>
Federal Revenue				
8181 Special Education - Entitlement	47,912	38,500	36,250	36,250
8290 Title I, Part A - Basic Low Income	77,683	77,683	77,683	77,683
8291 Title II, Part A - Teacher Quality	11,449	11,449	11,449	11,449
8296 Other Federal Revenue	39,348	529,705	10,000	10,000
	<u>176,392</u>	<u>657,337</u>	<u>135,382</u>	<u>135,382</u>
Other State Revenue				
8545 School Facilities (SB740)	328,107	287,392	287,392	287,392
8550 Mandated Cost	5,697	4,946	4,547	4,547
8560 State Lottery	60,728	55,828	55,828	55,828
8598 Prior Year Revenue	3,168	-	-	-
8599 Other State Revenue	125,477	16,000	16,000	16,000
	<u>523,176</u>	<u>364,166</u>	<u>363,767</u>	<u>363,767</u>
Other Local Revenue				
8689 Other Fees and Contracts	1,112	-	-	-
8699 School Fundraising	48,542	46,000	46,000	46,000
8792 Transfers of Apportionments	150,632	177,843	164,378	159,706
8980 Contributions, Unrestricted	20,999	-	-	-
	<u>221,285</u>	<u>223,843</u>	<u>210,378</u>	<u>205,706</u>
Total Revenue	\$ 3,547,453	\$ 3,508,780	\$ 2,974,463	\$ 2,967,884
Expenses				
Certificated Salaries				
1100 Teachers' Salaries	1,126,633	1,077,681	1,077,681	1,077,681
1170 Teachers' Substitute Hours	14,998	32,330	32,330	32,330
1175 Teachers' Extra Duty/Stipends	32,100	8,400	8,400	8,400
1200 Pupil Support Salaries	22,452	40,700	40,700	40,700
1300 Administrators' Salaries	180,151	169,388	169,388	169,388
1900 Other Certificated Salaries	17,665	-	-	-
	<u>1,393,999</u>	<u>1,328,499</u>	<u>1,328,499</u>	<u>1,328,499</u>
Classified Salaries				
2100 Instructional Salaries	111,449	99,707	99,707	99,707
2200 Support Salaries	11,359	-	-	-
2300 Classified Administrators' Salaries	27,096	-	-	-
2400 Clerical and Office Staff Salaries	125,235	143,848	143,848	143,848
2900 Other Classified Salaries	186,069	97,909	97,909	97,909
	<u>461,208</u>	<u>341,465</u>	<u>341,465</u>	<u>341,465</u>
Benefits				
3101 STRS	218,908	214,553	212,826	240,458
3202 PERS	107,812	70,683	77,991	87,074
3301 OASDI	35,740	21,171	21,171	21,171
3311 Medicare	25,712	24,214	24,214	24,214
3401 Health and Welfare	206,621	108,000	108,000	108,000
3501 State Unemployment	3,201	2,010	2,010	2,010
3601 Workers' Compensation	16,828	16,700	16,700	16,700
3901 Other Benefits	374	-	-	-
	<u>615,196</u>	<u>457,331</u>	<u>462,911</u>	<u>499,627</u>

Blue Oak Charter School

Multi-Year Forecast

Revised 6/08/2020



	2019-20	2020-21	2021-22	2022-23
	Prior Year	Budget	Forecast	Forecast
Books and Supplies				
4100 Textbooks and Core Curricula	19,797	18,200	18,564	18,935
4200 Books and Other Materials	7,673	7,100	7,242	7,387
4302 School Supplies	48,888	44,900	45,798	46,714
4305 Software	844	800	816	832
4310 Office Expense	13,882	12,800	13,056	13,317
4312 School Fundraising	3,488	3,200	3,264	3,329
4400 Noncapitalized Equipment	560	500	510	520
	95,132	87,500	89,250	91,035
Subagreement Services				
5102 Special Education	33,380	103,120	105,182	107,286
5105 Security	1,654	1,500	1,530	1,561
5106 Other Educational Consultants	550	500	510	520
	35,584	105,120	107,222	109,367
Operations and Housekeeping				
5201 Auto and Travel	5,118	4,700	4,794	4,890
5300 Dues & Memberships	1,000	900	918	936
5400 Insurance	25,669	47,193	48,137	49,100
5501 Utilities	72,715	66,800	68,136	69,499
5502 Janitorial Services	13,200	12,100	12,342	12,589
5900 Communications	10,142	9,300	9,486	9,676
5901 Postage and Shipping	1,296	1,200	1,224	1,248
	129,139	142,193	145,037	147,938
Facilities, Repairs and Other Leases				
5601 Rent	583,279	586,404	586,404	586,404
5602 Additional Rent	231	200	204	208
5603 Equipment Leases	17,388	16,000	16,320	16,646
5604 Other Leases	400	400	408	416
5610 Repairs and Maintenance	3,425	3,100	3,162	3,225
	604,723	606,104	606,498	606,900
Professional/Consulting Services				
5801 IT	11,855	10,900	11,118	11,340
5802 Audit & Taxes	6,002	5,500	5,610	5,722
5803 Legal	12,000	11,000	11,220	11,444
5804 Professional Development	7,000	6,400	6,528	6,659
5805 General Consulting	39,564	25,347	25,854	26,371
5806 Special Activities/Field Trips	14,529	13,400	13,668	13,941
5807 Bank Charges	55	-	-	-
5808 Printing	445	400	408	416
5809 Other taxes and fees	5,300	4,900	4,998	5,098
5810 Payroll Service Fee	4,877	4,500	4,590	4,682
5811 Management Fee	70,903	70,176	59,489	59,358
5812 District Oversight Fee	26,266	22,634	22,649	22,630
5815 Public Relations/Recruitment	5,000	4,600	4,692	4,786
	203,796	179,757	170,825	172,448
Depreciation				
6900 Depreciation Expense	11,846	19,426	19,426	1,619
	11,846	19,426	19,426	1,619
Interest				
7438 Interest Expense	8,106	2,542	176	26,667
	8,106	2,542	176	26,667
Total Expenses	\$ 3,558,730	\$ 3,269,937	\$ 3,271,309	\$ 3,325,564
Surplus (Deficit)	\$ (11,276)	\$ 238,842	\$ (296,846)	\$ (357,680)
Fund Balance, Beginning of Year	\$ 528,055	\$ 516,779	\$ 755,621	\$ 458,775
Fund Balance, End of Year	\$ 516,779	\$ 755,621	\$ 458,775	\$ 101,095
	14.5%	23.1%	14.0%	3.0%

Blue Oak Charter School

Multi-Year Forecast

Revised 6/08/2020



	2019-20	2020-21	2021-22	2022-23
	Prior Year	Budget	Forecast	Forecast
Cash Flow Adjustments				
Surplus (Deficit)	(11,276)	238,842	(296,846)	(357,680)
Cash Flows From Operating Activities				
Depreciation/Amortization	11,846	19,426	19,426	1,619
Public Funding Receivables	4,401	(138,946)	165,004	592
Grants and Contributions Rec.	259,879	-	-	-
Prepaid Expenses	6,872	-	-	-
Accounts Payable	(93,151)	(3,178)	(1,267)	(2)
Accrued Expenses	(64,668)	-	-	-
Summer Holdback	1,330	-	-	-
Cash Flows From Investing Activities				
Purchases of Prop. And Equip.	(50,185)	-	-	-
Cash Flows From Financing Activities				
Proceeds from Factoring	350,000	-	-	-
Payments on Factoring	(504,176)	-	-	-
Proceeds(Payments) on Debt	529,920	(489,648)	(42,712)	400,000
Total Change in Cash	440,792	(373,504)	(156,395)	44,529
Cash, Beginning of Year	105,648	546,439	172,935	16,541
Cash, End of Year	\$ 546,440	\$ 172,935	\$ 16,541	\$ 61,070

2020/2021 Proposed Budget with 2.31% COLA

Blue Oak Charter School

Multi-Year Forecast

Revised 6/08/2020



	2019-20	2020-21	2021-22	2022-23
	Prior Year	Budget	Forecast	Forecast
Assumptions				
LCFF COLA	n/a	2.31%	0.00%	0.00%
Non-LCFF Revenue COLA	n/a	n/a	0.00%	0.00%
Expense COLA	n/a	2.00%	2.00%	2.00%
Enrollment		290.00	290.00	290.00
Average Daily Attendance	293.37	269.70	269.70	269.70
Revenues				
State Aid - Revenue Limit				
8011 LCFF State Aid	\$ 1,638,443	\$ 1,559,218	\$ 1,560,902	\$ 1,558,783
8012 Education Protection Account	361,990	332,784	332,784	332,784
8019 State Aid - Prior Year	(51,468)	-	-	-
8096 In Lieu of Property Taxes	677,635	622,961	622,961	622,961
	<u>2,626,600</u>	<u>2,514,963</u>	<u>2,516,647</u>	<u>2,514,527</u>
Federal Revenue				
8181 Special Education - Entitlement	47,912	38,500	36,250	36,250
8290 Title I, Part A - Basic Low Income	77,683	77,683	77,683	77,683
8291 Title II, Part A - Teacher Quality	11,449	11,449	11,449	11,449
8296 Other Federal Revenue	39,348	73,974	10,000	10,000
	<u>176,392</u>	<u>201,606</u>	<u>135,382</u>	<u>135,382</u>
Other State Revenue				
8545 School Facilities (SB740)	328,107	287,392	287,392	287,392
8550 Mandated Cost	5,697	4,946	4,547	4,547
8560 State Lottery	60,728	55,828	55,828	55,828
8598 Prior Year Revenue	3,168	-	-	-
8599 Other State Revenue	125,477	16,000	16,000	16,000
	<u>523,176</u>	<u>364,166</u>	<u>363,767</u>	<u>363,767</u>
Other Local Revenue				
8689 Other Fees and Contracts	1,112	-	-	-
8699 School Fundraising	48,542	46,000	46,000	46,000
8792 Transfers of Apportionments	150,632	177,843	164,378	159,706
8980 Contributions, Unrestricted	20,999	-	-	-
	<u>221,285</u>	<u>223,843</u>	<u>210,378</u>	<u>205,706</u>
Total Revenue	\$ 3,547,453	\$ 3,304,579	\$ 3,226,174	\$ 3,219,382
Expenses				
Certificated Salaries				
1100 Teachers' Salaries	1,126,633	1,077,681	1,077,681	1,077,681
1170 Teachers' Substitute Hours	14,998	32,330	32,330	32,330
1175 Teachers' Extra Duty/Stipends	32,100	8,400	8,400	8,400
1200 Pupil Support Salaries	22,452	40,700	40,700	40,700
1300 Administrators' Salaries	180,151	169,388	169,388	169,388
1900 Other Certificated Salaries	17,665	-	-	-
	<u>1,393,999</u>	<u>1,328,499</u>	<u>1,328,499</u>	<u>1,328,499</u>
Classified Salaries				
2100 Instructional Salaries	111,449	99,707	99,707	99,707
2200 Support Salaries	11,359	-	-	-
2300 Classified Administrators' Salaries	27,096	-	-	-
2400 Clerical and Office Staff Salaries	125,235	143,848	143,848	143,848
2900 Other Classified Salaries	186,069	97,909	97,909	97,909
	<u>461,208</u>	<u>341,465</u>	<u>341,465</u>	<u>341,465</u>
Benefits				
3101 STRS	218,908	214,553	212,826	240,458
3202 PERS	107,812	70,683	77,991	87,074
3301 OASDI	35,740	21,171	21,171	21,171
3311 Medicare	25,712	24,214	24,214	24,214
3401 Health and Welfare	206,621	108,000	108,000	108,000
3501 State Unemployment	3,201	2,010	2,010	2,010
3601 Workers' Compensation	16,828	16,700	16,700	16,700
3901 Other Benefits	374	-	-	-
	<u>615,196</u>	<u>457,331</u>	<u>462,911</u>	<u>499,627</u>

Blue Oak Charter School

Multi-Year Forecast

Revised 6/08/2020



	2019-20	2020-21	2021-22	2022-23
	Prior Year	Budget	Forecast	Forecast
Books and Supplies				
4100 Textbooks and Core Curricula	19,797	18,200	18,564	18,935
4200 Books and Other Materials	7,673	7,100	7,242	7,387
4302 School Supplies	48,888	44,900	45,798	46,714
4305 Software	844	800	816	832
4310 Office Expense	13,882	12,800	13,056	13,317
4312 School Fundraising	3,488	3,200	3,264	3,329
4400 Noncapitalized Equipment	560	500	510	520
	95,132	87,500	89,250	91,035
Subagreement Services				
5102 Special Education	33,380	103,120	105,182	107,286
5105 Security	1,654	1,500	1,530	1,561
5106 Other Educational Consultants	550	500	510	520
	35,584	105,120	107,222	109,367
Operations and Housekeeping				
5201 Auto and Travel	5,118	4,700	4,794	4,890
5300 Dues & Memberships	1,000	900	918	936
5400 Insurance	25,669	47,193	48,137	49,100
5501 Utilities	72,715	66,800	68,136	69,499
5502 Janitorial Services	13,200	12,100	12,342	12,589
5900 Communications	10,142	9,300	9,486	9,676
5901 Postage and Shipping	1,296	1,200	1,224	1,248
	129,139	142,193	145,037	147,938
Facilities, Repairs and Other Leases				
5601 Rent	583,279	586,404	586,404	586,404
5602 Additional Rent	231	200	204	208
5603 Equipment Leases	17,388	16,000	16,320	16,646
5604 Other Leases	400	400	408	416
5610 Repairs and Maintenance	3,425	3,100	3,162	3,225
	604,723	606,104	606,498	606,900
Professional/Consulting Services				
5801 IT	11,855	10,900	11,118	11,340
5802 Audit & Taxes	6,002	5,500	5,610	5,722
5803 Legal	12,000	11,000	11,220	11,444
5804 Professional Development	7,000	6,400	6,528	6,659
5805 General Consulting	39,564	25,347	25,854	26,371
5806 Special Activities/Field Trips	14,529	13,400	13,668	13,941
5807 Bank Charges	55	-	-	-
5808 Printing	445	400	408	416
5809 Other taxes and fees	5,300	4,900	4,998	5,098
5810 Payroll Service Fee	4,877	4,500	4,590	4,682
5811 Management Fee	70,903	66,092	64,523	64,388
5812 District Oversight Fee	26,266	25,150	25,166	25,145
5815 Public Relations/Recruitment	5,000	4,600	4,692	4,786
	203,796	178,188	178,376	179,993
Depreciation				
6900 Depreciation Expense	11,846	19,426	19,426	1,619
	11,846	19,426	19,426	1,619
Interest				
7438 Interest Expense	8,106	4,613	1,341	-
	8,106	4,613	1,341	-
Total Expenses	\$ 3,558,730	\$ 3,270,440	\$ 3,280,026	\$ 3,306,442
Surplus (Deficit)	\$ (11,276)	\$ 34,139	\$ (53,853)	\$ (87,060)
Fund Balance, Beginning of Year				
	\$ 528,055	\$ 516,779	\$ 550,918	\$ 497,065
Fund Balance, End of Year	\$ 516,779	\$ 550,918	\$ 497,065	\$ 410,006
	14.5%	16.8%	15.2%	12.4%

Blue Oak Charter School

Multi-Year Forecast

Revised 6/08/2020



	2019-20	2020-21	2021-22	2022-23
	Prior Year	Budget	Forecast	Forecast
Cash Flow Adjustments				
Surplus (Deficit)	(11,276)	34,139	(53,853)	(87,060)
Cash Flows From Operating Activities				
Depreciation/Amortization	11,846	19,426	19,426	1,619
Public Funding Receivables	4,401	(406,804)	408,058	611
Grants and Contributions Rec.	259,879	-	-	-
Prepaid Expenses	6,872	-	-	-
Accounts Payable	(93,151)	(500)	(3,720)	(2)
Accrued Expenses	(64,668)	-	-	-
Summer Holdback	1,330	-	-	-
Cash Flows From Investing Activities				
Purchases of Prop. And Equip.	(50,185)	-	-	-
Cash Flows From Financing Activities				
Proceeds from Factoring	350,000	-	-	-
Payments on Factoring	(504,176)	-	-	-
Proceeds(Payments) on Debt	529,920	(235,621)	(296,718)	-
Total Change in Cash	440,792	(589,359)	73,194	(84,831)
Cash, Beginning of Year	105,648	546,439	(42,920)	30,274
Cash, End of Year	\$ 546,440	\$ (42,920)	\$ 30,274	\$ (54,557)



BLUE OAK SCHOOL

A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

COVID-19 Operations Written Report for Blue Oak Charter School

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

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

In Compliance with the advice of Governor Newsom and the Butte County Office of Education Blue Oak Charter School closed on site classes for the period from March 19, 2020 through the end of the school year, June 5th, 2020. Instruction was moved to Distance Learning.

A survey was conducted to determine connectivity and computer access of students and families. Based on the survey, 35 Chromebooks were issued to students from the class carts and returned at year end. Musical instruments were also issued and returned. Teachers utilized Zoom, Google Classroom, and Parent Square to communicate and work with students. Office hours for individual check-ins were established. Specialties, such as Spanish, Handwork, Games and Music either were included in the classroom Zoom or held class at additional times. Math tutoring and specific work with English Learners was also scheduled. The Special Education teacher met with their students weekly or as possible in addition to the classroom work. Assignments were issued on a two week basis. Hard copy materials were issued made available through a pick-up and drop-off schedule.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Blue Oak continued interventions and supports for English learners, foster youth and low-income students. Low-income students were issued Chromebooks if needed for internet access. Teachers and staff drove to the homes of students to deliver materials if the family was unable to come to school during the drive-by pick up. Teachers kept track of students accessing on line instruction and reported students not attending to the office staff for follow-up. The English Learner intervention program continued through the distance learning process.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Blue Oak has a three pronged approach to prepare to continue to provide quality distance learning. First, Blue Oak has contracted with EarthSchooling, a Waldorf on line program, and will be increasing its use of iReady for intervention and assessment. Staff continues to look for other valuable resources in providing distance learning through on line and hard copy materials. Second, Specialties materials such as handwork and games are being redesigned and materials orders so they can be more easily accessed on line or through other distance means. Lastly, Blue Oak is preparing a professional development library and training to strength staffs ability to serve students through distance learning. Blue Oak continues to meet with other educators within the county and the Waldorf community to further strengthen its distance offering.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

Blue Oak has contracted with Chico Unified School District (CUSD) for its food services. Students were directed to Chico Unified food distribution centers to pick up meals. The schedule and location were posted regularly through the website and school newsletter.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

Parents were surveyed for their need of student supervision during the classroom closure. The need was small, approximately five to eight students. Families were referred to the Chico Area Recreation District for student supervision.

Agenda Item: Healthy Solutions Benefit Package

Prepared by: Susan Domenighini Charter Council Date: 06/16/2020

Background Information:

1. Blue Oak will continue to pay 400 per year for FDA and 2.5 per month for life insurance for all qualified employees.
2. Qualifying employers choosing to utilize medical benefits will:
 1. Choose between Bronze and Silver
 1. Bronze will pay a minimum of \$125/ month. Silver will pay a minimum of \$200 per month based on a 12 month contract
 2. Employees will pay at least 15% of the cost
 3. Blue Oak will pay up to \$500 per month or \$6000/year

NOTE: Any variance from the spreadsheet approved by the finance committee is due to staff reductions.

Employee Medical Monthly Premium	Dependent Medical Monthly Premium	Total Monthly Medical Cost	Dental Status	Total Dental Premium	Vision Status	Total Vision Premium	Employer FSA Monthly Contribution	Basic Life Employer Cost Per Month	TOTAL MONTHLY PREMIUM	Addl Employee Cost 15%+ Medical	TOTAL after Employee Medical	Employer Contribution	Employee Cost	Addl Employee FSA Cost	TOTAL Employee Cost	TOTAL CURRENT Employee Cost
\$446.26	\$284.96	\$731.22	EE	\$47.77	EE	\$10.50	\$37.50	\$2.50	\$829.49	\$99.77	\$729.72	\$500.00	\$329.49	\$83.33	\$412.82	\$533.33
\$423.98	\$0.00	\$423.98	EE	\$47.77	EE	\$10.50	\$37.50	\$2.50	\$522.25	\$63.60	\$458.65	\$458.65	\$63.60	\$0.00	\$63.60	\$125.00
\$0.00	\$0.00	\$0.00	ES	\$95.55	EE	\$10.50	\$37.50	\$2.50	\$146.05	\$0.00	\$146.05	\$146.05	\$0.00	\$0.00	\$0.00	\$30.00
\$520.38	\$0.00	\$520.38	EE	\$47.77	EE	\$10.50	\$37.50	\$2.50	\$618.65	\$116.32	\$502.33	\$500.00	\$118.65	\$0.00	\$118.65	\$200.00
\$956.16	\$956.16	\$1,912.32	ES	\$95.55	ES	\$19.80	\$37.50	\$2.50	\$2,067.67	\$143.42	\$1,924.25	\$500.00	\$1,567.67	\$0.00	\$1,567.67	\$359.00
\$0.00	\$0.00	\$0.00	EE	\$47.77	EE	\$10.50	\$37.50	\$2.50	\$98.27	\$0.00	\$98.27	\$98.27	\$0.00	\$0.00	\$0.00	\$0.00
\$452.22	\$0.00	\$452.22	EE	\$47.77	EE	\$10.50	\$37.50	\$2.50	\$550.49	\$101.09	\$449.40	\$449.40	\$101.09	\$0.00	\$101.09	\$200.00
\$607.72	\$1,705.10	\$2,312.82	FAM	\$179.94	FAM	\$25.80	\$37.50	\$2.50	\$2,558.56	\$91.16	\$2,467.40	\$500.00	\$2,058.56	\$25.00	\$2,083.56	\$659.00
\$0.00	\$0.00	\$0.00	Waive	\$0.00	Waive	\$0.00	\$37.50	\$2.50	\$40.00	\$0.00	\$40.00	\$40.00	\$0.00	\$0.00	\$0.00	\$0.00
\$421.25	\$260.31	\$681.56	EC	\$129.91	EE	\$10.50	\$37.50	\$2.50	\$861.97	\$63.19	\$798.78	\$500.00	\$361.97	\$83.33	\$445.30	\$379.33
\$461.75	\$0.00	\$461.75	EE	\$47.77	EE	\$10.50	\$37.50	\$2.50	\$560.02	\$69.26	\$490.76	\$490.76	\$69.26	\$0.00	\$69.26	\$125.00
\$664.21	\$1,274.65	\$1,938.86	FAM	\$179.94	FAM	\$25.80	\$37.50	\$2.50	\$2,184.60	\$99.63	\$2,084.97	\$500.00	\$1,684.60	\$83.33	\$1,767.93	\$717.33
\$0.00	\$0.00	\$0.00	Waive	\$0.00	Waive	\$0.00	\$37.50	\$2.50	\$40.00	\$0.00	\$40.00	\$40.00	\$0.00	\$0.00	\$0.00	\$0.00
\$413.09	\$924.52	\$1,337.61	FAM	\$179.94	FAM	\$25.80	\$37.50	\$2.50	\$1,583.35	\$61.96	\$1,521.39	\$500.00	\$1,083.35	\$41.66	\$1,125.01	\$675.66
\$726.48	\$310.67	\$1,037.15	EC	\$129.91	EC	\$18.20	\$37.50	\$2.50	\$1,225.26	\$108.97	\$1,116.29	\$500.00	\$725.26	\$16.66	\$741.92	\$315.66
\$348.44	\$348.44	\$696.88	ES	\$95.55	ES	\$19.80	\$37.50	\$2.50	\$852.23	\$52.27	\$799.96	\$500.00	\$352.23	\$0.00	\$352.23	\$359.00
\$423.98	\$0.00	\$423.98	EE	\$47.77	EE	\$10.50	\$37.50	\$2.50	\$522.25	\$63.60	\$458.65	\$458.65	\$63.60	\$0.00	\$63.60	\$125.00
\$390.38	\$0.00	\$390.38	EE	\$47.77	EE	\$10.50	\$37.50	\$2.50	\$488.65	\$87.27	\$401.38	\$401.38	\$87.27	\$20.00	\$107.27	\$220.00
\$0.00	\$0.00	\$0.00	EE	\$47.77	EE	\$10.50	\$37.50	\$2.50	\$98.27	\$0.00	\$98.27	\$98.27	\$0.00	\$0.00	\$0.00	\$0.00
\$452.22	\$0.00	\$452.22	EE	\$47.77	EE	\$10.50	\$37.50	\$2.50	\$550.49	\$101.09	\$449.40	\$449.40	\$101.09	\$0.00	\$101.09	\$200.00
\$0.00	\$0.00	\$0.00	EE	\$47.77	EE	\$10.50	\$37.50	\$2.50	\$98.27	\$0.00	\$98.27	\$98.27	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	Waive	\$0.00	Waive	\$0.00	\$37.50	\$2.50	\$40.00	\$0.00	\$40.00	\$40.00	\$0.00	\$33.33	\$33.33	\$33.33
\$0.00	\$0.00	\$0.00	EE	\$47.77	EE	\$10.50	\$37.50	\$2.50	\$98.27	\$0.00	\$98.27	\$98.27	\$0.00	\$37.50	\$37.50	\$37.50
\$0.00	\$0.00	\$0.00	ES	\$95.55	ES	\$19.80	\$37.50	\$2.50	\$155.35	\$0.00	\$155.35	\$155.35	\$0.00	\$0.00	\$0.00	\$34.00
\$635.49	\$0.00	\$635.49	EE	\$47.77	EE	\$10.50	\$37.50	\$2.50	\$733.76	\$142.07	\$591.69	\$500.00	\$233.76	\$0.00	\$233.76	\$200.00
\$8,344.01	\$6,064.81	\$14,408.82	\$0.00	\$1,802.85	\$0.00	\$312.50	\$937.50	\$62.50	\$17,524.17	\$1,464.67	\$16,059.50	\$8,522.72	\$9,001.45	\$424.14	\$9,425.59	\$5,528.14

Under this model employees waiving medical would be able to put the \$500 toward all dental and vision premiums, including family, but not their funded FSA. Employee medical contribution is based on 85% employer contribution for the Bronze plan.

Disclaimer: While every effort has been made to show accurate rates, it is the employer's responsibility to refer to actual billing statements to verify correct enrollment status and rates.



CERTIFICATED ANNUAL RATE SCHEDULE

2019/2020 Salary Schedule

Masters Stipend \$1,250.00
Waldorf Certification Stipend \$5,000.00

Exp.	Blue Oak Experience											
4%	1	2	3	4	5	6	7	8	9	10	12	14
7	N/A	N/A	N/A	N/A	N/A	\$45,941.00	\$46,766.00	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	\$45,175.00	\$46,046.00	\$46,914.00	\$47,778.00	\$48,637.00	N/A	N/A	N/A	N/A
9	N/A	N/A	\$45,168.00	\$46,074.00	\$46,982.00	\$47,887.00	\$48,791.00	\$49,690.00	\$50,582.00	N/A	N/A	N/A
10**	\$45,160.00	\$45,160.00	\$46,033.00	\$46,974.00	\$47,917.00	\$48,861.00	\$49,803.00	\$50,742.00	\$51,677.00	\$52,606.00	N/A	N/A
12	N/A	\$45,926.00	\$46,898.00	\$47,874.00	\$48,853.00	\$49,834.00	\$50,815.00	\$51,795.00	\$52,772.00	\$53,744.00	\$54,710.00	N/A
14	N/A	N/A	\$47,763.00	\$48,774.00	\$49,789.00	\$50,807.00	\$51,827.00	\$52,848.00	\$53,867.00	\$54,883.00	\$55,894.00	\$56,898.00
16	N/A	N/A	N/A	\$49,674.00	\$50,725.00	\$51,791.00	\$52,840.00	\$53,901.00	\$54,962.00	\$56,022.00	\$57,078.00	\$58,130.00
18	N/A	N/A	N/A	N/A	\$51,661.00	\$52,754.00	\$53,852.00	\$54,953.00	\$56,057.00	\$57,160.00	\$58,262.00	\$59,361.00
20	N/A	N/A	N/A	N/A	N/A	\$53,727.00	\$54,864.00	\$55,606.00	\$57,151.00	\$58,299.00	\$59,447.00	\$60,593.00
22	N/A	N/A	N/A	N/A	N/A	N/A	\$55,876.00	\$57,059.00	\$58,246.00	\$59,438.00	\$60,631.00	\$61,824.00
24	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$58,112.00	\$59,341.00	\$60,576.00	\$61,815.00	\$63,056.00

Years teaching experience is defined as working 80% or more of any given school year in a certificated position

**Years at Blue Oak based on years teaching in Blue Oak classroom as a full time certificated teacher*

Does not account for time employed at BO in another capacity

***Maximum previous experience 10 years*

Additional Stipends provided for required activities (see Required Activities Spreadsheet)





CERTIFICATED ANNUAL RATE SCHEULE 2020/2021 Salary Schedule

Year of Service STEP	A BA / Reg. Credential	B BA / Reg. Credential +60 Units	C BA / Reg. Credential +75 Units	C-1 BA / Waldorf or SPED Certification or +75 Units
1	\$ 48,000.00	\$ 49,440.00	\$ 50,923.00	\$ 52,451.00
2	\$ 48,000.00	\$ 49,440.00	\$ 50,923.00	\$ 52,451.00
3	\$ 48,960.00	\$ 50,429.00	\$ 51,941.00	\$ 53,500.00
4	\$ 49,939.00	\$ 51,437.00	\$ 52,980.00	\$ 54,570.00
5	\$ 50,938.00	\$ 52,466.00	\$ 54,040.00	\$ 55,661.00
6	\$ 51,957.00	\$ 53,515.00	\$ 55,121.00	\$ 56,775.00
7	\$ 52,996.00	\$ 54,586.00	\$ 56,223.00	\$ 57,910.00
8	\$ 54,056.00	\$ 55,677.00	\$ 57,348.00	\$ 59,068.00
9	\$ 55,137.00	\$ 56,791.00	\$ 58,495.00	\$ 60,250.00
10	\$ 56,240.00	\$ 57,927.00	\$ 59,664.00	\$ 61,455.00
11	\$ 57,364.00	\$ 59,085.00	\$ 60,858.00	\$ 62,684.00
12	\$ 58,512.00	\$ 60,267.00	\$ 62,075.00	\$ 63,937.00
13	\$ 59,682.00	\$ 61,472.00	\$ 63,316.00	\$ 65,216.00
14	\$ 60,876.00	\$ 62,702.00	\$ 64,583.00	\$ 66,521.00
15	\$ 62,093.00	\$ 63,956.00	\$ 65,874.00	\$ 67,851.00
16		\$ 65,235.00	\$ 67,192.00	\$ 69,208.00
17		\$ 66,540.00	\$ 68,536.00	\$ 70,592.00
18		\$ 67,871.00	\$ 69,906.00	\$ 72,004.00
19			\$ 71,304.00	\$ 73,444.00
20			\$ 72,731.00	\$ 74,913.00
21			\$ 74,185.00	\$ 76,411.00
22				\$ 77,939.00
23				\$ 79,498.00
24				\$ 81,088.00

Years teaching experience is defined as working 80% or more of any given school year in a certificated position

Years at Blue Oak based on years teaching in Blue Oak classroom as a full time certificated teacher

Maximum previous teaching experience 8 years (years teaching not at Blue Oak)

Masters stipend \$1,250.00

182 days

		prepared for Finance Committee 4/28/2020			
		Teacher Salary Schedule Worksheet 2020 min wage(a)			
	BA +45	BA+60	BA+75	BA+75 with Waldorf or SPED certification	
1	45160	46515	47910	49348	
2	45160	46515	47910	49348	
3	46063	47445	48868	50335	
4	46984	48394	49846	51342	
5	47924	49362	50842	52368	
6	48883	50349	51859	53416	
7	49860	51356	52897	54484	
8	50857	52383	53954	55574	
9	51875	53431	55034	56685	
10	52912	54500	56134	57819	yr Clm4 > 5000
11	53970	55590	57257	58975	5005
12	55050	56702	58402	60155	
13	56151	57836	59570	61358	
14	57274	58992	60761	62585	
15	58419	60172	61977	63837	
16		61376	63216	65114	
17		62603	64481	66416	
18		63855	65770	67744	
19			67086	69099	
20			68427	70481	
21			69796	71891	
22				73329	
23				74795	
24				76291	
primary resources used for comparison CUSD, CCDS, & BCOE					
Credential considered 30					
2% increase/step					
3% increase/column					
Minumum wage requirement for 2021					
Masters	1250				
182 days					
max 8 years of credit for exoerience					
only three current credentialed teachers have more than 90					
Current teachers with Waldorf Certification will be grandfathered into last collumn					

	Prepared for Finance Committee 4/28/2020			
	Teacher Salary Schedule Worksheet 2021 min wage			
	BA +45	BA+60	BA+75	Waldorf or SPED
1	48000	49440	50923	52451
2	48000	49440	50923	52451
3	48960	50429	51941	53500
4	49939	51437	52980	54570
5	50938	52466	54040	55661
6	51957	53515	55121	56775
7	52996	54586	56223	57910
8	54056	55677	57348	59068
9	55137	56791	58495	60250
10	56240	57927	59664	61455
11	57364	59085	60858	62684
12	58512	60267	62075	63937
13	59682	61472	63316	65216
14	60876	62702	64583	66521
15	62093	63956	65874	67851
16		65235	67192	69208
17		66540	68536	70592
18		67871	69906	72004
19			71304	73444
20			72731	74913
21			74185	76411
22				77939
23				79498
24				81088
primary resources used for comparison CUSD, CCDS, BCOE				
Credential considered 30				
2% increase/step				
3% increase/column				
Masters	1250			
182 days				
max 8 years of credit for exoerience				



BLUE OAK SCHOOL

<u>Annual Salary</u>	<u>this year comparison</u>	<u>next year with minimum wage</u>	<u>Next year no minimum wage change</u>
\$45,160.00	\$45,160.00	\$48,000.00	\$45,160.00
\$59,710.00	\$60,155.00	\$63,937.00	\$61,358.00
\$48,637.00	\$61,358.00	\$66,521.00	\$62,585.00
\$46,898.00	\$58,419.00	\$59,682.00	\$56,151.00
\$46,766.00	\$50,860.00	\$54,056.00	\$51,857.00
\$50,582.00	\$59,069.00	\$62,684.00	\$60,225.00
\$45,160.00	\$45,160.00	\$48,000.00	\$45,160.00
\$59,361.00	\$69,099.00	\$74,913.00	\$70,481.00
\$53,744.00	\$61,355.00	\$65,216.00	\$62,558.00
\$45,160.00	\$48,874.00	\$53,207.00	\$48,883.00
\$50,582.00	\$76,291.00		
\$45,160.00	\$46,063.00	\$49,939.00	\$46,984.00
\$45,160.00	\$45,160.00	\$48,000.00	\$45,160.00
\$52,606.00	\$57,885.00	\$61,455.00	\$59,019.00
\$52,606.00	\$56,685.00	\$61,455.00	\$57,819.00
\$48,637.00	\$55,574.00	\$60,250.00	\$56,685.00
\$54,710.00	\$76,411.00	\$77,939.00	\$76,629.00
\$45,160.00	\$45,160.00	\$48,000.00	\$45,160.00
\$46,766.00	\$53,970.00	\$57,364.00	\$55,050.00
\$45,160.00	\$47,924.00	\$50,938.00	\$48,883.00
\$52,606.00	\$58,675.00	\$63,937.00	\$60,155.00
\$ 1,040,331.00	\$1,179,307.00	\$1,175,493.00	\$1,115,962.00



BLUE OAK SCHOOL

A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

RESOLUTION OF THE CHARTER COUNCIL BLUE OAK CHARTER SCHOOL, INCORPORATED A California Public Benefit Corporation

Board Resolution #2020-01

ACCEPTANCE OF PAYCHECK PROTECTION PROGRAM LOAN

WHEREAS, Blue Oak Charter School, Incorporated (“Blue Oak”) is a 501(c)(3) non-profit organization with fewer than 500 employees; and

WHEREAS, Blue Oak has received a loan from the Small Business Administration (“SBA”) Paycheck Protection Program (“PPP loan”) in the amount of \$529,919.65 through Golden Valley Bank; and

WHEREAS, applicants for PPP loans must certify to the following statements:

- *The Applicant was in operation on February 15, 2020 and had employees for whom it paid salaries and payroll taxes or paid independent contractors, as reported on Form(s) 1099-MISC.*
- *Current economic uncertainty makes this loan request necessary to support the ongoing operations of the Applicant.*
- *The funds will be used to retain workers and maintain payroll or make mortgage interest payments, lease payments, and utility payments, as specified under the Paycheck Protection Program Rule; I understand that if the funds are knowingly used for unauthorized purposes, the federal government may hold me legally liable, such as for charges of fraud.*
- *The Applicant will provide to the Lender documentation verifying the number of full-time equivalent employees on the Applicant’s payroll as well as the dollar amounts of payroll costs, covered mortgage interest payments, covered rent payments, and covered utilities for the eight-week period following this loan.*
- *I understand that loan forgiveness will be provided for the sum of documented payroll costs, covered mortgage interest payments, covered rent payments, and covered utilities for the eight-week period following this loan.*



BLUE OAK SCHOOL

A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

-
- *I understand that loan forgiveness will be provided for the sum of documented payroll costs, covered mortgage interest payments, covered rent payments, and covered utilities, and not more than 25% of the forgiven amount may be for non-payroll costs.*
 - *During the period beginning on February 15, 2020 and ending on December 31, 2020, the Applicant has not and will not receive another loan under the Paycheck Protection Program.*
 - *I further certify that the information provided in this application and the information provided in all supporting documents and forms is true and accurate in all material respects. I understand that knowingly making a false statement to obtain a guaranteed loan from SBA is punishable under the law, including under 18 USC 1001 and 3571 by imprisonment of not more than five years and/or a fine of up to \$250,000; under 15 USC 645 by imprisonment of not more than two years and/or a fine of not more than \$5,000; and, if submitted to a federally insured institution, under 18 USC 1014 by imprisonment of not more than thirty years and/or a fine of not more than \$1,000,000.*
 - *I acknowledge that the lender will confirm the eligible loan amount using required documents submitted. I understand, acknowledge and agree that the Lender can share any tax information that I have provided with SBA's authorized representatives, including authorized representatives of the SBA Office of Inspector General, for the purpose of compliance with SBA Loan Program Requirements and all SBA reviews; and*

WHEREAS, on April 23, 2020 the SBA provided, and has subsequently amended, a document titled “Paycheck Protection Program Loans Frequently Asked Questions (FAQs)” (the “Guidance”) regarding whether “businesses owned by large companies with adequate sources of liquidity to support the business’s ongoing operations qualify for a PPP loan;” and

WHEREAS, the Guidance advises that “all borrowers must assess their economic need for a PPP loan under the standard established by the CARES Act and the PPP regulations at the time of the loan application” and “[a]lthough the CARES Act suspends the ordinary requirement that borrowers must be unable to obtain credit elsewhere (as defined in section 3(h) of the Small Business Act), borrowers still must certify in good faith that their PPP loan request is necessary”; and



BLUE OAK SCHOOL

A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

WHEREAS, the Guidance advises that applicants pay particular attention to the certification in the PPP loan application regarding “current economic uncertainty” as follows:

- *Specifically, before submitting a PPP application, all borrowers should review carefully the required certification that “[c]urrent economic uncertainty makes this loan request necessary to support the ongoing operations of the Applicant.” Borrowers must make this certification in good faith, taking into account their current business activity and their ability to access other sources of liquidity sufficient to support their ongoing operations in a manner that is not significantly detrimental to the business.*

WHEREAS, SBA has amended the Guidance to explicitly state:

- *SBA, in consultation with the Department of the Treasury, has determined that the following safe harbor will apply to SBA’s review of PPP loans with respect to this issue: Any borrower that, together with its affiliates, received PPP loans with an original principal amount of less than \$2 million will be deemed to have made the required certification concerning the necessity of the loan request in good faith; and*

WHEREAS, Blue Oak meets the requirement that “[c]urrent economic uncertainty makes this loan request necessary to support the ongoing operations of the Applicant” because it faces substantial financial risk due to COVID-19, including but not limited to:

- Preparation for cash deferrals in state funding. The Fiscal Crisis and Management Assistance Team (“FCMAT”) is projecting that, during the COVID-19 pandemic, the State is likely, starting in June 2020, to implement cash deferrals as it did in the last recession. For Blue Oak, \$1.3 million of its LCFF revenue comes from state aid. The average Blue Oak monthly state aid payment next year is currently forecasted at \$108,974. A three-month deferral of this cash payment would create a \$326,922 cash shortfall.
- Future state apportionment. FCMAT is projecting likely declines in LCFF state revenue of approximately 5%, possibly up to 10%. At this time, FCMAT believes the best-case scenario would be the 2020-21 COLA to be in the -2% range with a -10% COLA possible. Because 75% of Blue Oak’s 2019-20 forecasted revenue is from LCFF, a 10% decline in LCFF rates would reduce Blue Oak’s revenue by 7.6% in 2020-21.



BLUE OAK SCHOOL

A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

- The Charter Schools Development Center is forecasting these cuts may be as high as 20%.
- Additional expense to facilitate distance learning.
- Blue Oak relies on fundraised dollars to provide specialty programs. Due to the school closure resulting from COVID-19, Blue Oak faces significant revenue shortfalls in the areas of fundraising totaling approximately \$50,000.
- If the state defers June apportionment, Blue Oak has no other source of working capital. The amount of the projected deferral of the June apportionment is \$202,745, which will impact cash flow, and Blue Oak's ability to cover payroll, rent, and utilities.
- Given the increasing likelihood of a severe, multi-year deep recession or depression with uncertain future state funding and enrollment, it is *highly unlikely* that any private lender is going to provide additional loans that are of sufficient size to support ongoing operations.
- Blue Oak's only option to capital has been, and will continue to be, a receivables sale ("factoring loans"). During the last recession, factoring loans made available to charter schools, but they were at fees that were large enough to be significantly detrimental to their borrowers' businesses. As the recession deepens, and lending risks increase, these very high rates are likely to increase. If such a situation were to occur Blue Oak would need to keep buying new factored loans on future state revenue as current state revenue is used to pay off previous factored loans, driving Blue Oak deeper and deeper into the red to pay the fees that apply to each loan. This inevitably has a significantly detrimental effect on the Blue Oak's educational operations.;
- Unlike school districts, Blue Oak does not have access to county treasurer Tax Revenue Anticipation Notes, at very low interest rates, or the authorization to propose a parcel tax to increase revenue.
- Unlike district schools which, when they face bankruptcy, are kept open by state and county resources, if Blue Oak faces insolvency, it goes out of business.

WHEREAS, Blue Oak has worked tirelessly throughout the COVID-19 crisis to conduct a detailed cash flow projection for the next several months and into the 2020-21 school year that validates the assertions made above and specifically the borrowing need given the rapid decline in non-state revenues in 2019-20; and

WHEREAS, Blue Oak was in operation on February 15, 2020 and had employees for whom it paid salaries and payroll taxes or paid independent contractors, as reported on Form(s) 1099-MISC; and



BLUE OAK SCHOOL

A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

WHEREAS, the Charter Council has determined in good faith that the current economic uncertainty makes the federal Paycheck Protection Program loan necessary to support the ongoing operations of Blue Oak; and

WHEREAS, the funds will be used to retain workers and maintain payroll or make mortgage interest payments, lease payments, and utility payments as specified under the Paycheck Protection Program Rule; and

WHEREAS, Blue Oak has already or will provide to Golden Valley Bank documentation verifying the number of full-time equivalent employees on Blue Oak's payroll as well as the dollar amounts of payroll costs, covered mortgage interest payments, covered rent payments, and covered utilities for the eight-week period following this loan; and

WHEREAS, Blue Oak understands that loan forgiveness is expected to be provided for the sum of documented payroll costs, covered mortgage interest payments, covered rent payments, and covered utilities, and not more than 25% of the forgiven amount may be for non-payroll costs; and

WHEREAS, Blue Oak understands that during the period beginning on February 15, 2020 and ending on December 31, 2020, it has not and will not receive another loan under the Paycheck Protection Program; and

WHEREAS, Blue Oak staff has certified that the information provided in its application and the information provided in all supporting documents and forms is true and accurate in all material respects; and

WHEREAS, Blue Oak has taken into account its current business activity and its ability to access other sources of liquidity sufficient to support our ongoing operations in a manner that is not significantly detrimental to the business; now, therefore, be it

Resolved by the Charter Council of Blue Oak Charter School, Incorporated, That Blue Oak Charter School, Incorporated meets all requirements of the PPP certifications; and be it further

Resolved by the Charter Council of Blue Oak Charter School, Incorporated, That Blue Oak Charter School, Incorporated has been properly awarded \$529,919.65 in the PPP loan; and be it further



BLUE OAK SCHOOL

A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

Resolved by the Charter Council of Blue Oak Charter School, Incorporated, That the funds awarded through the PPP loan are hereby authorized to be used in a manner consistent with the terms of the Paycheck Protection Program Rules; and be it further

Resolved by the Charter Council of Blue Oak Charter School, Incorporated, That the Executive Director of Blue Oak Charter School, Incorporated is hereby instructed to further review guidance relating to the PPP as it is released by the SBA and is hereby authorized to take appropriate steps, including the return of the funds, if changes to the Guidelines cause Blue Oak Charter School, Incorporated to no longer meet the program requirements.

* * *

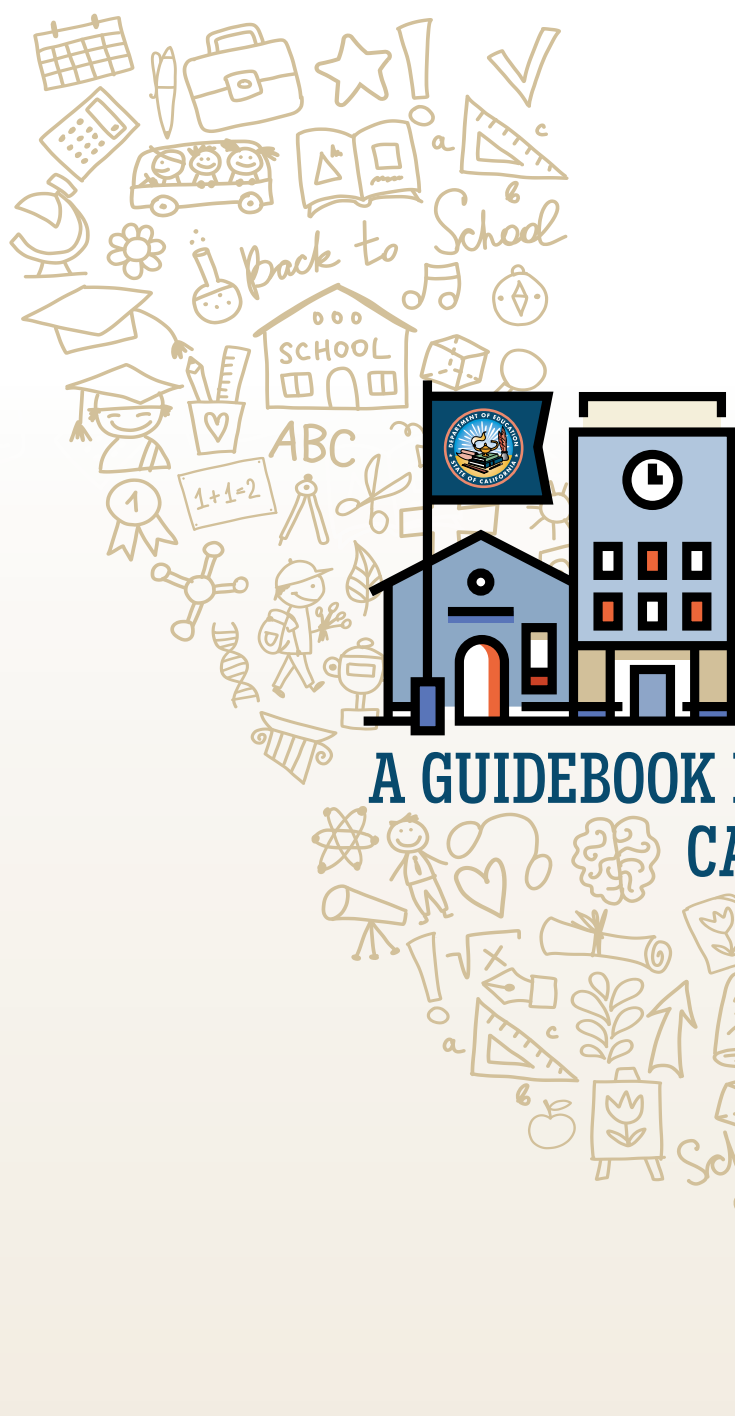
IN WITNESS WHEREOF, the Charter Council has adopted the above resolution by the following vote at a regular Board meeting this day of May 19, 2020.

AYES: 6 – Monica McDaniel, Chelsea Parker, Trisha Atehortua, Laura Swanson, Vicki Wonacott, and Laurel Hill-Ward.

NOS: 0

ABSTENTIONS: 0

By: _____
Trisha Atehortua, Secretary
Blue Oak Charter School, Incorporated



A GUIDEBOOK FOR THE SAFE REOPENING OF CALIFORNIA'S PUBLIC SCHOOLS



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STRONGER TOGETHER:

FOREWORD BY THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Greetings educational leaders, teachers, classified staff, parents, students, and all Californians:

The effects felt by COVID-19 have been widespread and created impacts unlike anything that we've ever seen. I want to commend the people of California for your resilience and the quick manner in which you moved into distance learning. Thank you for all that you've done to help keep California's students safe and able to continue learning.

As we prepare to move into the likely reopening of our schools, we provide this guidance as a "how to" for safely reopening our schools. In it you will find answers to many questions, including the need for physical distancing and types of recommended personal protective equipment. You'll also learn ways that we will have to rearrange our staff and students in order to ensure that those who are opting for in-person instruction can do so safely.

It has been my honor to lead a statewide reopening schools task force that created a participatory process for our educators and stakeholders to lend their voices. This guidance is also informed by the technical assistance and advice of many health and safety organizations including the Centers for Disease Control, California Department of Public Health, California Division of Occupational Safety and Health, and the many health officers from counties around our state. I want to thank the Governor's Office and our partners in the Legislature for their support in this endeavor, and all the staff at the California Department of Education (CDE) who have written and contributed their expertise throughout this document. I especially want to thank Dr. Stephanie Gregson, the Chief Deputy Superintendent at CDE, who served as its chief writer and editor.

We gathered additional input from focus group conversations with teachers, classified staff, child care providers, superintendents, and public health officials. Important voices were heard during virtual support circles with educators, parents, and students. And additional insight came from consultation with state superintendents, researchers, and experts from throughout the nation. Thank you to all those who took time to help review this document, and I look forward to the next steps of our work together to implement this guidance safely.

We know that guidance is only as good as its implementation, so think of this as the beginning of the conversation—not the end. We know that for many of us, this is the toughest challenge that we'll ever face, perhaps in our lifetime. But when it comes to ensuring that California students continue receiving a high-quality education—and doing so safely—we must rise to meet the challenge. Californians, I'm inspired by how you have come together to make it this far.



I couldn't be prouder to be your state superintendent. We are stronger together, we can do more together, and I thank you for all you are doing together to support our 6.2 million students.

Tony Thurmond

State Superintendent of Public Instruction



INTRODUCTION

The COVID-19 pandemic affected entire communities, states, and the world and led us on a journey none of us thought we would experience in our lifetime. Our communities and families have experienced physical, emotional, health, and financial strains. The high levels of stress and trauma experienced during this time have highlighted the resiliency, strength, and power of ourselves and the importance of our school communities.

We know our local educational agencies (LEAs) are all working collaboratively with their local county health officials and community partners to plan on how to safely reopen schools. **The intent of this document is to be a guide for local discussion on reopening schools.** It is not a “one-size-fits-

all” document; rather, it is a document that honors the varied local contexts of each of our LEAs. This guidance document was developed with the most current information known at the time and may be updated as new data becomes relevant. This guide will provide checklists, essential questions for consideration, and examples of best practices. Guidance on standards for quality distance learning is currently being developed by the CDE and will be available on our website. While the guidance by its nature is not a mandate, this guidance serves as a “how to” for LEAs as they plan to safely reopen. LEAs need to work with their local health departments and local stakeholders to ensure that their protocols align with the most current scientific knowledge and community expectations. It is also reasonable to expect that the protocols schools implement will change as the local conditions change.

What has been highlighted during this pandemic is the importance of paying attention to the social–emotional well-being of our students, families, and staff. We encourage all LEAs to keep the emotional well-being of all at the forefront of their decision making. This is also a time to reflect on systems that may not have worked for every child, and we encourage you to please continue to eliminate the barriers to student success that existed before the closure. All of this is difficult work and each LEA should work to be inclusive and collaborative from the start of their planning with community stakeholders (i.e., students, families, teachers, staff, local bargaining representatives, school advisory councils, and other partners). LEAs have an opportunity to align and connect their reopening plans with tools such as the Local Control Accountability Plan (LCAP) and safety plans while utilizing inclusive, distributive, and collaborative leadership grounded in continuous improvement. We have an unprecedented opportunity to improve how we care for and educate each child. Let’s work to enhance the public good of our public schools as we implement new, more student-centered designs.



TIMELINE OF THE CDE COVID-19 RESPONSE AND ACTIVITIES

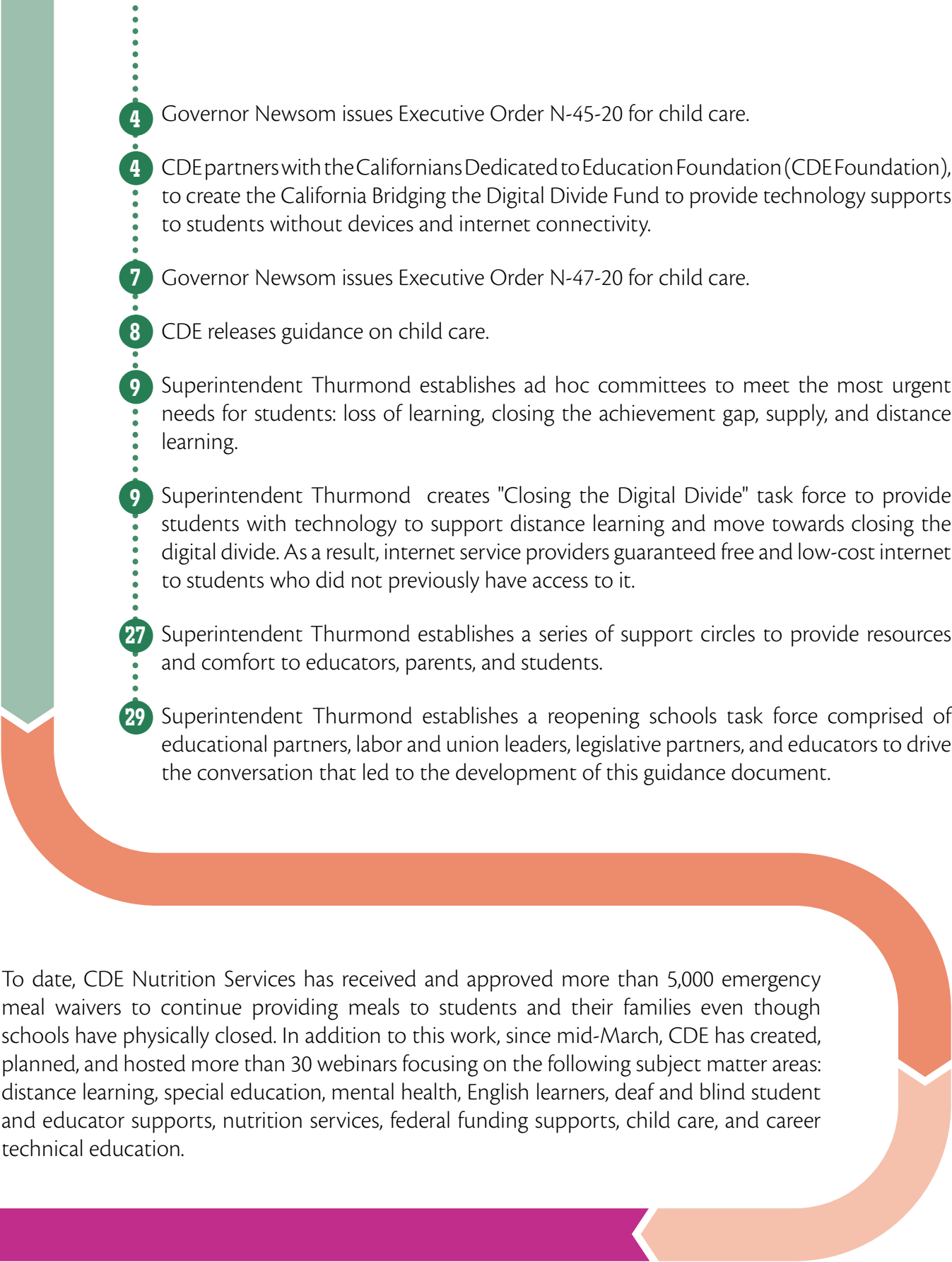
This is a brief overview of key dates and the response efforts of the California Department of Education (CDE).

MARCH 2020

- 13 Governor Gavin Newsom issues Executive Order N-26-20, ensuring state funding for schools even in event of physical closure.
- 17 In coordination with the Department of Health and Human Services, CDE releases guidance on distance learning, child nutrition, and child care.
- 18 Governor Newsom issues Executive Order N-30-20, suspending standardized testing for local educational agencies to take appropriate actions to mitigate the effects of the COVID-19 pandemic while California pursued a federal waiver of testing requirements.
- 19 Governor Newsom issues a stay at home order for the entire state.
- 20 CDE releases special education guidance to support students with disabilities.
- 26 The US Department of Education issues informal approval of Assessment Waiver; joint request from CDE and the California State Board of Education.
- 31 State Superintendent of Public Instruction Tony Thurmond releases a recommendation letter to all schools in the state to consider closing physical campuses to ensure the safety of students and staff through the end of the 2019–20 school year.

APRIL 2020

- 1 CDE releases guidance on graduation and grading requirements.
- 1 CDE releases Labor Management Framework established by the Labor Management Task Force facilitated by SSPI Thurmond.
- 1 Superintendent Thurmond announces Senate Bill (SB) 117 funding is available to school districts.
- 2 The California State Board of Education, CDE, California State University, University of California, California Community Colleges, and the Association of Independent California Colleges and Universities issue a joint statement to waive entrance requirements for college-bound seniors and juniors.

- 
- 4 Governor Newsom issues Executive Order N-45-20 for child care.
 - 4 CDE partners with the Californians Dedicated to Education Foundation (CDE Foundation), to create the California Bridging the Digital Divide Fund to provide technology supports to students without devices and internet connectivity.
 - 7 Governor Newsom issues Executive Order N-47-20 for child care.
 - 8 CDE releases guidance on child care.
 - 9 Superintendent Thurmond establishes ad hoc committees to meet the most urgent needs for students: loss of learning, closing the achievement gap, supply, and distance learning.
 - 9 Superintendent Thurmond creates "Closing the Digital Divide" task force to provide students with technology to support distance learning and move towards closing the digital divide. As a result, internet service providers guaranteed free and low-cost internet to students who did not previously have access to it.
 - 27 Superintendent Thurmond establishes a series of support circles to provide resources and comfort to educators, parents, and students.
 - 29 Superintendent Thurmond establishes a reopening schools task force comprised of educational partners, labor and union leaders, legislative partners, and educators to drive the conversation that led to the development of this guidance document.

To date, CDE Nutrition Services has received and approved more than 5,000 emergency meal waivers to continue providing meals to students and their families even though schools have physically closed. In addition to this work, since mid-March, CDE has created, planned, and hosted more than 30 webinars focusing on the following subject matter areas: distance learning, special education, mental health, English learners, deaf and blind student and educator supports, nutrition services, federal funding supports, child care, and career technical education.



HEALTH AND SAFETY

The health and safety of students and staff is the top priority when making the decision to physically reopen school campuses for use by students, staff, and others. Local educational agencies should work in collaboration with their local health officials in making the decision to safely reopen. Per CDC recommendations, the CDE recommends all staff and students should wear cloth face coverings or face shields while at school or on a bus, and maintain 6 feet of physical distance during school activities.

When the decision is made to reopen, LEAs will need to establish clear plans and protocols to ensure the safety of students and staff. Knowing that there is not a “one-size-fits-all” solution for opening schools across California’s 1,000 LEAs, the CDE has created a comprehensive checklist of health and safety items that LEAs should use to guide the important reopening decisions they will be making. This checklist was developed in consultation with the California Department of Public Health, the California Division of Occupational Safety and Health, school labor and management representatives, California LEAs, and officials from other states to provide a comprehensive menu of considerations for LEAs.

While the checklist focuses on statewide guidance, the final decision to reopen will be made by each LEA working in close collaboration with local health officials and community stakeholders, including families, staff, and labor partners. When a school is reopened, it is important that LEAs continue to communicate with local and state authorities to monitor current disease levels and the capacities of the local health providers and health care systems. Items in the checklist will likely require collaboration between labor and management groups and in some cases a revisit of existing bargaining agreements. These are matters that would be resolved as part of the reopening planning process and prior to school starting so as to provide clarity for reopening. This checklist will support LEA leaders in their ongoing collaboration with their school communities and health professionals about reopening strategies.

The following checklist covers the following main categories:

- | | | |
|--|---|---|
| 1. Local Conditions to Guide Reopening Decisions | ⋮ | 6. Protective Equipment |
| 2. Plan to Address Positive COVID-19 Cases or Community Surges | ⋮ | 7. Physical Distancing |
| 3. Injury and Illness Prevention Plan | ⋮ | 8. Cleaning/Disinfecting |
| 4. Campus Access | ⋮ | 9. Employee Issues |
| 5. Hygiene | ⋮ | 10. Communication with Students, Parents, Employees, Public Health Officials, and the Community |



CDE HEALTH AND SAFETY CHECKLIST

LEA Checklist for Physically Reopening Campuses for Students



Local Conditions. Ensure that the following local conditions are in place:

- a. Flexibility or Lifting of State Stay-Home Order
 - i. The state has lifted or relaxed the stay-home order to allow schools to physically reopen.
- b. Flexibility or Lifting of County Stay-Home Order
 - i. The county has lifted or relaxed the stay-home or shelter-in-place order to allow schools to physically reopen.
- c. Local Public Health Clearance. Local public health officials have made determinations, including, but not limited to, the following:
 - i. Testing Availability. Consult with local public health officials to ensure adequate tests and tracking/tracing resources are available for schools to reopen. Employees have access to COVID-19 testing at regular and ongoing intervals.
 - ii. Sufficient duration of decline or stability of confirmed cases, hospitalizations, and deaths.
 - iii. Sufficient surge capacity exists in local hospitals.
- d. Equipment Availability
 - i. Have sufficient protective equipment to comply with California Department of Public Health (CDPH) guidance for students and staff appropriate for each classification or duty, as well as relevant California Division of Occupational Safety and Health Administration (Cal/OSHA) requirements.
 - ii. Have a plan for an ongoing supply of protective equipment.
 - iii. Purchase a sufficient number of no-touch thermal scan thermometers for symptom screenings.
 - iv. Consider the differing requirements of PPE/EPG for the differing populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance).
- e. Cleaning Supply Availability
 - i. Have enough school-appropriate cleaning supplies to continuously disinfect the school site in accordance with CDPH guidance.
 - ii. Ensure sufficient supplies of hand sanitizers, soap, handwashing stations, tissues, no-touch trash cans, and paper towels.



Plan to Address Positive COVID-19 Cases or Community Surges

- a. Establish a plan to close schools again for physical attendance of students, if necessary, based on public health guidance and in coordination with local public health officials.
- b. In accordance with CDPH guidance, when a student, teacher, or staff member or a member of their household tests positive for COVID-19 and has exposed others at the school implement the following steps:
 - i. In consultation with the local public health officials, the appropriate school official may consider whether school closure is warranted and length of time based on the risk level within the specific community as determined by the local public health officer.



- ii. In accordance with standard guidance for isolation at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily as students or staff isolate.
- iii. Additional close contacts at school outside of a classroom should also isolate at home.
- iv. Additional areas of the school visited by the COVID-19-positive individual may also need to be closed temporarily for cleaning and disinfection.
- v. Develop a plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue.



Injury and Illness Prevention Program (IIPP)

- a. Update the [IIPP](#) to address unique circumstances during the COVID-19 crisis and make updates accessible to employees and parents.



Campus Access. Develop a plan to minimize access to campus, and limit nonessential visitors, facility use permits, and volunteers.

- a. Exclude any student, parent, caregiver, visitor, or staff showing symptoms of COVID-19 (reference CDC and CDPH guidelines for COVID-19 symptoms). Staff should discuss with the parent or caregiver and refer to the student's health history form or emergency card to identify whether the student has a history of allergies, which would not be a reason to exclude.
- b. Monitor staff and students throughout the day for signs of illness. Determine any special or unique needs for students with disabilities related to planned district or schoolwide procedures.
- c. Students—Entering Campuses
 - i. **Passive Screening.** Instruct parents to screen students before leaving for school (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.
 - ii. **Active Screening.** Engage in symptom screening as students enter campus and buses, consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100.4 degrees Fahrenheit), and ask all students about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.
 - 1. If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only type available, it should only be used when a fever is suspected and caution is taken by temperature screeners, such as by wearing gloves, eye protection, and a mask.
 - 2. Thermometers must be properly cleaned and disinfected after each use.
 - iii. All students must wash or sanitize hands as they enter campuses and buses.
 - iv. Provide supervised, sufficient points of access to avoid larger gatherings.
 - v. Use privacy boards or clear screens when practicable.
 - vi. If a student is symptomatic while entering campus or during the school day:
 - 1. Students who develop symptoms of illness while at school should be separated from others right away, preferably isolated in an area through which others do not enter or pass. If more than one student is in an isolation area, ensure physical distancing.



2. Any students or staff exhibiting symptoms should be required to immediately wear a face covering and wait in an isolation area until they can be transported home or to a health care facility.
 3. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 4. Follow established guidelines for triaging students in the health office, recognizing not all symptoms are COVID-19 related.
 5. Advise parents of sick students that students are not to return until they have met [CDC criteria to discontinue home isolation](#).
- vii. Develop a plan for if students are symptomatic when boarding the bus.
- viii. Protect and support students who are at higher risk for severe illness ([medical conditions that the CDC says may have increased risks](#)) or who cannot safely distance from household contacts at higher risk by providing options such as virtual learning or independent study.
- d. Staff—Entering Campuses
- i. Passive Screening. Instruct staff to self-screen before leaving for work (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, check for symptoms outlined by public health officials) and to stay home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.
 - ii. Active Screening. Engage in symptom screening as staff enter worksites, consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100.4 degrees Fahrenheit), and ask all staff about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.
 1. If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only type available, it should only be used when a fever is suspected.
 2. Thermometers must be properly cleaned and disinfected after each use.
 - iii. All staff must wash or sanitize hands as they enter worksites.
 - iv. Exclude employees who are exhibiting symptoms from the workplace.
 1. Staff members who develop symptoms of illness should be sent to medical care. Have emergency substitute plans in place.
 2. Create a procedure for reporting the reasons for the exclusions.
 3. Advise sick staff members not to return until they have met [CDC criteria to discontinue home isolation](#).
- e. Outside Visitors and Groups
- i. Limit access to campus for parents and other visitors.
 - ii. Evaluate whether and to what extent external community organizations can safely utilize the site and campus resources. Ensure external community organizations that use the facilities also follow the school's health and safety plans and CDPH guidance.
 - iii. Review facility use agreements and establish common facility protocols for all users of the facility.
 - iv. Establish protocol for accepting deliveries safely.



v. Charter School Co-locations

1. Update facility use agreements to address unique circumstances during the COVID-19 crisis, ensuring that organizations that are using the same facility have agreed to the same understandings about how to reopen in a healthy and safe way. Establish a protocol for responding to site concerns regarding health and safety issues that arise during the pandemic that is collaborative and meets the needs of all stakeholders.



Hygiene. Plan to address [hygiene practices](#) to ensure personal health and safety in school facilities and vehicles.

- a. Handwashing. In accordance with CDPH and Cal/OSHA guidance and in consultation with local public health officials, develop a plan for handwashing that includes:
 - i. Providing opportunities for students and staff to meet handwashing frequency guidance.
 - ii. Ensuring sufficient access to handwashing and sanitizer stations. Consider portable handwashing stations throughout a site and near classrooms to minimize movement and congregations in bathrooms to the extent possible.
 - iii. Ensuring fragrance-free hand sanitizer (with a minimum of 60 percent alcohol) is available and supervised at or near all workstations and on buses. Children under age nine should use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222. Note: frequent handwashing is more effective than the use of hand sanitizers.
- b. Train staff and students on proper handwashing techniques and PPE/EPG use, including the following:
 - i. Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible. Staff and students should use paper towels (or single use cloth towels) to dry hands thoroughly.
 - ii. Wash hands when: arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.
 - iii. [CDC guidance](#) on proper PPE use.
- c. Teach staff and students to:
 - i. Use tissue to wipe the nose and cough and sneeze inside the tissue.
 - ii. Not touch the face or face covering.



Protective Equipment. Plan to address protective equipment needs to ensure personal health and safety in school facilities and vehicles.

- a. According to CDC guidance:
 - i. [Training and information](#) should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
 - ii. Face coverings are not recommended for anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance. LEAs should make reasonable accommodations such as a face shield with a cloth drape for those who are unable to wear face coverings for medical reasons. Per Cal/OSHA, considerations for face shields should include a cloth drape attached across the bottom and tucked into shirt.



- iii. Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms). Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- b. Staff Protective Equipment
 - i. As recommended by the CDC, all staff should wear face coverings. Per CDPH guidance, teachers could use face shields, which enable students to see their faces and to avoid potential barriers to phonological instruction.
 - ii. Provide masks if the employee does not have a clean face covering.
 - iii. Provide other protective equipment, as appropriate for work assignments.
 - 1. For employees engaging in symptom screening, provide surgical masks, face shields, and disposable gloves.
 - 2. For front office and food service employees, provide face coverings and disposable gloves.
 - 3. For custodial staff, provide equipment and PPE for cleaning and disinfecting, including:
 - A. For regular surface cleaning, provide gloves appropriate for all cleaning and disinfecting.
 - B. Classified staff engaged in deep cleaning and disinfecting should be equipped with proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions. All products must be kept out of children's reach and stored in a space with restricted access.
 - C. Cal/OSHA requires that PPE be provided and worn to effectively protect employees from the hazards of the cleaning products used and training be provided to staff on the hazards of chemicals.
- c. Student Protective Equipment
 - i. Students should use cloth face coverings, especially in circumstances when physical distancing cannot be maintained. If an LEA requires students to wear face coverings, then the LEA must provide face coverings to be used. Consider how the LEA will address students with disabilities who refuse or are not able to wear masks. At a minimum, face coverings should be worn:
 - 1. While waiting to enter the school campus.
 - 2. While on school grounds (except when eating or drinking).
 - 3. While leaving school.
 - 4. While on a school bus.
 - A. Driver has access to surplus masks to provide to students who are symptomatic on the bus.



Physical Distancing. Plan to meet physical distancing standards in school facilities and vehicles. Clearly define how staff can honor physical distancing recommendations, yet meet student medical, personal, or support needs. Determine how adequate space and facilities will be utilized to maintain health and safety of students and staff, especially when tending to individual student medical or personal needs.

- a. Plan to limit the number of people in all campus spaces to the number that can be reasonably accommodated while maintaining a minimum of 6 feet of distance between individuals. (6 feet is the current minimum recommendation for physical distancing from the CDC, but it is important to pay attention to future modifications in public health recommendations.)



- b. To the extent possible, and as recommended by the CDC, attempt to create smaller student/educator cohorts to minimize the mixing of student groups throughout the day. Minimize movement of students, educators, and staff as much as possible.
- c. In a circumstance where sufficient physical distancing is difficult or impossible, such as when students enter or exit a school bus in proximity to the bus driver, all individuals, including staff and students, should wear face coverings that cover the mouth and nose consistent with public health guidance. To be clear, face coverings are not a replacement for physical distancing, but they should be used to mitigate virus spread when physical distancing is not feasible.
- d. Student Physical Distancing. LEAs should plan to:
 - i. Limit number of students physically reporting to school, if needed to maintain physical distancing.
 - 1. Determine student and staff capacity of each school meeting 6-foot physical distancing objectives.
 - 2. Consider various strategies outlined in the Instructional Program Models in the guidance document, such as early/late start times and blended learning models.
 - ii. The CDC recommends virtual activities in lieu of field trips and intergroup events.
 - iii. Post signage and install barriers to direct traffic around campus.
 - iv. Buses
 - 1. Determine maximum capacity for students of each vehicle while meeting 6-foot physical distancing objectives.
 - 2. Create a plan for seating based on maximum capacity determined above, and develop a plan for bus routes that accommodates the capacity limitations. Mark or block seats that must be left vacant. Sample seating options:
 - A. Option 1: Seat one student to a bench on both sides of the bus, skipping every other row.
 - B. Option 2: Seat one student to a bench, alternating rows on each side to create a zigzag pattern on the bus.
 - 3. Instruct students and parents to maintain 6-foot distancing at bus stops and while loading and unloading.
 - 4. Seat students from the rear of the bus forward to prevent students from walking past each other. To prevent students from walking past one another, afternoon runs should be boarded based on the order in which students will be dropped off. (Students who get off first should board last and sit in the front.)
 - 5. Students and staff should wear face coverings at bus stops and on buses.
 - v. Playgrounds/Outside Spaces/Athletics
 - 1. Increase supervision to ensure physical distancing.
 - 2. Physical education (PE) and intramural/interscholastic athletics should be limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.
 - vi. Classrooms
 - 1. Determine maximum capacity for students of each classroom while meeting 6-foot physical distancing objectives.



2. In accordance with CDC and CDPH guidance, ensure desks are a minimum of 6 feet apart and arrange desks in a way that minimizes face-to-face contact.
3. If necessary, utilize other campus spaces for instructional activities (e.g., lecture halls, gyms, auditoriums, cafeterias, outdoors).
4. If necessary, broadcast to other classrooms and students distance learning at home.
5. Increase staffing to ensure physical distancing for younger students and students with special needs.
6. Arrange developmentally appropriate activities for smaller group activities and rearrange furniture and play spaces to maintain separation, when possible.
7. Address physical distancing objectives as students move between classrooms.
8. Address potential issues from physical distancing rules that could result in unintended segregation of students with disabilities on campuses away from peers without disabilities.

vii. Food Service

1. Consider strategies to limit physical interaction during meal preparation and meal service (e.g., serving meals in classrooms, increasing meal service access points, staggering cafeteria use).
2. Suspend use of share tables and self-service buffets for food and condiments.
3. Install physical barriers, such as sneeze guards and partitions, at point of sale and other areas where maintaining physical distance of 6 feet is difficult.
4. With an approved National School Lunch Program waiver, offer meal delivery for students quarantined or in a home-based cohort.
5. If providing meal service in classrooms, plan for cleaning and trash removal.

e. Staff

- i. Develop a plan that ensures physical distancing among staff in their work environment to reduce spread of the virus that includes:
 1. Avoiding staff congregation in work environments, break rooms, staff rooms, and bathrooms.
 2. Avoiding grouping staff together for training or staff development. Consider conducting the training virtually or, if in-person, ensure distancing is maintained.
- ii. Adjust staff schedules (through negotiations) to accommodate new student schedules and physical distancing strategies.
- iii. In accordance with Cal/OSHA regulations and guidance, evaluate all workspaces to ensure that employees can maintain physical distancing to the extent possible.
 1. Where possible, rearrange workspaces to incorporate a minimum of 6 feet between employees and students.
 2. If physical distancing between workspaces or between employees and students and visitors is not possible, add physical barriers that cannot be moved to separate workspaces.



Cleaning and Disinfecting. Plan to meet cleanliness and disinfecting standards in school facilities and vehicles.

- a. Overall Cleanliness Standards. Schools must meet high cleanliness standards prior to reopening and maintain a high level during the school year.



- b. In accordance with CDC guidance, avoid sharing of electronic devices, toys, books, and other games or learning aids.
- c. Limit stuffed animals and any other toys that are difficult to clean and sanitize.
- d. In accordance with CDC and California Department of Pesticide Regulation (CDPR) guidance, and in consultation with local public health officials, develop a plan that includes:
 - i. A [safe and correct application](#) of disinfectants using personal protective equipment and ventilation recommended for cleaning.
 - ii. Disinfecting surfaces between uses, such as:
 - 1. Desks and tables
 - 2. Chairs
 - 3. Seats on bus
 - 4. Keyboards, phones, headsets, copy machines
 - iii. Disinfecting frequently—at least daily—high-touch surfaces, such as:
 - 1. Door handles
 - 2. Handrails
 - 3. Drinking fountains
 - 4. Sink handles
 - 5. Restroom surfaces
 - 6. Toys, games, art supplies, instructional materials
 - 7. Playground equipment
 - iv. When choosing disinfecting products, using those approved for use against COVID-19 on the Environmental Protection Agency (EPA) [List N: Disinfectants for Use Against SARS-CoV-2](#) and follow product instructions.
 - 1. To reduce the risk of asthma related to disinfecting, programs should aim to select disinfectant products on the EPA List N with asthma-safer ingredients (hydrogen peroxide, citric acid, or lactic acid).
 - 2. Avoid products that mix these ingredients with peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds, which can cause asthma.
 - 3. Use disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times.
 - v. When cleaning, airing out the space before children arrive. Plan to do thorough cleaning when children are not present.
 - vi. Closing off areas used by any sick person and not using before cleaning and disinfection. To reduce risk of exposure, wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, wait as long as possible.
- e. Make a Plan for Adequate Outdoor Air Circulation
 - i. In accordance with CDC guidance, ensure that ventilation systems and fans operate properly and increase circulation of outdoor air as much as possible by opening windows and doors and other methods. Do not open windows and doors if doing so poses a safety or health risk to children using the facility (for example, allowing pollen in or exacerbating asthma



symptoms). Maximize central air filtration for heating, ventilation, and air conditioning (HVAC) systems (targeted filter rating of at least MERV 13).

- f. Take steps to ensure that all water systems and features (e.g., drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
- g. Keep each child's belongings separated and in an individually labeled storage container, cubby, or area. Send belongings home each day to be cleaned.



Employee Issues. Engage employees on COVID-19 plans and provide necessary training and accommodations.

- a. Revisit existing bargaining agreement.
 - i. Engage the exclusive representatives of labor groups and work collaboratively in tailoring bargaining agreements to address the relevant employee issues in this checklist. Ideally, these are matters that would be resolved as part of the reopening planning process and prior to school starting so as to provide clarity for reopening.
 - ii. Create a plan for future bargaining that may be necessary as additional issues arise.
- b. Staffing Ratios
 - i. Ensure staffing levels are sufficient to meet unique facility cleanliness, physical distancing, student learning, and health and safety needs to address COVID-19.
 - ii. Consider rolling staff cohorts to meet needs and avoid overwork.
- c. Develop and provide staff training or utilize state-provided training on:
 - i. Disinfecting frequency and tools and chemicals used in accordance with the [Healthy Schools Act](#), [CDPR guidance](#), and Cal/OSHA regulations. For staff who use hazardous chemicals for cleaning, specialized training is required.
 - ii. Physical distancing of staff and students.
 - iii. Symptom screening, including temperature checks.
 - iv. Updates to the Injury and Illness Prevention Program (IIPP).
 - v. State and local health standards and recommendations, including, but not limited to, the following:
 - 1. Proper use of protective equipment, including information on limitations of some face coverings that do not protect the wearer and are not PPE but can help protect people near the wearer. Face coverings do not replace the need for physical distancing and frequent handwashing. Cloth face coverings are most essential when physical distancing is not possible. Also include training on removal and washing of cloth face coverings.
 - 2. Cough and sneeze etiquette.
 - 3. Keeping one's hands away from one's face.
 - 4. Frequent handwashing and proper technique.
 - 5. Confidentiality around health recording and reporting.
 - vi. Training for school health staff on clinical manifestations of COVID-19, pediatric presentations, and [CDC transmission-based precautions](#).
 - vii. Training on trauma-informed practices and suicide prevention.



- d. Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Employees should know who they are and how to contact them.
- e. Reasonable Accommodations
 - i. Protect and support staff who are at higher risk for severe illness ([medical conditions that the CDC says may have increased risks](#)) or who cannot safely distance from household contacts at higher risk by providing options such as telework or negotiated change in classification or duties.
 - ii. If reasonable accommodations are not practicable, the LEA should work with the employee to develop a flexible leave plan that endeavors to avoid exhausting the employee's earned leave.



Communication with Students, Parents, Employees, Public Health Officials, and the Community

- a. School leaders should engage stakeholders, including families, staff, and labor partners in the school community, to formulate and implement the plans in this checklist.
- b. Communicate to staff, students, and parents about new, COVID-19-related protocols, including:
 - i. Proper use of PPE/EPG.
 - ii. Cleanliness and disinfection.
 - iii. Transmission prevention.
 - iv. Guidelines for families about when to keep students home from school.
 - v. Systems for self-reporting symptoms.
 - vi. Criteria and plan to close schools again for physical attendance of students.
- c. Target communication for vulnerable members of the school community.
- d. Create a communications plan for if a school has a positive COVID-19 case.
 - i. Address the school's role in documenting, reporting, tracking, and tracing infections in coordination with public health officials.
 - ii. Notify staff and families immediately of any possible cases of COVID-19. Review legal responsibilities and privacy rights for communicating about cases of the virus.
 - iii. Provide guidance to parents, teachers, and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
 - iv. Provide information to parents regarding labor laws, Disability Insurance, Paid Family Leave, and Unemployment Insurance.
 - v. Advise sick staff members and children not to return until they have met CDC [criteria to discontinue home isolation](#).
 - vi. Inform those who have had [close contact](#) with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms and to follow [CDC guidance](#) if symptoms develop. If a person does not have symptoms follow appropriate CDC guidance for [home isolation](#).



INSTRUCTIONAL PROGRAMS

INSTRUCTIONAL SCHEDULING MODELS

As schools plan to reopen, the instructional schedule model chosen will become the foundation of a student's and family's future experience in their school community. There are many considerations and decision-making points LEAs will need to consider in their planning. First and foremost, LEAs planning for their instructional schedule model need to focus on ensuring student learning and competency development while also considering a student's social-emotional well-being.

We understand there are needed statutory changes to accommodate the instructional schedule model examples identified in this document. These instructional schedule model examples do not contemplate California's current instructional time, attendance for apportionment rules, and audit guidelines.

As schools reopen and considerations are made to meet the health and safety guidelines, the following are some instructional schedule model options and essential planning questions and action steps for LEAs to consider. LEAs should enter into their planning with a flexible approach, understanding that they may start the school year with one instructional schedule model and, as new information becomes available about health and safety, they may transition to a different model. Guidance on standards for quality distance learning is being developed and will be available on the CDE website.

No matter the instructional schedule model, please continue to work to eliminate the barriers to student success that existed before the closure. We have an unprecedented opportunity to improve how we care for and educate each child. Let's work to enhance the public good of our public schools as we implement more student-centered designs. These suggestions are only a few of the options that may be considered, so please work closely with your community to develop the list of essential planning questions that build on your assets and address your local needs.

Instructional Scheduling Model Options

EXAMPLE A: TWO-DAY ROTATION BLENDED LEARNING MODEL

Students report to school on two designated days based on grade level for in-person instruction (example: Monday/Wednesday for grade levels K–3, Tuesday/Thursday for grade levels 4–6). On the other days, students are engaged in enrichment opportunities aligned with academic goals established by the school through various programs, either on site or with community partners, that are coordinated by school instructional staff. This could mean small group instruction for certain student groups, such as English learners receiving designated English language development. Physical education, health, and other content area teachers, as well as administrators and teachers on special assignment, could be included to reduce



student–teacher ratios. On Fridays, all students would be engaged in distance learning opportunities and teachers in collaborative planning and/or professional learning opportunities. An important consideration is maximizing pre-existing student–teacher relationships. This could include students returning to teachers they had before the closure, creating advisory groups that build on positive relationships, or instituting looping to ensure students know who they will be working with for the next two or more years.

EXAMPLE B: A/B WEEK BLENDED LEARNING MODEL

Half of the student population attends in-person learning opportunities four full days per week while the other half is engaged in distance learning opportunities. The students would alternate each week. All grade bands would be included. The instructional program would be sequenced to accommodate both asynchronous and synchronous learning opportunities for students. One day a week, all students would be engaged in distance learning while teachers would use the time for collaborative planning and professional learning. LEAs may also decide to have certain grade levels attend only in-person instruction while other grade levels engage in only distance learning instruction.

EXAMPLE C: LOOPING STRUCTURE

For schools serving grade levels TK–8, there is an opportunity for students to stay with the same teacher in cohorts for multiple grade levels. Looping provides opportunities for improved relationships between students and teachers, more targeted and efficient instruction, and a higher attendance rate. For example, a teacher and student cohort would stay together for first and second grade, increasing the opportunity for literacy rates on or above grade level. Teachers and students staying together over multiple grade levels can build a better understanding of health and safety, decreasing risks to students and staff.

EXAMPLE D: EARLY/LATE STAGGERED SCHEDULES

Grade level bands would have staggered start and dismissal times, such as AM/PM rotations (for example, TK–2, 3–5, 6–8, 9–10, 11–12). The bell schedule would accommodate multiple recesses and lunch periods and multiple meal distribution points, along with time for students to engage in handwashing before entering classrooms. Students could be in a homeroom with teachers rotating to decrease student congregation in hallways.

Essential Planning Questions/Action Steps for LEAs

- How will the LEA engage with their education partners and staff in collaboratively making the decision of choosing an instructional schedule model?
- How will the LEA create a process for evaluating and adapting models throughout the year with all educational partners and staff?
- As an LEA is contemplating different instructional schedule models, a review of the LEA's infrastructure and resources should be considered in the decision-making process. For example:
 - What technology access and resources are available for students and families?
 - What technology support resources are available for students and families?



- What technology policies are in place to protect private and sensitive student information? Are policies current and compliant with California data privacy laws?
- How does a survey of physical buildings and space inform the instructional schedule model decision?
- How will the LEA survey needs of staff and provide aligned professional learning?
- How will all students' needs be addressed within the instructional schedule model?
- What instructional and social–emotional supports will students and families need?
- How will you measure success and effectiveness of the model?
- What model are other schools in the area choosing to help with consistent and coherent approaches to support families?
- Conduct a survey or review on current teacher/staff, student, and family needs. Review data and determine LEA strengths, barriers, and capacity to support identified needs.
- What is the communication plan for reopening with a new instructional schedule model?
 - LEAs should consider communication for different audiences and critical messages, including
 - ▶ how messages will be delivered and
 - ▶ how to improve the efficacy of communication by identifying and addressing potential language barriers, cultural barriers, and disability accommodations or supports necessary for communicating to families and other audiences.

INSTRUCTIONAL PLANNING

As LEAs choose the instructional schedule model that best fits the needs of their students and families, considerations for intentional planning of instruction will be key to a successful implementation. Instructional planning should include time for general and special education staff to collaboratively plan and learn from each other. To support this collaboration, a system to learn in real time how the learning environment is or is not working for students is essential. Ideally, this feedback loop would allow for school leaders to see how well students are engaged in their learning, whether the instructional supports and accommodations are working, and whether the material is relevant and accessible to the student.

Essential Questions for Consideration

- What planning time and infrastructure will teachers and staff need to discuss real-time feedback from students?
- What planning resources will staff need to work together to design and lead changes in their classrooms?
- What data will be collected as a feedback loop on students' experiences to inform planning?
- How will the LEA ensure students with disabilities and other special populations are fully integrated into every aspect of preparation and participation of the instructional model?
- How will Universal Design for Learning (UDL) be utilized during instructional planning time?
- How will the teacher teams determine essential state standards to focus learning?
- How will staff engage with the student to figure out learning barriers and plan to find innovative ways to meet their needs?



- What academic and social–emotional supports or interventions are provided to those students who are struggling with the instructional program model?
- How will the LEA ensure not only the needs of all students are addressed, but that the decision made will benefit all students, staff, and families?

COLLABORATION AND ASSESSMENT

In order to inform instruction and gauge student learning, it is important to consider and solidify a systematic cycle of assessments including initial screenings and formative and summative assessments. For data to lead to meaningful change in student outcomes, teachers and administrators need designated collaboration time to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. This section assists district leadership and school boards as they make reopening determinations related to using assessments to inform instruction for all students, including those with unique learning needs such as students with disabilities, English language learners, students placed in foster care, and students experiencing homelessness.

Because parents may have children enrolled in multiple schools across districts, it is vital that communication protocols, online learning platforms, and expectations are coherent and consistent. This also engages parents as partners in learning.

Curriculum Frameworks

California's curriculum frameworks are guidance documents for implementing the content standards adopted by the State Board of Education. The standards themselves are a resource to inform teachers, administrators, and parents of the skills and knowledge that students should master and learn at each grade or proficiency level. All curriculum frameworks include information on how to ensure access and equity for all students. Much of this guidance includes how to utilize the Universal Design for Learning (UDL) practices in instructional planning and delivery.

INITIAL SCREENING/DIAGNOSTIC ASSESSMENTS

Purpose: Diagnostic assessments are used to identify specific areas where instruction or intervention may be needed to improve student learning.

Due to interrupted instruction caused by COVID-19, local educational agencies (LEAs) should consider scheduling universal screenings at a variety of intervals. For example, diagnostic assessments can be administered at the beginning of the school year (or in summer if appropriate or feasible).

FORMATIVE ASSESSMENTS/PROGRESS MONITORING

Purpose: Formative assessments and progress monitoring take place during the lesson and provide actionable information about students' learning status relative to the desired lesson goal. Teachers can use data from formative assessments immediately to adjust their instruction and ensure students progress towards learning goals.



Essential Questions

- Are there common diagnostic, formative, and summative assessment tools across the district/site for comparative analysis to identify specific targeted student learning needs?
- If assessments must be given at home, how have students been prepared for and given opportunity to practice the protocols for administration? If parent support or guidance is needed, how have they been prepared?
- Is there a clearly defined multitiered system of support that includes guidance for implementing Tier 1 strategies before offering Tier 2 interventions? When and how to offer Tier 2 and Tier 3 supports?
- Do staff have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing the lesson as a team, and repeating the process? What might this look like in a virtual setting?
- How will districts ensure appropriate accommodations are made for students?

Considerations

- Consider a data management platform to collect, house, and disaggregate local data on a regular basis.
- Consider developing a regularly scheduled time for grade-level teams and staff meetings to engage in cycles of inquiry around student data. Rural districts might use this opportunity to connect grade-level teams virtually for collaboration.
- Establish a common protocol for regular and consistent communication to parents.
- Develop a plan to meet the social–emotional needs of the student prior to administering an assessment. Examples include greetings and a warm-up game (with physical distancing) to ease anxiety, prior to asking students to demonstrate learning. If diagnostic testing has not been widely implemented in previous years, staff administering the assessments should be sure to clarify the purpose of diagnostic assessments.
- Interventions may include a regularly scheduled 30-minute session with an intervention provider or specialist through video conference, scaffolding for specific task assignments (e.g., an outline or sentence starters for written responses), pre-highlighted texts, more frequent feedback or check-ins, time management supports, or maintaining a daily written agenda. Students in upper grade levels may be offered guidance for monitoring their own progress and implementing interventions independently, if appropriate. For example, students can implement supports like setting their own timer to chunk assignments, keeping a daily agenda that outlines tasks and goals, or creating a playlist or active routine to help with stress or anxiety management.
- Formative assessment examples may include collecting exit tickets through a digital platform at the end of each class session, whether online or in person; using an opener to reinforce skills and check for understanding on concepts recently taught; giving students opportunities to share what is working and what is not working; or continuing to provide ample opportunity for discussion and meaningful content interaction with students through high-order thinking questions. As students are given opportunities to participate in engaging activities, be sure to provide students with ample time to think and develop a solid response, as appropriate.
- When reviewing all assessment data, focus on a continuous improvement learning model.



- Provide professional learning for teachers on diagnostic assessments.
- Existing learning management systems can also provide opportunities to assign students quiz-style assessments that they can complete synchronously (in real time through distance learning) or asynchronously (learning same material at different times/locations). Students can be permitted to complete the assessment multiple times to allow for reteaching.
- Learning goals should be clearly established and explicitly communicated to students. Providing students with an essential question or learning goal at the beginning of instruction, and frequently referring back to the question or goal, provides transparency for students. In a virtual environment, this can include prominently posting the learning goal or essential question on a teacher's web page, asking students to keep a learning log to track their key learnings throughout a lesson or unit, or weekly check-ins that require students to respond to the essential question using information from the week's lessons and activities.
- Consider using choice boards, which provide students with a variety of options that demonstrate learning and allow students to revise or resubmit work after reteaching or receiving feedback. Feedback should be timely, specific, and actionable, either through written or oral communication, videos or sound recordings, or student-to-student feedback in online breakout sessions.
- Consider working with students to develop a portfolio (online or paper), selecting their work products to put in an online file, and submitting reflection videos.

Resources

See [Appendix B](#) for Instructional Programs resources.

SOCIAL-EMOTIONAL LEARNING

There is a growing body of research proving that social and emotional learning (SEL) is fundamental to academic success. SEL must be woven into the work of every teacher, in every classroom and every after-school and summer learning program if we truly want to prepare all our students for college and careers. We know the COVID-19 pandemic has created different types of traumatic experiences and high levels of stress for many of our staff, students, and families. This experience emphasizes the importance of social-emotional well-being for all. LEAs will need to have the emotional recovery of students, staff, and families at the forefront of their planning and decision making.

When educators and students practice physical distancing at school or through distance learning, it does not mean they must lose social and school connections. During the COVID-19 response, it is critically important to place adult and student wellness first to establish a positive, safe, and supportive learning environment. Leading with SEL is essential because children need social and emotional support as they, like the adults around them, navigate the unprecedented challenges of alternative learning contexts, and because SEL helps students access academic content through building essential self-management skills, resilience, and connections.

As students return to campus in classrooms adapted to ensure physical distancing, consider how your local education agency might adapt instruction to account for the following:



- Before school starts, how will the LEA engage with families and provide activities to help families feel comfortable on the school campus?
- Before school starts, how will the LEA engage with staff to help them feel comfortable when returning to their classrooms and schools?
- How will the LEA support staff to integrate SEL practices? What types of professional development will be offered and how often will it be available?
- How will school staff provide non-academic-focused check-ins with students?
- How might wearing masks alter our understandings of how individuals are feeling? Consider lessons on alternative ways to communicate feelings.
- How can we positively communicate the need for physical distancing in the classroom? Children naturally hug, touch, etc. when playing. Consider finding ways to positively reinforce good practices.
- How will we handle students' and/or families' varied understandings of physical distancing measures? Consider age-appropriate lessons on the science behind infection. Such lessons may also be leaned upon when addressing students who express concern when seeing other classmates exhibit signs of allergies or other noncontagious symptoms.
- How will students who need additional support to physically distance or who may not be able to wear a mask due to a manifestation of their disability be supported at the school site? What, if any, exceptions can be made in such circumstances?
- How can we support movement to ensure children are expending adequate energy? As student movement from classroom to classroom or recess activities are restricted, there may not be as many opportunities for physical activity during the school day. Consider building in transition activities that allow for movement.
- How do we integrate SEL practices into instructional planning?

As the possibility of a virus resurgence exists, so does the possibility of alternating between virtual learning and in-person classroom activities. The CDE has compiled a list of resources that provide a range of SEL options for educators, administrators, other school leaders, and families/guardians as they support their students during distance learning. To view the list of resources, visit the CDE SEL and Distance Learning web page at <https://www.cde.ca.gov/ci/se/seldistance.asp>. Many of these resources can be used inside and outside the classroom.

The CDE is committed to helping educators learn more about SEL and how to infuse social and emotional supports into every child's school experience. The CDE convened a group of experts from different sectors of the education system to advise the best ways to support SEL implementation. The team developed California's Social and Emotional Learning Guiding Principles ([full version](#) and [summary](#)) and a social and emotional learning [resource guide](#). To learn more about this work, visit the CDE SEL web page at <https://www.cde.ca.gov/eo/in/sociallearning.asp>.



SPECIAL EDUCATION

As LEAs make plans to reopen school sites, they are presented with a unique opportunity—to ensure students with disabilities and other special populations are fully integrated into every aspect of preparation and participation, and to ensure the needs of all students are addressed and the decision benefits all students, staff, and families. As Tucker and Kruse wrote:

We must prepare in a way that is flexible enough to respond to an uncertain future under COVID-19, yet robust enough to ensure that all students—including students with disabilities—have an equal opportunity to succeed over the long term. Doing so can help ensure that equity is built into the foundation of a new era of education.¹

Creating A Universally Designed, Inclusive Plan for Reopening That Plans for the Needs of Diverse Learners and Students with Exceptional Needs

Seize the opportunity to develop an integrated plan for reopening that addresses the needs of students with disabilities from the build. While this is not an exhaustive list, the Special Education Local Plan Area (SELPA) Administrators of California surveyed their membership and provided the following areas to consider as LEAs build their plans to return to school sites.

AREAS IDENTIFIED SPECIFIC TO STUDENTS WITH DISABILITIES (SWD)

The following areas have been identified as overarching areas of concern that should be addressed in reopening planning.

Health and Safety

Personal Protective Equipment (PPE)/Essential Protective Gear (EPG)

- Consider the differing requirements of PPE/EPG for the differing populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance).
- Consider how the LEA will address students with disabilities who refuse or are not able to wear masks.

Planning for Students who are Medically Fragile and/or Immune Compromised

- Clearly define how staff can honor physical distancing recommendations, yet meet student medical, personal, or support needs.
- Determine how adequate space and facilities will be utilized to maintain health and safety of students and staff, especially when tending to individual student medical or personal needs.
- Build in flexibilities to keep students connected and included in the class and school community regardless of how much physical time they are able to attend school. Ensure the ability to quickly pivot to attending class virtually in order to retain some regular connection to teacher and peers.
- Determine any special or unique needs for students with disabilities related to planned district or schoolwide procedures and protocols related to the following:
 - Daily health screening and temperature checks

¹ Eric Tucker and Lindsay Kruse, 2020, “Preparing to Reopen: Six Principles That Put Equity at the Core,” *Getting Smart*. <https://www.gettingsmart.com/2020/05/preparing-to-reopen-six-principles-that-put-equity-at-the-core/>.



- Restroom use as well as diapering and toileting
- Paths of travel
- Use of campuses for recess or recreational activities
- Cleaning and disinfecting

Physical Distancing

- Establish any necessary flexibilities for specific students-with-disabilities populations such as preschool-age, students with extensive support needs, behavioral challenges, etc.
- Establish flexibilities and plan for how to implement physical distancing given lack of space and facility limitations, particularly for children who will struggle with maintaining physical distancing.
- Address potential issues from physical distancing rules that could result in unintended segregation of students on campuses away from peers without disabilities.
- Plan for maintaining access to peers without disabilities and ensure that students remain in the least restrictive environment.
- Determine how the LEA will provide related services in instructional models while staying physically distant.
- Discuss how LEA staff and providers will conduct assessments while practicing physical distancing.



Ensuring a Free Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act

- Work with each family and student to determine what FAPE looks like for each student and family during COVID-19. It may be different than the individualized education program (IEP) developed pre-COVID-19.
- Use the LEA model(s) for all students as the basis for establishing FAPE.
- Ensure children with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and provide supports when necessary.
- Use annual IEP to plan for traditional school year and while not required, it is suggested LEAs include distance learning plans or addendums to address distance learning needs during immediate or future school site closures.

UTILIZING THE IEP AND CONSIDERATION OF FAMILY NEEDS

Utilize and Update Individualized Education Programs (IEPs)

In the early stages of the COVID-19 pandemic, the federal Office of Special Education Programs (OSEP) and CDE provided guidance that IEP amendments were not necessarily required for the immediate change to distance learning. However, the duration and overarching changes to education delivery in many cases will warrant changes to students' IEPs. This ensures that the IEPs account for the local delivery of education as school sites reopen, including contingencies for pivoting in and out of distance learning.



In accordance with the Individuals with Disabilities Education Act (IDEA), each student with a disability has unique needs and it is the purpose of the education system to ensure every student has access to their grade-level standards and makes progress in their education. The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning as well as what accommodations and modality of learning allows the greatest access.

Communicate Openly and Often with Families

Do not underestimate the need to initiate and have ongoing communication with families. Even for those families who switched apprehensively to distance learning, re-engaging and reaching out often and sometimes through multiple avenues is critical to ensure connectedness and support, particularly for families who may be in crisis.

Collaborative, ongoing discussion about an appropriate path forward once school sites reopen for each student, given each student's unique needs and circumstances, is critical to ensuring equitable access and offering of FAPE for students with disabilities. We know every family situation and feeling about the current pandemic are as unique as the needs of the children. Honoring the fears, challenges, diversities, and preferences of families is critical to the success of students with disabilities in reopening our schools.

ENGLISH LEARNERS



School closures will have an increased impact on learning acceleration for the 1.1 million English learners enrolled in California public schools. When schools reopen—whether it is via distance learning, physical attendance, or a blended model—it is important that LEAs continue to ensure the goal of English learners acquiring fluent English proficiency as rapidly and effectively as possible is attained.

Our English learners, like all our students, have had a disruption of their daily lives, have worries about their own families, and have experienced high stress situations. These students will need additional supports to rebalance and refocus on the task of learning and being productive in the school community. The goal remains for English learners to achieve the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish these goals, all English learners must receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program (5 CCR[c][1]).



The California English Learner Roadmap Policy

The Educational Programs and Services for English Learners (EL Roadmap Policy) sets the direction for educating English learners in California. The EL Roadmap Policy provides LEAs with four guiding principles to support and embrace the English learners they serve:

- Principle One: Assets-Oriented and Needs-Responsive Schools
- Principle Two: Intellectual Quality of Instruction and Meaningful Access
- Principle Three: System Conditions That Support Effectiveness
- Principle Four: Alignment and Articulation Within and Across Systems

These principles should continue to guide LEAs in implementing instructional programs for English learners during distance learning and the transition to reopening schools. This includes ensuring that LEAs support English learners' social-emotional well-being. LEAs should ensure that they embrace English learners as the assets they are while also providing them with the support they need to succeed. The same is true for English learner students with disabilities. For dually identified students, a knowledgeable educator should be involved in planning distance learning needs for students with an individualized education program (IEP). The Practitioners' Guide for Educating English Learners with Disabilities is available on the CDE [Educating English Learners with Disabilities](#) web page.

If an LEA is providing remote learning for its students, the LEA must provide language instruction services to English learners. LEAs must continue to provide designated and integrated ELD and have the flexibility to determine how services will be provided to English learners. The LEA can determine where, when, and what students receive in order to continue to make progress toward English language proficiency to meet grade-level academic achievement.

Under state and federal law, there is no required amount of time that must be allocated to English language services. LEAs do have a dual obligation to provide English learners a program designed to overcome language barriers, to address any deficits incurred while learning English. These services may be provided virtually, online, or via telephone.

California schools have over 700 language acquisition programs where students are learning in two languages through dual language or bilingual models, and those should continue to be implemented through the use of technology and support from LEAs that are effectively providing the services. While LEAs may not be able to provide services in the way they normally would during this national emergency, LEAs must make every attempt to continue to provide these services.

As we return to schools, it will be critical to leverage the Local Control and Accountability Plan (LCAP) concentration funds, supplemental federal Title I, Title III, and federal flexibilities on programs and supports to accelerate learning. Engaging parents and the community in this acceleration can be done with a parent liaison who facilitates family engagement. Using these resources helps ensure equipment, internet connectivity, access to the necessary materials, and professional development for teachers of English learners. Title III funds can support dual enrollment for students to be able to complete the A–G requirements or obtain college credit.

School closures and the reopening process may also impact reclassification. If an LEA was not able to administer the English Language Proficiency Assessments for California (ELPAC) to all students during the 2019–20 school year due to school closures, the LEA should follow the most recent guidance provided



by the CDE: LEAs may not exit an English learner from EL status unless the student has demonstrated proficiency (level 4) on the ELPAC. Schools should closely monitor English learners and students who were reclassified as fluent English proficient to evaluate whether students need additional services. An English learners' English proficiency level may have decreased because the student has experienced limited instruction for an extended time during school closures. Therefore, close monitoring is key to ensure that English learners have the opportunity to recover any academic losses incurred during school closures.

Collaboration is key to supporting English learners during distance learning and throughout the transition to reopening schools. Consider practices such as remote instruction, telephone calls, meetings held on digital platforms, online options for data tracking, and documentation of services, supports, and accommodations provided. In addition, an LEA might consider non-technology-based strategies, such as providing instructional packets or assigning projects and written assignments to English learners.

In addition to collaborating with classroom teachers and school, district, and county educators, engaging the parents of English learners remains important during distance learning and school reopening. LEAs have an obligation to ensure meaningful communication with parents of English learners in a language they can understand and to adequately notify parents of the same information about any program, service, or activity that is shared with parents of students who are not classified as English learners. LEAs should translate all mailings and emails to parents to provide access to the information in a language they understand. For parents who are not literate, LEAs may use recorded telephone calls that go to families that include the option to select a language in which to hear the message. Working with parents and offering them the opportunity to be involved in their children's education is key to the students' success at all times, especially during distance learning and the transition to reopening.

Essential Questions That LEAs Need to Consider

- How will designated and integrated ELD be provided?
- How will we support English learners with oral language development?
- How will we engage English learners' families and ensure they receive information and convey information in a language they understand?
- How will we ensure that the social-emotional and physical health needs of English learners are addressed?
- How will we ensure that English learners have the tools needed to engage in the curriculum, including access to technology as well as access to books or assignment packets?





- How will we track English learners' progress and ensure that all current English learners and reclassified students make progress?
- How will we support English learners who are not making progress toward proficiency?
- How will we provide opportunities for home language development for all English learners and ensure that the home language is seen as an asset?
- How will we address the needs of multilingual students and English learners enrolled in multilingual programs?
- How will we ensure that English learners have access to the full curriculum, including ELD?
- How will we provide professional learning opportunities and tools to teachers and paraprofessionals focused on meeting the needs of English learners during distance learning and the transition to reopening schools?

CAREER TECHNICAL EDUCATION

As California begins the process of reopening its schools, special consideration must be given to those that offer programs in career and technical education (CTE). CTE programs and the local educational agencies (LEAs) that offer them need to consider the conduct of instruction, how career counseling should be offered, and the measures required to ensure safety without losing quality work-based learning (WBL) opportunities. For a safe reopening, CTE programs should review the health and safety guidance and checklist as well as guidance for other work sectors that the student may be working in. <https://www.dir.ca.gov/dosh/coronavirus/Health-Care-General-Industry.html>

As schools plan to reopen, reviewing the following 12 essential elements described by the California Workforce Pathways Joint Advisory Committee (CWPJAC) will help create a quality CTE program. These 12 elements are supported by the CWPJAC Guiding Principles. The Guiding Principles and the 12 essential elements are located at <https://www.cde.ca.gov/ci/ct/gi/guidingpps.asp>.

CTE programs are part of the comprehensive educational system and must be held to the same general guidelines set by the LEA. However, due to the nature of CTE programs and the hands-on approach that is needed, additional elements must be considered as schools plan for a safe reopening. Please refer to the CDE Career Technical Education page as a starting point for how current CTE students are being served, at <https://www.cde.ca.gov/ci/ct/>. There are also resources for CTE distance learning at <https://www.cde.ca.gov/ci/ct/dl/>.

CTE Instruction

CTE classrooms often engage students in learning activities that stretch the imagination and require critical thinking as well as experimentation. As such, students need to be prepared to enter the classroom or learning space feeling safe and comfortable. When schools are planning for reopening, they should consider what types of instructional models would best match the CTE program goals and ensure students and staff are engaging in a safe manner according to the health and safety guidelines.

LEAs should consider the following as they move to reopen their CTE classrooms.

- Develop a system to clean all equipment or tools being used using the health and safety guidance as the foundation for their planning. Tools are checked out often during an instructional period and returned at the end of that class. A process should be developed to ensure that all tools are cleaned each time they are returned so that they are ready for the next student or next class.



- In an instructional laboratory such as a shop, equipment is used numerous times during a class period and may need to be sanitized according to the health and safety guidance. Extra time should be spent at the beginning of the year to review typical safety precautions with additional time reviewing special circumstances centered on cleanliness to avoid exposure to COVID-19.
- A process should be developed to ensure all equipment is clean and safe every time a class occurs. Many CTE courses assign tasks to students who assist in cleanup at the end of class, and the students should be trained in all safety processes and procedures. It would be appropriate to assign a student each period to ensure that equipment is properly cleaned following each use.
- To reduce the number of students in a CTE laboratory and maintain physical distancing, consider having half of the students remain in the classroom while the other half participates in the laboratory instruction.

A high-quality CTE program includes instruction and also engages students in career counseling, leadership, and experiential learning. To reopen schools, all three components need to be addressed along with high-quality CTE instruction.

Career Counseling

Career counseling is an important component for a student when they decide which high-quality CTE program to choose. When schools reopen, they should consider the following with regard to career counseling.

- Since counselors and teachers will likely be able to see students on site but with less face time, they may need to rely on blended instruction with some in-person direction and some via a remote platform. Direction could also be delivered by recorded instruction posted on a class web page.
- Educators should rely on online tools such as the California CareerZone, found at <https://www.cde.ca.gov/ci/ct/cc/>, California Career Center, and mobile apps such as the Career Surfer, My Stuff Job Central, and My Stuff CAP (career action plan) which students can use on their own and at their own speed to complete assignments.
- Educators will need lesson plans and activities developed for distance learning that can be given to students with less upfront direction due to the limited time of in-person instruction.

Experiential Learning

An important component of a quality CTE program is experiential learning. This is where a student is able to gain additional skills through job shadowing, internships, and entrepreneurial experiences. To ensure that students remain safe and healthy while completing this instructional strategy, LEAs should consider the following.

- Work with business and industry partners to develop a plan to maintain distancing requirements while students are on site.
- Look into alternatives to on-site placement. Are there opportunities for virtual industry opportunities?
- Work with teachers on potential methods to supervise and monitor students who are taking part in experiential learning opportunities. Teachers should consider skills being obtained by the student and also notice safety and cleanliness policies.



For long-term preparation, LEAs must explore different modes of delivering work-based learning (WBL), problem- and project-based learning, and how a blended approach of virtual and in-person instruction can create more experiential learning opportunities for students.

Career and Technical Student Organizations

Leadership development through participation in a Career Technical Student Organization (CTSO) provides skills that are necessary to be successful in any career. Critical thinking, consensus building, teamwork, and job readiness skills are a few of the many standards addressed through participation in a CTSO. As a graded component in a CTE course, it is important that the LEAs review the expectations and how they can be accomplished in a safe and healthy way.

Engage students in a process to review their calendar of events in an effort to provide creative alternatives to participation. Some considerations might include:

- Holding monthly meetings in a way that enhances the distancing requirements
- Developing engaging activities that can be completed virtually
- Working with community groups to plan for safely participating in service projects
- Reviewing the LEA's current travel policy and adopting revised strategies to ensure safe and healthy travels, as many CTSO activities are out-of-class and often out-of-town
- Reviewing the current travel restrictions for students and faculty, addressing travel within the community, county, state, and even nationally
- Addressing the need of the travel versus the risks
 - For example, if a group of seven students is traveling within a 30-mile radius to participate in a competition, what would the restrictions be? If the students were traveling the same distance to take part in a meeting, would the same restriction apply? What if the students were participating in a leadership conference with students from other communities?

For many students, their CTE class is what keeps them in school and engaged in learning. Significantly, it is the hands-on learning that takes place within a high-quality CTE program, and it is the social gathering that builds relationships. LEAs are encouraged to provide safe and healthy opportunities for students to develop alternatives that keep the students engaged in the hands-on learning process as well as having the opportunities to be social.

To ensure that learning is occurring, be creative; engage industry partners, teachers, and students; and listen actively. These are big steps that help CDE properly prepare young people to enter the career of their choice and/or elect to continue their education beyond high school.



EXPANDED LEARNING

As school districts consider their options for reopening and redesigning the school day, they should be reaching out proactively to their expanded learning partners. Publicly funded after-school and summer programs operate at more than 4,500 school sites around the state, serving over 860,000 students—more than 80 percent of whom are socioeconomically disadvantaged (California Department of Education 2018).² Expanded learning partners have a unique set of assets and expertise that are particularly important in the COVID-19 era. In particular, after-school and summer programs have an explicit commitment (defined in [Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality](#)) to build the positive relationships, safe and supportive environments, and engaging activities that students most need in this time of uncertainty and stress.³

DIFFERENT TYPES OF EXPANDED LEARNING PROGRAMS

After-school and summer programs are often run by nonprofit, community-based organizations, sometimes under contracts with school districts for public funding like the state After School Education and Safety (ASES) Program or the federal 21st Century Community Learning Center (21st CCLC) and After School Safety and Enrichment for Teens (ASSETs). Sometimes these programs operate with private grants and/or charge parent fees. They may run programs on school sites or in the community.

Why: The Science Grounding

Stress has a major impact on the developing brain. The Science of Learning and Development Alliance is a great resource for teachers, administrators, and LEAs to understand how stress affects students (see its research at <https://www.soldalliance.org/resources>). In the pandemic, students may have experienced high levels of stress from the disruption of their daily lives, worries about their own and family members' health, and possibly financial strains in the household and community. For children living in unstable or unsafe conditions, the stress and trauma—resulting in ongoing, unbuffered cortisol—threaten to have long-term negative impacts on their bodies and brains. These students will likely return to school needing additional supports to rebalance their limbic systems and refocus on the task of learning and being productive in a school community.

This is where expanded learning can play a key role. Oxytocin—released through the experience of trusting relationships and safe, calm, predictable environments—acts as a buffer to cortisol, allowing children to access the higher order thinking, planning, remembering, and regulating functions of their limbic system.⁴ Expanded learning programs are an untapped resource that not only complement academic skill-building, but more importantly, specialize in building positive relationships with young people and their families.

2 California Department of Education, 2018, *Characteristics of Schools and Students Participating in After School Programs 2017 Report*. <https://www.cde.ca.gov/ls/ex/documents/lrafterschoolprograms17.pdf>.

3 California Department of Education, 2014, *Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality*. https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality_standards.pdf?1490047028.

4 Turnaround for Children, n.d., "The Science." <https://www.turnaroundusa.org/what-we-do/the-science/>.



Staff in these programs often have had similar experiences of the student population and can quickly form authentic relationships with students. And, because family members sign their children out with staff at the end of the after-school program, expanded learning staff are more likely to have relationships with families, often acting as a bridge to school-day teachers through the ongoing communication that naturally takes place. In fact, during distance learning, some districts have relied on their expanded learning partners to find and re-engage families that they could not reach remotely. Expanded learning programs also focus on creating safe, supportive learning environments that foster a sense of belonging for all students, reinforce high expectations for behavior, and inspire engagement, skill development, and mastery—all of which are enhanced and deepened through the trust built between students and expanded learning staff. In this time of dysregulation and readjustment, expanded learning providers are key allies in reaching students and rebalancing their equilibrium for learning.

How: Innovation, Time, and People

There are multiple models being considered for a redesigned school structure to comply with health standards and physical distancing requirements. After-school programs can help in each model. Across all of the following configurations, expanded learning providers can ensure that students are having positive social interactions with adults and peers in safe and supportive environments that value youth engagement and learning.

STAGGERED TIMES

Some districts may have A and B groups that attend on alternating days or in AM and PM rotations. In either case, expanded learning staff could be

- working with the group that is not currently in class,
- doing innovative and engaging activities that build on the lessons taught in class,
- supporting students in completing projects assigned in class, or
- doing computer science activities, theatre, visual arts, or science to enrich students' learning experiences.

DIFFERENT GRADE LEVELS

Similarly, if districts choose to have in-school programming for younger students and continue distance learning for older students, after-school providers could schedule in-person activities for the older students so that they have opportunities to be with peers, practice social and emotional skills, get support with their school work, and have enriching activities to keep them engaged and active.

EPISODIC DISTANCE LEARNING

Should the pandemic re-emerge and require periodic distance learning, after-school providers can partner in ensuring that all students have remote access to learning and school meals, and are also maintaining connections with adults from their school communities.

ALL IN-PERSON INSTRUCTION

After-school providers will still be essential partners in helping students readjust to the school environment and re-engage with learning.



What: Eager Partners

What are your next steps?

- Find out who is offering after-school and summer programs at or near your schools.
- Invite them to talk about their approach and their programs.
- Engage them in the planning process as early as possible to align with instructional programs to accelerate learning. They often know much about the local community and its resources and opportunities. When asked, they are good at coming up with innovative solutions and flexible models for supporting the students.
- Be clear about your parameters and expectations, and then continue to engage as equal partners. Like you, expanded learning providers are professionals and experts in their field.
- Do any existing memoranda of understandings (MOUs) require updates on modifications to ensure students and staff are safe?



PROFESSIONAL RELATIONSHIPS AND LEARNING

Reopening schools utilizing new instructional models requires special attention to professional relationships and learning. Any large-scale transition for schools can only be achieved with commitment through strong educator supports. Educators must be supported in ways that allow them to focus on student learning. An important part of this support should include building and nurturing staff relationships. This can be achieved by addressing the strain of isolation through video conferencing, digital environments, and time for educators to stay in touch with each other, and by ensuring teachers have agency in determining the focus of professional learning (PL). PL sessions should also be facilitated with adult social-emotional learning in mind, incorporating practices such as welcoming rituals, engagement activities, and optimistic closures.



Implementation of a quality PL system aligned to California's [Quality Professional Learning Standards](#) ensures that the transition to a new instructional program model will result in positive outcomes for students and educators. Schools should conduct surveys of educators and families regarding early efforts to transition to distance learning to analyze what worked well and what needs improvement before transitioning to a new instructional program model. Data should be continuously collected throughout the transition to inform PL and should be disaggregated by student groups in order to identify the most critical student needs. The content of PL experiences should help administrators and teachers build a shared understanding of what successful implementation of the instructional program model looks like for all students and what the system needs in order to achieve it. PL should also cover health and safety protocols. Community of practice models should continue, through effective use of digital tools, to try new approaches and share results with colleagues, facilitate common planning and peer observation, and provide tailored supports as needed. Instructional leaders should support teachers in building confidence within the new model by providing opportunities to learn and experiment with tools and resources.



ESSENTIAL PLANNING QUESTIONS

- How will the school maintain positive relationships among staff?
- What information can we solicit from students, families, and educators about distance learning efforts and a transition to a new instructional program model that can inform PL opportunities?
- What does successful implementation of the new instructional program model look like and what supports do educators need in order to achieve it?
- What PL structures can continue under the new instructional schedule model and what adjustments need to be made in order to maintain quality and safety and accelerate student learning?
- What opportunities will be provided to teachers in order to build their confidence with the new instructional program model?

MODELS AND BEST PRACTICES

[CDE Quality Professional Learning from a Distance](#)

[CDE Distance Learning Guidance](#)

[CDE COVID-19 Webinars](#)

[Learning Forward: Tips for Leading Professional Learning Online](#)

[Education Week \(Opinion\): What Does Remote Instructional Leadership Look Like During a Pandemic?](#)

[Oakland Unified School District's Three Signature Social Emotional Learning \(SEL\) Practices](#)

[Chief Learning Officer: How Can We Build Relationships in Virtual Isolation?](#)



CONTINUITY OF RELATIONSHIPS AND LEARNING PLANS

Through the COVID-19 pandemic the importance of the physical space of schools has been amplified. The physical space of schools is where shared experiences happen, memories are created, connectedness and relationships are built, and meals are shared. When LEAs quickly pivoted to distance learning models, one of the reasons school staff found success was because of the existing relationships and connectedness built during the school year.



Relationships and connectedness are at the core of our healthiest school communities. We know from experience and the science of learning and development that meaningful relationships are essential for students to grow as learners. The student/staff relationships are the foundation of students' connectedness to the school community and learning. Staff to staff relationships provide the space for staff collaboration and growth. Student to student relationships allow peers to connect to each other and begin to understand diverse perspectives, helping them become more compassionate human beings.

When schools are developing their reopening plans it is important to include a plan to ensure that the learning and the connected relationships developed while the school buildings were open can continue if another school building closure occurs. This is also an opportune time for schools that have previously closed for wildfires, other natural disasters, or public safety power shutdowns (PSPS) to include how learning and relationships will continue if those, or similar, disasters occur again.

Below are essential questions for consideration when developing continuity of relationships and learning plans.

ESSENTIAL QUESTIONS FOR CONSIDERATION

- How will LEAs maintain relationships and connectedness when the physical school buildings are closed?
- How will the LEA continue some of the same practices, such as student announcements, even when the physical school buildings are closed?
- How will the LEA continue to provide opportunities for staff collaboration and professional learning?
- How will LEAs create a feedback loop about the experiences of students, staff, and families to inform their ongoing planning and communication?



- How will LEAs consider the diverse needs of all students and plan for common and differentiated social–emotional and academic supports?
- How will LEAs continue their community partnerships to amplify their efforts of continuity of relationships and learning?
- How are all of our relationships becoming more equitable and strengthening our community?



MENTAL HEALTH AND WELL-BEING OF ALL

The entire education community has been affected by the COVID-19 pandemic. The community has experienced high levels of stress from the disruption of daily lives and worries about the physical health of oneself and others, and many have been under financial strains. For many, especially children, living with these strains in the household and community, the stress and trauma threaten to have long-lasting negative impacts on the body and brain. Each person will need additional supports and systems that will help to rebalance and refocus on the task of learning and being productive in a school community.

When considering the reopening of schools, LEAs should contemplate not only the physical health of their constituents but also their mental health and wellness and make it a priority within their planning. LEAs should examine the availability and accessibility of mental health resources and supports for their students, families, and staff members as they return to school, continue distance learning, or participate in a blended model. LEAs should ensure that strong partnerships with mental health supports are created and a system is in place to allow for student and staff support referrals without wait time. This checklist is intended to help local LEAs in their planning for the reopening of schools.



TIER 1: UNIVERSAL SUPPORTS: WHOLE SCHOOL SAFETY AND PREVENTION PLANNING

- What is the LEA doing to promote wellness of students on a daily basis?
 - Conduct universal screening to identify social–emotional needs of students.
 - Share student mental health need assessment data with stakeholders during LCAP stakeholder engagement process.
 - Encourage school boards to adopt policies that support staff and student wellness.
 - Consider strategies to become a trauma-responsive school system to support the school community.
 - Conduct routine check-ins using a trauma- and resilience-informed lens.
 - Develop a system to connect with students and families to promote attendance.



- Engage with students and families using culturally responsive techniques.
- Are staff trained in providing supports through a trauma-informed and responsive lens?
 - Use Psychological First Aid to assess immediate needs and provide support.
 - Use professional development time to increase trauma knowledge and skills.
- What is the LEA doing to reduce the stigma associated with accessing services?
 - Engage staff in professional development about mental health destigmatization.
- Has the LEA adopted a suicide prevention policy?
 - Share the National Suicide Prevention Lifeline 1-800-273-8255 widely. (Include it on staff and secondary student ID cards.)
 - Include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, etc.).
- Has the LEA engaged the school community and mental health practitioners in a survey to understand its constituents' needs in order to build upon existing assets and determine the current mental health needs of staff, students, and families? (For example, the CDE offers a free [CalSCHLS Learning from Home Survey](#).)
 - Conduct schoolwide mental health assessment that includes trauma and stress.
 - Assess and review necessary staffing ratios to meet student needs (teachers, support services, etc.).

TIER 1: COMMUNITY AND FAMILY ENGAGEMENT AND SUPPORT

- How are LEAs engaging community-based and local government partners in supporting the mental wellness of staff and students?
 - Collaborate with stakeholders, such as county behavioral health departments and local HMOs and PPOs, to promote staff wellness and provide workshops and supports regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience.
 - Suggest all LEAs (county offices of education, districts, and school sites) include information and links to increase access to mental health and wellness resources.
 - Share resources for basic needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and patient assistance programs, unemployment supports, local job postings, local CalFresh and food distribution, free internet access, etc.
 - Provide a link to CDE's Resources for Students in Crisis: <https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp>.

TIER 1: UNIVERSAL SUPPORTS: STAFF WELLNESS

- What supports are available to promote staff wellness and prevent burnout, compassion fatigue, and secondary traumatic stress?
 - Provide trainings on secondary traumatic stress and self-care (e.g., Support for Teachers Affected by Trauma [STAT]).
 - Promote mindfulness techniques and staff social supports.



- Provide routine communication (in-person or virtual) to staff members to encourage self-care, including examples, and examples of wellness (e.g., saying no, accepting oneself and others, and not being at 100% all the time).
- Promote the use of staff support groups to enhance staff cohesion and coping.
- Provide a monthly informational insert in staff checks about mental wellness and local resources.

TIER 1: CLASSROOM STRATEGIES

- How do LEAs promote safety and consistency in the classroom?
 - Establish and implement daily routines for both in-person and remote delivery.
 - Include stress management or mindfulness practices in daily classroom routine.
 - Consider impact of stress and trauma when assessing and supporting students.
 - Use restorative circles (in-person and virtually).

TIER 2/3: EARLY AND TARGETED INTERVENTION FOR STUDENTS AND STAFF

- What supports are currently in place to assist students and staff with mental health issues?
 - Provide staff with resources from their Employee Assistance Program (EAP).
 - Align district funding, policies, and programs to fully support mental wellness for students and staff.
 - Implement or scale up Social Emotional Learning (SEL) to promote social–emotional competencies among students. Promote and support adult SEL.
 - Maintain or expand student mental health services using LCFF, ESSA Title II and IV funds, or other leveraged resources.
- What technology is being used to deliver mental health services remotely? Is this technology platform HIPAA or FERPA compliant? Is it secure?
 - Review district policy and coordinate with mental health partners to ensure confidentiality.
 - Assess what supports are currently in place to assist students with mental health issues.
 - Encourage students to use counseling services as needed. Promote messaging to remove stigma.
 - See that staff are trained in evidence-based practices (CBITS, SSET, DBT for Schools, etc.).
 - Provide information about and access to tele-behavioral health services for counseling services (group, individual).



COMMUNICATION AND COMMUNITY ENGAGEMENT



COMMUNICATION

The COVID-19 pandemic has created intense stress and trauma for the stakeholders schools serve. Any carefully crafted reopening plan will be only as successful as an LEA's ability to maintain trust and credibility through frequent and transparent, two-way communication.

Research on risk communication shows that people are less able to comprehend information when under stress and trust is determined when organizations demonstrate empathy and honesty during a crisis.

CDE recommends that schools develop comprehensive communication plans targeting key audiences—such as students, parents and caregivers, employees, and community members—that are responsive to stakeholder concerns. Implementing clear, consistent, and specific communication protocols will allow everyone to safely reengage in this next transition for schools.

Effective communication plans will:

- Understand and utilize the communication methods preferred by target audiences.
- Determine the desired outcomes of communication efforts and design key messages to achieve them.
- Differentiate key messaging across multiple platforms (e.g., email, text messaging, push alerts, infographics, website posts, social media, news media outlets, printed mailings, etc.).
- Include languages other than English.
- Use communication methods that will accommodate persons with hearing and visual impairments.
- Develop frequent messaging that includes all critical information to reduce confusion, anxiety, or misunderstandings. Certainty reduces stress, even when there are not always specifics to share. For example, if plan or action step specifics are not yet available, provide detailed updates and information about the decision-making process and factors being considered (especially as they pertain to stakeholder feedback).



- Ensure communication is bias free and destigmatizing and does not perpetuate stereotypes.
- Use existing school resources to amplify messaging: school campus signage, marquees, existing handouts, etc.
- Provide contact information for follow-up questions or concerns.
- Develop a dedicated hotline and web page that includes answers to common questions and that all staff can direct the public to for the latest updates. This measure can reduce the burden on individual employees and will promote message clarity and consistency across schools.
- Encourage consistency of messaging by developing internal talking points for frontline staff, including principals, teachers, office and clerical staff, etc.

Communication strategies leading up to school reopening should emphasize the safety measures undertaken by the school, including personal protective equipment (PPE) for students, teachers, and staff, cleaning and sanitization protocols, physical distancing measures, and mental health and well-being supports. LEAs should also inform parents about the importance of symptom onset and keeping students home when sick. Communication efforts should also outline processes for parent and guardian visits, pick-up, and drop-off.

LEAs should consider partnering with community organizations, local government, health officials, and higher education partners, leveraging trusted third-party messengers to reach a broader audience.

COMMUNITY ENGAGEMENT

As schools begin to plan for reopening, they must actively and authentically engage parents and caregivers, families, and students in the decision-making process in order to build trust and credibility for any plans that are implemented. Effective community engagement will:

- Clearly communicate the organization's objectives.
- Ensure stakeholders understand the ask and their role in the process.
- Specify how and when feedback will be used in the decision-making process.
- Reflect back to stakeholders the feedback received to demonstrate the organization has listened.
- Close the loop and strengthen credibility by communicating how feedback was acted upon.

Examples of effective community engagement strategies include:

- Qualitative and quantitative surveys.
- Focus groups and listening sessions with target stakeholders.
- Previews of draft plans with representative stakeholders to build early understanding and solicit real-time feedback.
- Appointment of representative stakeholders—administrators, students, educators, parents and caregivers, health officers, etc.—to steering committees and task forces charged with developing plans.

EARLY LEARNING AND CARE

Early learning and care (ELC) programs are critical to the California economy. Many essential workers have children who require supervision and care while they perform their essential functions in the community. These children need a safe, quality environment with rich learning experiences and responsive interactions while their parents work.

Many school districts have ELC programs located on the school site that serve infants and toddlers or preschoolers during the day or operate as before or after school programs. The majority of these programs have contracts to provide care that are overseen by the CDE Early Learning and Care Division (ELCD) while other schools might operate an Early Head Start or Head Start program or use Title 1 funds for early learning.

Local school systems may want to consider reopening ELC programs on their campuses even if other classrooms remain closed in order to ensure families in their communities have adequate care for their children while they are at work. (See the [CDC guidance](#) and additional guidance from CDSS as available for more information about making the decision to reopen.)

As LEA ELC programs make decisions about whether and how to reopen in adherence to local and state health directives, they should ensure compliance with all program requirements. To ensure the health and safety of staff and children, programs should utilize resources developed by the California Department of Social Services (CDSS) and by ELCD outlining new regulations and operating procedures.

LEA ELC program providers will need to be well-resourced with cleaning and medical supplies, paying specific attention to handwashing stations, use of PPE by staff—face coverings at a minimum, and disinfecting procedures for all shared surfaces and materials, including toys and other manipulatives. (See [MB 20-06](#) and [PIN 20-06-CCP](#) for additional guidance.) All staff and children should minimally undergo temperature checks at the start of each day and appropriate actions should be taken as health concerns including, but not limited to, a temperature above 100.4 degrees Fahrenheit or known exposures to COVID-19 arise.

LEA ELC program providers should also take steps to ensure their ability to maintain reasonable physical distancing prior to reopening, including the following:





- Adhering, to the extent possible, to best practices guidance issued by the CDSS and ELCD regarding group size and ratios while also maintaining contractual requirements, unless waived.
- Instituting procedures to ensure children are grouped in the same configuration, with the same staff throughout the day and restrict mixing between groups. This may require reconfiguring the physical space (e.g., deconstructing centers to ensure access to all types of activities for all children) or moving children between physical spaces throughout the day.
- Closing or repurposing communal spaces such as cafeterias and libraries while implementing physical distancing procedures. Such spaces may offer opportunities for reconfiguring to support smaller groups of children.
- Maximizing outdoor time for children in accordance with schedules to rotate use and allow for cleaning of any shared materials or equipment.
- Utilizing head-to-toe placement of children and creating physical barriers, as needed, to protect children and ensure distancing during naptimes.
- Staggering arrival and pick-up times to limit direct contact with and between parents and caregivers to the greatest extent possible and creating processes such as curbside pick-up or different doors for entering and exiting to the greatest extent possible.

For additional guidance on implementing physical distancing with young children, see [recommendations from the Center for Disease Control \(CDC\)](#), [recommendations from the University of California San Francisco Child Care Health Center](#), and guidance in [MB 20-06](#).

ELCD will continue to support contractors who are unable to reopen and supplement providers who do reopen as funding and Executive Orders prevail. (See [MB 20-11](#) and [MB 20-06](#).)



SCHOOL SERVICES

TRANSPORTATION

Background

Many LEAs in California operate a school bus program to transport students to and from school. The California school transportation system is the largest mass transportation operation in the state. The system comprises 24,201 public and privately owned school buses, which transport approximately 1,121,857 students to and from school each day.

As the LEAs plan for reopening and decide on their instructional model, transporting students will need to align with the chosen model. Collaboration between the instructional program staff, school transportation staff, and city bus services will be necessary to ensure students reliant on school and city buses will be at school on time. Given the complexities of aligning transportation and instructional models, collaboration and further statewide dialogue on strategies and different scenarios will need to occur. It is critical to plan for the safe transportation of students to and from school during this pandemic.

Best Practices

In order to practice physical distancing on a school bus, the seating capacity must be reduced. This may necessitate the use of a seating chart to designate which seats are available for use.

Routing is the responsibility of the transportation providers at local levels. Each LEA or private carrier will need to evaluate the need of the students that are provided transportation. Transportation providers should be assessing their routes now to determine what will work for their individual area by surveying families and collaborative planning with stakeholders.

Loading/Unloading Zones and Bus Stops

LEAs and private carriers need to consider whether there is enough space for physical distancing at bus stops and school loading and unloading zones. Once physical space is confirmed, it is important to inform students and parents and guardians of steps they must





take to keep students and staff safe during loading and unloading. If transportation providers take the temperature of children prior to loading and unloading the school bus, the provider may need procedures in place for proper training to meet local policies.

Physical Distancing on School Buses

- Determine maximum capacity of students for each vehicle while meeting 6-foot physical distancing objectives.
- Create a plan for seating based on maximum capacity determined above. Sample options:
 - Option 1: Seat one student to a bench on both sides of the bus, skipping every other row.
 - Option 2: Seat one student to a bench, alternating rows on each side to create a zigzag pattern on the bus.
 - Mark or block seats that must be left vacant.
- Assign a bus aide to ensure distancing and do symptom screenings.
- Ensure 6-foot distancing at bus stops and while loading and unloading.
- Prevent students from walking past each other by taking the following measures:
 - Seat students from the rear of the bus forward.
 - Board afternoon runs based on the order in which students will be dropped off. Students who get off first should board last and sit in the front.
- Require face coverings for students and staff at bus stops and on buses.

Vehicle Cleaning

More information on cleaning practices is available in the [CDC Cleaning and Disinfecting Your Facility Guidelines](#).

NOTE: Wear disposable gloves to clean and disinfect.

Maintenance Scheduling

Vehicles may have exceeded a 45-day maintenance or inspection date while sitting out of service during the COVID-19 stay-at-home orders.

Vehicles need to meet all maintenance and inspection requirements before being placed back into service in accordance with [Title 13 CCR 1232 Periodic Preventive Maintenance Inspection](#).

Carriers and drivers need to look closely at each Vehicle Inspection Approval Certificate (CHP 292) in accordance with [Title 13 CCR 1231 Vehicle Inspection Approval Certificate](#).

Carriers and drivers need to make sure the vehicle's certificate is still valid and that 13 months from the last inspection have not been exceeded in accordance with [Vehicle Code 2807 Lawful Orders and Inspections](#).

Driver Training and Certification

LEAs and private carriers shall ascertain that all drivers meet licensing requirements before operating vehicles.



STUDENT MEALS

Student Meals

A successful nutrition program is a key component to every educational environment. School meals protect the most vulnerable children against hunger. A child cannot focus on learning when they are feeling hungry. School meals boost learning, and studies show that students perform best academically when well nourished. Therefore, ensuring a child has access to healthy and appealing meals in schools is extremely important.

As school food service operations transition from serving meals during unanticipated school closures to serving meals in a blended learning school environment, school districts will need to consider national, state, and local health and safety guidelines. It is important that school districts engage school food service directors in district discussions regarding plans for reopening schools to ensure that students participating in all learning models have access to healthy meals.

School districts will need to consider the resources and flexibilities necessary to transition food service operations to an on-site or off-site student meal delivery system or operate both at the same time. This includes applying for state or nationwide waivers and updating school policies, standard operating procedures, and trainings to ensure compliance with Child Nutrition Program requirements and procuring equipment, supplies, and menu options necessary for meal service.



Considerations for Changes in Food Service Operations

HEALTH AND HYGIENE PROMOTION

- Designate a COVID-19 coordinator.
- Teach and reinforce handwashing and use of a cloth face covering by employees when near other employees or students.
- Have adequate supplies for both employees and students including soap, hand sanitizer, and tissues.
- Post signs on how to stop the spread of COVID-19.

CLEANING AND SANITATION

- Update standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses, and central production kitchens.
- Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.



- Clean and disinfect surfaces frequently touched by students during meal service, including tables, chairs, carts used in transportation, and point-of-service touch pads. Use timers for cleaning reminders.

MEAL PREPARATION

- Ensure gloves, masks, disposable aprons, and other supplies are readily available.
- Promote fresh healthy menu options that are individually plated meals and preportioned and prewrapped produce.
- Use disposable trays and wrap cold items in plastic and hot food with foil.
- Consider how work stations can be reorganized for proper physical distancing during meal preparation and meal service.
- Adjust employee shifts to minimize number of staff in the kitchen.

ONSITE MEAL SERVICE

- Assess whether to serve meals in the classroom or cafeteria or to use outdoor seating.
- Encourage physical distancing through increased spacing, small groups, and limited mixing between groups, if feasible. Stagger meal times to allow for cleaning between meal services and to serve students in smaller groups.
- Provide at least 6 feet of physical distancing between groups or tables by increasing table spacing, removing tables, marking tables as closed, or providing a physical barrier between tables.
- Provide physical guides, such as tape on floors or sidewalks and signage on walls to ensure that students remain at least 6 feet apart in lines or while waiting for seating.

- Remove or suspend use of share tables and self-service buffets for food and condiments.
- Consider having staff wear masks and gloves while using point of service (POS) touch pads, replace touch pads with a scanner, or have hand sanitizer available.
- Install physical barriers, such as sneeze guards and partitions, at POS and other areas where maintaining physical distance of 6 feet is difficult.
- Consider increasing access points for providing meal service.
- Ensure cleaning of every table between groups of students or meal service times.

OFFSITE MEAL SERVICE (WITH APPROVED USDA WAIVERS)

- Offer grab-and-go student meals for consumption at home, including drive-through, delivery, or curbside pick-up options.
- Assess whether there are students who are unable to access school meal distribution sites and identify ways to address these gaps.
- Consider whether it is feasible to continue to use buses to distribute meals to students.

COMMUNICATION WITH STUDENTS AND FAMILIES

- Notify parents and the school community about school meal service and options.
- Use a variety of communication methods such as social media, newsletters, and school websites.



APPENDICES

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APPENDIX A. CDE HEALTH AND SAFETY CHECKLIST

CDC DECISION-MAKING TREE

Visit <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf> for guidance on reopening decisions.

CAMPUS ACCESS

- [CDC: What to Do If You Are Sick](#)
- [CDC: People Who Are at Higher Risk for Severe Illness](#)

HYGIENE AND PPE

- [CDC: Hygiene Practices](#)
- [CDC: Using Personal Protective Equipment \(PPE\)](#)
- [CDC: Use of Cloth Face Coverings to Help Slow the Spread of COVID-19](#)

CLEANING AND DISINFECTING

- [EPA: 6 Steps for Safe and Effective Disinfectant Use](#)
- [EPA: List N - Disinfectants for Use Against SARS-CoV-2](#)

EMPLOYEE ISSUES

Information for Staff Training

- [Healthy Schools Act](#)
- [CDPR: California School & Child Care Integrated Pest Management \(IPM\)](#)
- [CDC: Interim Infection Prevention and Control Recommendations for Patients with Suspected or Confirmed Coronavirus Disease 2019 \(COVID-19\) in Healthcare Settings](#)

Protect and Support Staff Who Are at Higher Risk for Severe Illness

- [CDC: People Who Are at Higher Risk for Severe Illness](#)

Communication with Students, Parents, Employees, Public Health Officials, and the Community

- [CDC: Criteria to Discontinue Home Isolation](#)
- [CDC: Public Health Recommendations for Community-Related Exposure](#)



APPENDIX B. RESOURCES

Instructional Programs

COLLABORATION AND ASSESSMENTS

Multi-Tiered System of Support

For more information, please visit the California Department of Education's Multi-Tiered System of Support (MTSS) web page at <https://www.cde.ca.gov/ci/cr/ri/>.

Grade Two Diagnostic Assessments

The Grade Two Diagnostic Assessments web page at <https://www.cde.ca.gov/ta/tg/da/> provides more information about the optional diagnostic assessments for students in grade level two for English Language Arts (ELA) and mathematics that meet the requirements of California *Education Code*, Section 60644.

Grade K–8 Assessments

All instructional materials adopted by the State Board of Education include assessments for measuring what students know and are able to do, and also advise teachers how to use assessment results to guide instruction. Thus, if the district is utilizing SBE-adopted materials, standards-based assessments are provided in the instructional materials.

Tools for Teachers

A preview release of Tools for Teachers, the new Smarter Balanced formative assessment component of its system, is scheduled to be available June 16, 2020, at <http://www.smarterbalanced.org/tools-for-teachers/>. Tools for Teachers provides subject- and grade-specific resources intended to help educators apply the formative assessment process during daily instruction.

Curriculum Frameworks

All of the curriculum frameworks discuss the use of assessment of learning. Screening assessments identify students who may need additional supports or instruction, diagnostic assessments provide specific information about the difficulties, and progress-monitoring assessments provide feedback on whether planned interventions to address the difficulties are effective. These assessments can operate in short or medium cycles.

To access the various frameworks, please visit the CDE Curriculum Frameworks and Instructional Resources page at <https://www.cde.ca.gov/re/di/or/cfird.asp>.

Progress Monitoring: Interim Assessments Resources

For resources to support progress monitoring, please see the CDE Smarter Balanced Interim Assessments for ELA and mathematics web page at <https://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp>.

- More than 160 interim assessments are scheduled to be available August 20, 2020.
- Although developed for grade levels three through eight and high school, the Smarter Balanced Interim Assessments can be administered to students at any grade level (i.e., K–12).
- Results from these assessments will be electronically available to educators within 20 minutes of administration after a school or district coordinator creates the student groups for teachers to access these results.



For practice or training resources visit the California Assessment of Student Performance and Progress (CAASPP) web page at <http://www.caaspp.org/practice-and-training/> or the English Language Proficiency Assessments for California (ELPAC) Practice and Training Tests web page at <https://www.elpac.org/resources/online-practice-and-training-test/>.

For additional information or support for distance learning instructional strategies and learning acceleration, please contact the Curriculum Frameworks and Instructional Resources Division at distancelearning@cde.ca.gov.

For additional information or support for assessments, please contact the Assessment Development and Administration Division at caaspp@cde.ca.gov for CAASPP; elpac@cde.ca.gov for ELPAC; and pft@cde.ca.gov for Physical Fitness Test.

SOCIAL–EMOTIONAL LEARNING

- [CDE SEL and Distance Learning web page](#)
- *California's Social and Emotional Learning Guiding Principles* ([full version](#) and [summary](#)) and social and emotional learning [resource guide](#)
 - To learn more about this work, visit the CDE SEL web page at <https://www.cde.ca.gov/eo/in/socialemotionallearning.asp>

ENGLISH LEARNERS

The CDE English Learners web page at <https://www.cde.ca.gov/sp/el/> contains state and federal guidance, resources, webinars, program models, and newsletters to assist LEAs with implementing distance learning and the transition to reopening schools. This web page includes:

- Guidance
 - US Department of Education Guidance
 - English Language Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) Guidance
 - State Seal of Biliteracy Guidance
 - Distance Learning FAQs
- Resources
 - This section includes resources to support English learners; newcomers; multilingual students; and immigrant, refugee, and migratory students during distance learning and the transition to schools reopening, including supporting their social–emotional needs and physical health.
- Webinars or Models
 - Language Acquisition Programs; Dual Language
 - Distance Learning Designated/Integrated ELD
- English Learner Support Division (ELSD) and Parent Newsletters

The Practitioners' Guide for Educating English Learners with Disabilities is available on the CDE [Educating English Learners with Disabilities](#) web page.



CAREER TECHNICAL EDUCATION

- The Guiding Principles and the 12 essential elements are located at the [Workforce Pathways Guiding Policy Principles page](#)
- [CDE Career Technical Education page](#) as a starting point for how current CTE students are being served
- [Resources for CTE distance learning](#)
- [California CareerZone](#)
- [California Career Center](#)
 - [California Career Center Mobile Applications page](#) featuring Career Surfer, My Stuff Job Central, and My Stuff CAP (career action plan) which students can use on their own and at their own speed to complete assignments
- [Cal/OSHA Industry Guidance](#)

EXPANDED LEARNING

- [Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality](#)
- [Science of Learning and Development Alliance resources](#)

Professional Relationships and Learning

- [CDE Quality Professional Learning Standards](#)

MODELS AND BEST PRACTICES

- [CDE Quality Professional Learning from a Distance](#)
- [CDE Distance Learning Guidance](#)
- [CDE COVID-19 Webinars](#)
- [Learning Forward: Tips for Leading Professional Learning Online](#)
- [Education Week \(Opinion\): What Does Remote Instructional Leadership Look Like During a Pandemic?](#)
- [Oakland Unified School District's Three Signature Social Emotional Learning \(SEL\) Practices](#)
- [Chief Learning Officer: How Can We Build Relationships in Virtual Isolation?](#)

Mental Health and Well-Being of All

- [CalSCHLS Learning from Home Survey](#)
- [CDE Resources for Students in Crisis](#)

Early Learning and Care

During the state of emergency, the ELCD released Management Bulletins to guide contractors through the COVID closures. This guidance was developed by ELCD in coordination with CDSS Community Care Licensing Division (CCL), CDE Nutrition Services Division, and the California Head Start State Collaboration Office.

- [MB 20-11](#) COVID-19 Guidance: Emergency Closures
- [MB 20-09](#) COVID-19 Guidance on Program Self Evaluation, Contract Monitoring, and Program Quality Requirements



- Please see the following associated webpage:
 - ▶ [Early Learning and Care Resources for Family Engagement and Professional Development](#)
- [MB 20-08](#) COVID-19 Guidance on Procurement and Audits
- [MB 20-06](#) COVID-19 Guidance Regarding Emergency Childcare Services for Essential Workers and At-Risk Populations
 - Please see the following associated forms:
 - ▶ [COVID-19 Self-Certification Form](#) (PDF)
 - ▶ [COVID-19 2020 Confidential Application for Emergency Childcare Services](#) (PDF)
 - ▶ [COVID-19 Temporary Waiver Request](#) (PDF)
- [MB 20-05](#) COVID-19 Guidance on Temporary Waiver of Family Fees
- [MB 20-04](#) COVID-19 Guidance on Apportionment, Attendance, and Reporting Requirements

The links below provide access to guidance documents.

CDSS AND CCL

- [PIN 20-06-CCP](#) (PDF) Social and Physical Distancing Guidance and Healthy Practices for Child Care Facilities in Response to the Global Coronavirus (COVID-19) Pandemic Written in Collaboration with the California Department Education

US DEPARTMENT OF HEALTH AND HUMAN SERVICES

HHS Administration for Children and Families Early Childhood Development [Caring for Our Children Basics: Health and Safety Foundations for Early Care and Education](#)

School Services

TRANSPORTATION

[Cal/OSHA Guidance for Transportation](#)

Vehicle Cleaning

- [CDC: Cleaning and Disinfecting Your Facility Guidelines](#)

Maintenance Scheduling

Vehicles may have exceeded a 45-day maintenance or inspection date while sitting out of service during the COVID-19 stay-at-home orders.

Vehicles need to meet all maintenance and inspection requirements before being placed back into service in accordance with [Title 13 CCR 1232 Periodic Preventive Maintenance Inspection](#).

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STUDENT MEALS

[Cal/OSHA Guidance for Restaurants](#)



APPENDIX C. FREQUENTLY ASKED QUESTIONS (FAQS): SAFE REOPENING OF SCHOOL DISTRICTS

1. What will LEAs do if a teacher has an underlying health condition?

LEAs should work with the teacher to obtain a medical note and may need to consider providing these teachers with accommodations, such as telework or negotiated change in classification or duties.

2. What will the plan be for nonteaching staff with underlying health conditions?

LEAs may need to provide these employees with the ability to work remotely. There may need to be some reassignment of duties that lends to these staff being able to work remotely, or in some other way that meets their need for accommodations, for example, a parent engagement liaison assisting parents with technical support.

3. If students have underlying health conditions or parents/family members have underlying health conditions, what accommodations will LEAs make?

LEAs will likely need to consider providing these students with the option to distance learn so as to protect students and families with compromised health systems from being in harm's way.

4. How will LEAs arrange students and staff to accommodate physical distancing conditions?

LEAs will likely have to maintain small class sizes and limit the number of students in hallways and common spaces. There may need to be a morning session and afternoon session at each school so as to accommodate all students arranged into small class sizes and to offset space limitations.

5. How will LEAs work with early-grade students who, because of their age, may struggle with maintaining physical distance or wearing a mask?

If students from early grades participate in in-person instruction, LEAs may need to arrange them in small groups and may need to increase the number of staff who work with the students in classrooms to help keep students separated in physical distancing ways.

6. How will you manage school spaces (hallways, common areas, etc.) to accommodate physical distancing needs?

Staff will likely need to remind students in hallways and common spaces to maintain physical distancing. LEAs will need to have signage throughout the campus communicating physical distancing requirements.

7. How will you handle requests from parents who state a preference for distance learning instead of in-person instruction for their children?

There are families that may request distance learning and LEAs should consider providing parents, who request it, with the option to learn through distance learning.

8. How will LEAs handle physical education considering the need for physical distancing?

LEAs may need to consider providing physical education through instruction provided to students in small groups or through distance learning where students complete assignments independently.

**9. How will LEAs manage meals during school hours?**

LEAs may need to consider serving meals utilizing different spaces on campus for health and safety reasons. For those with staggered start times, this could be accomplished in ways such as providing “grab-and-go” meals as students who attended a morning session ending by lunch time leave campus.

10. How will LEAs handle physical distancing guidelines during bus transport?

LEAs will need to consider how transportation can best support their chosen instructional model. LEAs may need to consider deploying more buses or bringing students to schools in shifts in order to maintain physical distances on buses. Buses will have to be fully sanitized between each run. CDE recommends that students should wear cloth face coverings and maintain 6 feet of physical distance while on buses.

11. What will LEAs do if students forget to bring a mask or do not have one?

LEAs will likely have to maintain a supply of masks at school for students and staff who forget to bring one.

12. What, if any, temperature-taking procedures will LEAs utilize?

LEAs will need to designate staff and create a system for student entry that accommodates temperature checks for all students. This could include a self-screening process for families prior to coming to school. In some instances, they may also need to arrange for staff to take the temperatures of students and staff as they arrive to prevent the further spread of the coronavirus.

13. How will LEAs address hand sanitizing procedures for students?

LEAs may have to establish hand sanitizing stations at all school entrances and on playgrounds so that students and staff can sanitize their hands upon entering and exiting the campus and classrooms.

14. How will LEAs address campus cleaning and sanitizing?

Campuses will have to deploy deep-cleaning schedules at campuses at least daily, frequently disinfecting door handles, handrails, sink handles, restroom surfaces, playground equipment, and shared items. Considerations will need to be made for longer breaks within the instructional day to accommodate handwashing. Occupational safety guidelines should be consulted to determine the interval and the ingredients needed to ensure that desks and surfaces are properly sanitized.

15. How will LEAs handle after-school program needs?

If LEAs offer after-school programs, physical distancing guidelines will have to be followed at all times. School and after-school program staff ratios will need to be adjusted (more staff and smaller student group sizes).

16. How will LEAs address sports and extracurricular activities?

LEAs will need to consult public health experts for when these activities may be safely resumed. LEAs are encouraged to be in touch with their local lead of the California Interscholastic Federations.



17. How will LEAs ensure consistency of instruction across classes and schools in each district? Given that during distance learning the amount and nature of work varied from class to class, how will LEAs promote consistency in districts where there is a blended form of instruction (i.e., in-person instruction and distance learning)?

LEAs will need to engage in a collaborative planning process with teachers to develop a scope and sequence for learning and a continuity of learning plan should future school building closures be necessary.

18. How will locker rooms be sanitized and managed?

These facilities will need to be sanitized daily and possibly after each physical education class or activity.

19. How will students with special needs be served (for example, students with moderate/severe special needs and students who are assigned with a 1:1 paraprofessional)?

LEAs will need to engage in a collaborative Individual Education Plan meeting that provides accommodations for the instructional program model that best meets the needs of the student. This could include how a student would access the support of a 1:1 paraprofessional in a blended learning model or a distance learning model.



APPENDIX D. DEPARTMENT OF PUBLIC HEALTH GUIDANCE

[CDPH Guidance Documents: Coronavirus Disease 2019 \(COVID-19\)](#)



ACKNOWLEDGMENTS

The California Department of Education is grateful for our partners for the consultation, guidance, and collaboration involved in the creation of this document. Thank you for your help encouraging innovation, improving equity, and strengthening the relationship between educators, schools, parents, and community partners. And, most importantly, thank you for providing guidance for safely reopening schools for California's 6.2 million students.

American Federation of State, County and Municipal Employees (AFSCME)
Association of California School Administrators (ACSA)
California Association of School Business Officials (CASBO)
California Charter Schools Association (CCSA)
California Collaborative for Educational Excellence (CCEE)
California County Superintendents Educational Services Association (CCSESA)
California Department of Public Health (DPH)
California Division of Occupational Safety and Health (Cal/OSHA)
California Federation of Teachers (CFT)
California Governor's Office of Emergency Services (CalOES)
California Labor Federation (CLF)
California Parent Teachers Association
California School Boards Association (CSBA)
California School Employees Association (CSEA)
California Special Education Local Plan Areas (SELPA)
California Teachers Association

Service Employees International Union (SEIU) 1000
Service Employees International Union (SEIU) Local 99
Service Employees International Union (SEIU) State Council
Small School Districts Association (SSDA)
SSPI Superintendents Advisory Council

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Cindy Quiralte, Policy Advisor
Keith Yamanaka, Chief Counsel
Daniel Thigpen, Director, Communications
Michael Funk, Director, Expanded Learning Support Division
Shanine Coats, Director, Curriculum Frameworks & Instructional Resources Division
Veronica Aguila, Director, English Learner Support Division
Barbara Murchison, Director, Educator Excellence & Equity Division
Juan Mireles, Director, School Facilities & Transportation Division
Kim Frinzell, Director, Nutrition Services Division
Kristin Wright, Director, Special Education
Mao Vang, Director, Assessment Development & Administration Division
Pradeep Kotamraju, Director, College & Career Transition Division
Stephen Propheter, Director, Early Learning & Care Division
Elly Garner, Director, Government Affairs Division
CDE Press & Technology Services Division

Agenda Item: Parent Survey

Prepared by: Susan Domenighini Charter Council Date: 06/16/2020

Background Information:

A Parent Survey was emailed to all parents / guardians on Thursday, May 28. It was requested that all surveys be completed by Wednesday, June 3. The survey was advertised in the ACORN on May 25, requesting that parents / guardians be watchful for the survey email. A reminder to complete the survey was advertised in the June 1 ACORN.

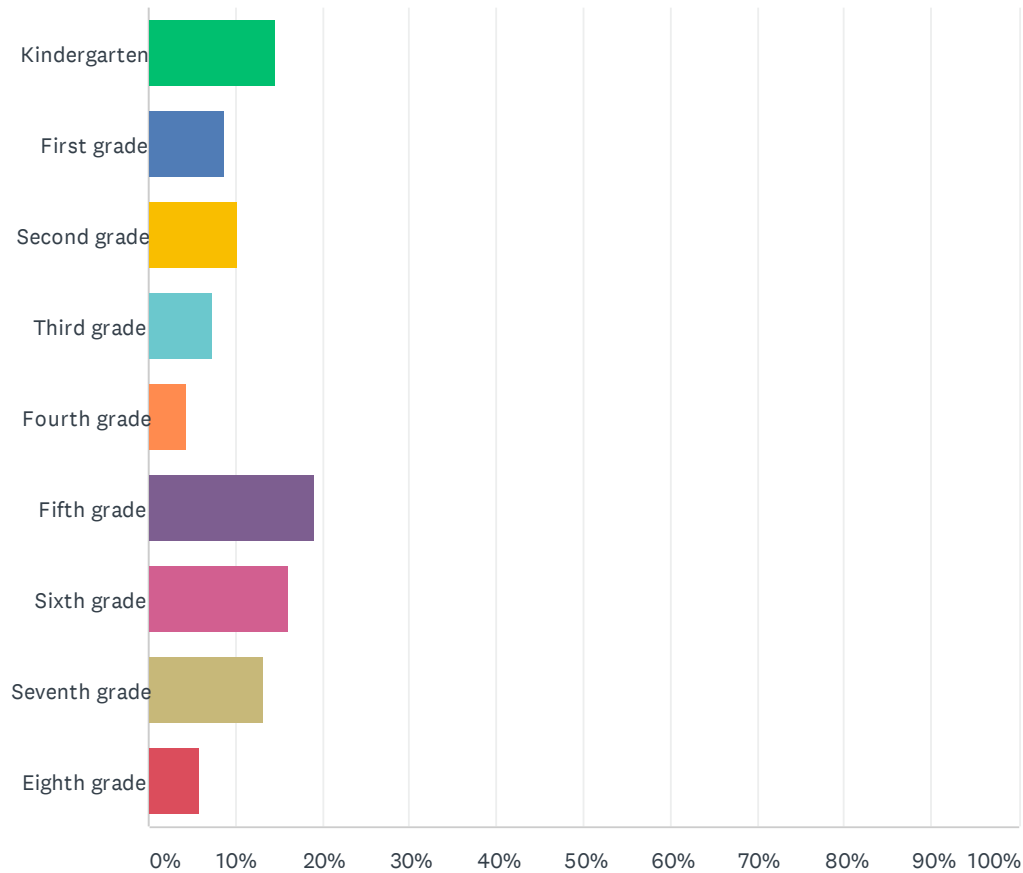
Dear Blue Oak families,

The following survey will help us better understand your experience this year and plan for next year. Please complete one survey for each child/student you have enrolled at Blue Oak Charters School. All survey by results need to be submitted by Wednesday, June 3rd, 2020 as we prepare to report to the Charter Council during the June meeting. Thank you.

Questions 1 - 3 were specific to parent and student names and have been left out of this presentation.

Q4 What grade is your student currently in?

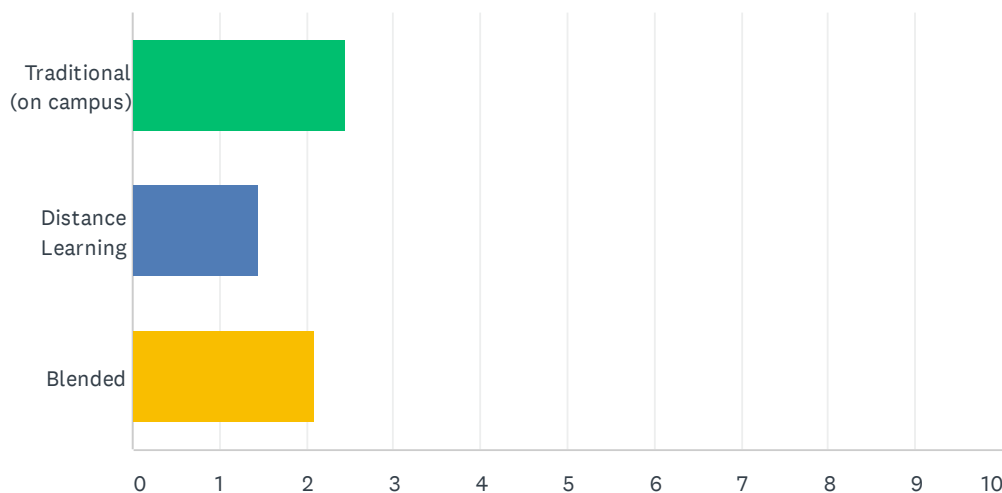
Answered: 68 Skipped: 0



ANSWER CHOICES	RESPONSES	
Kindergarten	14.71%	10
First grade	8.82%	6
Second grade	10.29%	7
Third grade	7.35%	5
Fourth grade	4.41%	3
Fifth grade	19.12%	13
Sixth grade	16.18%	11
Seventh grade	13.24%	9
Eighth grade	5.88%	4
TOTAL		68

Q5 Please rank the following options for 2020/2021 school year? 1: preferred 2: acceptable 3: if necessary

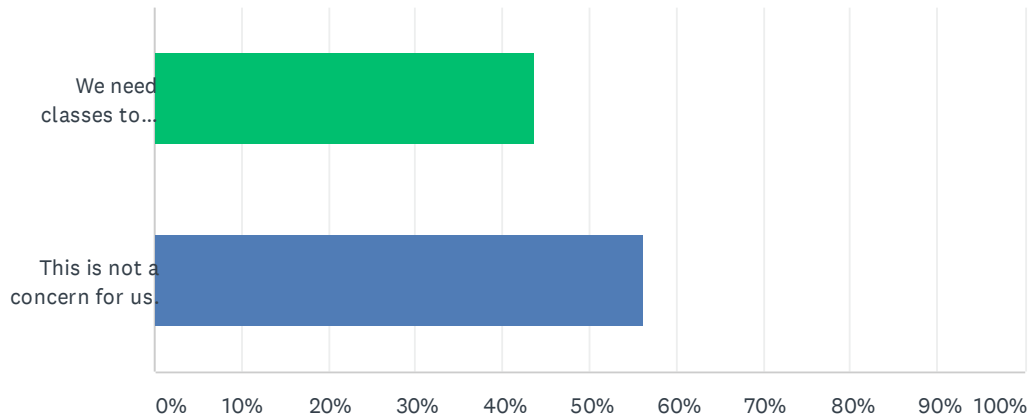
Answered: 64 Skipped: 4



	1 Preferred	2 Acceptable	3 If necessary	TOTAL	SCORE
Traditional (on campus)	65.63% 42	14.06% 9	20.31% 13	64	2.45
Distance Learning	17.19% 11	10.94% 7	71.88% 46	64	1.45
Blended	17.19% 11	75.00% 48	7.81% 5	64	2.09

Q6 How important are on-site classes to you due to childcare needs.

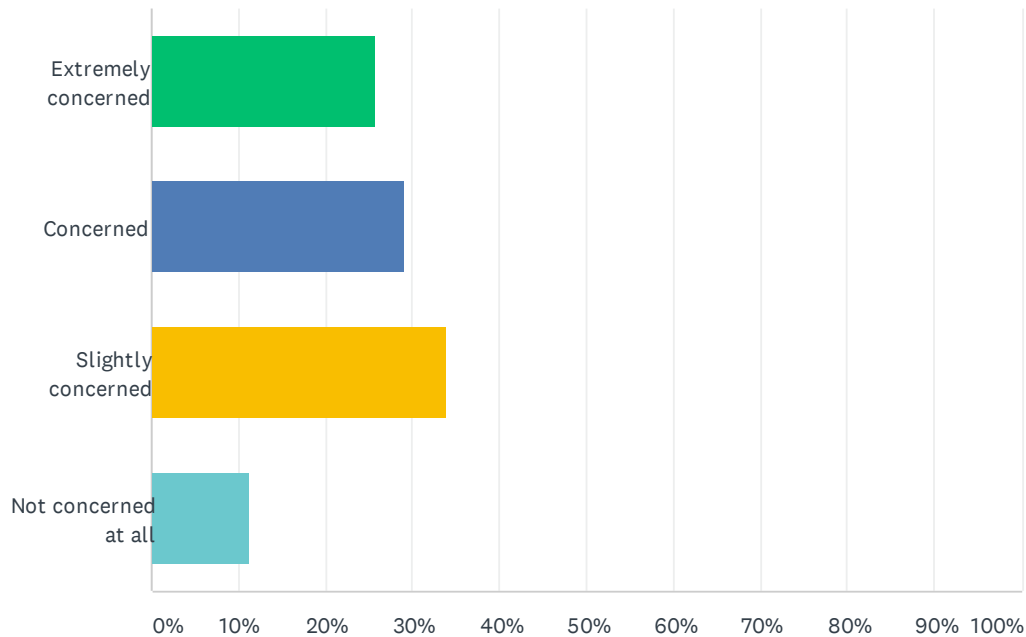
Answered: 64 Skipped: 4



ANSWER CHOICES	RESPONSES	
We need classes to reopen so the family can go back to work and/or our regular schedule.	43.75%	28
This is not a concern for us.	56.25%	36
TOTAL		64

Q7 How concerned are you about your child's social or emotional wellbeing?

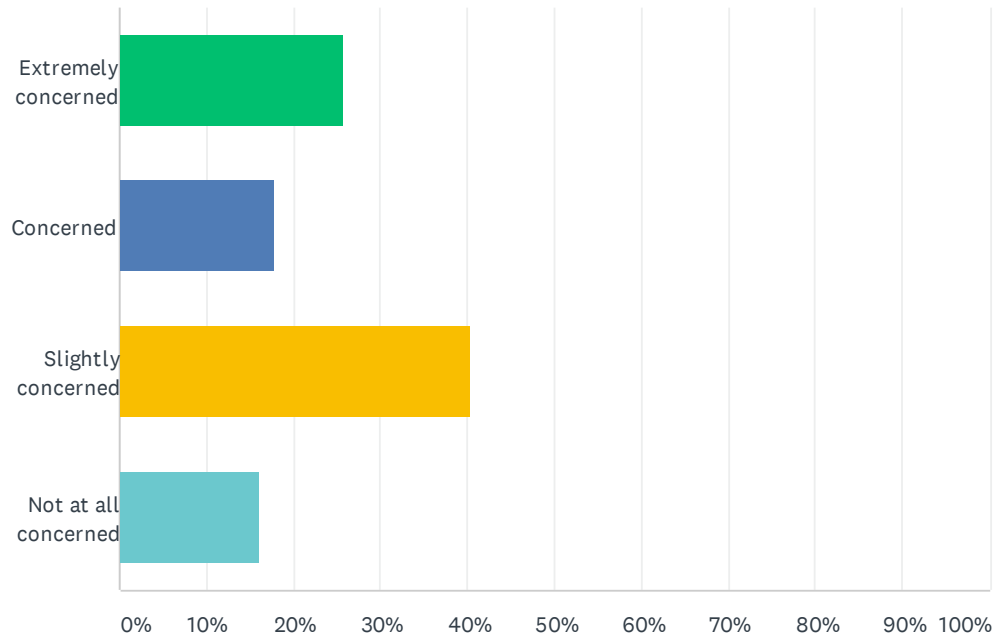
Answered: 62 Skipped: 6



ANSWER CHOICES	RESPONSES	
Extremely concerned	25.81%	16
Concerned	29.03%	18
Slightly concerned	33.87%	21
Not concerned at all	11.29%	7
TOTAL		62

Q8 How concerned are you about your child's educational progress?

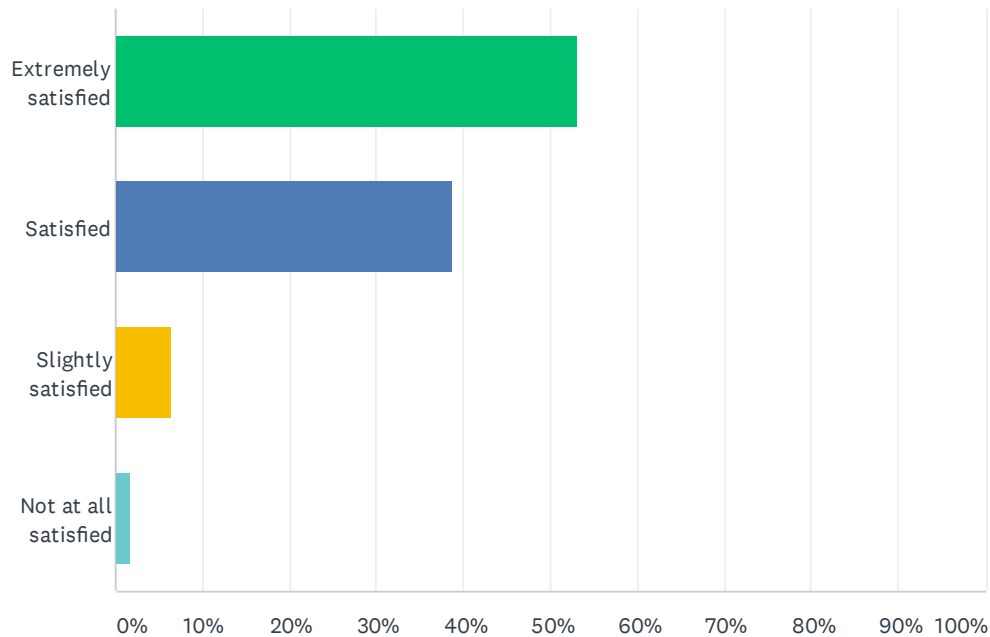
Answered: 62 Skipped: 6



ANSWER CHOICES		RESPONSES	
Extremely concerned		25.81%	16
Concerned		17.74%	11
Slightly concerned		40.32%	25
Not at all concerned		16.13%	10
TOTAL			62

Q9 How satisfied are you with the amount of communication from your child's teacher?

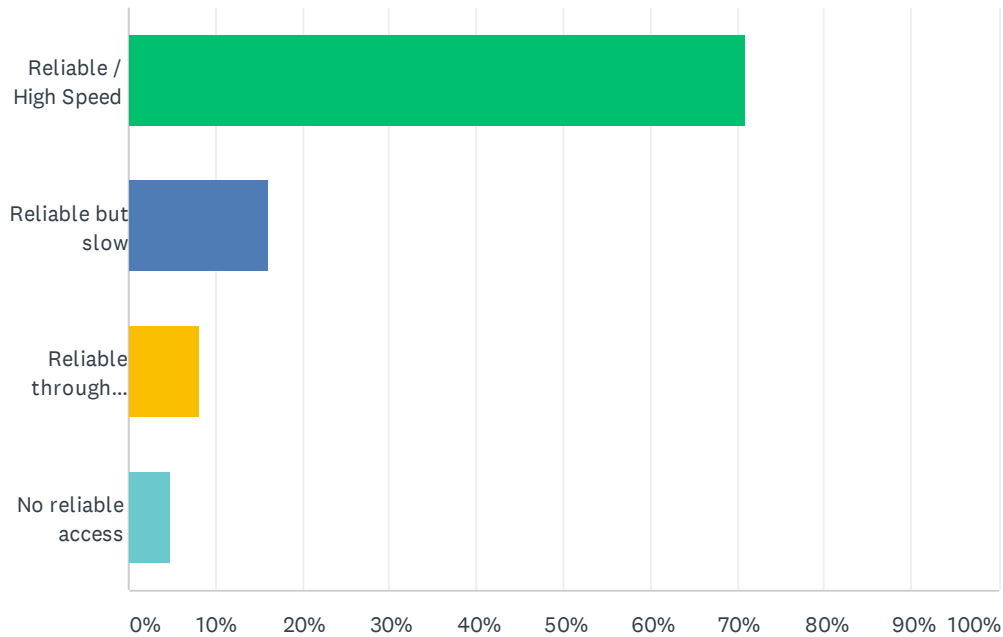
Answered: 62 Skipped: 6



ANSWER CHOICES	RESPONSES	
Extremely satisfied	53.23%	33
Satisfied	38.71%	24
Slightly satisfied	6.45%	4
Not at all satisfied	1.61%	1
TOTAL		62

Q10 What best describes your child's typical internet access?

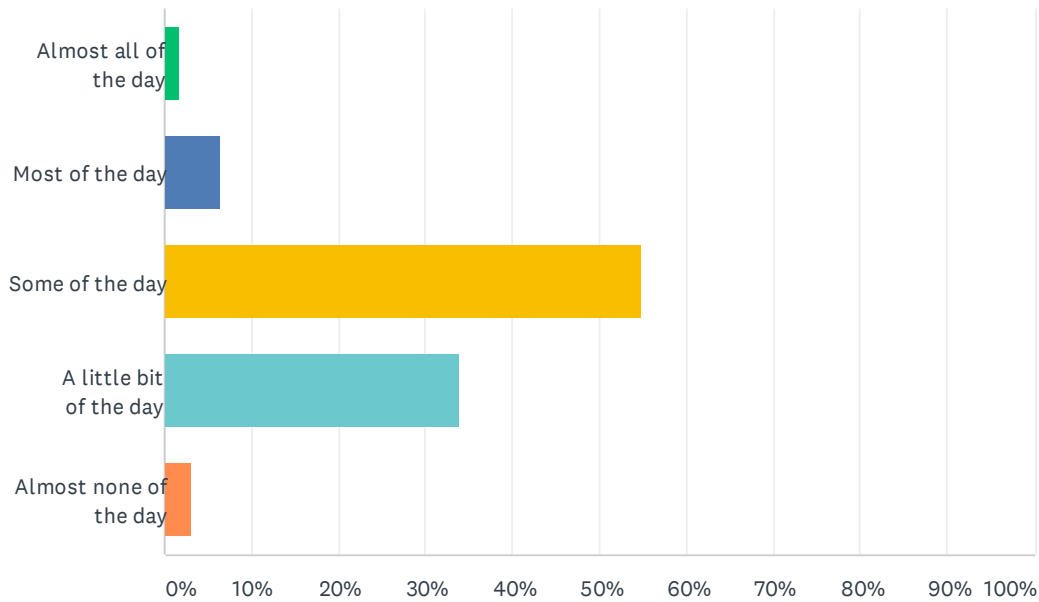
Answered: 62 Skipped: 6



ANSWER CHOICES	RESPONSES	
Reliable / High Speed	70.97%	44
Reliable but slow	16.13%	10
Reliable through smartphone	8.06%	5
No reliable access	4.84%	3
TOTAL		62

Q11 How much of the day is your child participating in learning activities from their school?

Answered: 62 Skipped: 6



ANSWER CHOICES	RESPONSES	
Almost all of the day	1.61%	1
Most of the day	6.45%	4
Some of the day	54.84%	34
A little bit of the day	33.87%	21
Almost none of the day	3.23%	2
TOTAL		62

Q12 Please use this space to leave any comments regarding the current school year or next school year.

Answered: 35 Skipped: 33

#	RESPONSES	DATE
1	Ah this year was so hard. Very stressful for the kids, very sad, not enough connection to the school. We are definitely looking at other options.	6/3/2020 8:44 AM
2	My child is not a self-starter. She needs to learn in a school environment. Distance learning/Home school does not work for her and is especially difficult w/both parents working full time from home.	6/3/2020 8:29 AM
3	There is a significant change in the school work from kindergarten to first grade. I am nervous for her to not be in class and get that groundwork. I am also nervous for her to be in school and possibly be exposed. There are no good options and I know this decision will be difficult.	5/31/2020 10:36 PM
4	I am nervous about my kids being back in school with all the unknowns related to covid. However I also don't have family in town that could help us out as alternate childcare if we have to stick with distance learning. Also, during first grade, her teacher (Miss Erin) left at spring break and the kids finished first grade behind. Now with missing the same amount of second grade, I'm nervous for her to be on track in third grade.	5/31/2020 10:32 PM
5	Xander really misses his classmates. The social impact this has had on him has been hard. He also does not do super great at distance learning. He is uncooperative with his parents about completing work.	5/31/2020 4:19 PM
6	Blue Oak has risen to the occasion when it comes to adapting to an online learning format for their students. Unfortunately my son's learning style is not conducive with distance learning. We have struggled to maintain a "normal" amount of academic structure in the home, and Colter's mental health was suffering from the lack of social contact with peers and change of environment. I thank the school for their efforts, and I acknowledge that this has been a struggle for everyone. Thank you for putting your all into providing students with what they needed, in as much of a capacity as you could given the circumstances.	5/30/2020 6:28 PM
7	The distance learning has been a slightly upgraded version of indepenedent study. Which is a short term solution. It is not distance learning. And I have no interest in having us continue in this way. We do not need an outside source to handout busy work. We are fully capable of such a task. My concerns are worsened by the lack of communication, concern and interest Blue Oak has shown for how we are doing and what we all think of what is happening. What working what's not? We asked our class teacher about big picture planning, what conversations are being had about next year etc. And her guessing over text messages does not really reflect well on leadership or inspire any confidence. And she should not be left in that situation. Leadership should be supporting their staff by being more transparent and getting AHEAD of concerns so teachers can do their work. They shouldn't have to tell you this or ask for you to address concerns. I am so saddened that this next year is my child's last year at Blue Oak.	5/30/2020 11:47 AM
8	I'm concerned that my child may fall behind academically, but if in-person classes resumed I'd be much more concerned about her health.	5/30/2020 2:48 AM
9	Our family would like to return to School as normal without restrictions.	5/29/2020 7:02 PM
10	our family would like school to return as normal. Not with restriction.	5/29/2020 6:59 PM
11	I really hope that we are able to get back to some sort of normal. My daughter loves school, but does not have that same enthusiasm with me as her teacher at home. We miss Teacher Sheila and all the other teachers and what they provide as professional trained instructors. Also, she is an only child so the lack of interaction with her peers has been tough.	5/29/2020 12:32 PM
12	I am not sure who at Blue Oak made the decision, or if it was made utilizing feedback from affected families (our was not consulted), but the fact that 6th graders are no longer eligible to attend the CARD after school program at Blue Oak is incredibly inconvenient and disappointing to us. We don't really have a viable alternative for after school care once we are back in face-to-face instruction.	5/29/2020 12:29 PM
13	Julia is one who needs hands on learning and benefits from being around others	5/29/2020 12:27 PM
14	Teacher Susan went completely above and beyond. She literally posted every single daily activity the entire time the kids were out of school. I am beyond grateful to her, to Ginger Chew and Ally Welch. All of my children's teachers handled distance learning with patience and grace. I believe they are the reason it wasn't as hard on our family in addition to the packet pick up and drop off schedule. I do not want to continue distance learning however I do feel that Blue Oak did an amazing job!	5/29/2020 11:25 AM

15	I feel my first grader is very behind. Extremely concerned is an understatement. Although he adapted well, I am not equipped to teach a first grader at home. They have so much to learn and I cannot give them the same experience that the school does. I don't have the education and to be honest the patients or time. It's been very stressful.	5/29/2020 11:17 AM
16	My hope is that there is not a one size fits all approach for the school. Options for parents is the best case scenario in my opinion.	5/29/2020 11:13 AM
17	Having access to teachers and the class through Zoom was crucial for Tyson. Those connections are so valuable to him and meant a lot for him to have access. The challenging thing was that he was aware that some students were not participating so it sometimes made it difficult for him to understand why he couldn't just skip the assignments that didnt interest him since that's what he saw some of his peers doing.	5/29/2020 8:31 AM
18	We only attended Blue Oak for a few weeks before the school closure. My daughter needs the social interaction with kids her age. She was already benefiting from interactions with other kids by attending school. I hope there is some type of in person classes this fall.	5/29/2020 6:36 AM
19	I would prefer my student not be on campus full time in the coming school year. I support group outings/gatherings, such as field trips.	5/29/2020 4:28 AM
20	I appreciate everyone for all that you do at blue oak!!!! This is a challenge and so many unknowns attached!!! Things will change regardless of anyone wanting it to go back to normal... sending love and respect to all of you!!	5/28/2020 10:30 PM
21	River didnt get to attend long sadly. Due to him moving with his dad. I just want to say your school and teachers are amazing. I love the Waldorf learning. Best school hands down out of all the school my 4 kids have attended and River being the youngest. It was the one thing he was sad about and that was him leaving. Thank you for everyone efforts and dedication and patience with the child. Finally a school that can back up the, Students are #1. Only have I seen that at B.O.C. A huge thank you to the best teacher Ive ever delt with, Mrs Welch.☺	5/28/2020 10:06 PM
22	My child seemed to focus solely on core academic subjects - Math, Language Arts, Main Lesson - and participated in almost no Specialty areas. As I am a school employee, my child was kept safe as I was able to work from home, but I was working at home, and often unable to support/ monitor her learning. She received Main Lesson via Zoom three times/ week. This was extremely valuable: socially, emotionally and academically. Her teacher was extremely supportive and readily available. Distant/ online learning lacks the humanity that makes a Waldorf school thrive.	5/28/2020 9:33 PM
23	My daughter starts kindergarten next year so I am concerned as to what her first year of school will be like and how to keep her first school experience full of wonder and magic amidst a pandemic full of fear, worry and uncertainty.	5/28/2020 8:08 PM
24	I am concerned with the health and spreading of the virus. My child is self motivated so I am not as concerned with her falling behind with school, but I am concerned about getting sick since we have 3 people in the house with respiratory or compromised immune system issues.	5/28/2020 7:54 PM
25	We definitely need more structure but could see blended if online classes were being taught and not just child led.	5/28/2020 7:38 PM
26	I don't believe it will be safe to hold traditional classroom educational practices at the start of the next school year	5/28/2020 6:14 PM
27	I hope that my son is able to participate in a classroom environment again soon, provided that all necessary safety precautions are taken for everyone's health & safety.	5/28/2020 6:02 PM
28	Susan has done an outstanding job putting together daily curriculum for Kindergarten!! My only comment is that I wish I had the week ahead to plan, instead I am just working a week behind (some activities need supplies or recipes need ingredients I need to plan ahead for). The quality of learning materials is excellent and the right amount for Kindergarten! We are concerned about safety/health issues returning to school too soon and do not plan to return in person for fall. We hope there is an option for distance learning at Blue Oak as we strongly would like to stay connected to this school. Things that would be helpful in the future would be a parent Zoom check in, maybe on the weekend, with the teacher to go over curriculum for the week ahead (or planning supplies for the week beyond that). It would be great to have parent training on setting up structure for the day and managing sibling conflicts. I think that the class Zooms we have had were hard and unstructured for the kids. It would be enjoyable to log in to hear our	5/28/2020 5:46 PM

teacher sing or tell a story (more structure) or have these pre-recorded (so coordinating schedules in less of an issue). My son misses his teacher's voice and I don't get the tune/rhythms of the songs correct. Susan sent one recorded song and my son's face lit up! If they were pre-recorded, we could play them again and again to learn the song and tune. I have other ideas, if helpful, and am a virtual mentor instructor for CSUC. I would love to help Blue Oak further, if needed. Please feel free to reach out. :) We love and miss you.

29	As a single-parent and sole provider for 3 small children, school and child care are imperative for me. I am unable to work and provide for children without these systems in place. Additionally, I am concerned for my student's emotional/social health being drastically separated from his regular school environment and routine. He misses his friends, teacher, and the stability his regular school routine provided. While I do my best with distance learning at home, I am under tremendous stress with all of the life changes that we are experiencing, and with two younger siblings who demand most of my attention, my oldest student is struggling to get everything done and to get a fair amount of attention from me to help him complete what he needs to. We are excited at the possibility of normalcy resuming in the near future. While we do our best to be mindful of the health of our community/society, social-distancing is not natural for children and I am hopeful that we do not see long-term detriment as our children experience and move through this unprecedented time. Thank you to all at the school. We are grateful for you.	5/28/2020 5:37 PM
30	Concerned about transitions back to school. We did really well until the last few weeks. My student needs the structure of school. With that being said also struggles with transitions. Whatever the plan is my hope would be to have some time to transition back. Thanks	5/28/2020 5:29 PM
31	Jason really needs his class and his teacher.	5/28/2020 5:24 PM
32	I am really hoping that next fall online teaching happens with much more teaching and interactions from teachers using zoom as a real classroom more	5/28/2020 5:21 PM
33	I am not good at homeschooling and Alex is failing because of it. We cannot handle anymore distance learning. Maybe you could keep distance learning for families that are comfortable with it and offer traditional for the other families	5/28/2020 5:18 PM
34	My child is younger so the social aspects of school are the most important to me at this time.	5/28/2020 4:48 PM
35	Due to the kids mom being compromised the kids exposure to covid-19 is a high concern for our family.	5/28/2020 4:41 PM

ALICE CERTIFIED ORGANIZATION



This is to certify that
Blue Oak Charter School
has successfully met the requirements of the ALICE Training Institute's Certified
Organization program, in active shooter response preparedness, and is hereby eligible
to bear the ALICE Certified Organization mark shown above.

Certificate Issued: **June 9, 2020**

Certificate Expires: **June 9, 2021**

Certificate Number: 23B5UN9Z

Organization: Blue Oak Charter School

Location: 450 W. East Ave
Chico, CA 95926

This **Certificate of Compliance** is based
on our successful review and confirmation
of the following:

ALICE Certified Employees:
Achieved Certification Requirements

Active Shooter Proactive Response Drill:
Last completed on 02/06/2020

Proactive Response Outline in EOPs:
Last audited on 06/09/2020

Issued By: ALICE Training Institute
3593 Medina Rd
Medina, Ohio 44256

Authorized By:

Greg Crane, President

ALICE
TRAINING INSTITUTE