Blue Oak Academy
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Blue Oak Academy
Street	28050 Rd 148
City, State, Zip	Visalia, Ca, 93292
Phone Number	5597307422
Principal	Staci Soares
Email Address	ssoares@blueoakacademy.org
School Website	https://www.blueoakacademy.org/
Grade Span	K-8
County-District-School (CDS) Code	54105460135459

2024-25 District Contact Information

District Name	Blue Oak Academy
Phone Number	5597307422
Superintendent	Donya Ball
Email Address	dball@theacademiescharters.org
District Website	https://www.theacademiescharters.org/

2024-25 School Description and Mission Statement

Our Mission:
The mission of our school is to provide a rich, meaningful education in a nurturing environment, where students are continually challenged, and their natural curiosity, creativity, and talents can thrive. We are a collaborative community of educators and families working together to help our students grow into virtuous, courageous, and intelligent citizens, equipped with a love of learning and a love of life, and eager to contribute to a better world.
Our Vision:
The Academies' charter schools model transformative change in education by elevating expectations of learning and growth.

2024-25 School Description and Mission Statement

With grit, tenacity, and empathy, we improve the world around us by embracing challenges as problem-solvers. We create an inclusive community with access to rigorous and enriching educational experiences that challenge and support individuals to achieve their personal best and realize new opportunities.

About Our School:
Blue Oak Academy (BOA) is a tuition-free TK-8 charter school located in Visalia, proudly serving the diverse children of Tulare County since opening its doors in August 2017. Our site-based instructional model combines project-based learning, differentiated and individualized instruction, multi-age classrooms, a looping structure, and a rich curriculum that includes Spanish, music, hands-on science, and service-learning opportunities. We are deeply committed to helping each student grow and improve every day. By fostering a supportive and enriching environment, we strive to educate the whole child—mind, heart, and character. Our school community inspires students to build resilience, pursue excellence, and embrace growth, equipping them to contribute to their communities both now and in the future. As a school of choice, Blue Oak Academy families share our vision for education. Together, we embrace the following guiding philosophies:

The heart of Blue Oak Academy is our unwavering belief that every child deserves equal opportunities to learn, grow, and thrive. Together, we are building a community where students are empowered to achieve their fullest potential and inspired to improve themselves and the world around them—every single day.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	44
Grade 2	42
Grade 3	45
Grade 4	43
Grade 5	40
Grade 6	56
Grade 7	28
Grade 8	32
Total Enrollment	414

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	49.8
Non-Binary	0.2
American Indian or Alaska Native	0.5
Asian	1
Black or African American	0.2
Hispanic or Latino	59.2
Two or More Races	1.7
White	35
English Learners	9.2
Homeless	0.7
Socioeconomically Disadvantaged	40.8
Students with Disabilities	12.8

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.10	80.33	120.70	60.54	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	8.74	10.30	5.21	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.20	10.93	8.30	4.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	22.30	11.20	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	37.50	18.85	18854.30	6.86
Total Teaching Positions	11.40	100.00	199.30	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.50	74.19	173.80	67.18	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	6.45	17.10	6.64	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	19.35	16.00	6.20	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	7.40	2.89	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	44.10	17.08	15831.90	5.67
Total Teaching Positions	15.50	100.00	258.70	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.00	77.78	169.90	65.02	231142.40	100.00
Intern Credential Holders Properly Assigned	2.00	11.11	23.70	9.09	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	11.11	17.00	6.53	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.40	1.69	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	46.10	17.67	14303.80	5.15
Total Teaching Positions	18.00	100.00	261.30	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	2.00	1
Misassignments	0.20	1.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.20	3.00	2

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	20.00	0	7.1

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Transitional Kindergarten- Core: Creative Curriculum Supplementals: • Phonemic Awareness by Michael Heggerty • Nancy Fetzer Reading and Writing Strategies • Rigby, Scholastic, Decodables and Booksource Leveled Readers • Project Based Learning Units • Writing Journals • Teacher Read Aloud Kindergarten- iReady Assessment Core: • Expeditionary Learning via Learn Zillion Supplemental: • Phonemic Awareness by Michael Heggerty • Nancy Fetzer Reading and Writing Strategies • Rigby, Scholastic, Decodables and Booksource Leveled Readers • High Frequency Word List (kinder words) • Project Based Learning Units • Writing journals • Teacher Read Alouds • iPad applications such as Epic • Calkins Units of Study in Writing Grades 1-5: iReady Assessment Core: Expeditionary Learning via Learn Zillion Supplemental:	Yes	0.00 %

	- iReady personalized pathway - Phonemic Awareness by Michael Heggerty - Nancy Fetzer Reading and Writing Strategies - Rigby, Scholastic, Decodables and Booksource Leveled Readers - Project Based Learning Units - Writing journals - Teacher Read Alouds - iPad applications such as Epic - Calkins Units of Study in Writing and Reading Grades 6-8: iReady Assessment Core: Expeditionary Learning via Learn Zillion Supplemental: - iReady personalized pathway		
Mathematics	Transitional Kindergarten: - Math manipulatives/ hands-on materials - Creative Curriculum Kindergarten: - iReady Assessment Core: - iReady curriculum and personalized pathway - Supplemental: - Math manipulatives/ hands-on materials Grades 1-8: - iReady Assessment Core: - iReady curriculum and personalized pathway Supplemental: - Math manipulatives/ hands-on materials	Yes	0.00 %
Science	Transitional Kindergarten- Core: Creative Curriculum - Project Based Units - Generation Genius - Hands-on materials and experiments Kindergarten: - Hands-on materials and experiments - Generation Genius - Project Based Units - Expeditionary Learning Units - NGSS Standards-aligned, teacher created lessons Grades 1-5: - Generation Genius - Expeditionary Learning Units - Project Based Units - Hands-on materials and experiments - NGSS Standards-aligned, teacher created lessons Grades 6-8: - OpenSci Ed.	Yes	0.00 %

	• Expeditionary Learning Units • Project Based Units • Hands-on materials and experiments • NGSS Standards-aligned, teacher created lessons		
History-Social Science	Transitional Kindergarten- Core: Creative Curriculum • Project Based Units Kindergarten: • Expeditionary Learning Units • Project Based Units Grades 1-5: • Expeditionary Learning Units • Project Based Units Grade 6-8: • Expeditionary Learning Units • Project Based Units • TCI History Alive	Yes	0.00 %
Foreign Language	TK-8 units/Teacher Created & Sonrisas	Yes	0.00 %
Health	PE units/Teacher created • standards aligned activities • PFT Prep	Yes	0.00 %
Visual and Performing Arts	Grade TK-5: • Art: Teacher created & aligned to project based learning units. • Classroom based music w/certificated music teacher. Grade 6-8: Choir, Band, Advanced Band, Drum Line, and Art available as elective and enrichment options.	Yes	0.00 %

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The Blue Oak Academy school site received an overall "good" rating on our recent FIT report. Construction and modernization project complete June 2024. All "fair" and "poor" ratings were addressed and corrected in modernization project completion.

Year and month of the most recent FIT report	January 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	
Safety: Fire Safety, Hazardous Materials		X	
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	34	36	29	31	46	47
Mathematics (grades 3-8 and 11)	22	19	18	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	246	244	99.19	0.81	36.07
Female	125	124	99.20	0.80	43.55
Male	120	119	99.17	0.83	27.73
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	141	139	98.58	1.42	35.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	33.33

White	90	90	100.00	0.00	38.89
English Learners	26	26	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	107	107	100.00	0.00	23.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	37	100.00	0.00	2.70

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	246	244	99.19	0.81	19.26
Female	125	124	99.20	0.80	18.55
Male	120	119	99.17	0.83	19.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	141	139	98.58	1.42	15.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	16.67
White	90	90	100.00	0.00	26.67
English Learners	26	26	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	107	107	100.00	0.00	13.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	37	100.00	0.00	5.41

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	29.55	32.39	4.55	0.00	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	72	71	98.61	1.39	32.39
Female	35	34	97.14	2.86	26.47
Male	36	36	100.00	0.00	36.11
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	46	45	97.83	2.17	22.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	22	100.00	0.00	54.55
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	32	100.00	0.00	21.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	7.69

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	78	80		90	64
Grade 7	41	66		93	61

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

At our school, we are fortunate to have an engaged parent community. We prioritize family involvement and actively invite participation through a variety of initiatives, including:

Monthly Parent Forums with the Academies Superintendent Dr. Ball:
Our Academies Superintendent hosts monthly parent forums via Zoom, offering both morning and evening sessions to accommodate different schedules. These forums provide families with timely updates on relevant topics and include opportunities for questions and feedback from site administrators. The sessions are widely advertised across social media platforms, and recordings are shared for those unable to attend. Additionally, families are encouraged to share their perspectives and concerns during monthly TACMO board meetings.

School Events:
Our school hosts a wide array of events that foster connection and learning for families including assemblies, student performances, Open House, and PTO-sponsored family nights at local restaurants. These events create opportunities for meaningful engagement between families, staff, and students.

Parent Communication:
Through our mass communication platform, ParentSquare, we keep families informed about upcoming events and share tools designed to support their child's learning and development at home. Parents receive timely updates, highlights of student achievements, and resources to help guide their decision-making as they support their children's growth.

Parent-Teacher Organization (PTO):
The Blue Oak Academy PTO is an enthusiastic group of parents dedicated to supporting our school's mission. They lead various fundraisers and community-building events throughout the year, including the Scholastic Book Fair and the Spring Festival.

English Learner Advisory Council (ELAC):
Our English Learner families gather four times a year to discuss opportunities for their children and provide valuable feedback

2024-25 Opportunities for Parental Involvement

on their needs and experiences. These meetings foster a collaborative environment that ensures our English Learner students and families feel supported.

Volunteering Opportunities:
Parents are welcomed and encouraged to volunteer in classrooms, support field trips, and contribute to school events. Their presence and participation are vital to the success of our school community.

Parent Representatives on the Board of Directors:
Two parents of current Blue Oak students serve on our governing board, ensuring that family perspectives are represented in decision-making processes.

Committee and Survey Participation:
Parents also serve as representatives on organizational committees, working alongside staff on key initiatives such as charter renewal, strategic planning, and policy updates. Families are also invited to share their insights and experiences through LCAP forums and surveys, Wellness surveys and others throughout the year. This input is invaluable as we work together to create a supportive and effective learning environment for all students.

Through these efforts, we strive to foster a culture of collaboration and mutual support that benefits our students, staff, and families alike.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	441	430	70	16.3
Female	218	216	27	12.5
Male	222	213	43	20.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	262	254	46	18.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	151	149	22	14.8
English Learners	48	46	9	19.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	191	186	40	21.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	61	60	14	23.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.85	2.76	2.95	3.39	3.25	2.79	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.95	0.00
Female	0.92	0.00
Male	4.95	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.82	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.99	0.00
English Learners	4.17	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.14	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.56	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Blue Oak Academy is committed to ensuring the safety and well-being of all students, staff, and visitors on campus. Our fully compliant School Safety Plan, which is reviewed and approved by the board annually, reflects our dedication to maintaining a secure and prepared school environment.

2024-25 School Safety Plan

Staff members receive comprehensive safety training throughout the year, including annual reviews during staff development meetings. These sessions cover essential procedures for common incidents, such as fire drills, earthquakes, and lockdowns. Students participate in regularly scheduled safety drills to ensure they are familiar with the appropriate responses to emergencies. Fire drills are conducted monthly, while earthquake/drop, cover, shelter-in-place, and lockdown drills are held three times per year, in compliance with state law.

The Blue Oak Academy School Safety Plan addresses a wide range of potential emergencies, including lockdowns, campus disturbances, active shooters, threatening intruders, hostage situations, fire/explosions, bomb threats, floods, earthquakes, and aircraft accidents.

Our plan includes:

Detailed campus maps with clearly marked safe escape routes, emergency shut-off locations, and two designated emergency command center setups.

A visual Incident Command Structure, outlining staff roles and emergency response teams.

A buddy teacher system for emergency coordination.

A student release plan with required forms and procedures to ensure a smooth reunification process.

Additionally, the safety plan includes an assessment of current strategies to address physical safety, school climate, youth development, legal compliance, and partnerships with community organizations.

At Blue Oak Academy, we understand that a safe and prepared environment is essential for fostering student growth and academic success. By prioritizing safety, we provide a secure space where students, staff, and families can focus on learning and thriving every day.

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	1	
1	14	3		
2	14	3		
3	13	3		
4	14	3		
5	13	3		
6	16	3		
Other	7	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	21		2	
2	21	1	1	
3	21	1	1	
4	19	1	1	
5	22	1	1	
6	19	1	1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	22		2	
2	14		3	
3	15		3	
4	14		3	
5	13		3	
6	28		2	

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	0.5
Nurse	0.25
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,121	2,577	9,544	81,024
District	N/A	N/A	9,544	
Percent Difference - School Site and District	N/A	N/A	0.0	
State	N/A	N/A	$10,771	
Percent Difference - School Site and State	N/A	N/A	-12.1	

Fiscal Year 2023-24 Types of Services Funded

Blue Oak Academy offers English Language Arts, Mathematics, History, Art, Spanish, Project-Based Learning, Social-Emotional learning, Service-Learning, Science, STEAM, Music, and PE courses to our students.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	63722	39789
Mid-Range Teacher Salary	74078	87825
Highest Teacher Salary	99172	135860
Average Principal Salary (Elementary)	120000	
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary	171000	
Percent of Budget for Teacher Salaries	40	
Percent of Budget for Administrative Salaries	5	

Professional Development

At Blue Oak Academy, professional development is thoughtfully designed to enhance instructional practices and support student growth across all grade levels. Teachers engage in ongoing training to implement accelerated learning strategies in both Mathematics and English Language Arts, ensuring that all students, including those needing additional challenges, can thrive academically. This professional development is facilitated by consultants from the Tulare County Office of Education (TCOE), providing staff with expert guidance and cutting-edge strategies to ensure instructional excellence.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	