

Blue Oak Academy

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Blue Oak Academy
Street	28050 Rd 148
City, State, Zip	Visalia, Ca, 93292
Phone Number	5597307422
Principal	Dana Stinson
Email Address	dstinson@blueoakacademy.org
School Website	https://www.blueoakacademy.org/
County-District-School (CDS) Code	54105460135459

2023-24 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/

2023-24 School Description and Mission Statement

Blue Oak Academy (BOA) is a tuition-free, Visalia charter school that opened August 2017. The school is a replication of Sycamore Valley Academy, a high performing and nationally recognized K-8 Charter School. Blue Oak Academy was founded to provide similar excellent educational programs as that of Sycamore Valley Academy to the diverse children in Tulare County. The school opened to grades K-2 in 2017-18 and expanded each year until we just reached our full capacity. During this 23-24 school year, we are proud to announce that we are now providing education to TK-8th grade students. We offer a site-based, academically accelerated instructional program with project-based learning, differentiated/individualized instruction, multi-age classrooms, looping model, and an enriched curriculum (including Spanish language, Music and Arts instruction, hands-on Science, and service-learning). These approaches support all students, especially those who have the desire to work ahead or work deeper in their studies. Our constructivist educational philosophy and our gifted education program makes our school unique in the Visalia area.

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. 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: Welcome to our amazing community of Blue Oak Academy, a TK-8 charter school. We can proudly state that we have had many successes as evidence of our relentless pursuit of excellence over these past seven years. "Mighty oaks from tiny acorns grow ." -Proverb Each oak tree produces the potential for limitless acorns, and ultimately a legacy of strong oak trees. This is true for all of our acorns; our students. With an environment that inspires, cares, and educates each child individually, our school is creating a whole grove of happy and courageous individuals that will provide beauty, strength and life for our community now and future generations. As Blue Oak Academy is a school of choice; our families are all here because they share in our vision for education. Let me share some of the unique, core philosophies of that vision.

- We are a mission-driven institution, a special community of educators and parents working together to provide our students with an excellent TK-8 education.

2023-24 School Description and Mission Statement

- We operate from principled, core beliefs about learning and children.
- We believe children find the greatest benefit in their formal education when they are empowered, active participants - students in an environment that responds to their interests, their questions, and their desire to define the world.
- We provide an enriching learning environment (a school with academic breadth, constructivist—hands on, collaborative teaching methods). Our enriched curriculum includes project-based thematic learning, Spanish language, hands-on Science, STEAM, History/Social Studies, Art, Music, and Physical Education.
- We believe in teaching the “whole child”. Blue Oak Academy believes students should be educated in matters of the heart as well as the mind. In addition to our rigorous academic program, a Blue Oak Academy education reaches beyond the walls of the classroom through social-emotional learning and community service.
- We teach our students to recognize need and to mobilize their resources of intellect, compassion, and altruistic action to better the world. Through their learning at Blue Oak Academy, our students are equipped to reach their fullest potential, amplify their talents, and improve their world.
- We educate our students by providing quality differentiated instruction that challenges them. Within the context of pursuing their personal best, our students nurture a range of higher-level thinking skills while building meaningful relationships with each other and our caring, passionate staff.
- We believe that how we teach is just as important as what we teach. Our passionate staff understands that our highest purpose in education is to develop habits of mind that enable students to become independent learners: to learn how to learn. In order to facilitate this, we employ a variety of lesson types, from more traditional direct instruction to inquiry-based lessons, where students are guided to discover the concept/idea themselves.

The heart of Blue Oak is that we operate from the conviction that EVERY child deserves to have equal opportunities to learn as they explore their world.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	42
Grade 2	42
Grade 3	41
Grade 4	38
Grade 5	45
Grade 6	38
Grade 7	32
Total Enrollment	342

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5%
Male	50.9%
American Indian or Alaska Native	0.6%
Asian	0.3%
Black or African American	0.3%
Hispanic or Latino	61.4%
Two or More Races	1.2%
White	33.6%
English Learners	11.7%
Homeless	0.9%
Socioeconomically Disadvantaged	45.3%
Students with Disabilities	9.9%

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	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	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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2022	
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: <ul style="list-style-type: none"> Teaching Strategies Supplementals: <ul style="list-style-type: none"> Individualized Computer Program: Lexia Teddy Bear Press: I Can Read Phonemic Awareness by Michael Heggerty Nancy Fetzter 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 Starfall and Epic Language Development using A Little Spot of Emotions Kindergarten-iReady Assessment Core: <ul style="list-style-type: none"> Expeditionary Learning via Learn Zillion Supplemental: <ul style="list-style-type: none"> Individualized Computer Program: Lexia Phonemic Awareness by Michael Heggerty Nancy Fetzter Reading and Writing Strategies 	Yes	0.00 %

	<ul style="list-style-type: none"> • Rigby, Scholastic, Decodables and Booksource Leveled Readers • Words Their Way (word sorts) • High Frequency Word List (kinder words) • Project Based Learning Units • Writing journals • Teacher Read Alouds <ul style="list-style-type: none"> • iPad applications such as Starfall and Epic • Calkins Units of Study in Writing and Reading <p>Grades 1-6: iReady Assessment</p> <p>Core: Expeditionary Learning via Learn Zillion</p> <p>Supplemental:</p> <ul style="list-style-type: none"> • Individualized Computer Programs: (Literacy): Lexia ,Reading Plus, and iReady personalized pathway • Phonemic Awareness by Michael Heggerty • Nancy Fetzner Reading and Writing Strategies • Rigby, Scholastic, Decodables and Booksource Leveled Readers • Words Their Way (word sorts) • High Frequency Word List (0-400 1st Grade) (300-700 2nd Grade) • Project Based Learning Units • Writing journals • Teacher Read Alouds • iPad applications such as Starfall and Epic • Calkins Units of Study in Writing and Reading 		
Mathematics	<p>Transitional Kindergarten:</p> <ul style="list-style-type: none"> • Unbound Ed • Math manipulatives/ hands-on materials <p>Strategies integrated from these sources:</p> <ul style="list-style-type: none"> • Pearson Investigations 3- CCSS • Math Perspectives (Kathy Richardson) • Math in Practice (Heinemann-Teaching Elementary & Froebel Gifts & Montessori Works (sensorial) strategies • Teaching Elementary & Children’s Mathematics- CGI strategies <p>Kindergarten:</p> <ul style="list-style-type: none"> • iReady Assessment <p>Core:</p> <ul style="list-style-type: none"> • iReady curriculum and personalized pathway • Supplemental: • Pearson Investigations 3- CCSS • Math manipulatives/ hands-on materials <p>Strategies integrated from these sources:</p> <ul style="list-style-type: none"> • Math Perspectives (Kathy Richardson) • Math in Practice (Heinemann) 	Yes	0.00 %

	<ul style="list-style-type: none"> • Teaching Elementary & Froebel Gifts & Montessori Works (sensorial) • Teaching Elementary & Children’s Mathematics-CGI <p>Grades 1-6:</p> <ul style="list-style-type: none"> • iReady Assessment <p>Core:</p> <ul style="list-style-type: none"> • iReady curriculum and personalized pathway <p>Supplemental:</p> <ul style="list-style-type: none"> • Pearson Investigations 3-CCSS (Middle School only: Illustrative Math) • Math manipulatives/ hands-on materials <p>Strategies integrated from these sources:</p> <ul style="list-style-type: none"> • Math Perspectives (Kathy Richardson) • Math in Practice (Heinemann) • Teaching Elementary & Children’s Mathematics-CGI 		
Science	<p>Transitional Kindergarten and Kindergarten:</p> <ul style="list-style-type: none"> • Expeditionary Learning Units • Hands-on materials and experiments • Websites • Nearpod lessons • Project Based Units • NGSS Standards-aligned, teacher created lessons <p>Grades 1-6:</p> <ul style="list-style-type: none"> • Generation Genius • Expeditionary Learning Units • Project Based Units • Hands-on materials and experiments • Websites • Nearpod lessons • NGSS Standards-aligned, teacher created lessons 	Yes	0.00 %
History-Social Science	<p>Transitional Kindergarten and Kindergarten:</p> <ul style="list-style-type: none"> • Expeditionary Learning Units • Patriotic exercises, songs • Geography- continents and oceans • American Symbols • Rules/Procedures See and Step • Project Based Units <p>Grades 1-3:</p> <ul style="list-style-type: none"> • Expeditionary Learning Units • Project Based Units including topics such as: Heroes/important figures, American • Symbols, Geography and Maps (states and countries), and Farm to Table Economics <p>Grades 4-5:</p> <ul style="list-style-type: none"> • Project Based Units including topics such as: Constitution, Native People Groups, Visalia and • California History, and Missions 	Yes	0.00 %

	Grade 6 <ul style="list-style-type: none"> Project Based Units including topics such as World History, Geography, and Ancient Civilizations TCI History Alive 		
Foreign Language	TK-6 units/Teacher Created	Yes	0.00 %
Health	PE units/Teacher created <ul style="list-style-type: none"> standards aligned activities PFT Prep 	Yes	0.00 %
Visual and Performing Arts	TK-3 <ul style="list-style-type: none"> Art Units/Teacher created Lessons in all six elements of art Lessons highlighting some of the great artists techniques Percussion and Rhythm lessons Grades 4-6 <ul style="list-style-type: none"> Lessons about each of the elements of art taught using a variety of mediums. Lessons coordinate to integrate with the current Project Based Learning unit. Music: Choral, Rhythm, Intro to Instruments 	Yes	0.00 %

School Facility Conditions and Planned Improvements

The Blue Oak Academy school site received an overall "fair" rating on our recent FIT report (December 2022). The "good" ratings were given in systems, cleanliness, safety, structural and external domains. The report gave a "fair" on electrical and restrooms/fountains. The "poor" rating was assigned to interior domain.

Planned facility improvements: classrooms are under construction to update and modernize the rest of the campus after the new classrooms are completed. This project is expected to be done around April 2023.

Maintenance: The vermin issue in the playground areas causing trip hazards are being addressed.

Year and month of the most recent FIT report

January 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			-Exhaust fans are not working in restrooms
Interior: Interior Surfaces			X	<ul style="list-style-type: none"> Ceiling tiles have water stains Ceiling tiles are broken Ceiling tile have holes Ceiling tile is missing Hole in the wall Rubber molding is loose Rubber molding is missing Carpet is stained
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			<ul style="list-style-type: none"> Flooring is dirty from old water leak Room has skunk-like odor

School Facility Conditions and Planned Improvements

				<ul style="list-style-type: none"> • Vermin holes are creating trip hazards
Electrical		X		<ul style="list-style-type: none"> • multiple light panels are out • Multiple bulbs are out • Light diffuser has a water stain • Light and outlet covers are missing • Electrical covers are missing in ceiling
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		<ul style="list-style-type: none"> • Drinking fountain has low flow • Faucet has a drip • Faucets are loose at base • Faucet handles are broken
Safety: Fire Safety, Hazardous Materials	X			<ul style="list-style-type: none"> • Paint peeling on window sills • Paint peeling on external wall • Paint peeling on towel dispensers (rusted)
Structural: Structural Damage, Roofs	X			-Active roof leak (bucket)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<ul style="list-style-type: none"> • Door handle is loose • Window is broken • Door Closer is broken

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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	33	34	30	29	47	46
Mathematics (grades 3-8 and 11)	21	22	20	18	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	195	195	100.00	0.00	34.36
Female	97	97	100.00	0.00	36.08
Male	97	97	100.00	0.00	31.96
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	118	118	100.00	0.00	30.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	68	68	100.00	0.00	42.65
English Learners	26	26	100.00	0.00	7.69
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	95	95	100.00	0.00	24.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	13.79

2022-23 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	195	195	100.00	0.00	22.05
Female	97	97	100.00	0.00	18.56
Male	97	97	100.00	0.00	24.74
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	118	118	100.00	0.00	20.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	68	68	100.00	0.00	26.47
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	95	95	100.00	0.00	14.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	10.34

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	16.67	29.55	--	4.55	29.47	30.29

2022-23 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	44	44	100.00	0.00	29.55
Female	16	16	100.00	0.00	31.25
Male	28	28	100.00	0.00	28.57
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	25	25	100.00	0.00	36.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	25.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	22	100.00	0.00	13.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100

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.

2023-24 Opportunities for Parental Involvement

Our school enjoys high parent involvement. We have invited parent/family participation in a myriad of ways, including the following:

- 1) Our Academies Superintendent, Dr. Ball, has offered monthly parent forums via Zoom for an evening and morning session. She updates our families on the relevant information. The conclusion of the forum has time set aside for families to ask questions and provide feedback from site admin. These forums are advertised on all social media venues. Parents are also encouraged to share comments and concerns at the monthly TACMO board meetings. Additionally, she records the meeting to share with families who were unable to make it.
- 2) Dr. Ball produces a monthly video highlighting school events and staff.
- 2) School Events: BOA provides many fabulous connection and learning opportunities for families throughout the school year, including assemblies, student performances, Open House, and PTO sponsored family nights at local eateries.
- 3) Parent Communication/Engagement via email and our mass communication platform Bloomz. BOA provides caregivers research-based, effective tools to equip parents with information to help them make wise choices at home to support their child's learning and growth. Student work and efforts are highlighted. Parents are informed of upcoming, relevant events.
- 4) Parent Teacher Organization (BOA PTO): The enthusiastic parents and guardians of Blue Oak Academy students have formed a PTO to promote the school's mission and support the staff of this school. They have been working on various fundraisers and community events for the year, including Scholastic Book Fair and Spring Festival. This group meets monthly in person and Facebook Live; the PTO board meets more frequently when working on specific projects.
- 5) English Learner Advisory Council (ELAC): Our English Learner Parents/Guardians come together four times a year. The purpose is to share about the opportunities for their children as well as allow them the chance to provide feedback about their children's needs and concerns. To encourage safety and openness for clear communication, the meeting is conducted in Spanish.
- 6) Volunteering: Parents are able to come and support teachers' in the classrooms and help with field trips.
- 7) Parent Representatives on the BOA Board of Directors: The governing board of our school always contains between 1-4 parents of current BOA students.

2023-24 Opportunities for Parental Involvement

- 8) Parent Representatives serve on our organization's committees, collaborating with staff on items such as charter renewal, strategic planning, and policy updating.
- 9) LCAP forums, LCAP surveys, and Wellness surveys: all families and guardians are invited to share their feedback and experiences with their student(s).

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	362	357	51	14.3
Female	178	174	25	14.4
Male	182	181	25	13.8
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	2	2	0	0.0
Asian	1	1	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	223	220	33	15.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	0	0.0
White	122	120	16	13.3
English Learners	41	41	4	9.8
Foster Youth	0	0	0	0.0
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	174	171	32	18.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	46	46	5	10.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.85	2.76	0.20	3.39	3.25	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.76	0
Female	0.56	0
Male	4.95	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.14	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.64	0
English Learners	4.88	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	5.17	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.7	0

2023-24 School Safety Plan

Blue Oak Academy has a fully compliant School Safety Plan. The 23-24 plan was board approved at the October 2023 meeting. Staff receive full training annually prior to the start of the new school year. During staff development meetings, our administration reviews basic procedures for more common incidents (fire drill, earthquake, lock down) with our teaching and administrative staff. Students on campus are prepared for the various drills that are scheduled monthly. Our School Safety Plan consists of responses to lock down, campus disorder, firearm/shooting, hostage/barricaded subject, threatening intruder, shelter in place, drop/cover/hold, earthquake, aircraft accident, fire/explosion, flood and bomb threat, and active shooter. We run monthly fire drills and have earthquake/drop, cover, shelter-in-place, and hold and lockdown drills three times per year according to state law. Our plan includes multiple campus maps detailing safe escape routes, emergency shut-off locations, two emergency command center locations and setups and general campus classroom and facility locations. We include a visual representation of our Incident Command Structure, with staff roles indicated, a listing of all emergency response teams and a buddy teacher list for emergency situations. There is also a student release plan, complete with the necessary release forms and information. Further, the BOA Safety Plan includes an assessment of strategies currently in place, and concerns regarding physical safety of students, school climate, youth development, compliance with laws, and community partnering.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	14	3		
2	15	3		
3	11	4		
4	11	4		
5	24		2	

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	0
1	21	0	2	0
2	21	1	1	0
3	21	1	1	0
4	19	1	1	0
5	22	1	1	0
6	19	1	1	0
Other	0	0	0	0

2022-23 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

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	0.5
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$7,607	
Percent Difference - School Site and State	N/A	N/A	22.6	

Fiscal Year 2022-23 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.

Our disciplinary system is based on Restorative Justice principles and is called our "social contract". The social contract includes the use of mediation and counseling for disciplinary infractions. The focus is on helping students repair what was broken through their misbehavior--whether physical property, the functioning of a classroom, or relationships with peers or staff. This approach takes significant staff time to facilitate, but sends the right message to students and is worth the investment of time in the yield it produces with preventing suspensions and building strong, trusting relationships among students, parents, and staff.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

We have two primary areas that we are focusing on for the 23-24 school year: Curriculum Planning, Academic Language Development (Integrated and Designated English Language Development), and iReady Implementation.

- Curriculum- We have set aside much of our PLC time to walk through the project learning/backward design model as a team, using the Expeditionary Learning (English Language Arts) units as a foundation. We are integrating evidence-based strategies for students that are identified as gifted, struggling academically or behaviorally and English Learners.
- Academic Language Development: Building on last year's training on Integrated English Learner Development with our consultant, we reviewed that process with coaching and taught the new staff. Those few that have English Learner students received Designated English Learner Development using the Reach curriculum.
- Math: Looking at data from local assessment and CAASPP, Math is a huge need. With our new implementation of the iReady Math curriculum, we are utilizing the iReady professional development offerings to implement with fidelity.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5