

Blue Oak Academy

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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/>.

2025-26 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 |

2025-26 District Contact Information

| | |
|------------------|---|
| District Name | Blue Oak Academy |
| Phone Number | 5596223236 |
| Superintendent | Karin Aure |
| Email Address | kaure@theacademiescharters.org |
| District Website | https://www.theacademiescharters.org/ |

2025-26 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. With grit, tenacity, and empathy, we improve the world around us by embracing challenges as problem-solvers. We create an

2025-26 School Description and Mission Statement

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 in August 2017. Our site-based instructional model emphasizes high-quality instruction through project-based learning, differentiated and individualized supports, and purposeful teaching aligned to grade-level standards. We offer a rich, well-rounded curriculum that includes Spanish, music, and service-learning opportunities to ensure students experience both academic rigor and meaningful enrichment.

At BOA, we are deeply committed to helping every student grow and improve every day. By fostering a supportive and inclusive learning environment, we educate the whole child. Our school culture promotes intellectual risk-taking, resilience, and a growth mindset, empowering students to take ownership of their learning and strive for excellence.

As a school of choice, Blue Oak Academy families partner with us in our shared vision for education. Together, we prioritize strong relationships, high expectations, and continuous improvement. Our staff collaborates intentionally to strengthen instructional practices, ensuring lessons are engaging, rigorous, and responsive to student needs.

The heart of Blue Oak Academy is our unwavering belief that every child deserves equitable opportunities to learn, grow, and thrive. We are building a community where students are inspired to reach their fullest potential, contribute positively to society, and embrace lifelong learning every single day.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|--------------------------------|--------------------|
| Transitional Kindergarten (TK) | 40 |
| Kindergarten | 53 |
| Grade 1 | 42 |
| Grade 2 | 46 |
| Grade 3 | 41 |
| Grade 4 | 44 |
| Grade 5 | 43 |
| Grade 6 | 41 |
| Grade 7 | 49 |
| Grade 8 | 31 |
| Total Enrollment | 430 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 48.1 |
| Male | 51.9 |
| American Indian or Alaska Native | 0.5 |
| Asian | 0.2 |
| Black or African American | 0.2 |
| Hispanic or Latino | 59.1 |
| Two or More Races | 1.6 |
| White | 37 |
| English Learners | 9.3 |
| Homeless | 0.7 |
| Socioeconomically Disadvantaged | 38.4 |
| Students with Disabilities | 11.6 |

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.

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) | 11.5 | 74.19 | 173.8 | 67.18 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 1 | 6.45 | 17.1 | 6.64 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 3 | 19.35 | 16 | 6.2 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 7.4 | 2.89 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 0 | 0 | 44.1 | 17.08 | 15831.9 | 5.67 |
| Total Teaching Positions | 15.5 | 100 | 258.7 | 100 | 279044.8 | 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.

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 | 77.78 | 169.9 | 65.02 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 2 | 11.11 | 23.7 | 9.09 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2 | 11.11 | 17 | 6.53 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 4.4 | 1.69 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 0 | 0 | 46.1 | 17.67 | 14303.8 | 5.15 |
| Total Teaching Positions | 18 | 100 | 261.3 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

2023-24 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) | 14.3 | 65.17 | 193.1 | 66.11 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 4 | 18.19 | 28.3 | 9.71 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 3 | 13.64 | 20.3 | 6.95 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 14.4 | 4.93 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 0.6 | 3 | 35.9 | 12.29 | 13705.8 | 4.91 |
| Total Teaching Positions | 21.9 | 100 | 292.2 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 2.00 | 1 | 3 |
| Misassignments | 1.00 | 1 | 0 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 3.00 | 2 | 3 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0 | 0 |
| Local Assignment Options | 0.00 | 0 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0 | 0 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 9 | 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) | 0 | 7.1 | 0 |

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | | January 2025 |
|---|---|--|
| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | <p>Transitional Kindergarten- Creative Curriculum Supplementals: -Phonemic Awareness by Michael Heggerty -Nancy Fetzter Reading and Writing Strategies -Rigby, Scholastic, Decodables and Booksource Levelled Readers -Project Based Learning Units</p> <p>Kindergarten- -iReady Diagnostics & Personal Pathway (Curriculum Associates) -Expeditionary Learning (EL Education) Supplemental: -Phonemic Awareness by Michael Heggerty -Nancy Fetzter Reading and Writing Strategies -Rigby, Scholastic, Decodables and Booksource Levelled Readers -High Frequency Word List (kinder words) -Project Based Learning Units -Calkins Units of Study in Writing (Heinemann) -UFLI Foundations (University of Florida Literacy Institute) -Tara West Writing</p> <p>Grades 1-5: -iReady Diagnostics & Personal Pathway (Curriculum Associates) -Expeditionary Learning (EL Education) Supplemental: -Phonemic Awareness by Michael Heggerty -Nancy Fetzter Reading and Writing Strategies -Rigby, Scholastic, Decodables and Booksource Levelled Readers -Project Based Learning Units -Writing journals</p> | 0.00 % |

| | | |
|-----------------------------------|--|--------|
| | <ul style="list-style-type: none"> -Calkins Units of Study in Writing and Reading (Heinemann) -Tara West Writing (grade 1 only) <p>Grades 6-8:</p> <ul style="list-style-type: none"> -iReady Diagnostics & Personal Pathway (Curriculum Associates) Expeditionary Learning (EL Education) | |
| Mathematics | <p>Transitional Kindergarten:</p> <ul style="list-style-type: none"> -Creative Curriculum <p>Kindergarten:</p> <ul style="list-style-type: none"> -iReady Diagnostics, Curriculum, & Personal Pathway (Curriculum Associates) <p>Grades 1-8:</p> <ul style="list-style-type: none"> -iReady Diagnostics, Curriculum, & Personal Pathway (Curriculum Associates) | 0.00 % |
| Science | <p>Transitional Kindergarten-</p> <ul style="list-style-type: none"> Creative Curriculum -Project Based Units -Generation Genius <p>K-5:</p> <ul style="list-style-type: none"> -Generation Genius -Project Based Units -Expeditionary Learning Units -NGSS Standards-aligned, teacher created lessons <p>Grades 6-8:</p> <ul style="list-style-type: none"> -OpenSci Ed. -Expeditionary Learning Units -Project Based Units -NGSS Standards-aligned, teacher created lessons | 0.00 % |
| History-Social Science | <p>Transitional Kindergarten-</p> <ul style="list-style-type: none"> -Creative Curriculum -Project Based Units <p>K-5:</p> <ul style="list-style-type: none"> -Expeditionary Learning Units -Project Based Units <p>Grade 6-8:</p> <ul style="list-style-type: none"> -Expeditionary Learning Units -Project Based Units -TCI History Alive | 0.00 % |
| Foreign Language | TK-8 units/Teacher Created & Sonrisas | 0.00 % |
| Health | <p>Teacher created:</p> <ul style="list-style-type: none"> -CA standards aligned activities -PFT Prep | 0.00 % |
| Visual and Performing Arts | <p>Grade TK-5:</p> <ul style="list-style-type: none"> -Classroom based music w/certificated music teacher. <p>Grade 6-8:</p> | 0.00 % |

Choir, Band, Advanced Band, and Drum Line available as elective and enrichment options.

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 the recent FIT report. All deficiencies have been addressed.

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 | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | | X | MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED); FAUCET HANDLES ARE BROKEN. |
| 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 Assessments 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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 36 | 37 | 31 | 33 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 19 | 25 | 20 | 22 | 35 | 37 |

2024-25 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 | 249 | 249 | 100.00 | 0.00 | 36.55 |
| Female | 122 | 122 | 100.00 | 0.00 | 41.80 |
| Male | 127 | 127 | 100.00 | 0.00 | 31.50 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 147 | 147 | 100.00 | 0.00 | 32.65 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 91 | 91 | 100.00 | 0.00 | 45.05 |
| 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 | 98 | 98 | 100.00 | 0.00 | 25.51 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 41 | 41 | 100.00 | 0.00 | 17.07 |

2024-25 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 | 249 | 249 | 100.00 | 0.00 | 25.30 |
| Female | 122 | 122 | 100.00 | 0.00 | 25.41 |
| Male | 127 | 127 | 100.00 | 0.00 | 25.20 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 147 | 147 | 100.00 | 0.00 | 18.37 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 91 | 91 | 100.00 | 0.00 | 37.36 |
| English Learners | 26 | 26 | 100.00 | 0.00 | 3.85 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 98 | 98 | 100.00 | 0.00 | 18.37 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 41 | 41 | 100.00 | 0.00 | 7.32 |

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 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 32.39 | 38.36 | 0 | 7.93 | 30.73 | 32.52 |

2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 73 | 73 | 100.00 | 0.00 | 38.36 |
| Female | 44 | 44 | 100.00 | 0.00 | 40.91 |
| Male | 29 | 29 | 100.00 | 0.00 | 34.48 |
| 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 | 42 | 42 | 100.00 | 0.00 | 40.48 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 27 | 27 | 100.00 | 0.00 | 33.33 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 25 | 25 | 100.00 | 0.00 | 36.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 11 | 11 | 100.00 | 0.00 | 9.09 |

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.

| 2024-25 California Physical Fitness Test Participation Rates | | | | | |
|---|----------------------------------|--|---|---|-----------------------------|
| 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 | 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.

| 2025-26 Opportunities for Parental Involvement |
|---|
| <p>At Blue Oak Academy (BOA), we are fortunate to have an engaged and supportive parent community. We prioritize family involvement and intentionally create opportunities for meaningful partnership through a variety of initiatives, including:</p> <p>Monthly Parent Forums with the Academies Superintendent</p> <p>Our Academies Superintendent hosts monthly parent forums via Zoom, offering both morning and evening sessions to accommodate family schedules. These forums provide timely updates on school and organizational initiatives and include opportunities for families to ask questions and share feedback with site administrators. Sessions are widely advertised through ParentSquare and social media, and recordings are shared for those unable to attend. Families are also encouraged to participate and share perspectives during monthly TACMO board meetings.</p> <p>School Events</p> <p>BOA hosts a wide range of events designed to strengthen school-family connections, including assemblies, student performances, Open House, literacy nights, and PTO-sponsored family restaurant nights. These events provide meaningful opportunities for families, staff, and students to connect and celebrate learning.</p> <p>Parent Communication</p> <p>Through our primary communication platform, ParentSquare, families receive timely updates about school events, classroom highlights, and student achievements. We also share resources and strategies to support learning at home, strengthening the home-school partnership and supporting student success.</p> <p>Parent-Teacher Organization (PTO)</p> <p>The Blue Oak Academy PTO is an active group of parents committed to supporting our school community. They organize fundraisers and community-building events throughout the year, including the Scholastic Book Fair, food drives, and our Spring Festival. PTO efforts directly support student enrichment and campus initiatives.</p> <p>English Learner Advisory Council (ELAC)</p> |

2025-26 Opportunities for Parental Involvement

Our English Learner families meet three times a year to discuss programs, services, and opportunities for their children. These meetings provide a collaborative space for families to share feedback and ensure our English Learner students and families feel supported and informed.

Volunteering Opportunities

Parents are encouraged to volunteer in classrooms, support field trips, assist with school events, and participate in enrichment activities. Family involvement plays a vital role in building a positive and connected school culture.

Parent Representation on the Board of Directors

Two parents of current BOA students serve on our governing board, ensuring that family perspectives are represented in schoolwide decision-making processes.

Committee and Survey Participation

Parents serve on organizational committees related to strategic planning, charter renewal, and policy development. Families are also invited to provide feedback through LCAP forums, wellness surveys, and other site-based surveys throughout the year. This input is instrumental in guiding school improvement efforts and strengthening our community.

Through these efforts, Blue Oak Academy fosters a culture of collaboration and mutual support that benefits students, staff, and families alike.

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 441 | 437 | 60 | 13.7 |
| Female | 211 | 210 | 28 | 13.3 |
| Male | 230 | 227 | 32 | 14.1 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 263 | 261 | 33 | 12.6 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | 159 | 157 | 24 | 15.3 |
| English Learners | 43 | 43 | 4 | 9.3 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 13 | 13 | 1 | 7.7 |
| Socioeconomically Disadvantaged | 187 | 186 | 38 | 20.4 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 69 | 69 | 7 | 10.1 |

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 2.76 | 2.95 | 5.44 | 3.25 | 2.79 | 1.67 | 3.6 | 3.28 | 2.94 |

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.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0 | 0 | 0.02 | 0.08 | 0.07 | 0.06 |

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 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 5.44 | 0.00 |
| Female | 1.42 | 0.00 |
| Male | 9.13 | 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 | 5.32 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 5.03 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 7.69 | 0.00 |
| Socioeconomically Disadvantaged | 5.88 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 5.80 | 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.

2025-26 School Safety Plan

Blue Oak Academy is committed to ensuring the safety and well-being of all students, staff, and visitors. Our comprehensive School Safety Plan is fully compliant with state requirements and is reviewed and approved annually by the Board of Directors. This plan reflects our ongoing commitment to maintaining a secure, prepared, and responsive school environment.

Staff members receive regular safety training throughout the year, including formal reviews during scheduled staff development meetings. Training covers procedures for a variety of emergency situations, including fire drills, earthquakes, shelter-in-place, and lockdowns. Students also participate in regularly scheduled safety drills to ensure they are familiar with appropriate emergency responses. Fire drills are conducted monthly, while earthquake, drop-cover-hold, shelter-in-place, and lockdown drills are conducted three times per year, in accordance with state law.

The BOA School Safety Plan addresses a broad range of potential emergencies, including lockdowns, campus disturbances, active threats, intruder situations, hostage scenarios, fires or explosions, bomb threats, floods, earthquakes, and aircraft-related incidents.

Key components of the plan include:

- Detailed campus maps identifying evacuation routes, emergency shut-off locations, and two designated emergency command center areas
- A clearly defined Incident Command Structure outlining staff roles and responsibilities
- A buddy teacher system to support coordination during emergencies
- A student release and reunification plan, including required documentation and procedures

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.

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 |

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 | 0 | 2 | 0 |
| 1 | 22 | 0 | 2 | 0 |
| 2 | 14 | 3 | 0 | 0 |
| 3 | 15 | 3 | 0 | 0 |
| 4 | 14 | 3 | 0 | 0 |
| 5 | 13 | 3 | 0 | 0 |
| 6 | 28 | 0 | 2 | 0 |
| Other | 0 | 0 | 0 | 0 |

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| TK | 20 | 2 | | |
| K | 18 | 3 | | |
| 1 | 21 | | 2 | |
| 2 | 15 | 3 | | |
| 3 | 14 | 3 | | |
| 4 | 15 | 3 | | |
| 5 | 14 | 3 | | |
| 6 | 17 | 13 | 8 | 1 |

2024-25 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 |

2024-25 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 | 1 |
| Social Worker | |
| Nurse | 0.3 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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 | 13,706 | 3,126 | 10,580 | 90,908 |
| District | N/A | N/A | 9,544 | |
| Percent Difference - School Site and District | N/A | N/A | 10.3 | |
| State | N/A | N/A | \$11,146 | |
| Percent Difference - School Site and State | N/A | N/A | -5.2 | |

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 | 54,558 | |
| Mid-Range Teacher Salary | 112,551 | |
| Highest Teacher Salary | 130,905 | |
| 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

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 | 2023-24 | 2024-25 | 2025-26 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 6 | 5 |