

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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, 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 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).

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.



Dana Stinson, Principal

Principal, Blue Oak Academy

About Our School

Welcome to our amazing community of Blue Oak Academy, a K-3 charter school. Though we are only in our second year, we have had many successes as evidence of our relentless pursuit of excellence. "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 K-8 education.
- 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 Spanish language (with a Spanish specialist), hands-on Science learning (with a Science specialist), art, music, social-emotional learning, project-based learning, thematic learning, Physical Education (with a PE specialist), and history/social studies.
- 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 community service. We teach our students to recognize need and to mobilize their resources of intellect, compassion, and altruistic action to better the world they live in. 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.

Contact

Blue Oak Academy
28050 Rd. 148
Visalia, CA 93292-9297

Phone: 559-730-7422

E-mail: office@blueoakacademy.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Tulare County Office of Education
Phone Number	(559) 733-6300
Superintendent	Tim Hire
E-mail Address	tim.hire@tcoe.org
Web Site	www.tcoe.org

School Contact Information (School Year 2018—19)	
School Name	Blue Oak Academy
Street	28050 Rd. 148
City, State, Zip	Visalia, Ca, 93292-9297
Phone Number	559-730-7422
Principal	Dana Stinson, Principal
E-mail Address	office@blueoakacademy.org
Web Site	http://www.blueoakacademy.org
County-District-School (CDS) Code	54105460135459

Last updated: 2/7/2019

School Description and Mission Statement (School Year 2018—19)

Blue Oak Academy (BOA) is a tuition-free, K-8 Visalia charter school that opened in 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 the excellent educational programs of Sycamore Valley Academy to more children in Tulare County. The school opened to grades K-2 in 2017-18 and will expand each year until reaching full K-8 capacity in the 2022-23 school year.

We offer a site-based, academically accelerated instructional program with project-based learning, differentiated/individualized instruction, multi-aged classrooms, and an enriched curriculum (including Spanish language, hands-on science, service-learning, and arts instruction) to support students 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.

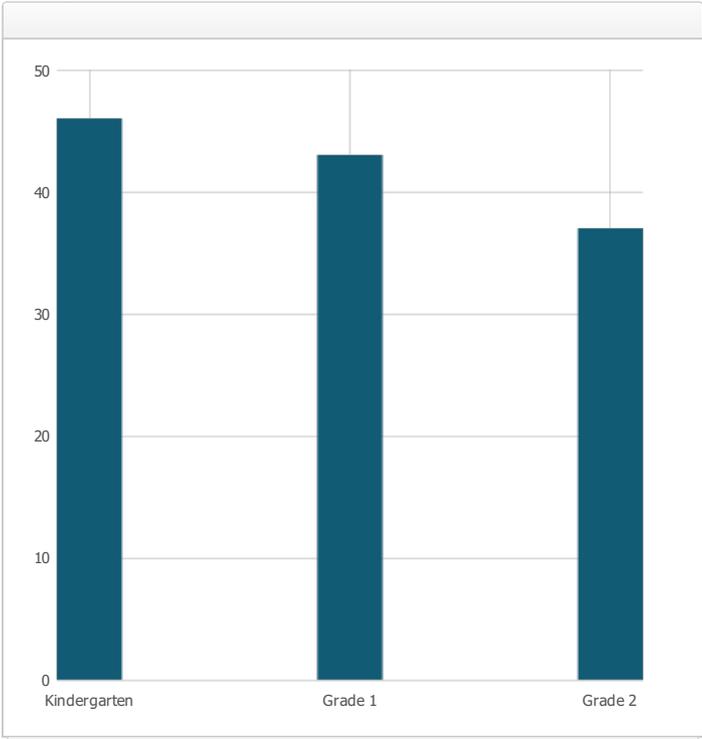
The MISSION of our school is to provide a rich, meaningful education in a nurturing environment, where students are continually challenged and their natural curiosity, creativity, and talents can thrive. We are a collaborative community of educators and families working together to help our students 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.

Last updated: 2/7/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	46
Grade 1	43
Grade 2	37
Total Enrollment	126



Last updated: 2/7/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	0.8 %
American Indian or Alaska Native	%
Asian	0.8 %
Filipino	%
Hispanic or Latino	50.0 %
Native Hawaiian or Pacific Islander	%
White	43.7 %
Two or More Races	1.6 %
Other	3.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	51.6 %
English Learners	6.3 %
Students with Disabilities	6.3 %
Foster Youth	%

A. Conditions of Learning

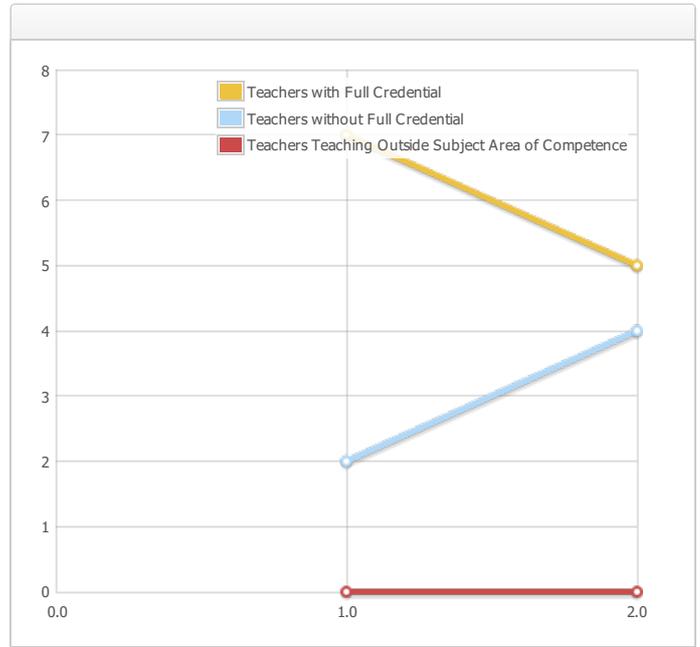
State Priority: Basic

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

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential		7	5	
Without Full Credential		2	4	
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	

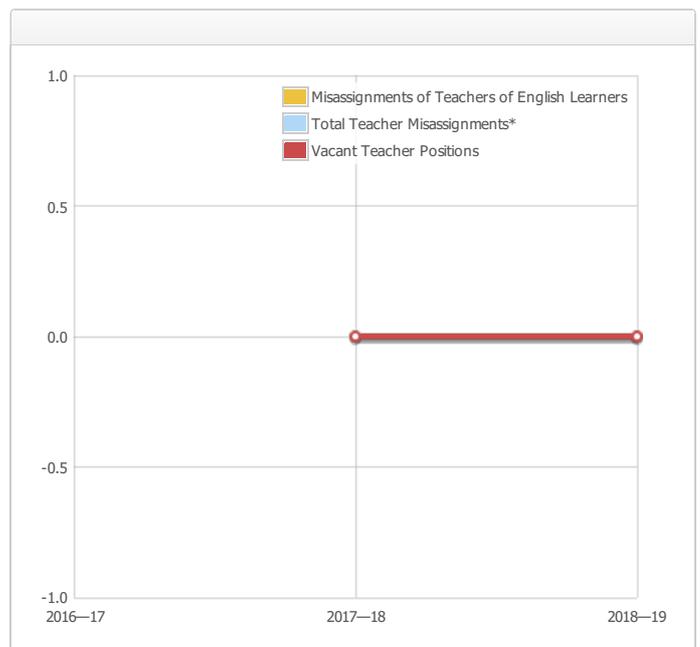


Last updated: 2/7/2019

Teacher Misassignments and Vacant Teacher Positions

16-17 was our start-up year, as such we didn't have any students

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/7/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten <ul style="list-style-type: none"> ? Rigby, Scholastic, Superkids, and Booksource Leveled Readers ? Listening Stations, Teacher Read Alouds ? TCRWP Guided Reading Level Assessment System & NWEA Measures of Academic Progress ("MAP") <ul style="list-style-type: none"> ? Fry's List (kinder words) ? Writing journals ? Lucy Calkins Units of Study in Writing and Reading <ul style="list-style-type: none"> ? Words Their Way (word sorts) ? Phonemic Awareness by Michael Heggerty ? Nancy Fetzer Reading and Writing Strategies Grades 1-2 <ul style="list-style-type: none"> ? Rigby, Superkids (Intervention), Booksource Leveled Readers, Reading A-Z online leveled readers ? Listening Stations, Teacher Read Alouds, Websites on Chromebooks ? TCRWP Guided Reading Level Assessment System & NWEA Measures of Academic Progress ("MAP") <ul style="list-style-type: none"> ? Words I Use When I Write- student consumable dictionaries ? Words Their Way- word sorts ? Fry's Lists (0-400 1st Grade) (300-700 2nd Grade) <ul style="list-style-type: none"> ? Daily 5 Reading Workshop Management ? Comprehension Connections for reading mini-lessons <ul style="list-style-type: none"> ? Lucy Calkins Writing Units of Study ? Lucy Calkins Reading Units of Study <ul style="list-style-type: none"> ? Author Studies ? Phonemic Awareness by Michael Heggerty ? Nancy Fetzer Reading and Writing Strategies 	Yes	0.0 %
Mathematics	Kindergarten <ul style="list-style-type: none"> ? Math manipulatives/ hands-on materials ? Pearson Investigations 3- CCSS ? Math Perspectives (Kathy Richardson) ? Teaching Elementary & Middle School Mathematics (Vande Walle) <ul style="list-style-type: none"> ? Froebel Gifts & Montessori Works (sensorial) <ul style="list-style-type: none"> ? Children's Mathematics- CGI ? Math in Practice (Heinemann) ? NWEA Measures of Academic Progress ("MAP") Grades 1-2 <ul style="list-style-type: none"> ? Math manipulatives/ hands-on materials ? Pearson Investigations 3-CCSS ? Math Perspectives (Kathy Richardson) <ul style="list-style-type: none"> ? Interact Simulation: Kid Town ? Teaching Elementary & Middle School Mathematics (Van de Walle) <ul style="list-style-type: none"> ? Children's Mathematics- CGI ? Math in Practice (Heinemann) ? NWEA Measures of Academic Progress ("MAP") 	Yes	0.0 %
Science	Kindergarten <ul style="list-style-type: none"> ? AIMS Units ? Hands-on materials and experiments ? Websites ? NGSS Standards-aligned, teacher created lessons Grades 1-2 <ul style="list-style-type: none"> ? AIMS Units ? Hands-on materials and experiments ? Websites ? NGSS Standards-aligned, teacher created lessons 	Yes	0.0 %
History-Social Science	Kindergarten	Yes	0.0 %

		<p>? Daily patriotic exercises, songs ? Geography- continents and oceans ? American Symbols ? AIMS: Now & Long Ago ? Rules/Procedures See and Step</p> <p>Grades 1-2</p> <p>? Looping: Heroes/important figures, American symbols PBL ? Geography- countries, types of maps PBL ? Map/Geography – World Cultures PBL ? Farm to Table /Economics PBL</p>		
Foreign Language	Spanish	<p>Kindergarten</p> <p>? El Mundo de Pepita- Year 1 Spanish Curriculum Pack ? Habia Una Vez- Elementary Spanish Curriculum from the Storyteller's Corner ? Variety of Picture Books in Spanish</p> <p>Grades 1-2</p> <p>? El Mundo de Pepita- Year 1 Spanish Curriculum Pack ? Habia Una Vez- Elementary Spanish Curriculum from the Storyteller's Corner ? Variety of Picture Books in Spanish</p>	Yes	0.0 %
Health	K-2	<p>? Sparks PE units/Teacher created, standards aligned activities, PFT Prep</p>	Yes	0.0 %
Visual and Performing Arts	Art/ Music ear A	<p>? Art Books (Raboff)-- for example, Camille & the Sunflowers ? Art Supplies ? Ed Emberley</p> <p>? At least one lesson in all six elements of art ? Patriotic Songs – CD. Orchestra Book & CD / Rhythm Book</p> <p>Grades 1-2</p> <p>? A lesson is on each of the elements of art is taught using a variety of mediums. At least one art lesson always compliments the current grade level PBL.</p>	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)		N/A	N/A	0.0 %

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

Last updated: 2/7/2019

School Facility Conditions and Planned Improvements

The Blue Oak Academy school site received an overall "fair" rating on its most recent FIT report, however it received "good" ratings in both cleanliness and safety. It was recommended that Blue Oak be included "on list for possible future office modernization projects."

Planned facility improvements:

- BOA was awarded Prop 51 state matching dollars for facility improvements; we will begin drafting designs for upgrades and new spaces in collaboration with Visalia Unified School District in 2019-20

Maintenance:

- The squirrel issue in the playground areas is being addressed.

Last updated: 2/7/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Teacher desks need to be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Poor	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Fair
----------------	------

Last updated: 2/7/2019

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

Note: 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.

Note: 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.

Last updated: 2/7/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: 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.

Note: 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.

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.

Last updated: 2/7/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: 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.

Note: 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.

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.

Last updated: 2/7/2019

**CAASPP Test Results in Science for All Students
 Grades Five, Eight and High School
 Percentage of Students Meeting or Exceeding the State Standard**

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Last updated: 2/7/2019

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

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Our school enjoys high parent involvement. We invite parent participation in myriad ways, including the following:

1. School Events: BOA and our Parent Teacher Organization sponsor many fun events throughout the school year, including monthly awards assemblies, two performances per year, a Fall Carnival, family nights at local eateries, field trips for every class, campus beautification day, and sports events.
2. Parent Support in our News & Notes Email Content: Blue Oak Academy provides parents and guardians with articles and information to support them in the challenging job of raising healthy children. Through this rotating email content send every other week, 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. Prior topics have included Developing Resilience/ Grit, Relational Aggression, Growth Mindset, Supporting Your Emerging Reader.
3. 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. The BOA PTO organized and ran a very successful Fall Carnival, Book Fair, a Grandparent's Day, Spring Fundraiser, and a Tomato Garden fundraiser. This group meets monthly and the PTO board and subcommittees meet more frequently when working on specific projects.
4. Room Parents: Each classroom has two room parents who organize classroom parties and teacher appreciation activities.
5. Volunteering: Parents and guardians and grandparents are invited to set up a regular time to volunteer in our classrooms or to chaperone on field trips. Parents help our staff by providing students with more attention and supervision during recesses/ lunch, and more support during instructional time.
6. Parent Representative on the BOA Board of Directors: The governing board of our school always contains between 1-4 parents of current BOA students.
7. Parent Representatives serving on our organization's committees, collaborating with staff on items such as strategic planning, outreach for diversity, and policy updating.

State Priority: Pupil Engagement

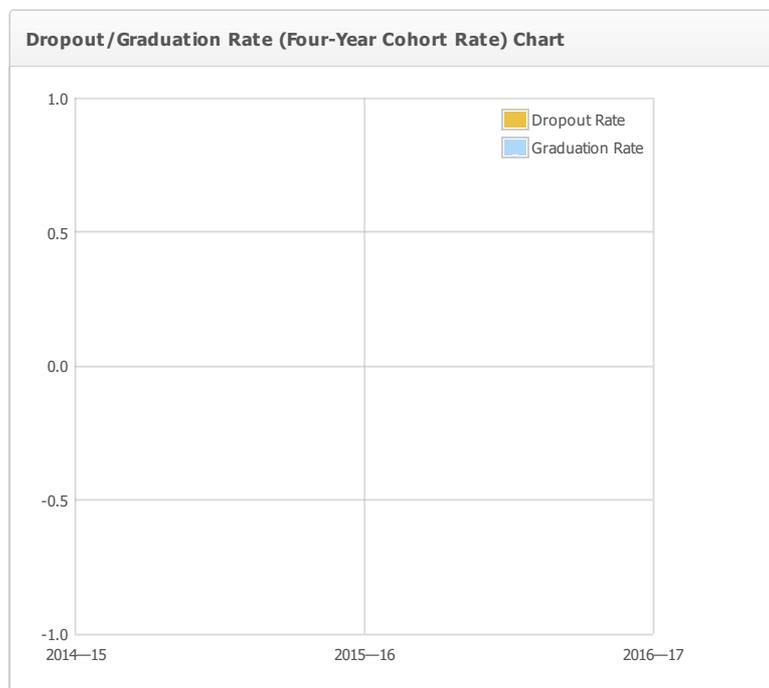
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	33.5%	31.8%	10.7%	9.7%
Graduation Rate	--	--	34.4%	41.4%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	17.3%	9.1%
Graduation Rate	--	47.7%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 2/8/2019

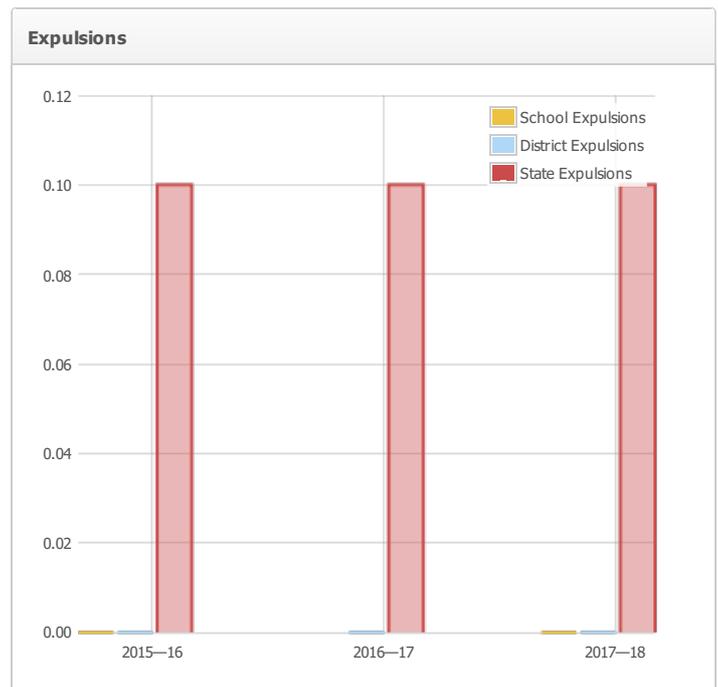
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	--	3.0%	5.0%	5.0%	3.6%	3.7%	3.7%	3.5%
Expulsions	--	--	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 2/8/2019

School Safety Plan (School Year 2018—19)

Blue Oak Academy has a fully compliant School Safety Plan. The plan was last reviewed and updated 8/1/18. Staff receives full training annually prior to the start of the new school year. Monthly, at staff development sessions, our administration reviews basic procedures for more common incidents (fire drill, earthquake, lock down) with our teaching and administrative staff. 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. We run monthly fire drills and have earthquake/drop, cover, hold and lockdown drills three times per year in accordance with 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 parenting.

Last updated: 2/8/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		2	
1				
2	27.0		3	
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 2/8/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/8/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	1.0	N/A

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

*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.

Last updated: 2/8/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

2016-17 was BOA's start-up year, therefore we were not yet serving students.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/8/2019

Types of Services Funded (Fiscal Year 2017–18)

Blue Oak Academy offers ELA, Mathematics, History, Art, Music, Instrumental Music, Spanish, Project-based learning, Social-emotional learning, service-learning, Science, 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.

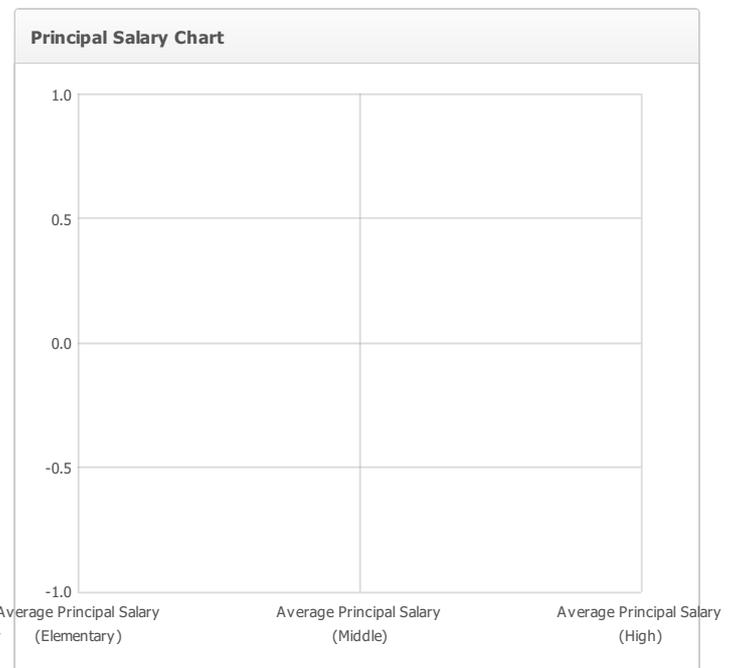
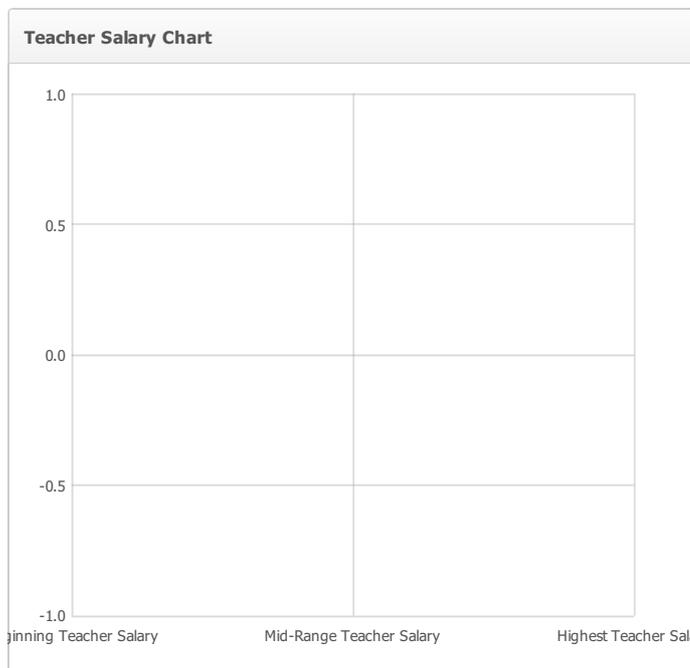
Last updated: 2/8/2019

Teacher and Administrative Salaries (Fiscal Year 2016–17)

2016-17 was BOA's start-up year, therefore we were not yet serving students.

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	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 2/8/2019

Professional Development

The average annual number of full days dedicated to staff development at BOA is 16.5. Aside from this time, our staff holds weekly staff meetings every Wednesday after school.

The primary areas for staff development at Blue Oak Academy are gifted education, and project-based learning. In addition to these required courses for all new hires, which we call "Instructional Foundations," our staff studies curricular resources and best practices in pedagogy with one content area per academic year. Additionally, during Preservice we offer specialized aide training, special orientation/onboarding for new hires, and HR and Operations specialized training for these roles as well. The annual content area focus is determined by a review of student achievement data and analysis of trends. The current annual content area focus is Language Arts, especially focusing on reading foundational skills.

Grade-level partner teachers train one another in the use of our materials and the assessments we use (Lucy Caulkins Guided Reading Level Assessment, NWEA Measures of Academic Progress Assessments, portfolios), and administrators provide staff in training on other topics related to charter schools and school-specific systems (Intervention, SST's, our school's discipline policy and procedures, etc.).

Professional development is delivered by attendance at conferences, bringing trainers to our school, internal staff leading remaining staff, and collaboration. We have after-school workshops and our staff uses the New Teacher Induction Program (TIP) to provide mentorship to our newer staff and ongoing collaboration and sharing of resources/ideas. Teachers are supported during implementation through feedback from administration in the form of walk through checklists, built around our charter school's specific areas of emphasis and best practices. We have an instructional coach on site who helps empower teachers to meet their students' needs. Our formal observation process includes rich feedback on job performance in relation to expectations and discussion with teachers and administration includes support and resources, individualized training whenever necessary.

Last updated: 2/8/2019