

Blue Oak Academy

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 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

2022-23 District Contact Information

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

2022-23 School Overview

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 will expand each year until reaching full TK-8 capacity in the 2023-24 school year. During the 22-23 school year, we are currently providing education to TK-7th 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-5 charter school. We can proudly state that though we are only in our fifth 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.

2022-23 School Overview

- 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, 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	59
Grade 1	42
Grade 2	41
Grade 3	41
Grade 4	43
Grade 5	40
Grade 6	47
Total Enrollment	313

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	50.8
American Indian or Alaska Native	0.0
Asian	0.6
Black or African American	0.6
Filipino	0.0
Hispanic or Latino	59.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.6
White	37.4
English Learners	12.1
Foster Youth	0.0
Homeless	1.3
Migrant	0.0
Socioeconomically Disadvantaged	43.1
Students with Disabilities	10.2

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

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

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

2021-22 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)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	20.00	0.00

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

2022-23 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: Teddy Bear Press: I Can Read Phonemic Awareness by Michael Heggerty Nancy Fetzner 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	Yes	0.00 %

	<p>Individualized Computer Program: Lexia iPad applications such as Starfall and Epic Language Development using A Little Spot of Emotions</p> <p>Kindergarten: Expeditionary Learning via Learn Zillion Phonemic Awareness by Michael Heggerty Nancy Fetzer Reading and Writing Strategies 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</p> <p>Individualized Computer Program: Lexia iPad applications such as Starfall and Epic NWEA Measures of Academic Progress (“MAP”) NWEA Oral Reading Fluency Assessment Caulkins Units of Study in Writing and Reading</p> <p>Grades 1-6: Expeditionary Learning via Learn Zillion Phonemic Awareness by Michael Heggerty Nancy Fetzer 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</p> <p>Individualized Computer Programs: (Literacy): Lexia and Reading Plus iPad applications such as Starfall and Epic NWEA Measures of Academic Progress (“MAP”) NWEA Oral Reading Fluency Assessment System Caulkins Units of Study in Writing and Reading</p>		
Mathematics	<p>Transitional Kindergarten: Unbound Ed Math manipulatives/ hands-on materials Individualized Computer Program: Dreambox 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: Eureka/Engage NY via Zearn Pearson Investigations 3- CCSS NWEA Measures of Academic Progress (“MAP”) Math manipulatives/ hands-on materials Individualized Computer Program: Dreambox Strategies integrated from these sources:</p> <ul style="list-style-type: none"> • Math Perspectives (Kathy Richardson) 	Yes	0.00 %

	<ul style="list-style-type: none"> • Math in Practice (Heinemann) • Teaching Elementary & Froebel Gifts & Montessori Works (sensorial) • Teaching Elementary & Children’s Mathematics-CGI <p>Grades 1-6: Eureka/Engage NY via Zearn Pearson Investigations 3-CCSS (Middle School only: Illustrative Math) NWEA Measures of Academic Progress (“MAP”) Math manipulatives/ hands-on materials Individualized Computer Program: Dreambox 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: Expeditionary Learning Units Hands-on materials and experiments Websites Nearpod lessons Project Based Units NGSS Standards-aligned, teacher created lessons</p> <p>Grades 1-6: Generation Genius Expeditionary Learning Units Project Based Units Hands-on materials and experiments Websites Nearpod lessons NGSS Standards-aligned, teacher created lessons</p>	Yes	0.00 %
History-Social Science	<p>Transitional Kindergarten and Kindergarten: Expeditionary Learning Units Patriotic exercises, songs Geography- continents and oceans American Symbols Rules/Procedures See and Step Project Based Units</p> <p>Grades 1-3: 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> <p>Grades 4-5: Project Based Units including topics such as: Constitution, Native People Groups, Visalia and California History, and Missions</p> <p>Grade 6 Project Based Units including topics such as World History, Geography, and Ancient Civilizations TCI History Alive</p>	Yes	0.00 %

Foreign Language	TK-6 units/Teacher Created	Yes	0.00 %
Health	PE units/Teacher created standards aligned activities PFT Prep	Yes	0.00 %
Visual and Performing Arts	TK-3 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 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 (January 2022). The "good" ratings were given in systems, cleanliness, structural and external domains. The report gave a "fair" on restrooms/fountains and safety. The "poor" ratings are interior and electrical.

Planned facility improvements: classrooms are under construction that will house the new grade additions for full capacity growth (two seventh grade rooms and a library space). Plans are in process to update and modernize the rest of the campus after the new classrooms are completed. This project is expected to be done around December 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 not working in restrooms
Interior: Interior Surfaces			X	<ul style="list-style-type: none"> ceiling tiles have water stains broken ceiling tiles holes in ceiling tiles loose ceiling tile formica trim is missing on countertop carpet is stained rubber molding is missing rubber molding is loose
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			<ul style="list-style-type: none"> urine left in toilet flooring is dirty from old water leak room has skunk-like odor vermin holes are creating trip hazards
Electrical			X	<ul style="list-style-type: none"> water stained light diffuser multiple light panels are out light diffuser is loose multiple bulbs needing replacing light covers missing loose light switch one can light is out one bank of lights is out electrical covers in ceiling are missing outlet covers missing
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		<ul style="list-style-type: none"> faucet is loose at the base faucet has a drip drinking fountains have low flow missing cap on drinking fountain
Safety: Fire Safety, Hazardous Materials		X		<ul style="list-style-type: none"> fire extinguisher not mounted fire extinguisher needs to be recharged

School Facility Conditions and Planned Improvements

				<ul style="list-style-type: none"> peeling paint
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<ul style="list-style-type: none"> loose door handle broken window door closer is broken

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	33	N/A	30	N/A	47
Mathematics (grades 3-8 and 11)	N/A	21	N/A	20	N/A	33

2021-22 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	171	164	95.91	4.09	33.13
Female	80	78	97.50	2.50	40.26
Male	90	85	94.44	5.56	25.88
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	101	100	99.01	0.99	27.27
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	66	60	90.91	9.09	45.00
English Learners	20	20	100.00	0.00	10.53
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	69	65	94.20	5.80	26.56
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	27	24	88.89	11.11	8.70

2021-22 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	171	164	95.91	4.09	21.34
Female	80	78	97.50	2.50	20.51
Male	90	85	94.44	5.56	21.18
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	101	100	99.01	0.99	20.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	66	60	90.91	9.09	25.00
English Learners	20	20	100.00	0.00	5.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	69	65	94.20	5.80	20.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	27	24	88.89	11.11	4.17

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	16.67	--	--	28.5	29.47

2021-22 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	42	95.45	4.55	16.67
Female	23	22	95.65	4.35	27.27
Male	21	20	95.24	4.76	5
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	29	28	96.55	3.45	17.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	14	13	92.86	7.14	15.38
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	15	93.75	6.25	26.67
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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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

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.

2022-23 Opportunities for Parental Involvement

Our school enjoys high parent involvement. Due to continued Covid-19 limitations and site construction, we have been creative in our approaches to connect with families. We 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. These forums are advertised on all social media venues. Parents are also encouraged to share comments and concerns at the monthly TACMO board meetings.
- 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 Bingo/Tricky Tray night. 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 join together and learn about the opportunities for their children as well as provide feedback about their children's needs and concerns. To encourage safety and openness for clear communication, the meeting is conducted in Spanish.
- 5) Volunteering: Parents are able to come and support teachers' in the classrooms and well as help with field trips.
- 6) Parent Representatives 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 serve on our organization's committees, collaborating with staff on items such as charter renewal, strategic planning, outreach for diversity, and policy updating.
- 8) LCAP forums and surveys: all families and guardians are invited to share their feedback and experiences with their student(s).
- 9) Parent surveys to gather input.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	338	330	100	30.3
Female	170	164	50	30.5
Male	167	165	50	30.3
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	1	50.0
Black or African American	2	2	1	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	194	192	63	32.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	2	100.0
White	129	125	31	24.8
English Learners	39	38	11	28.9
Foster Youth	0	0	0	0.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	159	156	51	32.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	38	38	9	23.7

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.07	2.60	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.85	0.20	3.39	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.85	0.00
Female	2.35	0.00
Male	5.39	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	5.67	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.55	0.00
English Learners	5.13	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.29	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.16	0.00

2022-23 School Safety Plan

Blue Oak Academy has a fully compliant School Safety Plan. The 22-23 plan was board approved at the September 2022 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 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 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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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		2	
1	14	3		
2	14	3		
3	14	3		
4	15	3		
5				
6				

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	
6				

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		

2021-22 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

2021-22 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	0.5
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	10,307.00	\$1,907	\$8,400	\$86,139
District	N/A	N/A	\$8,400	
Percent Difference - School Site and District	N/A	N/A	0.0	
State	N/A	N/A	\$6,594	
Percent Difference - School Site and State	N/A	N/A	24.1	

2021-22 Types of Services Funded

Blue Oak Academy offers English Language Arts, Mathematics, History, Art, Spanish, Project-based learning, Social-Emotional learning, Service-learning, Science, 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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 three primary areas that we are focusing on for the 22-23 school year: Curriculum Planning, Academic Language Development (Integrated and Designated English Language Development), and Math.

- 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 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 our new curriculum, Reach.
- Math: Looking at data from NWEA and CAASPP, Math is a huge need. For the second half of the year, we are focusing on a site wide commitment for every class to weekly implement What's My Place? What's My Value? to help build number sense. We have hired a consultant to train and coach the staff (teachers and aides).

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	5