

## School Accountability Report Card Reported Using Data from the 2018—19 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, 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 third 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 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.

### **Contact**

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*Blue Oak Academy*  
28050 Rd 148  
Visalia, CA 93292

Phone: 5597307422  
Email: [dstinson@blueoakacademy.org](mailto:dstinson@blueoakacademy.org)

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Tulare County Office of Education
<b>Phone Number</b>	(559) 733-6300
<b>Superintendent</b>	Tim Hire
<b>Email Address</b>	<a href="mailto:tim.hire@tcoe.org">tim.hire@tcoe.org</a>
<b>Website</b>	<a href="http://www.tcoe.org">www.tcoe.org</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Blue Oak Academy
<b>Street</b>	28050 Rd 148
<b>City, State, Zip</b>	Visalia, Ca, 93292
<b>Phone Number</b>	5597307422
<b>Principal</b>	Dana Stinson
<b>Email Address</b>	<a href="mailto:dstinson@blueoakacademy.org">dstinson@blueoakacademy.org</a>
<b>Website</b>	<a href="http://www.blueoakacademy.org">http://www.blueoakacademy.org</a>
<b>County-District-School (CDS) Code</b>	54105460135459

*Last updated: 1/22/2020*

### School Description and Mission Statement (School Year 2019—20)

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 the excellent educational programs 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 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.

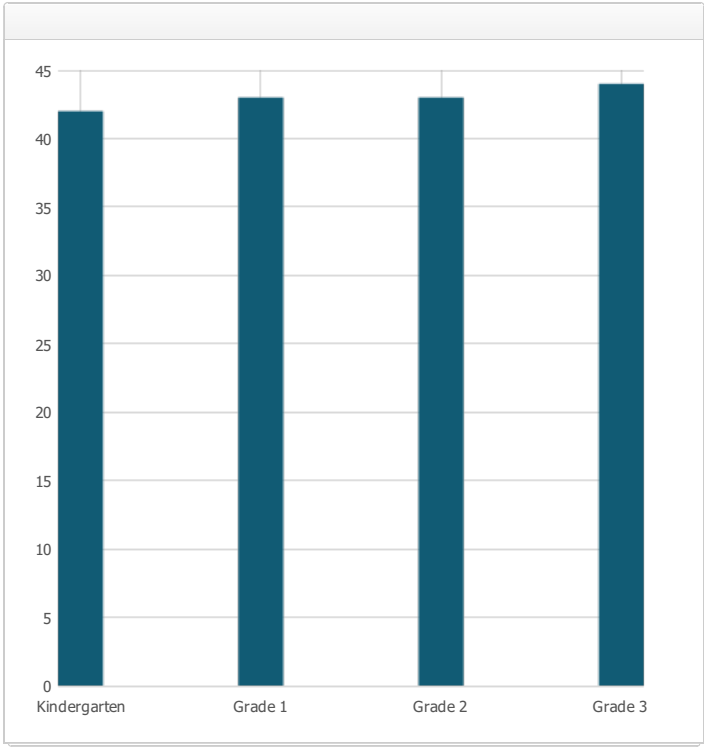
The MISSION of our school is to provide a rich, meaningful education in a nurturing environment, where students are continually challenged and their natural curiosity, creativity, and talents can thrive. We are a collaborative community of educators and families working together to help our students 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: 1/22/2020*

**Student Enrollment by Grade Level (School Year 2018—19)**

Grade Level	Number of Students
Kindergarten	42
Grade 1	43
Grade 2	43
Grade 3	44
<b>Total Enrollment</b>	<b>172</b>



*Last updated: 1/22/2020*

**Student Enrollment by Student Group (School Year 2018—19)**

Student Group	Percent of Total Enrollment
Black or African American	1.20 %
American Indian or Alaska Native	%
Asian	0.60 %
Filipino	%
Hispanic or Latino	57.00 %
Native Hawaiian or Pacific Islander	%
White	39.00 %
Two or More Races	1.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	51.20 %
English Learners	8.10 %
Students with Disabilities	6.40 %
Foster Youth	%
Homeless	2.90 %

# A. Conditions of Learning

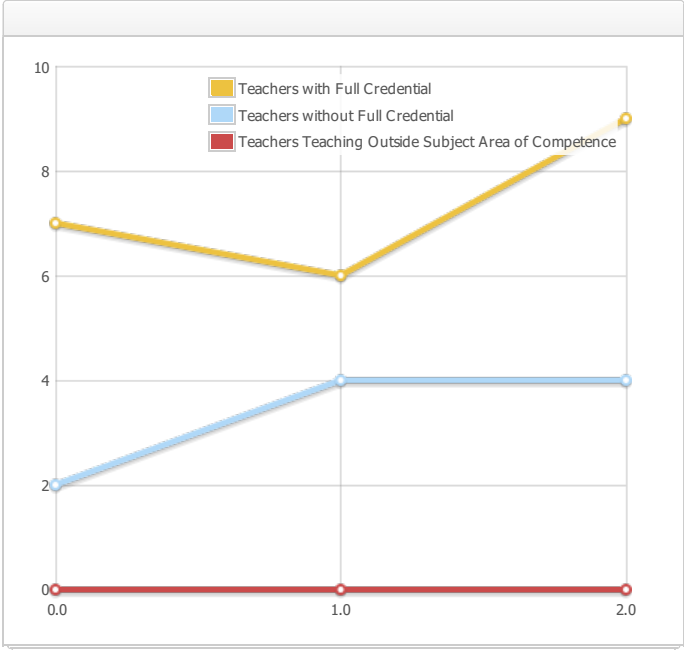
## State Priority: Basic

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 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	7	6	9	9
Without Full Credential	2	4	4	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

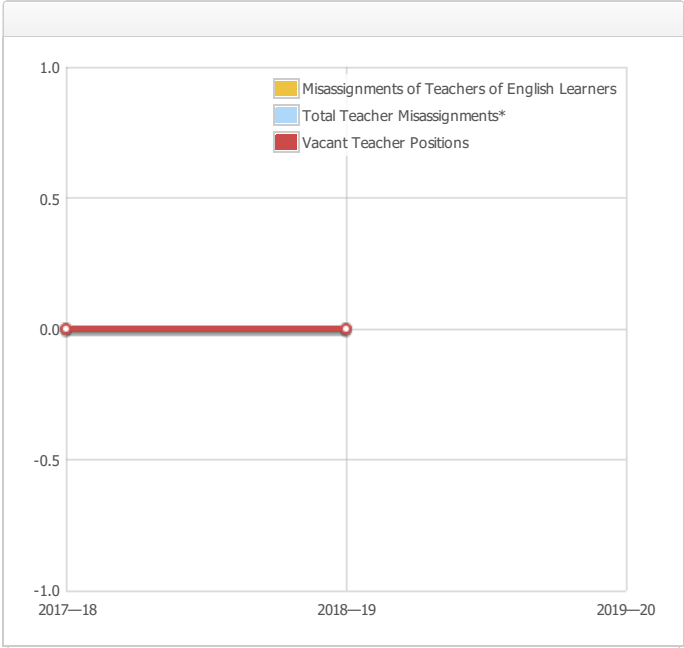


Last updated: 1/13/2020

### Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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: 1/10/2020

# Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p style="text-align: center;"><b>Kindergarten</b></p> <p>Rigby, Scholastic, Decodeables and Booksource Leveled Readers            Listening Stations, Teacher Read Alouds            Lexia (Intervention support)            iPad applications such as Starfall and Epic            Calkins Assessment System &amp; NWEA Measures of Academic Progress ("MAP")            High Frequency Word List (kinder words)            Writing journals            Calkins Units of Study in Writing and Reading            Words Their Way (word sorts)            Phonemic Awareness by Michael Heggerty            Nancy Fetzer Reading and Writing Strategies            Goalbook Pathways Assessments and Lessons</p> <p style="text-align: center;"><b>Grades 1-4</b></p> <p>Rigby, Decodeables, Booksource Leveled Readers            Listening Stations, Teacher Read Alouds            Websites on Chrome books, Applications on iPads            Lexia (Intervention Support)            Calkins Level Assessment System &amp; NWEA Measures of Academic Progress ("MAP")            Words I Use When I Write- student consumable dictionaries            Words Their Way- word sorts            High Frequency Word Lists (0-400 1st Grade) (300-700 2nd Grade)            Comprehension Connections for reading mini-lessons            Lucy Calkins Reading and Writing Units of Study            Author Studies            Phonemic Awareness by Michael Heggerty            Nancy Fetzer Reading and Writing Strategies            Goalbook Pathways Assessments and Lessons</p>	Yes	0.00 %
Mathematics	<p style="text-align: center;"><b>Kindergarten</b></p> <p>Math manipulatives/ hands-on materials            iPad applications            Pearson Investigations 3- CCSS            Math Perspectives (Kathy Richardson)            Teaching Elementary &amp;            Froebel Gifts &amp; Montessori Works (sensorial)            Children's Mathematics- CGI            Math in Practice (Heinemann)            NWEA Measures of Academic Progress ("MAP")            Goalbook Pathways Assessments and Lessons</p> <p style="text-align: center;"><b>Grades 1-4</b></p> <p>Math manipulatives/ hands-on materials            iPad applications            Pearson Investigations 3-CCSS            Math Perspectives (Kathy Richardson)            Teaching Elementary &amp;            Children's Mathematics- CGI            Math in Practice (Heinemann)            NWEA Measures of Academic Progress ("MAP")            Goalbook Pathways Assessments and Lessons</p>	Yes	0.00 %
Science	<p style="text-align: center;"><b>Kindergarten</b></p> <p>AIMS Units            Hands-on materials and experiments            Websites            Nearpod            NGSS Standards-aligned, teacher created lessons</p>	Yes	0.00 %

	<p><b>Grades 1-4</b>  AIMS Units  Hands-on materials and experiments  Websites</p> <p>Nearpod  NGSS Standards-aligned, teacher created lessons</p>		
History-Social Science	<p><b>Kindergarten</b></p> <p>Daily patriotic exercises, songs  Geography- continents and oceans  American Symbols  AIMS lessons</p> <p>Rules/Procedures See and Step</p> <p><b>Grades 1-2</b></p> <p>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><b>Grades 3-4</b></p> <p>Project Based Units including topics such as: constitution, native people groups, Visalia and California history, and Missions</p>	Yes	0.00 %
Foreign Language	<p><b>Kindergarten</b></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><b>Grades 1-2</b></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><b>Grades 3-4</b></p> <p>Habia Una Vez- Elementary Spanish Curriculum from the Storyteller's Corner  Fluency Matters Novels and Picture Books in Spanish  Real Spanish Right Away Curriculum</p>	Yes	0.00 %
Health	<p>Sparks PE units/Teacher created</p> <p>standards aligned activities</p> <p>PFT Prep</p>	Yes	0.00 %
Visual and Performing Arts	<p><b>K-4</b></p> <p>Art Books (Raboff)-- for example, Camille &amp; the Sunflowers  Art Supplies  At least one lesson in all six elements of art  Percussion basics</p> <p><b>Grades 1-4</b></p> <p>A lesson is on each of the elements of art is taught using a variety of mediums. Lessons coordinate to integrate with current Project Based Learning unit.</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: 1/14/2020

## School Facility Conditions and Planned Improvements

The Blue Oak Academy school site received an overall "fair" rating on its most recent FIT report (December 2018), however it received "good" ratings in systems, cleanliness, safety and structural domains.

Planned facility improvements: classrooms will be added to house the new grade additions for the 2020-21 year (TK and two fifth grade rooms) as well as a library space.

Maintenance: The squirrel issue in the playground areas is being addressed.

*Last updated: 1/14/2020*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	-peeling paint -ceiling tiles have water stains -broken ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	-bird droppings at door entry -vermin holes are trip hazards on playground
<b>Electrical:</b> Electrical	Poor	-multiple bulbs needing replacing -light panels are out -one panel made a loud sound -light diffusers are missing
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	-drinking fountain in hallway has low flow -wall tiles broken -exhaust fan not working in girls restroom -light covers are missing restrooms -faucet handle is broken
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	-daisy-chained extension cords as trip hazard
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	-holes in stucco -vermin holes are trip hazards

## Overall Facility Rate

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

Overall Rating	Fair
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*Last updated: 1/14/2020*



## 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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)		42.0%	45.0%	47.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)		49.0%	31.0%	33.0%	38.0%	39.0%

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: 1/10/2020*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	44	43	97.73%	2.27%	41.86%
Male	26	25	96.15%	3.85%	28.00%
Female	18	18	100.00%	0.00%	61.11%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	24	24	100.00%	0.00%	29.17%
Native Hawaiian or Pacific Islander					
White	19	18	94.74%	5.26%	55.56%
Two or More Races					
Socioeconomically Disadvantaged	25	25	100.00%	0.00%	28.00%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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: 1/10/2020*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	44	43	97.73%	2.27%	48.84%
Male	26	25	96.15%	3.85%	44.00%
Female	18	18	100.00%	0.00%	55.56%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	24	24	100.00%	0.00%	37.50%
Native Hawaiian or Pacific Islander					
White	19	18	94.74%	5.26%	61.11%
Two or More Races					
Socioeconomically Disadvantaged	25	25	100.00%	0.00%	36.00%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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: 1/10/2020*

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 1/10/2020*

**Career Technical Education (CTE) Programs (School Year 2018—19)**

N/A
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*Last updated: 1/10/2020*

**Career Technical Education (CTE) Participation (School Year 2018—19)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

*Last updated: 1/10/2020*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

# 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

## California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: 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.

Last updated: 1/10/2020

## 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 2019—20)

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

1. School Events: BOA provides many fabulous connection and learning opportunities for families throughout the school year, including monthly awards assemblies, student performances, a Fall Carnival, family nights at local eateries, field trips for every class, family academic nights, trainings, and sporting events.
2. Parent Communication/Engagement via our News & Notes Email and 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. Prior topics have included Developing Resilience/ Grit, Relational Aggression, Growth Mindset, Supporting Your Emerging Reader, and Importance of Attendance. Student work and efforts are highlighted. Parents are informed of upcoming, relevant events.
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, Grandparent's Day, and fundraisers. 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 and to chaperon 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 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 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).

# State Priority: Pupil Engagement

*Last updated: 1/13/2020*

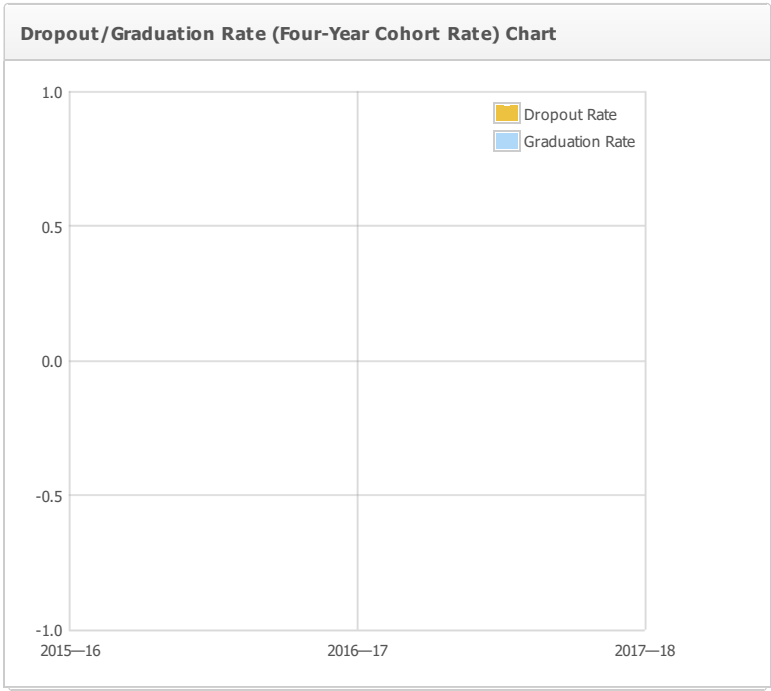
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	31.80%	9.70%
Graduation Rate	--	41.40%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	17.30%	41.90%	9.10%	9.60%
Graduation Rate	--	--	47.70%	47.70%	82.70%	83.00%



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

*Last updated: 1/10/2020*

# 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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	--	3.00%	3.30%	5.00%	3.60%	5.50%	3.60%	3.50%	3.50%
Expulsions	--	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 1/10/2020*

## School Safety Plan (School Year 2019—20)

Blue Oak Academy has a fully compliant School Safety Plan. The plan was last reviewed and updated, with board approval in September 19, 2019. 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, 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.

*Last updated: 1/22/2020*



## 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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.00			
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	23.00		2	
1				
2	27.00		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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00		2	
1				
2	29.00		3	
3	22.00		2	
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: 1/10/2020

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

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
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 2018—19)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
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: 1/10/2020*

**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

Title	Ratio**
Counselors*	0.00

\*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.

\*\*Average Number of Pupils per Counselor

*Last updated: 1/10/2020*

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	1.00

\*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: 1/10/2020*

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

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	\$13894.00	\$4120.00	\$9774.00	\$77626.00
District	N/A	N/A	\$9774.00	\$77626.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$7506.64	\$80680.00
Percent Difference – School Site and State	N/A	N/A	26.25%	-3.86%

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

*Last updated: 1/13/2020*

## Types of Services Funded (Fiscal Year 2018—19)

Blue Oak Academy offers English Language Arts, 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.

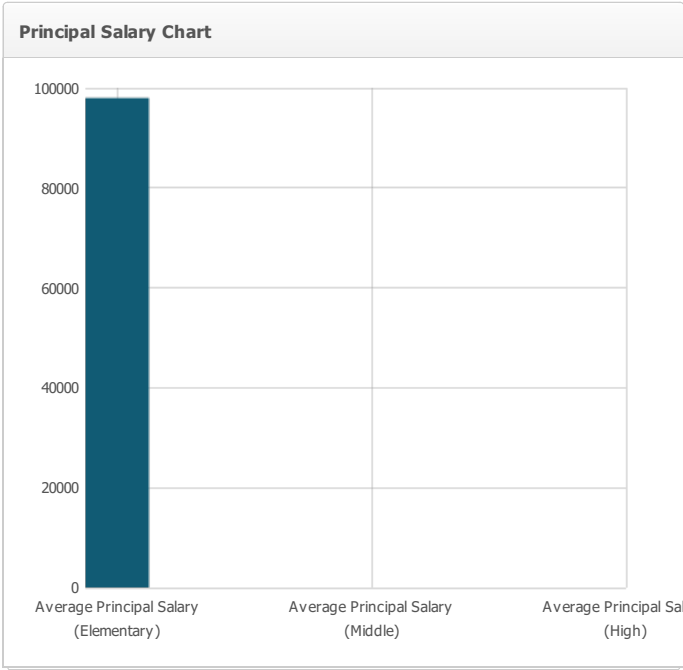
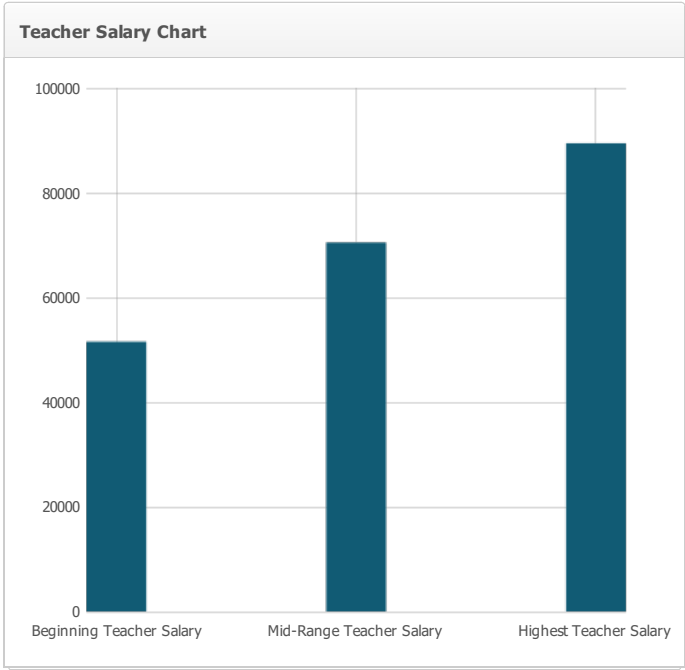
*Last updated: 1/10/2020*

### Teacher and Administrative Salaries (Fiscal Year 2017–18)

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	\$51,545	\$45,252
Mid-Range Teacher Salary	\$70,498	\$65,210
Highest Teacher Salary	\$89,450	\$84,472
Average Principal Salary (Elementary)	\$98,000	\$107,614
Average Principal Salary (Middle)	--	\$112,242
Average Principal Salary (High)	--	--
Superintendent Salary	\$139,050	\$124,686
Percent of Budget for Teacher Salaries	21.80%	21.80%
Percent of Budget for Administrative Salaries	6.60%	6.60%

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



Last updated: 1/13/2020

**Advanced Placement (AP) Courses (School Year 2018—19)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/10/2020*

**Professional Development**

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	18	16	14

*Last updated: 1/9/2020*