

**Blue Oak Academy**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	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
Website	<a href="http://www.blueoakacademy.org">http://www .blueoakacademy.org</a>
County-District-School (CDS) Code	54105460135459

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Blue Oak Academy
Phone Number	5597307422
Superintendent	Donya Ball
Email Address	dball@theacademiescharters.org
Website	<a href="https://www.theacademiescharters.org/">https://www.theacademiescharters.org/</a>

### School Description and Mission Statement (School Year 2020-2021)

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). 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 fourth 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.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	42
Grade 1	41
Grade 2	42
Grade 3	42
Grade 4	46
<b>Total Enrollment</b>	<b>213</b>

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.5
Asian	0.5
Hispanic or Latino	55.9
White	41.3
Two or More Races	1.4
Socioeconomically Disadvantaged	51.2
English Learners	9.4
Students with Disabilities	8.5
Homeless	1.4

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	6	9	13	13
Without Full Credential	4	4	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Kindergarten:</p> <p>Expeditionary Learning Phonemic Awareness by Michael Heggerty Nancy Fetzner Reading and Writing Strategies Goalbook Pathways Assessments and Lessons Rigby, Scholastic, Decodeables and Booksource Leveled Readers Words Their Way (word sorts) High Frequency Word List (kinder words) Project Based Learning Units Writing journals Teacher Read Alouds Individualized Computer Programs: Lexia and Mindplay iPad applications such as Starfall and Epic NWEA Measures of Academic Progress (“MAP”) Calkins Reading Assessment System Calkins Units of Study in Writing and Reading</p> <p>Grades 1-4:</p> <p>Expeditionary Learning Phonemic Awareness by Michael Heggerty Nancy Fetzner Reading and Writing Strategies Goalbook Pathways Assessments and Lessons Rigby, Scholastic, Decodeables 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 Individualized Computer Programs: (Literacy) Pathblazer and Mindplay (Math) Dreambox iPad applications such as Starfall and Epic NWEA Measures of Academic Progress (“MAP”) Calkins Reading Assessment System Calkins Units of Study in Writing and Reading</p>	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	Kindergarten: Pearson Investigations 3- CCSS Math Perspectives (Kathy Richardson) Math in Practice (Heinemann) NWEA Measures of Academic Progress (“MAP”) Goalbook Pathways Assessments and Lessons Math manipulatives/ hands-on materials iPad applications Teaching Elementary & Froebel Gifts & Montessori Works (sensorial) Teaching Elementary & Children’s Mathematics- CGI  Grades 1-4 Pearson Investigations 3-CCSS Math Perspectives (Kathy Richardson) Math in Practice (Heinemann) NWEA Measures of Academic Progress (“MAP”) Goalbook Pathways Assessments and Lessons Math manipulatives/ hands-on materials  iPad applications  Teaching Elementary & Children’s Mathematics- CGI	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	<p>Kindergarten</p> <p>Expeditionary Learning Units AIMS Units Hands-on materials and experiments Websites Nearpod lessons Project Based Units NGSS Standards-aligned, teacher created lessons</p> <p>Grades 1-4 Expeditionary Learning Units AIMS Units Project Based Units Hands-on materials and experiments Websites Nearpod lessons NGSS Standards-aligned, teacher created lessons</p>	Yes	0.00 %
<b>History-Social Science</b>	<p>Kindergarten</p> <p>Expeditionary Learning Units Patriotic exercises, songs Geography- continents and oceans American Symbols AIMS lessons Rules/Procedures See and Step Project Based Units</p> <p>Grades 1-2 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 3-4 Project Based Units including topics such as: constitution, native people groups, Visalia and California history, and Missions</p>	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Foreign Language</b>	Kindergarten 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  Grades 1-2 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  Grades 3-4 Habia Una Vez- Elementary Spanish Curriculum from the Storyteller’s Corner Fluency Matters Novels and Picture Books in Spanish Real Spanish Right Away Curriculum	Yes	0.00 %
<b>Health</b>	PE units/Teacher created  standards aligned activities PFT Prep	Yes	0.00 %
<b>Visual and Performing Arts</b>	K-4 Art Books (Raboff)-- for example, Camille & the Sunflowers Art Supplies At least one lesson in all six elements of art Percussion basics Grades 1-4 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.	Yes	0.00 %

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

### School Facility Conditions and Planned Improvements

The Blue Oak Academy school site received an overall "good" rating on the majority of areas on our recent FIT report (January 2020). The "good" ratings were given in systems, cleanliness, restrooms/fountains, safety, structural and external domains. The report gave a "poor" on interior surfaces and a "fair" rating in electrical.



Planned facility improvements: classrooms will be added to house the new grade additions for the 2021-22 year (one fifth grade room) as well as a library space. Plans are in process to update and add permanent facilities over the next couple of years.

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

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	-exhaust fans not working
<b>Interior: Interior Surfaces</b>	Poor	<ul style="list-style-type: none"> <li>• ceiling tiles have water stains</li> <li>• missing ceiling tiles</li> <li>• broken ceiling tiles</li> <li>• holes in ceiling tiles</li> <li>• wall tiles are broken</li> <li>• formica trim is missing</li> <li>• carpet is torn and stained</li> <li>• linoleum flooring is lifting</li> </ul>
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	<ul style="list-style-type: none"> <li>• two are unkept; used as storage</li> <li>• vermin holes are creating trip hazards</li> </ul>
<b>Electrical: Electrical</b>	Fair	<ul style="list-style-type: none"> <li>• extension cords and surge protector are daisy chained creating a trip hazard</li> <li>• multiple light panels are out</li> <li>• multiple bulbs needing replacing</li> <li>• ethernet box is loose</li> <li>• light covers missing</li> <li>• outlet covers missing</li> </ul>
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	<ul style="list-style-type: none"> <li>• drinking fountains have low flow</li> <li>• faucet has a drip</li> <li>• faucet is loose at the base</li> <li>• faucet handle is broken</li> <li>• missing cap on drinking fountain</li> </ul>

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	<ul style="list-style-type: none"> <li>peeling paint</li> <li>daisy-chained extension cords as trip hazard</li> </ul>
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Good	

## 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	42	N/A	47	N/A	50	N/A
<b>Mathematics (grades 3-8 and 11)</b>	49	N/A	33	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2019-2020)**

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

## 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 2020-2021)

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Our school enjoys high parent involvement. Due to covid-19 and the limitations associated with it, we have had to be creative in our approaches to connect with families. We invite parent/family participation in a myriad of ways, including the following:

- 1) Due to the unique and constantly changing circumstances from covid-19, Dr. Ball has offered monthly parent forums via Zoom. She updated our families on the current situation at that moment and the impact on schools. 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 board meetings.
- 2) School Events: BOA provides many fabulous connection and learning opportunities for families throughout the school year, including assemblies, student performances, and PTO sponsored family nights at local eateries.
- 3) 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, Growth Mindset, Supporting Your Emerging Reader, Emotional Tools, and Importance of Student Engagement. 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 for the year, including Virtual Scholastic Book Fair. This group meets monthly via Zoom and the PTO board meets more frequently when working on specific projects.
- 5) Volunteering: Parents and guardians and grandparents are invited to set up a regular time to volunteer in our digital classrooms.
- 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 including areas such as returning to in-person instruction or choosing distant learning

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.0	3.3	3.0	3.3	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.3	3.3	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

Blue Oak Academy has a fully compliant School Safety Plan. The plan was last reviewed and updated, with board approval in August 18, 2020. 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. 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

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)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23		2		21		2	2	21			
1									14	3		
2	27		3		29		3		14			3
3					22		2		14	3		
4									15	3		

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

\*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.

### Student Support Services Staff (School Year 2019-2020)

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

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,287.00	\$1,638.00	\$9,649.00	\$65,799.00
District	N/A	N/A	\$9,649.00	\$65,799.00
Percent Difference - School Site and District	N/A	N/A	0.0	
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	23.1	

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

## Types of Services Funded (Fiscal Year 2019-2020)

Blue Oak Academy offers English Language Arts, Mathematics, History, Art, 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.

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

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/>.

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10	8	8