2022–23
School Accountability Report Card Template
(Word Version)

(To be used to meet the state reporting requirement
by February 1, 2024)

Prepared by:
California Department of Education
Analysis, Measurement, and Accountability Reporting Division

Posted to the CDE Website:
October 2023

Contact:
SARC Team
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Important!

**Please delete this page
before using the SARC template**

School Accountability Report Card
Reported Using Data from the
2022–23 School Year
California Department of Education

For   ...School

Address: **Phone:**
Principal: **Grade Span:**

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.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2023–24)

Entity	Contact Information
District Name	Orange County Classical Academy
Phone Number	(657) 223-9420
Superintendent	Semi Park
Email Address	Semi.Park@OrangeCountyClassicalAcademy.Org
Website	orangecountyclassicalacademy.org

Table 2: School Contact Information (School Year 2023–24)

Entity	Contact Information
School Name	Orange County Classical Academy
Street	4100 E. Walnut Avenue
City, State, Zip	Orange, CA, 92869
Phone Number	(657) 223-9420
Principal	Semi Park
Email Address	Semi.Park@OrangeCountyClassicalAcademy.Org
Website	orangecountyclassicalacademy.org
County-District-School (CDS) Code	30-10306-0139964

Table 3: School Description and Mission Statement (School Year 2023–24)

The Orange County Classical Academy is Orange County's only tuition-free, TK-12, Classical Education charter school. OCCA presently serves grades TK-8 with plans to expand a grade over each of the next four years. OCCA is located in Orange, California. Orange County Classical Academy's goal is preparing future citizens through a content-rich, liberal arts education dedicated to the pursuit of wisdom, prudence, and the moral and intellectual virtues. Scholars enjoy a classical liberal arts curriculum encompassing history, English, math, visual and performing arts, laboratory science, foreign language, and college preparatory electives.

The Mission of the Orange County Classical Academy is to develop students in mind and character through a classical, content-rich liberal arts and sciences curriculum that emphasizes the principles of scholarship, moral character, and civic virtue.

Table 4: **Student Enrollment by Grade Level (School Year 2022–23)**

Grade Level	Number of Students
Kindergarten	78
Grade 1	57
Grade 2	57
Grade 3	58
Grade 4	60
Grade 5	59
Grade 6	62
Grade 7	59
Grade 8	47
Grade 9	N/A
Grade 10	N/A
Grade 11	N/A
Grade 12	N/A
Total Enrollment	537

Table 5: Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	247
Male	290
Non-Binary	0
American Indian or Alaska Native	1
Asian	147
Black or African American	8
Filipino	0
Hispanic or Latino	99
Native Hawaiian or Pacific Islander	4
Two or More Races	2
White	264
English Learners	33
Foster Youth	0
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	0
Students with Disabilities	65

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.

Table 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: 1/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Core Knowledge Language Arts	YES	0
	Literacy Essentials	YES	0
	Integrating Morphology from Literacy Essentials	YES	0
	Well-Ordered Language Grammar Studies	YES	0
	IEW Composition	YES	0
	English from the Roots Up	YES	0
	An Introduction to Sentence Diagramming	YES	0
	Structure and Style for the Classroom	YES	0
	Realms of Gold Vol I	YES	0
	Get Smart: Through Sentence Diagramming	YES	0
	Structure and Style for Students	YES	0
	Realms of Gold Vol II	YES	50%
	Realms of Gold Vol III	YES	33%
Mathematics	Singapore Dimensions	YES	0
	A First Course in Pre-Algebra	YES	0
	A First Course in Algebra	YES	0
Science	Core Knowledge Science	YES	0
	Science Explorer Series	YES	0
	Delta Science Series	YES	0
	Great Minds of Science Series	YES	0
History-Social Science	Core Knowledge History and Geography	YES	0
	Early American History	YES	0
	Story of the World History Studies	YES	0
	1776 Curriculum	YES	0
	Eyewitness to America	YES	0
	Land of Hope Vol I	YES	0
Foreign Language	English from the Roots Up	YES	0
	Wheelock's Latin	YES	0
Health	N/A	N/A	N/A
Visual and Performing Arts	Core Knowledge Arts and Music Studies	YES	0
	Classical Drawing	YES	0
	Classical Painting	YES	0

	Sight Singing School	YES	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

Table 12: School Facility Conditions and Planned Improvements

As of school year 2023-24, OCCA's charter school authorizer, the Orange County Department of Education (OCDE) has ceased to use the Facility Inspection Tool format for facility assessment. The following data is from the last such inspection of our facility performed by OCDE, for school year 2022-23.

Table 13: 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: 10/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	100%			
Interior: Interior Surfaces	100%			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	100%			
Electrical: Electrical	100%			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	100%			
Safety: Fire Safety, Hazardous Materials	100%			
Structural: Structural Damage, Roofs	100%			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	100%			

Overall Facility Rate

Year and month of the most recent FIT report: 10/2022

Table 14: Overall Rating

Exemplary	Good	Fair	Poor
100.00%			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessment [CAA] 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 CAA. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Table 15: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing state-administered assessments
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts/Literacy (grades 3-8 and 11)		71.72%				
Mathematics (grades 3-8 and 11)		61.31%				

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

**Table 16: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	349	336	96.3%	3.7%	71.72%
Female	165	160	97.0%	3.0%	73.76%
Male	184	167	90.8%	9.2%	69.88%
American Indian or Alaska Native					
Asian	91	91	100.0%	0.0%	80.21%
Black or African American					
Filipino					
Hispanic or Latino	62	60	96.8%	3.2%	60.0%
Native Hawaiian or Pacific Islander					
Two or More Races	11	11	100.0%	0.0%	81.82%
White	173	162	93.6%	6.4%	70.38%
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	48	46	95.8%	4.2%	76.09%
Students Receiving Migrant Education Services					
Students with Disabilities	43	38	88.4%	11.6%	36.85%

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 CAA divided by the total number of students who participated in both assessments.

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

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.

Table 17: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	349	336	96.3%	3.7%	61.31%
Female	165	160	97.0%	3.0%	56.26%
Male	184	176	90.8%	9.2%	65.91%
American Indian or Alaska Native					
Asian	91	91	100.0%	0.0%	82.41%
Black or African American					
Filipino					
Hispanic or Latino	62	60	96.8%	3.2%	48.34%
Native Hawaiian or Pacific Islander					
Two or More Races	11	11	100.0%	0.0%	63.63%
White	173	162	93.6%	6.4%	53.70%
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	48	46	95.8%	4.2%	58.69%
Students Receiving Migrant Education Services					
Students with Disabilities	43	38	88.4%	11.6%	18.42%

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 CAA divided by the total number of students who participated in both assessments.

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

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.

Table 18: 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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8 and high school)		49.04%				

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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.

**Table 19: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	108	104	96.3%	3.7%	49.04%
Female	48	47	97.9%	2.1%	55.32%
Male	60	57	95.0%	5.0%	43.86%
American Indian or Alaska Native					
Asian	32	32	100.0%	0.0%	65.63%
Black or African American					
Filipino					
Hispanic or Latino	18	17	94.4%	5.6%	35.30%
Native Hawaiian or Pacific Islander					
Two or More Races					
White	49	46	93.9%	6.1%	41.30%
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	18	17	94.4%	5.6%	64.71%
Students Receiving Migrant Education Services					
Students with Disabilities	16	14	87.5%	12.5%	21.43%

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

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

Table 23: California Physical Fitness Test Results (School Year 2022–23) Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%
9	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

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

C. Engagement

State Priority: 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.

Table 24: Opportunities for Parental Involvement (School Year 2023–24)

Orange County Classical Academy has instituted numerous vehicles for direct parental involvement. The primary opportunities for involvement are a monthly Coffee with the Headmaster event and the quarterly formal governing body, The Academic Advisory Council. The AAC is led by parent officers, representatives and school administrative leaders and teacher representatives. Opportunities for direct parental participation in the classroom and school events include Room Parents for each class in Lower School grades TK-5, and a Parent Steering Committee for Upper School grades 6th - 8th. The Parent Steering committee consists of parents and staff who work together to help plan and organize Upper School events and activities. OCCA also has numerous sub-committees in which parents participate covering topics from facilities, academics to EL, SPED and campus safety. Further, we have on staff a dedicated person to serve as a parent volunteer liaison to help organize parent participation in on campus activities.

State Priority: Pupil Engagement

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

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

Table 25: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate			N/A						
Graduation Rate			N/A						

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

Table 27: Chronic Absenteeism by Student Group
(School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students			6	1.11%
Female			4	1.62%
Male			2	0.69%
Non-Binary			0	0
American Indian or Alaska Native			0	0
Asian			0	0
Black or African American			0	0
Filipino			0	0
Hispanic or Latino			3	3.0%
Native Hawaiian or Pacific Islander			0	0
Two or More Races			0	0
White			3	0.556%
English Learners			0	0
Foster Youth			0	0
Homeless			0	0
Socioeconomically Disadvantaged			0	0
Students Receiving Migrant Education Services			0	0
Students with Disabilities			0	0

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

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

Table 28: Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions			4						
Expulsions			0						

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

Table 29: Suspensions and Expulsions by Student Group
(School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.74% (4)	N/A
Female	0	N/A
Male	0.74% (4)	N/A
Non-Binary	0	N/A
American Indian or Alaska Native	0	N/A
Asian	0	N/A
Black or African American	0	N/A
Filipino	0	N/A
Hispanic or Latino	0	N/A
Native Hawaiian or Pacific Islander	0	N/A
Two or More Races	0	N/A
White	0.74% (4)	N/A
English Learners	0	N/A
Foster Youth	0	N/A
Homeless	0	N/A
Socioeconomically Disadvantaged	0	N/A
Students Receiving Migrant Education Services	0	N/A
Students with Disabilities	0	N/A

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

Table 30: School Safety Plan (School Year 2023–24)

The Comprehensive School Safety Plan of Orange County Classical Academy was last revised in August, 2023, and was developed in collaboration with O'Neil Security Group. O'Neil Security Group is a security consulting firm specializing in high-threat security, cyber, camera systems, armed guards, safety, emergency contingency plans, and physical/structural security. These services include the presence of a full-time armed Security Sentry who monitors the campus and provides significant additional security expertise to OCCA's existing systems.The Plan is governed and executed by the school safety committee consisting of the Headmaster, Assistant Headmasters, Business Manager, Campus Operations Manager and O'Neil Security Sentry. In the event of an incident on campus, these safety committee members each have a role and set of

responsibilities: Incident Commander, Public Information Officer, Liaison Officer, Operations, Planning and Finance. Logistics are executed by staff operating under the Business Manager. When initiated these officers collaborate to ensure a fully coordinated situational plan is in place that is consistent with the Comprehensive School Safety Plan, and that resources and personnel are then directed accordingly, while all activities are monitored and authorities are properly informed and supported on site.

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.

Table 33: Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

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

Table 37: Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	2/537

*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.

Table 38: Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	2
Other	1

*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.

Table 40: Types of Services Funded (Fiscal Year 2022–23)

The $13,390 OCCA was allocated from Title I Funds last year were allocated towards parent family engagement, and additional academic programs and teacher trainings steered toward low income families.

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement		22	19