

# **2024–25 School Accountability Report Card Template (Word Version)**

(To be used to meet the state reporting requirement  
by February 1, 2026)

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

**Posted to the CDE Website:**  
August 2025

**Contact:**  
SARC Team  
[sarc@cde.ca.gov](mailto:sarc@cde.ca.gov)

**Important!**

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

# School Accountability Report Card Reported Using Data from the 2024–25 School Year

California Department of Education

*For ...School*

**Address:  
Principal:**

**Phone:  
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/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).

## **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.

### **Admission Requirements for the University of California (UC)**

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### **Admission Requirements for the California State University (CSU)**

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

**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 2025–26)**

*Entire table - data provided by the CDE (DPC)*

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

**Table 2: School Contact Information (School Year 2025–26)**

*Entire table - data provided by the CDE (DPC)*

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	Orangetyclassicalacademy.org
Grade Span	TK-9
County-District-School (CDS) Code	30-10306-0139964

**Table 3: School Description and Mission Statement (School Year 2025–26)**

*Narrative provided by the LEA (DPL)* – use this space to provide information about the school, its program, and its goals.

Orange County Classical Academy is Orange County's only tuition-free, TK-12, Classical Education charter school. OCCA presently serves grades TK-9 with plans to expand a grade over each of the next three years. OCCA's main office and campus serving grades TK-6, are located in Orange, California. OCCA's 7-9 grade students are served on a campus in nearby Santa Ana. Orange County Classical Academy's goal is to prepare 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 2024–25)**

*Entire table - data provided by the CDE (DPC)*

<b>Grade Level</b>	<b>Number of Students</b>
<b>TK</b>	80
<b>Kindergarten</b>	87
<b>Grade 1</b>	84
<b>Grade 2</b>	84
<b>Grade 3</b>	60
<b>Grade 4</b>	64
<b>Grade 5</b>	64
<b>Grade 6</b>	64
<b>Grade 7</b>	62
<b>Grade 8</b>	62
<b>Grade 9</b>	27
<b>Grade 10</b>	
<b>Grade 11</b>	
<b>Grade 12</b>	
<b>Total Enrollment</b>	738

**Table 5: Student Enrollment by Student Group (School Year 2024–25)***Entire table - data provided by the CDE (DPC)*

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Female</b>	45.1%
<b>Male</b>	54.8%
<b>Non-Binary</b>	0%
<b>American Indian or Alaska Native</b>	0%
<b>Asian</b>	38.2%
<b>Black or African American</b>	1%
<b>Filipino</b>	.02%
<b>Hispanic or Latino</b>	16.8%
<b>Native Hawaiian or Pacific Islander</b>	0%
<b>Two or More Races</b>	5.2%
<b>White</b>	33.8%
<b>English Learners</b>	1.8%
<b>Foster Youth</b>	0%
<b>Homeless</b>	0%
<b>Migrant</b>	0%
<b>Socioeconomically Disadvantaged</b>	16%
<b>Students with Disabilities</b>	9.9%

## **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 8: Teacher Preparation and Placement (School Year 2023–24)***Entire table - data provided by the CDE (DPC)*

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	33	84.6%				
<b>Intern Credential Holders Properly Assigned</b>	4	10.3%				
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	5.1%				
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0%	0%				
<b>Unknown/Incomplete/NA</b>	0%	0%				
<b>Total Teaching Positions</b>	39	100%				

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Table 9: Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)***Entire table - data provided by the CDE (DPC)*

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
<b>Permits and Waivers</b>		0	0
<b>Misassignments</b>		0	0
<b>Vacant Positions</b>		0	0
<b>Total Teachers Without Credentials and Misassignments</b>		0	0

**Table 10: Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)***Entire table - data provided by the CDE (DPC)*

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>		0	0
<b>Local Assignment Options</b>		0	0
<b>Total Out-of-Field Teachers</b>		0	0

**Table 11: Class Assignments***Entire table - data provided by the CDE (DPC)*

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
<b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>		0%	0%
<b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b>		0%	0%

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

**Table 12: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)***Entire table – data provided by the LEA (DPL)***Year and month in which the data were collected: 2026/1**

<b>Subject</b>	<b>List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	A Christmas Carol	
	A Tale of Two Cities	0.0%
	Animal Farm	0.0%
	Beowulf: A Dual-Language Edition	0.0%
	Canterbury Tales	0.0%
	Children's Homer	0.0%
	The Count of Monte Cristo	0.0%
	The Great Gatsby	0.0%
	The Iliad	0.0%
	The Odyssey	0.0%
	Julius Caesar	0.0%
	Macbeth	0.0%
	Pride and Prejudice	0.0%
	To Kill a Mockingbird	0.0%
<b>Mathematics</b>	A First Course in Algebra	0.0%
	A First Course in Pre-Algebra	0.0%
	A Course in Geometry	0.0%
	Singapore Dimensions	0.0%
<b>Science</b>	Core Knowledge Science	0.0%
	Delta Science Series	0.0%
	Great Minds of Science Series	0.0%
	Science Explorer Series	0.0%
<b>History-Social Science</b>	1776 Curriculum	0.0%
	Ancient Greece: From Prehistoric to Hellenistic Times	0.0%
	Ancient Rome: A Military and Political History	0.0%
	Eyewitness to America	0.0%
	Land of Hope Vol I	0.0%
	Story of the World	0.0%
<b>Foreign Language</b>	English from the Roots Up	0.0%
	Wheelock's Latin	0.0%
	Workbook for Wheelock's Latin	0.0%
<b>Health</b>	N/A	N/A
<b>Visual and Performing Arts</b>	Core Knowledge Arts and Music Studies	0.0%
	Classical Drawing	0.0%

	Classical Painting	0.0%
	Sight Singing School	0.0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	0.0%

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

**Table 13: School Facility Conditions and Planned Improvements**

*Narrative provided by the LEA (DPL) – Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).]*

The following data is taken from the last FIT facility inspection of our facilities performed by OCCA's charter school authorizer, the Orange County Department of Education (OCDE). On October 22, 2025, for both the lower school facility (4100 E. Walnut Avenue, Orange, CA 92869 as well as the Upper School Facility, 2130 N. Grand Avenue, Santa Ana, CA 92705), a total of 8 elementary classrooms were visited with 19 classrooms in session at the time. A total of 5 middle school classrooms were visited out of 30 middle school courses in session. The Facility Inspection Report addressed some deficiencies including excessive overhead storage in the library, cracks in the concrete in the playground, no feminine products in the girls' restroom, 2 lights inoperable in room H2, 3 lights inoperable in K1, bookcases not anchored to the wall in K1, 1 light diffuser missing in K1, and 1 light inoperable in room 102.

On December 19, 2025, we submitted proof of correction for every deficiency indicated on this report submitted to OCDE with photos of documentation included.

The previous reporting of FIT was conducted in October of 2025 as part of the Williams Monitoring review. However, this report did not include a full inspection of our facility. The following data is collected from our most recent full facility inspection by OCDE from 8/2024. Overall rating of the facility inspection concluded at 100% with a school rating of EXEMPLARY.

**Table 14: School Facility Good Repair Status***Entire table – data provided by the LEA (DPL)*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:** 8/2024

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

**Overall Facility Rate***Entire table – data provided by the LEA (DPL)***Year and month of the most recent FIT report:** 8/2024**Table 15: Overall Rating**

Exemplary	Good	Fair	Poor
100%			

## 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. 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 Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 16: CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments**

*Entire table - data provided by the CDE (DPC)*

**Grades Three through Eight and Grade Eleven**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	71%	70.57%				
<b>Mathematics (grades 3-8 and 11)</b>	65.97%	66.3%				

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 17: CAASPP Test Results in ELA by Student Group**  
**for students taking and completing a state-administered assessment**  
*Entire table - data provided by the CDE (DPC)*  
**Grades Three through Eight and Grade Eleven (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	376	367	97.6%	2.4%	70.57%
<b>Female</b>	161	160	99.3%	.7%	75.63%
<b>Male</b>	215	207	96.2%	3.8%	66.66%
<b>American Indian or Alaska Native</b>					
<b>Asian</b>	139	139	100%	0%	81.3%
<b>Black or African American</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>	67	66	98.5%	1.5%	57.58%
<b>Native Hawaiian or Pacific Islander</b>					
<b>Two or More Races</b>					
<b>White</b>	153	146	95.4%	4.6%	66.44%
<b>English Learners</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					
<b>Military</b>					
<b>Socioeconomically Disadvantaged</b>	80	78	97.5%	2.5%	62.82%
<b>Students Receiving Migrant Education Services</b>					
<b>Students with Disabilities</b>	38	32	84.2%	15.8%	34.38%

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 18: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment**  
*Entire table - data provided by the CDE (DPC)*  
**Grades Three through Eight and Grade Eleven (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	376	368	97.8%	2.2%	66.3%
<b>Female</b>	161	161	100%	0%	60.87%
<b>Male</b>	215	207	96.2%	3.8%	70.53%
<b>American Indian or Alaska Native</b>					
<b>Asian</b>	139%	139%	100%	0%	79.14%
<b>Black or African American</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>	67	66	98.5%	1.5%	51.51%
<b>Native Hawaiian or Pacific Islander</b>					
<b>Two or More Races</b>					
<b>White</b>	153	147	96%	4%	61.9%
<b>English Learners</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					
<b>Military</b>					
<b>Socioeconomically Disadvantaged</b>	80	79	98.7%	1.3%	58.23%
<b>Students Receiving Migrant Education Services</b>					
<b>Students with Disabilities</b>	38	32	84.2%	15.8%	21.88%

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 19: CAASPP Test Results in Science for All Students***Entire table - data provided by the CDE (DPC)***Grades Five, Eight, and High School****Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2023–24</b>	<b>School 2024–25</b>	<b>District 2023–24</b>	<b>District 2024–25</b>	<b>State 2023–24</b>	<b>State 2024–25</b>
<b>Science (grades 5, 8 and high school)</b>	53.85%	46.78%				

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 20: CAASPP Test Results in Science by Student Group***Entire table - data provided by the CDE (DPC)***Grades Five, Eight, and High School (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	126	124	98.4%	1.6%	46.78%
<b>Female</b>	53	53	100%	0%	41.51%
<b>Male</b>	73	71	97.2%	2.8%	50.7%
<b>American Indian or Alaska Native</b>					
<b>Asian</b>	42	42	100%	0%	66.67%
<b>Black or African American</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>	23	23	100%	0%	26.09%
<b>Native Hawaiian or Pacific Islander</b>					
<b>Two or More Races</b>					
<b>White</b>	57	55	96.4%	3.6%	45.46%
<b>English Learners</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					
<b>Military</b>					
<b>Socioeconomically Disadvantaged</b>	31	31	100%	0%	38.71%
<b>Students Receiving Migrant Education Services</b>					
<b>Students with Disabilities</b>	16	15	93.7%	6.3%	20%

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 24: California Physical Fitness Test Results (School Year 2024–25)  
Percentage of Students Participating in each of the five Fitness Components**

*Entire table - data provided by the LEA (DPL)*

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	96.6%	98.3%	98.3%	98.3%	98.3%
9	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results 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 25: Opportunities for Parental Involvement (School Year 2025–26)**

*Narrative provided by the LEA (DPL) – use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement.*

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 dedicated to serving parents of English Learners, The English Learner Advisory Committee. Other regular events include what we call Coffee with the SPEDmaster where families of students in Special Education have a chance to meet and learn from our Director Special Education and her staff, and we also have a regular Coffee with the Board event. Families of Special Needs students also receive a regular monthly newsletter to ensure continuing communications. 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 - 10th. 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 subcommittees in which parents participate covering topics from facilities, academics to EL, SPED and campus safety, fundraising, lunch duties as well as a Corrections Committee.

## **State Priority: Pupil Engagement**

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

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

**Table 28: Chronic Absenteeism by Student Group (School Year 2024–25)***Entire table - data provided by the CDE (DPC)*

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	768	756	8	1.1%
<b>Female</b>	344	344	2	0.6%
<b>Male</b>	418	412	6	1.5%
<b>Non-Binary</b>				
<b>American Indian or Alaska Native</b>				
<b>Asian</b>	302	296	3	1.0%
<b>Black or African American</b>				
<b>Filipino</b>				
<b>Hispanic or Latino</b>	138	135	1	0.7%
<b>Native Hawaiian or Pacific Islander</b>				
<b>Two or More Races</b>	37	36	1	2.8%
<b>White</b>	279	277	3	1.1%
<b>English Learners</b>	37	37	0	0.0%
<b>Foster Youth</b>				
<b>Homeless</b>				
<b>Socioeconomically Disadvantaged</b>	148	146	1	0.7%
<b>Students Receiving Migrant Education Services</b>				
<b>Students with Disabilities</b>	74	73	0	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 29: Suspensions and Expulsions***Entire table - data provided by the CDE (DPC)*

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
<b>Suspensions</b>	4	3	2						
<b>Expulsions</b>	4	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.

**Table 30: Suspensions and Expulsions by Student Group  
(School Year 2024–25)***Entire table - data provided by the CDE (DPC)*

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	.31%	0
<b>Female</b>	.002%	0
<b>Male</b>	0	0
<b>Non-Binary</b>	0	0
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	.001%	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	.001%	0
<b>English Learners</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	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.

**Table 31: School Safety Plan (School Year 2025–26)**

*Narrative provided by the LEA (DPL) – use this space to provide information about the school’s comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan.*

The Comprehensive School Safety Plan of Orange County Classical Academy was last revised in August, 2025, and was developed in collaboration with O’Neil Security Group, and includes a plan covering both Lower School (Orange) and Upper School (Santa Ana) campuses. 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, Director of Operations, 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 32: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2022–23)**

*Entire table - data provided by the CDE (DPC)*

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	28		2	
1	30		2	
2	30		2	
3	30		2	
4	30		2	
5	30		2	
6	30		2	
Other**	24		1	

\*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 33: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2023–24)**

*Entire table - data provided by the CDE (DPC)*

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	28		2	
1	30		2	
2	30		2	
3	30		2	
4	30		2	
5	30		2	
6	30		2	
Other**	24		2	

\*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 34: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2024–25)**

*Entire table - data provided by the CDE (DPC)*

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	28		3	
1	30		3	
2	30		3	
3	30		3	
4	30		2	
5	30		2	
6	30		2	
Other**	20	4	0	

\*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 38: Ratio of Pupils to Academic Counselor (School Year 2024–25)**

*Entire table - data provided by the CDE (DPC)*

Title	Ratio
Pupils to Academic Counselor*	738/2

\*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 39: Student Support Services Staff (School Year 2024–25)**

*Entire table - data provided by the CDE (DPC)*

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
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.

\*\* “Other” category is for all other student support services staff positions not listed.

**Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)**

*Partial table - data provided by the CDE (DPC), as follows:*

- District Average Teacher Salary data,
- State Average Teacher Salary data, and
- State Expenditures Per Pupil (Unrestricted) data.

*Partial table - data provided by the LEA (DPL), as follows:*

- The remaining data is to be provided by the LEA.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,586	\$2,457	\$13,129	\$65,332.30
District	N/A	N/A		
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference – School Site and State	N/A	N/A		

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

**Table 41: Types of Services Funded (Fiscal Year 2024–25)**

*Narrative provided by the LEA (DPL) – use this space to provide specific information about the types of programs and services available at the school that support and assist students.*

OCCA used federal and state funds to support a variety of programs and services focused on student academic achievement and well-being. Title I and Title IV funds were used to support parent and family engagement activities, supplemental academic programs, and professional development and training for teachers, with an emphasis on supporting low-income students. SPED and Section 504 funds supported student services and accommodations, while ELOP and Proposition 28 funds supported enrichment and arts education programs.

**Table 42: Teacher and Administrative Salaries (Fiscal Year 2023–24)**

*Entire table - data provided by the CDE (DPC)*

**Table 44: Professional Development***Entire table - data provided by the LEA (DPL)*

<b>Measure</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	19	16	16