

Blue Oaks Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Blue Oaks Elementary School
Street	8150 Horncastle Ave.
City, State, Zip	Roseville, CA 95747
Phone Number	(916) 771-1700
Principal	Nicole Cumbra
Email Address	ncumbra@rcsdk8.org
School Website	http://blueoaks.rcsdk8.org/
Grade Span	K-5
County-District-School (CDS) Code	31669100102806

2025-26 District Contact Information

District Name	Roseville City School District
Phone Number	(916) 771-1600
Superintendent	Derk Garcia
Email Address	
District Website	www.rcsdk8.org

2025-26 School Description and Mission Statement

Our Mission Statement is:

Upon leaving 5th grade, ALL students at Blue Oaks Elementary will exemplify the six pillars of character and be prepared to successfully complete any 6th-grade course.

To achieve this mission, the staff at Blue Oaks will continue developing as a collaborative community of professional learners who are:

- Focused on Learning
- Results-Oriented
- Committed to the continuous improvement of each student and staff member

Our School Vision at Blue Oaks is to:

- * Provide a safe, challenging, and enjoyable learning environment in which each child achieves grade-level standards and/or evidences one year of academic growth each school year.
- * Facilitate a strong, home-school partnership in the education process.
- * Clearly communicate expectations and learning targets.
- * Model and promote a love of learning.
- * Teach personal responsibility for choices and actions.
- * Provide opportunities for exposure to, and experiences with, the arts.
- * To support staff in ongoing professional development.

Blue Oaks Elementary School opened its doors to kindergarten through fifth grade students in August 2004. It derives its name from the beautiful grove of Blue Oak trees that run through the north side of campus. As of December 2025, the school serves approximately 500 TK - 5th graders. Each classified and credentialed staff member is committed to providing a joyful learning environment in which the unique skills, talents, and needs of each child are recognized. High expectations for behavior, effort, and achievement complement an academically challenging curriculum, based on content and performance standards at each grade level. A strong, home-school partnership is facilitated by high levels of parent participation and by ongoing communication to define and refine the school culture.

2025-26 School Description and Mission Statement

Blue Oaks continues to add STEAM programs in our quest to prepare our students for the 21st Century. In order to integrate technology and grade-level curriculum, we have iPads in both Transitional Kindergarten and Kindergarten, as well as 1:1 Chromebook access for students in 2nd- 5th grade. In the area of arts, all Kindergarten through Fifth grade students receive weekly music education. Additionally, all TK - Fifth graders participate in Starstruck Showcase (dance show), and we also have a Musical Theatre Program and bucket band for our 5th graders.

Blue Oaks is fortunate to have a very involved Parent Teacher Club, which provides a variety of activities for our students. Our PTC sponsors the school's family activities such as trunk or treat, bingo, family dances, and skate nights.

Blue Oaks also has strong ties with the community, evidenced by our annual Student Council sponsored food drive where the donations are given to the local food locker and our Toys for Tots Toy Drive.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	70
Grade 2	70
Grade 3	89
Grade 4	97
Grade 5	88
Total Enrollment	498

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
American Indian or Alaska Native	0.4
Asian	13.5
Black or African American	3
Filipino	5
Hispanic or Latino	17.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	11.4
White	48.8
English Learners	16.7
Foster Youth	0.4
Homeless	0.6
Socioeconomically Disadvantaged	36.9
Students with Disabilities	13.3

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.2	98.43	517.1	93.46	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.18	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.3	0.78	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	16.3	2.96	11953.1	4.28
Unknown/Incomplete/NA	0.3	1.53	14.4	2.61	15831.9	5.67
Total Teaching Positions	23.5	100	553.3	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.2	100	510.7	93.72	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.18	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	6.5	1.2	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	15.3	2.81	11746.9	4.23
Unknown/Incomplete/NA	0	0	11.3	2.08	14303.8	5.15
Total Teaching Positions	24.2	100	544.9	100	277698	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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.2	100	527.4	93.77	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.3	0.24	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7.3	1.3	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.1	2.51	12112.8	4.34
Unknown/Incomplete/NA	0	0	12.2	2.18	13705.8	4.91
Total Teaching Positions	23.2	100	562.5	100	278927.1	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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roseville City Elementary held a public hearing on September 25, 2025, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected

August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance 2024	0
Mathematics	Houghton Mifflin - Harcourt Expressions 2015	0
Science	Discovery Education 2020	0
History-Social Science	TCI Social Studies Alive 2025	0

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

School Facility Conditions and Planned Improvements

General

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Office.

Maintenance and Repairs:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District annually inspects wheelchair lifts, tests fire extinguishers, inspects and services all playground backboards, replaces bark on playgrounds and landscaping, and services HVAC units.

School Facility Good Repair Status:

Overall Summary of School Facilities Repair Status-Exemplary

School Facility Conditions and Planned Improvements

The inspection included a check of possible gas leaks, mechanical systems, interior and exterior doors and windows, interior surface areas, structural damage, electrical, playground equipment, and hazardous materials. In all areas this school passed inspection.

Cleaning Process and Schedule:

The District has adopted cleaning standards for all schools in the District. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Since 2008- 2009 the State has suspended the program due to State Budget Reductions. The District still maintains its own program.

Year and month of the most recent FIT report

10/2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	59	62	56	58	47	48
Mathematics (grades 3-8 and 11)	63	59	49	51	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	286	276	96.50	3.50	61.96
Female	137	130	94.89	5.11	66.92
Male	149	146	97.99	2.01	57.53
American Indian or Alaska Native	--	--	--	--	--
Asian	37	37	100.00	0.00	59.46
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	49	49	100.00	0.00	53.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	30	96.77	3.23	60.00
White	143	134	93.71	6.29	66.42
English Learners	42	36	85.71	14.29	19.44
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	16	16	100.00	0.00	81.25
Socioeconomically Disadvantaged	105	99	94.29	5.71	37.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	38	92.68	7.32	31.58

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	286	282	98.60	1.40	59.22
Female	137	135	98.54	1.46	57.04
Male	149	147	98.66	1.34	61.22
American Indian or Alaska Native	--	--	--	--	--
Asian	37	37	100.00	0.00	62.16
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	49	49	100.00	0.00	53.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	31	100.00	0.00	67.74
White	143	139	97.20	2.80	59.71
English Learners	42	42	100.00	0.00	23.81
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	16	16	100.00	0.00	93.75
Socioeconomically Disadvantaged	105	104	99.05	0.95	38.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	38	92.68	7.32	28.95

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	54.55	51.72	43.48	43.52	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	90	98.90	1.10	51.11
Female	44	43	97.73	2.27	60.47
Male	47	47	100.00	0.00	42.55
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	60.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	14	14	100.00	0.00	21.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	42	41	97.62	2.38	56.10
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	31	100.00	0.00	22.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	25.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	98%	98%	98%	98%

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.

2025-26 Opportunities for Parental Involvement

Parents play many active roles in the education of our students, including: enthusiastic involvement as classroom volunteers, Parent Teacher Club members, Watch D.O.G.S., Site Council members, ELAC members, Art Docents, leadership of extra-curricular programs, and fundraising campaigns. Over 90% of parents/guardians participate in Back to School Night, Parent-Teacher Conferences, and Open House. The majority of parents/guardians participate in PTC events. Many also log onto the Blue Oaks Parent Teacher Club website (www.blueoaksptc.com) to stay abreast of school events and activities. The staff, students, and community of Blue Oaks Elementary School are committed to the belief that parent-school partnerships are the foundation for successful student achievement, and parent involvement on our campus enhances the success of all students. For more information about parent involvement opportunities, please contact the school office at (916) 772-7839.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	556	545	54	9.9
Female	263	258	27	10.5
Male	293	287	27	9.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	80	78	6	7.7
Black or African American	20	20	3	15.0
Filipino	25	25	2	8.0
Hispanic or Latino	98	96	19	19.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	57	57	4	7.0
White	270	265	19	7.2
English Learners	110	105	14	13.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	230	223	38	17.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	89	87	11	12.6

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: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
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
0.96	0.92	1.62	1.68	2.51	2.04	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
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
0	0	0	0.01	0.02	0.08	0.08	0.07	0.06

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.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.62	0.00
Female	0.00	0.00
Male	3.07	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.08	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.85	0.00
English Learners	1.82	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.61	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.37	0.00

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.

2025-26 School Safety Plan

There are a variety of purposeful programs and practices embedded in the Blue Oaks school culture that promote a safe, positive learning environment for all. Staff, parents and students work together to maintain a school where diversity is valued and personal responsibility for choices is honored. At Blue Oaks we follow the guidelines of the Positive Behavior Intervention and Supports (PBIS) system. We believe that it is important for children to have clear expectations for their behavior and be acknowledged for their positive behavior.

We have three school rules we expect all of our students to follow. These are known as the Bear Necessities:

- Be Safe
- Be Respectful
- Be Responsible

Expectations for these rules are defined for all areas on campus and explicitly taught to every student. These rules are in effect while on campus, during all school and PTC sponsored activities, and on school buses. Students accept ownership of our school rules through discussion of inappropriate and appropriate choices, role playing, and class meetings. Conflict resolution strategies are modeled and practiced. Students are given opportunities to reflect on the choices they make. It is the intent of the Blue Oaks staff to address negative student behavior at the lowest level of severity. Blue Oaks follows a progressive discipline system with minor violations being handled by classroom teachers or yard duty staff and more severe violations being referred to the principal's office for a conference and parent notification.

Positive Recognition:

Students come together monthly for our "School Sings". At each Sing, one of our Bear Necessities (Be Safe, Respectful,

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Responsible) is discussed and students from each class are recognized for demonstrating the expectation. Students and staff then sing a variety of songs together to re-enforce our sense of community.

Additionally, to bolster the positive climate, students can earn "Bear Hugs". Bear Hugs are tickets any student can earn from any school employee for demonstrating our school rules. The tickets are placed in classroom containers and drawn both weekly and monthly. Every week a student from each class is chosen to spin the prize wheel. Monthly, 10 students are drawn from each grade level in order to go shopping at the "Bear Hug Store." In addition we also have school-wide incentives including fill up a container and meeting 3 markers on the way to the top. The markers along the way are rewarding for the students because once they get to a marker, the school earns extra recess, PJ day and otter pops.

Blue Oaks Safety plan which includes a Crisis Response Plan was updated and approved by our School Site Council on 12/1/2025. Our Safety Plan will be submitted for final approval by the board in February 2026. drills are conducted on a regular basis to prepare students and staff in the event of an emergency. The Roseville City School District has developed a Crisis Response Plan that outlines the procedures to be followed in the event of an emergency affecting a school site. The plan includes procedures for coordinating resources to respond to any emergency including natural disasters, environmental health issues, accidents, or intruders. Staff have been assigned roles and trained to work efficiently with each other and with other public service officers to ensure the safety of students and staff.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	21	7	0
1	19	6	21	0
2	22	0	28	0
3	21	5	21	0
4	23	6	21	0
5	23	6	21	0
6	0	0	0	0
Other	7	2	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	12	14	0
1	14	17	14	0
2	18	11	21	0
3	22	6	21	0
4	22	12	0	7
5	23	6	13	7
6	0	0	0	0
Other	18	3	2	1

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	27		
1	18	6	21	
2	18	13	14	
3	15	18	21	
4	21	12	14	
5	23	6	21	
Other	11	3		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,522	\$5,924	\$9,599	\$138,326
District	N/A	N/A	\$10,575	\$131,673
Percent Difference - School Site and District	N/A	N/A	-9.7	34.3
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-11.5	35.8

Fiscal Year 2024-25 Types of Services Funded

The annual funding plan concentrates on providing students with materials, tools, and experiences to enrich their education. Goals and progress are reviewed annually as a staff to focus on our student needs when planning the budget. Currently this has been focused on providing support for ELA and Math for all students, as well as campus safety, and meeting our students' social, emotional and behavioral needs.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,584	\$61,597
Mid-Range Teacher Salary	\$104,574	\$98,902
Highest Teacher Salary	\$121,753	\$126,340
Average Principal Salary (Elementary)	\$138,129	\$158,383
Average Principal Salary (Middle)	\$162,430	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$275,600	\$288,332
Percent of Budget for Teacher Salaries	39.17%	31.29%
Percent of Budget for Administrative Salaries	5.66%	5.38%

Professional Development

In alignment with the Roseville City School District's board goals, the Professional Development Advisory Committee (PDAC) developed a comprehensive three-year professional development plan for the District. Staff participate in four districtwide professional development days that include both district and site-based sessions focused on advancing site goals within the district's overall priorities.

Other areas of professional development at Blue Oaks include:

Implementing collaborative conversations across all content areas

PBIS Tier I and II trainings/follow-ups in order to maintain an emphasis on a positive school culture

Implementation of Restorative Practices

Revisiting our PLCs and how to effectively utilize student data to guide instruction, with an emphasis on analyzing essential standard assessment data to create Tier I and Tier II groups.

Continuing to refine and improve our use of both math and ELA curriculum, including Designated ELD instruction

Implementing ELD strategies

Continue to incorporate our social and emotional curriculum, Second Step, along with other evidence-based strategies throughout the school day.

Providing our staff training on Trauma-Informed Practices

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	4