

# Blue Oaks Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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).

#### 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.

## About This School

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

Entity	Contact Information
School Name	Blue Oaks Elementary School
Street	8150 Horncastle Ave.
City, State, Zip	Roseville, CA 95747
Phone Number	(916) 771-1700
Principal	Erin Peterson
Email Address	epeterson@rcsdk8.org
Website	<a href="http://www.rcsdk8.org">http://www.rcsdk8.org</a>
County-District-School (CDS) Code	31669100102806

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

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

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 on-going 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 2019, the school serves 478 students. 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 compliment 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.

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, Chromebook Carts in first - fifth grades and a fully functioning computer lab for all grade levels. Additionally, Blue Oaks maintains a hands-on Science Lab for all kindergarten through fifth grade students. In the area of arts, all kindergarten through fifth graders also receive weekly music education and participate in Young Rembrandts art classes twice a year. Additionally, all TK - fifth graders participate in Starstruck Showcase (dance show) and we also have a Musical Theatre Program and Show Chorus offered as clubs.

Blue Oaks is fortunate to have a very involved Parent Teacher Club which provides a variety of activities for our students. The PTC sponsors the school Carnival, Pancake Breakfast, Bear Stampede Fun Run, Family Dance, Field Day, and a parent social. P.T.C. also sponsors after school enrichment for our students in the form of clubs such as Bears on the Run, Student Council, Young Rembrandts Art, Broadcast Club, and Pokemon Club.

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.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	109
Grade 1	78
Grade 2	79
Grade 3	73
Grade 4	73
Grade 5	92
<b>Total Enrollment</b>	<b>504</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.6
Asian	7.5
Filipino	4
Hispanic or Latino	15.7
Native Hawaiian or Pacific Islander	0.6
White	58.5
Two or More Races	9.3
Socioeconomically Disadvantaged	18.8
English Learners	6.9
Students with Disabilities	12.3
Foster Youth	0.4
Homeless	0.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
<b>With Full Credential</b>	24	23	22	495
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	51

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: 9/12/19

Roseville City Elementary held a public hearing on September 6, 2018, 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark	Yes	0
<b>Mathematics</b>	Houghton Mifflin 2015	Yes	0
<b>Science</b>	MacMillan/ McGraw Hill 2008	Yes	0
<b>History-Social Science</b>	Pearson Scott Foresman 2007	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

---

### 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

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.

## School Facility Good Repair Status (Most Recent Year)

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 overall rating

**Year and month of the most recent FIT report: 12/2019**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Sealcoat and stripe asphalt
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	71	79	64	65	50	50
<b>Mathematics (grades 3-8 and 11)</b>	69	72	53	53	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	233	229	98.28	1.72	78.95
Male	125	122	97.60	2.40	75.21
Female	108	107	99.07	0.93	83.18
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	71.43
Filipino	--	--	--	--	--
Hispanic or Latino	40	38	95.00	5.00	63.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	136	135	99.26	0.74	85.93
Two or More Races	29	29	100.00	0.00	78.57
Socioeconomically Disadvantaged	52	52	100.00	0.00	71.15
English Learners	19	19	100.00	0.00	63.16
Students with Disabilities	32	31	96.88	3.12	53.33
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	234	229	97.86	2.14	71.62
Male	126	122	96.83	3.17	72.95
Female	108	107	99.07	0.93	70.09

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	78.57
Filipino	--	--	--	--	--
Hispanic or Latino	40	38	95.00	5.00	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	136	135	99.26	0.74	77.04
Two or More Races	29	29	100.00	0.00	79.31
Socioeconomically Disadvantaged	52	52	100.00	0.00	57.69
English Learners	19	19	100.00	0.00	47.37
Students with Disabilities	32	31	96.88	3.12	54.84
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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



### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

Contact Blue Oaks Elementary School Principal, Erin Peterson, or Parent Teacher Club President, Amy Wilson, for more information about opportunities for parental involvement at Blue Oaks. 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, including “Bear Jamboree”, “Pancake Breakfast”, Skate Nights and Book Fairs. Many also log onto the Blue Oaks Parent Teacher Club Website ([www.blueoakspc.com](http://www.blueoakspc.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 partnership is the foundation for successful student achievement, and parent involvement on our campus increases the success of all students

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.7	1.3	0.8	3.2	3.2	2.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

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

---

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.

Positive Recognition:

Students come together monthly for our "School Sings". At each Sing, one of the six "Pillars of Character" (Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship) is discussed and students from each class are recognized for demonstrating the identified Pillar. 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, 15 students are drawn from each grade level in order to go shopping at the "Bear Hug Store."

Our School Safety Plan is reviewed by March 1st of every year and includes a Crisis Response Plan. Safety 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**

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	8	18		23	2	18		24	2	18	
1	26		18		24		18		25		18	
2	18	6	18		25		18		24		18	
3	23		24		20	6	18		22	1	18	
4	30		18		30		18		26	5		12
5	32		12	6	29		18		31		18	
Other**					9	6			8	6		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,873	\$2,918	\$6,955	\$86,206
District	N/A	N/A	\$6,998	\$83,683
Percent Difference - School Site and District	N/A	N/A	-0.6	3.0
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	11.4	2.4

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

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

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 technology access, training and support with math, ELA and Writing curriculums (including purchasing iReady Instruction for 2nd - 5th graders and teacher planning days/professional development) and enrichment opportunities that align with both STEAM and Common Core State Standards.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,144	\$45,741
Mid-Range Teacher Salary	\$84,200	\$81,840
Highest Teacher Salary	\$98,032	\$102,065
Average Principal Salary (Elementary)	\$120,297	\$129,221
Average Principal Salary (Middle)	\$131,327	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$210,286	\$224,581
Percent of Budget for Teacher Salaries	44%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

In alignment with the Roseville City School District board goals, the Professional Development Advisory Committee (PDAC) plan was developed to create a comprehensive three-year professional development plan for the District. Training is provided to administrators and teachers that align with this plan during four professional development days. In addition, the school sites are provided three additional professional development days to focus on school site goals.

Other areas of professional development at Blue Oaks include:

- Implementing collaborative conversations across all content areas

- Integrating technology into instruction

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

- Revisiting our PLCs and how to effectively utilize student data to guide instruction, with an emphasis on analyzing iReady Data and setting PLC goals

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