

# Blue Oaks Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

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

## 2022-23 District Contact Information

<b>District Name</b>	Roseville City School District
<b>Phone Number</b>	(916) 771-1600
<b>Superintendent</b>	Derk Garcia
<b>Email Address</b>	
<b>District Website Address</b>	<a href="http://www.rcsdk8.org">www.rcsdk8.org</a>

## 2022-23 School Overview

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 2022, the school serves 493 in person 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 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

## 2022-23 School Overview

technology and grade level curriculum, we have iPads in both Transitional Kindergarten and Kindergarten, as well as our campus has 1:1 Chromebook access for students in 3rd- 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 Carnival, Pancake Breakfast, Bear Stampede Fun Run, Family Dance, Field Day, and a parent social.

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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	74
Grade 2	77
Grade 3	77
Grade 4	80
Grade 5	95
<b>Total Enrollment</b>	<b>487</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.8
Male	55.2
American Indian or Alaska Native	0.4
Asian	9.7
Black or African American	3.7
Filipino	6.6
Hispanic or Latino	17.9
Native Hawaiian or Pacific Islander	0.6
Two or More Races	11.9
White	48.9
English Learners	8.6
Foster Youth	0.0
Homeless	0.6
Migrant	0.0
Socioeconomically Disadvantaged	18.5
Students with Disabilities	13.6

### 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

## 2020-21 Teacher Preparation and Placement

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>	21.70	98.33	476.80	94.09	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	0.39	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	5.40	1.07	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	11.50	2.27	12115.80	4.41
<b>Unknown</b>	0.30	1.62	11.00	2.18	18854.30	6.86
<b>Total Teaching Positions</b>	22.10	100.00	506.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

## 2021-22 Teacher Preparation and Placement

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>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roseville City Elementary held a public hearing on September 1, 2022, 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 2022

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 2016	Yes	0
<b>Mathematics</b>	Houghton Mifflin - Expressions 2015	Yes	0
<b>Science</b>	Discovery Education 2020	Yes	0
<b>History-Social Science</b>	Pearson Scott Foresman 2007	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## 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

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

12/2022

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



**Overall Facility Rate**

Exemplary	Good	Fair	Poor
X			

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	66	N/A	60	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	61	N/A	50	N/A	33

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	263	257	97.72	2.28	65.76
<b>Female</b>	122	119	97.54	2.46	74.79
<b>Male</b>	141	138	97.87	2.13	57.97
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	28	28	100.00	0.00	71.43
<b>Black or African American</b>	13	12	92.31	7.69	25.00
<b>Filipino</b>	20	19	95.00	5.00	57.89
<b>Hispanic or Latino</b>	50	50	100.00	0.00	62.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	25	25	100.00	0.00	92.00
<b>White</b>	124	120	96.77	3.23	65.00
<b>English Learners</b>	20	19	95.00	5.00	36.84
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	59	59	100.00	0.00	50.85
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	40	38	95.00	5.00	18.42

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	263	257	97.72	2.28	61.48
<b>Female</b>	122	119	97.54	2.46	62.18
<b>Male</b>	141	138	97.87	2.13	60.87
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	28	28	100.00	0.00	67.86
<b>Black or African American</b>	13	12	92.31	7.69	33.33
<b>Filipino</b>	20	19	95.00	5.00	63.16
<b>Hispanic or Latino</b>	50	50	100.00	0.00	54.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	25	25	100.00	0.00	80.00
<b>White</b>	124	120	96.77	3.23	60.83
<b>English Learners</b>	20	20	100.00	0.00	35.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	59	59	100.00	0.00	49.15
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	40	38	95.00	5.00	26.32

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	53.49	NT	45.53	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	87	86	98.85	1.15	53.49
<b>Female</b>	46	45	97.83	2.17	51.11
<b>Male</b>	41	41	100	0	56.1
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	20	20	100	0	30
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	43	42	97.67	2.33	59.52
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	17	17	100	0	47.06
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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	100	99	98	100

## 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.

#### 2022-23 Opportunities for Parental Involvement

Contact Blue Oaks Elementary School Principal, Nicole Cumbra, or Parent Teacher Club President, Nikole Neronde, 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", and Book Fairs. Many also log onto to the Blue Oaks Parent Teacher Club Website ([www.blueoaksptc.com](http://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 partnership is the foundation for successful student achievement, and parent involvement on our campus increases the success of all students.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	524	514	134	26.1
Female	237	233	61	26.2
Male	287	281	73	26.0
American Indian or Alaska Native	2	2	1	50.0
Asian	53	50	6	12.0
Black or African American	22	21	4	19.0
Filipino	34	34	6	17.6
Hispanic or Latino	99	98	31	31.6
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	62	62	17	27.4
White	249	244	67	27.5
English Learners	50	48	14	29.2
Foster Youth	2	2	2	100.0
Homeless	3	3	2	66.7
Socioeconomically Disadvantaged	112	111	45	40.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	83	82	26	31.7

### 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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.40	1.15	2.45
Expulsions	0.00	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.38	0.50	1.45	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.38	0.00
Female	0.00	0.00
Male	0.70	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.80	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.20	0.00

## 2022-23 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 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, 10 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 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	25	6	13	1
1	21	6	18	1
2	22	6	18	1
3	29	6	13	6
4	22	12	12	1
5	20	12	12	1
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	20	16	6	
1	18	13	14	
2	19	6	21	
3	18	10	21	
4	15	23	14	
5	21	13	14	
6				
Other	10	5		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	21	7	15	
1	19	6	21	
2	19	6	21	
3	20	5	21	
4	20	12	14	
5	18	20	7	7
6				
Other	14	3	1	

## 2021-22 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

## 2021-22 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.

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)	
Other	2.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$11,910	\$5,092	\$6,816	\$92,406
District	N/A	N/A	\$7,047	\$87,043
Percent Difference - School Site and District	N/A	N/A	-3.3	6.0
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	3.3	5.7

## 2021-22 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 and emotional needs.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$45,217	\$52,641
Mid-Range Teacher Salary	\$88,246	\$83,981
Highest Teacher Salary	\$102,743	\$107,522
Average Principal Salary (Elementary)	\$126,918	\$136,247
Average Principal Salary (Middle)	\$138,354	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$229,800	\$242,166
Percent of Budget for Teacher Salaries	43%	34%
Percent of Budget for Administrative Salaries	6%	5%

## Professional Development

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

Implementation of Restorative Practices

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

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	7	7