



Blue Oaks Elementary School

2011-2012 School Accountability Report Card

**Roseville City
Elementary
School District**

**School Address:
8150 Horncastle Ave.
Roseville, CA
95747**

**District Address:
1050 Main St.
Roseville, CA
95678**

(916) 771-1600

www.rcsdk8.org

School Profile

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 our campus. The school serves 630 students. Each classified and credentialed staff member is committed to providing a joyful learning environment, in which the unique skills, talents and needs of every 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 the school's open door policy, by high levels of parent participation and volunteerism, and by ongoing communication to define and refine the school culture.

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's academic growth each school year.
- * Facilitate a strong, home-school partnership in the education process.
- * Communicate expectations and learning targets clearly.
- * Model and promote a love of learning.
- * Teach personal responsibility for actions and choices.
- * Provide opportunities for exposure to, and experiences with the arts.
- * To support staff in on-going professional development.

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 that are:

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

Discipline & Climate for Learning

Students at Blue Oaks Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the Blue Oaks Elementary discipline program is to provide an environment of predictability. As students move from grade to grade, rules remain consistent. A level of comfort and security is felt that encourages risk taking and values the contributions of each student. In addition, the skills and backgrounds of each student are recognized and utilized in the learning process. At Blue Oaks Elementary, the students assume responsibility for maintaining an environment of respect in their classroom and across campus. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook, newsletters, Wednesday and Friday folders, e-mail communications weekly from the PTC, School Messenger announcements and our school website which is updated regularly.

Student Enrollment by Ethnic Group

2011-12	
	Percentage
African American	1.6%
American Indian	0.8%
Asian	8.9%
Filipino	2.9%
Hispanic or Latino	14.1%
Pacific Islander	0.6%
White	63.9%
Two or More	7.2%
None Reported	-

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	10	15	3	381	405	313
Suspension Rate	1.6%	2.4%	0.5%	4.0%	4.1%	3.2%
Expulsions	0	0	0	7	6	11
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: KidzArt Club, Nature Club, Seed Starter Club, Early Engineers Club, Yearbook Club, Running Club, Golf Club, Clay Club, Dance Club, Jogging Club and participation in the School Musical which had 120 participants in the cast of last year's production. Programs for academic support are also readily available at our site. Before / after school reading interventions are available at each grade level. Math interventions before and after school take place for students in 2nd - 5th grade. Our school recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during monthly Bear Hug drawings, weekly communications home from teachers, trimester recognition of attendance and Honor Roll / Principal's list for 4th & 5th grades and throughout the year for achievement in areas such as Accelerated Reader.

Enrollment By Grade

The chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2009-10	2010-11	2011-12
K	92	94	91
1st	107	95	96
2nd	101	114	96
3rd	113	99	125
4th	107	116	103
5th	105	112	118

Professional Development

In alignment with district and school goals, training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers three professional development days annually where staff is offered professional growth opportunities that correspond to student and teacher needs as identified through data analysis.

Data Sources

Data within the SARC was provided by Roseville City Elementary School District, retrieved from the 2011-12 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state.

Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	10	11	12	10	11	12	10	11	12			
By Grade Level												
K	23	24	23	-	1	2	4	3	2	-	-	-
1	21	24	24	-	-	-	5	4	4	-	-	-
2	20	23	24	4	1	-	1	5	5	-	-	-
3	22	25	24	-	-	-	5	4	5	-	-	-
4	34	27	33	-	1	-	-	3	-	3	1	3
5	34	30	25	-	-	1	-	3	4	3	-	-

Counseling & Support Staff (School Year 2011-12)

It is the goal of Blue Oaks Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making or handling peer pressure. The table lists the support service personnel available at Blue Oaks Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Library Media Specialist	1	.6
Nurse	1	.2
Psychologist	1	.3
Speech/Language/Hearing Specialist	1	1

Opportunities for Parental Involvement

Contact school Principal, Matt Murphy, or Parent Teacher Club President, Amber McNinch, for more information about opportunities for parental involvement at Blue Oaks. Parents play many active roles in the education of students, including: enthusiastic involvement as classroom volunteers, Parent Teacher Club members, Site Council

members, Art Docents and through 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 to the Blue Oaks Parent Teacher Club Website (www.blueoakspc.com) to stay abreast of school events and activities.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Blue Oaks Elementary at 916-771-1700.

Teacher Assignment

Roseville City Elementary recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	27	27	0	416
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

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.

	Misassignments/Vacancies		
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	99.8%	0.2%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Instructional Materials (School Year 2012-13)

Roseville City Elementary held a public hearing on September 20, 2012 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. The table displays information collected in October, 2012 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	History/ Social Science	Pearson Scott Foresman	2007	Yes	0.0%
K-5	Mathematics	MacMillan/ McGraw Hill	2009	Yes	0.0%
K-5	Reading/ Language Arts	Open Court	2003	Yes	0.0%
K-5	Science	MacMillan/ McGraw Hill	2008	Yes	0.0%

Additional Internet Access/Public Libraries

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 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.

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. School and classroom rules, and teacher expectations, are clearly and continually communicated to all stakeholders. Students accept ownership of these through discussion of appropriate and inappropriate choices and concomitant consequences.

Role-playing, class meetings, use of "I-Messages" and other conflict resolution strategies, are modeled and practiced. Students' Trimester

Recognition Programs for students in grades 4 and 5. Students who make poor choices are counseled and given opportunities to reflect on their causes and effects.

The four basic rules at Blue Oaks are:

- Respect every person's right to feel safe
- Respect every person's right to learn
- Respect every adult's right to teach
- Respect and protect our school and our learning environment

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.

Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvement (School Year 2011-2012)

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 school 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

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.

Overall Summary of School Facilities Good Repair Status

Overall Summary – Exemplary

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. For the 2011-2012 year, the district expended \$234,110 for the deferred maintenance program.

School Facility Conditions				
Date of Last Inspection: 10/3/2011				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Adequate Yearly Progress (School Year 2011-12)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	80	79	84	71	72	75	52	54	56
Mathematics	86	86	89	70	72	74	48	50	51
Science	92	80	89	73	74	79	54	57	60
History/Social Science	*	*	*	64	71	77	44	48	49

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	75	74	79	77
School	84	89	89	*
African American/ Black	81	81	*	*
American Indian	*	*	*	*
Asian	87	95	93	*
Filipino	64	86	*	*
Hispanic or Latino	76	83	79	*
Pacific Islander	*	*	*	*
White	86	89	91	*
Males	84	89	84	*
Females	84	88	93	*
Socioeconomically Disadvantaged	72	83	73	*
English Learners	60	79	*	*
Students with Disabilities	68	80	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2012-2013
Year in PI (2012-13)	-	Year 1
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	17.65%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	10	10	10
Similar Schools	9	10	9
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	1	2	8
White			
Actual API Change	8	3	12
Socioeconomically Disadvantaged			
Actual API Change	-17	38	1

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	427	928	7,374	881	4,664,264	788
Black or African American	16	912	251	866	313,201	710
Asian	55	949	551	942	404,670	905
Filipino	14	889	345	923	124,824	869
Hispanic or Latino	57	878	1,461	804	2,425,230	740
White	278	938	4,634	898	1,221,860	853
Socioeconomically Disadvantaged	92	879	2,287	812	2,779,680	737
English Learners	60	904	1,118	817	1,530,297	716
Students with Disabilities	60	823	1,092	744	530,935	607

Physical Fitness (School Year 2011-12)

In the spring of each year, Roseville City Elementary Schools are required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.8%	17.1%	59.5%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Teacher & Administrative Salaries (Fiscal Year 2010-11)

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2010-11		
	District	State
Beginning Teachers	\$35,414	\$41,246
Mid-Range Teachers	\$69,115	\$67,400
Highest Teachers	\$80,472	\$85,481
Elementary School Principals	\$103,570	\$107,739
Middle School Principals	\$114,895	\$111,540
High School Principals	-	\$110,146
Superintendent	\$174,852	\$180,572
Salaries as a Percentage of Total Budget		
Teacher Salaries	47.6%	42.2%
Administrative Salaries	5.2%	5.5%

School Site Teacher Salaries (Fiscal Year 2010-11)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	\$69,236
District	\$67,088
Percentage of Variation	3.20%
School & State	
All Elementary School Districts	\$69,404
Percentage of Variation	-0.25%

District Expenditures (Fiscal Year 2010-11)

Roseville City Elementary spent an average of \$6597.77 to educate each student (based on 2009-10 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,371
From Supplemental/Restricted Sources	\$1,444
From Basic/Unrestricted Sources	\$4,927
District	
From Basic/Unrestricted Sources	\$5,000
Percentage of Variation between School & District	-1.44%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-9.67%

Types of Services Funded (Fiscal Year 2011-12)

In addition to general state funding, Blue Oaks Elementary receives state and federal funding for the following categorical funds and other support programs:

English Language Learners are identified via state mandated assessments. These students who are learning English are served in their regular classrooms through CLAD and SDAIE strategies employed by their regular teachers. They receive additional instruction English Language Development programs by their classroom teacher for approximately 30 minutes per day.

Students with identified learning disabilities are served by one full-time Resource Specialist and a part-time paraprofessional, and a full-time Speech-Language Pathologist.

In addition, third, fourth and fifth grade students assigned to the Special Day Class program at Blue Oaks School are served in a self-contained classroom by a full-time, credentialed Special Education Teacher and four paraprofessionals. All are funded by the Roseville City School District.

Teachers for before and after school intervention are fund through the School Library Improvement Grant and amounts allocated to this fund are decided by the School Site Council. First through fifth grade interventions in Language Arts and/or Math are being offered throughout the school year. Kindergarten intervention is done during the school day with flexibility built into the AM/PM schedule.

Through local fundraising campaigns, the Blue Oaks Parent Teacher Club provides funding for all classroom teachers to purchase classroom supplies and defray costs of field trips. In addition, our PTC funds assemblies and recognition programs for students, as well as before and after school enrichment programs. Enrichment programs include Dance Class, Nature Club, Jogging Club, Seed Starter Club, Running Club and our 3rd-5th grade musical production cast of over 120 students.