



Blue Oak Elementary School

2391 Merrychase Drive • Cameron Park, CA 95682 • (530) 676-0164 • Grades K-5

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<https://www.buckeyeusd.org/boes>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Buckeye Union Elementary School District

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District Governing Board

Brenda Hansen-Smith
Winston Pingrey
Kirk Seal
Gloria Silva
Jon Yoffie

District Administration

David Roth, Ph. D.
Superintendent
David Roth, Ph.D.
Superintendent
Patty Randolph
**Director of Curriculum and
Instruction**
Nicole Schraeder
Director of Student Services

School Description

Blue Oak School is a single track transitional- kindergarten through fifth grade elementary school located in Cameron Park, twenty miles east of Sacramento in the Sierra foothills. With our buildings situated among open green spaces and many stately Blue Oak trees, our beautiful ten-acre campus creates a positive learning environment for students. Working in close collaboration with Buckeye Union School District, we have created a learning environment that is safe and positive for the highest levels of student learning. We maintain a focus on the whole child and work to develop each child intellectually, socially, and emotionally. In 2016, Blue Oak was recognized as a Gold Ribbon School for Climate and Culture. This honor validates that Blue Oak School has an outstanding instructional program, high quality curriculum, processes in place for ongoing school improvement, and support for meeting the needs of all students.

School Profile

Blue Oak Elementary School is one of six elementary schools, including a Charter Montessori, and two middle schools in the Buckeye Union School District. The District was established in 1858 and currently serves the communities of Shingle Springs, Cameron Park and El Dorado Hills in El Dorado County. During the 2018-2019 school year, 455 Transitional Kindergarten through fifth grade students were enrolled at Blue Oak Elementary, with classes arranged on a traditional schedule.

About the SARC

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	81
Grade 1	71
Grade 2	69
Grade 3	77
Grade 4	61
Grade 5	86
Total Enrollment	445

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.2
Asian	0.9
Filipino	0.4
Hispanic or Latino	17.1
Native Hawaiian or Pacific Islander	0.0
White	75.1
Socioeconomically Disadvantaged	24.9
English Learners	2.9
Students with Disabilities	14.4
Foster Youth	0.0

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			
Blue Oak Elementary School	16-17	17-18	18-19
With Full Credential	21	18	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Buckeye Union Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	219
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Blue Oak Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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 2018-19)

Buckeye Union School District held a public hearing in September 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 Language Learners (ELL), are provided their own individual standards-aligned textbooks or instructional materials, or both, in core subjects as well as foreign language for use in the classroom and to take home. All recommended materials are available for parent examination at the District office prior to adoption. The table displays the most recent information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Leveled Texts Adopted in 2015 Fountas and Pinnell Benchmark Assessment System Adopted in 2015 SIPPS (Systematic Instruction in Phonics, Phonological Awareness, and Sight Words) Adopted in 2015 (K-3) Reading Fundamentals – Schoolwide, Inc., Adopted in 2016 Close Reading Portfolios; SNAP! Learning, Adopted in 2016 Fountas and Pinnell Leveled Literacy Intervention, Adopted in 2015 Being A Writer (K-5) Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Math In Focus (K) and Envision Math (1st-5th), Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Amplify Science, Adopted in 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Reflections; Harcourt School Publishers (K-3) Adopted in 2007 History-Social Science for California; Scott Foresman (4th-5th) Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Buckeye Union School District is proud of the facilities that are provided for students and families. Each year parent surveys indicate that they are pleased with the condition of the schools.

Blue Oak Elementary School was originally constructed in 1988 and is currently comprised of 32 classrooms, one multipurpose room, one administration building, one library, one computer lab, and two playgrounds. Previous improvement projects included a library renovation and extension of the computer lab, as well as an addition of two staff restrooms. During the summer of 2018, Blue Oak began a comprehensive modernization of the site with completion of the project scheduled for the summer of 2019. While reviewing this report, please note that even minor discrepancies are reported in the facility inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The principal works daily with the custodial staff to ensure that the school is cleaned and maintained to provide for a clean and safe learning environment. Cleaning is per the BUSD Governing Board adopted cleaning standards for all schools in the district. A summary of these standards is available at the District Office for review.

Maintenance and Repair

District maintenance staff ensures that the maintenance and repairs necessary to keep the school in good repair are completed in a timely manner.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 06/28/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Bulb replacement required in several locations, and different color bulbs being utilized.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Due to modernization, only a few restrooms were inspected resulting in the lower rating. Loose faucets, hand dryer not working, and issues with toilets flushing. All issues will be repaired as part of the modernization process.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	The school is maintained in good repair with a few non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	50.0	58.0	69.0	67.0	48.0	50.0
Math	42.0	57.0	63.0	60.0	37.0	38.0

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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.6	25.6	48.8

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	227	223	98.24	58.30
Male	111	109	98.20	54.13
Female	116	114	98.28	62.28
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	32	32	100.00	43.75
White	177	173	97.74	61.27
Two or More Races	12	12	100.00	66.67
Socioeconomically Disadvantaged	61	59	96.72	45.76
English Learners	12	12	100.00	41.67
Students with Disabilities	43	42	97.67	45.24
Foster Youth	--	--	--	--

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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	228	223	97.81	56.5
Male	111	109	98.2	57.8
Female	117	114	97.44	55.26
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	32	32	100	43.75
White	178	173	97.19	60.69
Two or More Races	12	12	100	33.33
Socioeconomically Disadvantaged	62	59	95.16	44.07
English Learners	12	12	100	41.67
Students with Disabilities	44	43	97.73	27.91
Foster Youth	--	--	--	--

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.

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 2018-19)

Our community is generous and caring in an atmosphere where cooperation and respect is highly valued. Blue Oak Elementary School realizes the positive correlation between parent involvement and student success. For this reason, the school continually searches for ways to involve parents and the community in the education of our students. The school greatly benefits from the supportive parents who participate in the following ways: Parent Teacher Association (PTA), School Site Council, Yearbook Committee, Master Plan Committee, LCAP Committee, School Advisory Committee, and Budget Advisory Committee. In addition, we have dedicated classroom volunteers that give their time in various ways on a regular basis. Parent teacher conferences are held six weeks into the school year and are well attended at all grade levels. Parents are also provided opportunities to engage with the school through parent engagement events such as PTA social events, Family Math Meetings, Parenting with Love and Logic, as well as Parenting in the Smartphone Generation.

The school benefits from several community partnerships. The school is involved in programs with Cameron Park Rotary Club, El Dorado County District Attorney, Intel Corporation's PC Pals, Assistance League of the Sierra Foothills, Boy Scouts and Girl Scouts of America who complete various upgrade maintenance projects around campus. The school also relies on partnerships with the Cameron Park Fire Department and the El Dorado County Sheriff's Department.

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.

School Safety Plan

The school provides a safe, clean and well maintained environment for students, staff, and volunteers. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, lock down, earthquake, and disaster drills are held regularly throughout the school. The School Site Safety Plan was last reviewed and updated in October 2018 by the School Safety Committee and School Site Council. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Blue Oak Elementary participates in the October Annual Safety Day, the Annual Great Shake Out earthquake drill, lock down drills (three a year) and fire drills (once a month). Blue Oak staff has been trained in and is now using, Catapult, an emergency communication system. Students are supervised before and after school by certificated staff and yard duties supervise students during lunch and recess. There is a designated area for student drop off and pick up in front of the school. Visitors must sign-in and wear a badge on campus, and all volunteers must be fingerprinted.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.8	0.6	0.4
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.8	1.6	1.6
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.6
Psychologist	0.6
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	26	20	23		1		3	3	4			
1	27	28	26				2	2	2			
2	19	24	26	1			3	3	3			
3	26	25	20			1	3	2	3			
4	23	23	20	1	1	1	3	3	2			
5	29	24	29		1		3	2	3		1	
Other	4			1								

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

Professional Development provided for Teachers

As part of the professional growth process, opportunities for training and staff development are provided at both the District and individual school sites to administrators, teachers, and classified staff. The District offers three staff development days annually, where staff members are offered growth opportunities focused on curriculum implementation, teaching strategies, and methodologies. Common collaboration days are built into the school calendar providing early release days on Wednesdays which allow administrators to lead professional development to the teaching staff.

The staff development focus for the 2018-2019 school year include: NGSS and Amplify Science implementation, strategies to differentiate instruction to meet the needs of a variety of learners in the classroom, Trauma Informed Practices, teacher clarity, teacher efficacy, and review of data related to state and District level assessments.

District instructional coaches work with teachers to provide in class coaching as well as support during instructional planning. The principal facilitates data driven meetings reviewing student performance levels as it ties to standards, claims and targets. Grade level teacher teams work with administration to collaborate and plan instruction to support areas of determined weakness.

Staff is offered support through the Peer Assistance Review (PAR) program and new educators can find mentors through the Teacher Induction Program (TIP).

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,986	\$48,064
Mid-Range Teacher Salary	\$67,949	\$75,417
Highest Teacher Salary	\$91,066	\$94,006
Average Principal Salary (ES)	\$116,908	\$119,037
Average Principal Salary (MS)	\$121,019	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$159,809	\$183,692
Percent of District Budget		
Teacher Salaries	39.0	36.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to general state funding, Buckeye Union School District receives state and federal funding for the following categorical funds and other support programs:

- Special Education
- Title I
- Title II
- Title III
- Home to School Transportation
- Lottery

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,719	\$2,276	\$7,443	\$72,821
District	◆	◆	\$7,114	\$72,821
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			4.5	0.0
Percent Difference: School Site/ State			4.4	-4.3

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.