Stoneridge Elementary School

2011-2012 School Accountability Report Card

Roseville City Elementary School District

School Address:
2501 Alexandra Dr.
Roseville, CA 95661

District Address:
1050 Main St.
Roseville, CA 95678

(916) 771-1600

www.rcsdk8.org

School Description and Mission Statement

Stoneridge is one of 18 schools in the Roseville City School District. Stoneridge Elementary School is committed to providing each student with meaningful experiences in a safe environment that enhances a lifelong love of learning. We work in partnership with our families and community to promote a positive self-concept, to encourage responsibility, creativity, individuality and good citizenship. We have high expectations for all students as the standard. Our teaching practices at Stoneridge Elementary School reflect a balanced curriculum devoted to reading, writing, oral language, literature, math, social science, science, and physical education.

We believe that students need to learn and practice decision-making skills, accountability, and problem solving both academically and socially. District and state standards help support these high expectations and ongoing assessment, both informal and formal, help students, parents, and teachers monitor success and adjust as needed.

Mission Statement: The mission of Stoneridge School is to maximize learning for each student and provide opportunities to encourage life long learning.

Student Enrollment by Ethnic Group

2011-12	Percentage
African American	2.1%
American Indian	0.5%
Asian	9.7%
Filipino	6.0%
Hispanic or Latino	10.4%
Pacific Islander	0.5%
White	66.4%
Two or More	4.4%
None Reported	-

Discipline & Climate for Learning

Students at Stoneridge Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Stoneridge Elementary discipline program is to ensure the safety of all students while teaching students responsiblity and accountibility for their actions.

Parents and students are informed of school rules and discipline policies through the Parent/Student handbook/Newsletters/teacher websites, E-mail which (is/are) sent home at the begining of the school year and throughout the school year as continuous reminders.

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. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

Suspensions & Expulsions

	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	9	16	10	381	405	313
Suspension Rate	1.6%	2.8%	1.8%	4.0%	4.1%	3.2%
Expulsions	0	1	0	7	6	11
Expulsion Rate	0.0%	0.2%	0.0%	0.1%	0.1%	0.1%

Extracurricular activities, clubs, and programs include: 6th grade band, Talent Show, a Musical production, Student Council, Safety Patrol, Song leaders, guitar lessons, golf lessons, Early Engineers, Art class, Imovies, Science enrichments, Weekly Sing, and more. The School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during assemblies and by their classroom teachers.

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	91	83	87
1st	91	85	86
2nd	64	94	85
3rd	90	61	94
4th	83	90	60
5th	72	84	83
6th	58	69	73

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												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	10	11	12	10	11	12	10	11	12	10	11	12
By Grade Level												
K	-	19	20	-	3	2	-	1	2	-	-	-
1	-	23	24	-	1	-	-	3	4	-	-	-
2	-	24	21	-	-	4	-	4	-	-	-	-
3	-	20	24	-	3	-	-	-	4	-	-	-
4	-	30	30	-	-	-	-	3	2	-	-	-
5	-	31	32	-	-	-	-	2	2	-	1	1
6	-	30	30	-	-	-	-	2	2	-	-	-

Counseling & Support Staff (School Year 2011-12)

It is the goal of Stoneridge 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 with our Character Education programs, Social Skills curriculum and through referrals to outside agencies.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Library Technician	1	1
Nurse	1	.20
Psychologist	1	.40
Resource Specialist	1	1
Speech/Language/ Hearing Specialist	1	1

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.

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	28	24	24	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%

Opportunities for Parental Involvement

Stoneridge School has an active Parent Teacher Club and we strongly encourage all of our families to participate in school activities. It is our goal to work in partnership with our parents and we welcome parents to volunteer in classrooms, participate in schoolwide events, and feel welcome and part of the school community every time they come on campus.

PTC has an informative website and holds monthly meetings to discuss and vote on schoolwide initiatives and expenditures.

Stoneridge also has School Site Council which meets to discuss programs or activities that are happening and how those programs are funded. Our ELAC meetings are held multiple times a year and open to all parents.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Stoneridge Elementary at 916-771-1830.

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
6th	History/Social Science	Holt, Rinehart & Winston	2006	Yes	0.0%
K-5	History/Social Science	Pearson Scott Foresman	2007	Yes	0.0%
6th	Mathematics	Holt	2009	Yes	0.0%
K-5	Mathematics	MacMillan/ McGraw Hill	2009	Yes	0.0%
6th	Reading/ Language Arts	Holt	2003	Yes	0.0%
K-5	Reading/ Language Arts	Open Court	2003	Yes	0.0%
K-6	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.

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

School Facility Conditions				
Date of Last Inspection: 01/14/2010				
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			

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 it's own program. For the 2011-2012 year, the district expensed $234,110 for the deferred maintenance program.

School Safety Plan

Stoneridge School is continually updating our school safety plan with the input from our staff and School Site Council. An annual school survey is used to gather data from all parents regarding facility and educational improvement needs. In addition, regular monitoring of the campus by school site and the district safety committee assures a safe campus.

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 responding 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.

We do monthly drill practice to ensure that our students and staff are prepared in case of any emergency. Our safety plan is reviewed on a regular basis and updated each year by March 1st to implement any new procedures for overall safety.

Date of Last Review: March 1, 2012 Date Last Discussed with Staff: February 8, 2012

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	9	9
Group	**09-10**	**10-11**	**11-12**
All Students at the School			
Actual API Change	2	4	1
White			
Actual API Change	-1	5	9
English Learners			
Actual API Change	-	-	-17

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	372	922	7,374	881	4,664,264	788
Asian	47	926	551	942	404,670	905
Filipino	27	932	345	923	124,824	869
Hispanic or Latino	31	878	1,461	804	2,425,230	740
White	254	928	4,634	898	1,221,860	853
Socioeconomically Disadvantaged	48	860	2,287	812	2,779,680	737
English Learners	63	918	1,118	817	1,530,297	716
Students with Disabilities	42	830	1,092	744	530,935	607

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%

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.

California Standards Test (CST)									
Subject	**School**			**District**			**State**		
	2010	**2011**	**2012**	**2010**	**2011**	**2012**	**2010**	**2011**	**2012**
English/Language Arts	82	81	83	71	72	75	52	54	56
Mathematics	83	83	88	70	72	74	48	50	51
Science	71	89	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	83	88	89	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	86	88	91	*
Filipino	74	100	*	*
Hispanic or Latino	67	75	*	*
Pacific Islander	*	*	*	*
White	86	89	89	*
Males	79	88	91	*
Females	88	87	86	*
Socioeconomically Disadvantaged	62	83	67	*
English Learners	68	82	*	*
Students with Disabilities	73	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.

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.

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	13.1%	34.5%	47.6%

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

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

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	$67,646
District	$67,088
Percentage of Variation	0.83%
School & State	
All Elementary School Districts	$69,404
Percentage of Variation	-2.54%

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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$6,766
From Supplemental/Restricted Sources	$1,675
From Basic/Unrestricted Sources	$5,091
District	
From Basic/Unrestricted Sources	$5,000
Percentage of Variation between School & District	1.83%
State	
From Basic/Unrestricted Sources	$5,455
Percentage of Variation between School & State	-6.67%

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.

Types of Services Funded (Fiscal Year 2011-12)

In addition to the regular state funds, Stoneridge Elementary School receives funds from School and Library Improvement Program and our supportive PTC. With these monies Stoneridge funds: technology in the hands of students, classroom materials, student incentives, staff development and many other important events that make a difference in our children's positive educational experiences.

Our School has invested thousands of hours and dollars in the Accelerated Reading Program, which encourages students to read and take comprehension quizzes on the computer in which they are working toward achieving individual achievement goals. We have also invested time and money on training and purchasing of English in a Flash which is a program designed to help our English as a Second Language students as they begin to master English.

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.