

# Roseville City Elementary School District

## Catheryn Gates Elementary School

### 2008-2009 School Accountability Report Card

**School Address:**  
**1051 Trehowell**  
**Dr.**  
**Roseville, CA**  
**95678-6108**

**District Address:**  
**1050 Main St.**  
**Roseville, CA**  
**95678**  
**(916) 771-1600**

**[www.rcsdk8.org](http://www.rcsdk8.org)**

#### School Description and Mission Statement

The purpose of our school is to provide an outstanding educational experience for all our students.

##### Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	4.4%
American Indian	0.8%
Asian	9.0%
Caucasian	69.2%
Filipino	4.7%
Hispanic or Latino	10.6%
Pacific Islander	0.8%
Multiple or No Response	0.5%

#### Discipline & Climate for Learning

Students at Catheryn Gates Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Catheryn Gates Elementary discipline program is to support students in making good choices and in becoming good citizens. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook/newsletters/school messages which are sent home at the beginning of the school year and throughout.

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. Extracurricular activities, clubs, and programs include: Musicals, Band, Guitar Club, and MadScience. Gates School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies, by their classroom teacher, and at Friday Sing.

##### Suspensions & Expulsions

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	25	0	14	413	296	339
Suspension Rate	4.1%	0.0%	2.2%	4.9%	3.4%	3.7%
Expulsions	0	0	0	8	9	8
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

## Enrollment By Grade

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

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
K	80	110	99
1st	106	84	116
2nd	100	106	84
3rd	100	98	111
4th	101	103	101
5th	119	120	122

## 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		
	07	08	09	07	08	09	07	08	09	07	08	09
K	18	18	20	5	7	5	-	-	-	-	-	-
1	19	19	19	5	4	6	-	-	-	-	-	-
2	20	19	19	5	5	4	-	-	-	-	-	-
3	20	20	20	6	6	5	-	-	-	-	-	-
4	34	34	33	-	-	-	-	-	1	3	3	2
5	30	30	31	-	-	-	4	3	3	-	1	1
K-3	16	18	18	1	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 staff development "buy-back" days annually where staff is offered professional growth opportunities that correspond to student and teacher needs as identified through data analysis.

## Counseling & Support Staff

It is the goal of Catheryn Gates 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 counselor to pupil ratio is 1:3094. The table lists the support service personnel available at Catheryn Gates Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Library Technician	1	.75
Nurse	1	.3
Psychologist	1	.3
Resource Specialist	1	1
Speech/Language/Hearing Assistant	1	.80

## Teacher Assignment

Roseville City Elementary recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Catheryn Gates Elementary had 32 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	31	31	31	463
Without Full Credentials	0	0	0	1
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.

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

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.

	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	99.7%	0.3%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	99.7%	0.3%

## Opportunities for Parental Involvement

Our parents are involved in a variety of leadership and support roles at our school.

These include:

Parent Teacher Club (PTC), School Site Council, and Docents for art masters, computers

and science projects. Parents also support field trips, library, volunteer in classrooms and for special events and projects. Our PTC adds to newsletters from the classroom and school to parents updated on avenues of involvement.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Catheryn Gates Elementary at 916-771-1780.

## Instructional Materials

Roseville City Elementary held a public hearing on June 30, 2009, 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 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

The school has a comprehensive safety plan and regular monitoring of the campus by site and District safety committees. The plan was reviewed, updated and discussed with school staff on 8-16-06. The school facilities are maintained by two custodians and supported by the District maintenance staff. 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.

## 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 school office or at the District Office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

### Age of School Buildings

This school has 30 classrooms, a multipurpose room, a library, and an administration building. The school opened in 1999 with all portable buildings. In 2000 permanent classrooms were built.

### Maintenance and Repair

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 and safety repairs are given the highest priority.

### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of the standards are available at the school office and at the district office. The district works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The Principal works daily with the custodial staff to ensure a clean and safe school.

School Facility Conditions				
Date of Last Inspection: 1/21/2010				
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			

## 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 combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, and Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	79	77	84	63	65	69	43	46	50
Mathematics	87	85	85	62	65	69	40	43	46
Science	62	65	73	54	63	70	38	46	50
History/Social Science	*	*	*	51	54	63	33	36	41

\*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
African American	71	59	*	*
American Indian	*	*	*	*
Asian	95	90	76	*
Filipino	92	100	*	*
Hispanic or Latino	66	64	33	*
Pacific Islander	*	*	*	*
Caucasian	86	89	83	*
Males	84	87	71	*
Females	84	84	74	*
Socioeconomically Disadvantaged	69	69	46	*
English Learners	66	79	*	*
Students with Disabilities	62	66	*	*
Migrant Education	*	*	*	*

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

## 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.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	10	10	10	
All Students				
Actual Growth	12	-16	28	930
Socioeconomically Disadvantaged				
Actual Growth	-	-17	52	849
Caucasian				
Actual Growth	17	-6	17	940

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is an evaluation that is representative of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard>.

Reporting scores for each subject area is not available for the same year, reading scores reflect results from 2007 and mathematics scores reflect results from 2009. The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

## Federal Intervention Program

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.

Federal Intervention Programs		
	School	District
	Not in PI	Not in PI
Program Improvement (PI) Status		
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	11.76%

## Adequate Yearly Progress

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	No	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

## Physical Fitness

In the spring of each year, Catheryn Gates Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. 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			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	4.8%	17.7%	71.8%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

## Career Technical Education (CTE) Programs

Catheryn Gates Elementary career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Catheryn Gates Elementary have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs.

## Teacher & Administrative Salaries as a Percentage of Total Budget

This 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		
2007-08		
	District	State
Beginning Teachers	\$41,800	\$41,866
Mid-Range Teachers	\$70,249	\$68,220
Highest Teachers	\$81,791	\$86,536
Elementary School Principals	\$101,657	\$107,858
Middle School Principals	\$110,567	\$111,405
High School Principals	-	\$112,732
Superintendent	\$172,149	\$178,938
Salaries as a Percentage of Total Budget		
Teacher Salaries	46.5%	42.1%
Administrative Salaries	5.5%	5.5%

## School Site Teacher Salaries

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 FY2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$63,260
District	\$65,866
Percentage of Variation	3.96%
School & State	
All Elementary School Districts	\$67,082
Percentage of Variation	5.70%

## District Expenditures

Roseville City Elementary spent an average of \$8522.30 to educate each student (based on 2007-08 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	\$6,414
From Restricted Sources	\$1,175
From Unrestricted Sources	\$5,239
District	
From Unrestricted Sources	\$5,309
Percentage of Variation between School & District	1.32%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	4.95%

## Types of Services Funded

Gates school receives School Improvement Funds to support our instructional program.

These funds are used to support reading, writing and math at all grade levels. An intervention aide works with students identified as not meeting State benchmarks to provide intervention. In addition SIP funds have supported the purchase of instructional materials, which include: Accelerated Reader, Accelerated Math, Read Naturally, Write Traits Writing Program and other supplemental intervention materials. Students receive instruction at their instructional level in these critical academic areas providing enrichment for higher performing students, as well as, intervention for students challenged by grade level curriculum. These funds have been used to provide training and staff development for all teachers in Differentiated Learning. A character education program has been developed and is being implemented school-wide using these funds.

We provide a GATE cluster program in fourth grade and a fifth grade GATE self contained classroom.

Both programs are designed to address critical thinking skills, more depth and complexity in the curriculum content and when appropriate an accelerated pace for instruction to address the learning needs of GATE students.

## Data Sources

Data within the SARC was provided by Roseville City Elementary School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). 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.