Stoneridge Elementary School

2010-2011 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 seventeen 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.

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American	2.5%
American Indian	0.5%
Asian	10.2%
Filipino	4.8%
Hispanic or Latino	7.6%
Pacific Islander	0.7%
White	69.4%
Two or More	4.2%
None Reported	-

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

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**		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	21	9	16	339	381	405
Suspension Rate	4.0%	1.6%	2.8%	3.7%	4.0%	4.1%
Expulsions	0	0	1	8	7	6
Expulsion Rate	0.0%	0.0%	0.2%	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, 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			
	2008-09	2009-10	2010-11
K	86	91	83
1st	72	91	85
2nd	87	64	94
3rd	80	90	61
4th	79	83	90
5th	60	72	84
6th	55	58	69

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		
	09	10	11	09	10	11	09	10	11	09	10	11
By Grade Level												
K	17	-	19	5	-	3	-	-	1	-	-	-
1	20	-	23	3	-	1	-	-	3	-	-	-
2	20	-	24	4	-	-	-	-	4	-	-	-
3	20	-	20	4	-	3	-	-	-	-	-	-
4	26	-	30	-	-	-	3	-	3	-	-	-
5	30	-	31	-	-	-	2	-	2	-	-	1
6	28	-	30	-	-	-	2	-	2	-	-	-
K-3	20	-	-	1	-	-	-	-	-	-	-	-

Counseling & Support Staff

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 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
	08-09	09-10	10-11	10-11
Fully Credentialed	30	28	24	450
Without Full Credentials	1	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.

Misassignments/Vacancies			
	08-09	09-10	10-11
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	

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	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

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.

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. Our ELAC meeting are held multiple times a year and open to all parents.

Instructional Materials

Roseville City Elementary held a public hearing on October 6, 2011 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, 2011 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.

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 will further assure 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, 2011 Date Last Discussed with Staff: November 4, 2011

Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvement (School Year 2010-2011)

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 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			

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 it's own program. For the 2010-2011 year, the district expensed $285,867 for the deferred maintenance program.

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			
	2008	2009	2010
Statewide	9	10	10
Similar Schools	7	9	9
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	37	2	4
White			
Actual API Change	40	-1	5

Growth API						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	382	921	7,296	872	4,683,676	778
Black or African American	12	917	230	843	317,856	696
Asian	40	938	456	937	398,869	898
Filipino	21	948	345	927	123,245	859
Hispanic or Latino	25	901	1,374	788	2,406,749	729
White	273	919	4,647	890	1,258,831	845
Socioeconomically Disadvantaged	44	886	2,225	801	2,731,843	726
English Learners	60	935	1,078	800	1,521,844	707
Students with Disabilities	41	825	949	724	521,815	595

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
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2011-12)	-	-
# 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		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	79	82	81	69	71	72	49	52	54
Mathematics	83	83	83	69	70	72	46	48	50
Science	66	71	89	70	73	74	50	54	57
History/Social Science	*	*	*	63	64	71	41	44	48

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	72	72	74	71
School	81	83	89	*
African American/ Black	83	83	*	*
American Indian	*	*	*	*
Asian	81	81	*	*
Filipino	85	88	*	*
Hispanic or Latino	75	79	*	*
Pacific Islander	*	*	*	*
White	82	83	91	*
Males	74	80	87	*
Females	89	86	92	*
Socioeconomically Disadvantaged	66	80	*	*
English Learners	66	80	*	*
Students with Disabilities	62	58	*	*
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

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.

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)				
	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	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Teacher & Administrative Salaries as a Percentage of Total Budget

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 2009-10		
	District	State
Beginning Teachers	$35,414	$41,692
Mid-Range Teachers	$69,115	$68,251
Highest Teachers	$80,472	$86,582
Elementary School Principals	$102,606	$108,334
Middle School Principals	$112,749	$111,791
High School Principals	-	$113,648
Superintendent	$174,852	$180,492
Salaries as a Percentage of Total Budget		
Teacher Salaries	48.4%	42.7%
Administrative Salaries	5.4%	5.6%

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 FY 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	$65,727
District	$66,012
Percentage of Variation	-0.44%
School & State	
All Elementary School Districts	$69,419
Percentage of Variation	-5.32%

District Expenditures

Roseville City Elementary spent an average of $5376.91 to educate each student (based on 2008-09 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	$6,785
From Restricted Sources	$1,668
From Unrestricted Sources	$5,117
District	
From Unrestricted Sources	$4,932
Percentage of Variation between School & District	3.75%
State	
From Unrestricted Sources	$5,455
Percentage of Variation between School & State	-6.20%

Types of Services Funded

In addition to the regular state funds, Stoneridge Elementary School receives funds from School Improvement Program and our supportive PTC. With these monies Stoneridge funds: technology in the hands or 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 then 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 2010-11 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.