George Cirby Elementary School

2011-2012 School Accountability Report Card

Roseville City Elementary School District

School Address:
814 Darling Way
Roseville, CA
95678

District Address:
1050 Main St.
Roseville, CA
95678

(916) 771-1600

www.rcsdk8.org

School Description and Mission Statement

Cirby Elementary School opened in 1954 and is one of eighteen schools in Roseville City School District.

The Cirby School Mission Statement is: Cirby School exists to educate, encourage, support, and inspire all children to become responsible, confident, and independent life-long learners and leaders.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	2.6%
American Indian	-
Asian	-
Filipino	0.5%
Hispanic or Latino	59.5%
Pacific Islander	0.3%
White	35.7%
Two or More	1.3%
None Reported	-

Discipline & Climate for Learning

Students at Cirby Elementary School are guided by specific school rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The three school expectations are: Show Respect, Make Good Decisions and Solve Problems. The behavior plan at Cirby is structured around using Positive Behavior Intervention Systems. Emphasizing and rewarding positive behavior greatly impacts behavior changes. The goal of the school's behavior program is to provide a safe environment conducive to student learning. Students are informed of school rules through direct teaching of focused lessons early in the school year and on an ongoing basis, as needed. Parents are informed of school expectations and discipline policies through the Parent/Student Handbook, parent newsletters and Back to School Night information. At times, as a last resort, suspension of students is necessary. 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. Cirby School recognizes and celebrates the academic and citizenship successes of students on a regular basis. Students are also recognized for their achievements during monthly awards assemblies and by their classroom teacher.

Suspensions & Expulsions						
	School			**District**		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	62	80	54	381	405	313
Suspension Rate	15.5%	19.3%	14.3%	4.0%	4.1%	3.2%
Expulsions	0	0	1	7	6	11
Expulsion Rate	0.0%	0.0%	0.3%	0.1%	0.1%	0.1%

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	70	72	61
1st	75	70	68
2nd	57	75	71
3rd	73	58	61
4th	73	68	57
5th	51	71	60

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	-	24	20	-	-	3	-	3	-	-	-	-
1	-	23	23	-	1	1	-	2	2	-	-	-
2	-	23	23	-	2	-	-	2	4	-	-	-
3	-	22	20	-	2	3	-	1	-	-	-	-
4	-	23	24	-	1	-	-	3	3	-	-	-
5	-	24	23	-	-	1	-	3	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.

Counseling & Support Staff (School Year 2011-12)

It is the goal of Cirby Elementary School to support students in their social and emotional development, as well as in their academic achievement. Support staff, including a part-time counselor, and teaching staff offer special attention to students who experience academic and/or social-emotional challenges. School-wide Positive Behavior Intervention Supports, school-based Family Support Team, social skills curricula, mentors, anti-bullying education, and parenting classes, are some of the programs the school has in place.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor (K-6)	1	.75
Library Technician	1	.80
Nurse	1	.20
Psychologist	1	.20
Speech/Language/ Hearing Specialist	1	.40

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	23	21	20	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

Cirby Elementary School is supported by parent and community volunteers. The Parent Teacher Club (PTC), School Site Council (SSC) and English Learner Advisory Council (ELAC) are an integral part of this volunteer base. The PTC is made up of parents and teachers who seek to better the educational opportunities for students.

The SSC and ELAC is made up of parents and staff who are elected by their peers.

These committees meet monthly to evaluate the progress of our school plan, to modify program objectives, and to develop activities that meet the needs of our students. Additionally, it helps monitor the Title 1 requirements of the No Child Left Behind legislation. The English Language Advisory Council is made up of parents of English Language Learners and school staff. This council assists in monitoring the English Language Development program and specific unique curriculum needs of these students. The annual Back-to-School Night informs parents about the classroom daily schedule, curriculum and behavior expectations. Open House, in the Spring, gives parents an overview of student and classroom accomplishments. Parents are notified about their children's school progress through Parent-Teacher Conferences, Progress Reports, Report Cards, Student Success Team (SST) meetings, Individualized Educational Plan (IEP) meetings and informal phone calls, postcards, emails and conferences. Parents are notified of their child's achievement level on the California Standards Tests in Mathematics and Language Arts, Writing, Science and the CA English Language Development Test by U.S. Mail.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Cirby Elementary School at 916-771-1730.

Instructional Materials (School Year 2012-13)

Roseville City Elementary held a public hearing on September 20, 2012 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in October, 2012 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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

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: 11/24/2008				
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

Student safety is a primary concern of the Cirby School Staff. The school safety plan is reviewed by March 1st of every year and includes a Crisis Response Plan. Safety drills are held regularly to allow students and staff enough practice so that in a real emergency, safe procedures will be followed. All visitors are required to sign in at the front office during the instructional day. Cirby Elementary School remains a safe environment for students, parents, and staff.

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	3	4	5
Similar Schools	3	5	6
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	24	18	9
Hispanic or Latino			
Actual API Change	-6	29	16
White			
Actual API Change	55	24	-6
Socioeconomically Disadvantaged			
Actual API Change	23	19	15
English Learners			
Actual API Change	2	21	15

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	234	802	7,374	881	4,664,264	788
Hispanic or Latino	131	745	1,461	804	2,425,230	740
White	90	867	4,634	898	1,221,860	853
Socioeconomically Disadvantaged	167	765	2,287	812	2,779,680	737
English Learners	101	729	1,118	817	1,530,297	716
Students with Disabilities	40	732	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	In PI	In PI
First Year in PI	2008-2009	2012-2013
Year in PI (2012-13)	Year 4	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	42	47	49	71	72	75	52	54	56
Mathematics	60	59	65	70	72	74	48	50	51
Science	66	73	69	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	49	65	69	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	35	55	52	*
Pacific Islander	*	*	*	*
White	66	77	86	*
Males	46	70	62	*
Females	53	59	81	*
Socioeconomically Disadvantaged	40	61	62	*
English Learners	19	45	33	*
Students with Disabilities	38	55	*	*
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	21.0%	30.6%	30.6%

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	No		No	
Met AYP Criteria	**English - Language Arts**	**Mathematics**	**English - Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	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	$60,305
District	$67,088
Percentage of Variation	-10.12%
School & State	
All Elementary School Districts	$69,404
Percentage of Variation	-13.11%

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	$6,921
From Supplemental/Restricted Sources	$1,882
From Basic/Unrestricted Sources	$5,040
District	
From Basic/Unrestricted Sources	$5,000
Percentage of Variation between School & District	0.80%
State	
From Basic/Unrestricted Sources	$5,455
Percentage of Variation between School & State	-7.62%

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, Cirby School receives funds from the School Library Improvement Program (SLIP), Economic Impact Aid funding and from the federal Title 1 Program. With these monies, a School Counselor, Intervention Teacher and an extra classroom teacher in order to reduce class size, are employed to support student learning. Classroom materials, intervention curriculum, and staff development are also funded through the Title 1 Program and EIA resources.

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.