Stoneridge Elementary School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Stoneridge Elementary School
Street	2501 Alexandra Dr.
City, State, Zip	Roseville, CA 95661
Phone Number	916-771-1830
Principal	Jennifer Kloczko
E-mail Address	jkloczko@rcsdk8.org
Web Site	http://www.rcsdk8.org
CDS Code	31-66910-3130242

District Contact Information	
District Name	Roseville City School District
Phone Number	(916) 771-1600
Superintendent	Derk Garcia
E-mail Address	
Web Site	www.rcsdk8.org

School Description and Mission Statement (School Year 2017-18)

Stoneridge is one of 19 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: Stoneridge School takes pride in our mission to maximize learning for each individual by providing an innovative and challenging environment that will inspire lifelong learning.

Stoneridge is a STEAM (Science, Technology, Engineering, Arts and Math) focused school. We offer unique opportunities to students in each of these areas. We have a hands-on Science program that each class gets at least 5 additional science labs a year. All of our students in grades 3-5 use Google Docs to share and create presentations and documents. Stoneridge has a variety of devices (iPad, Chromebooks, Computers) for use by students. Additionally, Project Lead the Way is our unique Engineering focused program for all students K-5. This is within the school day and topics include learning about building structures for our Transitional Kindergarten students up through our 5th graders building and programming robots. We have a great Art Docent program and we have Math Olympiad teams for our 4th and 5th grade students. We are truly STEAM focused and look to provide the best in all of these areas for our students.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	114
Grade 1	90
Grade 2	104
Grade 3	94
Grade 4	80
Grade 5	87
Total Enrollment	569

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.4
Asian	13.7
Filipino	4
Hispanic or Latino	12.3
Native Hawaiian or Pacific Islander	0.7
White	56.6
Two or More Races	4.2
Socioeconomically Disadvantaged	9
English Learners	10.2
Students with Disabilities	7.7
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	28	23	24	470
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 9/7/17

Roseville City Elementary held a public hearing on September 7, 2017 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark	Yes	0
Mathematics	Houghton Mifflin 2015	Yes	0
Science	Science MacMillan/ McGraw Hill 2008	Yes	0
History-Social Science	History/Social Science Holt, Rinehart & Winston 2006 Pearson Scott Foresman 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 Maintenance 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 Repair Status:
Overall Summary of School Facilities Repair Status – Good
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.

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 its own program.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/2017				
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Replace flooring in the Library and Admin.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			Asphalt repair and slurry seal at Playground

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/2017				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	74	73	63	63	48	48
Mathematics (grades 3-8 and 11)	67	71	53	51	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	264	262	99.24	72.9
Male	148	146	98.65	61.64
Female	116	116	100	87.07
Black or African American	--	--	--	--
Asian	31	31	100	77.42
Filipino	--	--	--	--
Hispanic or Latino	26	25	96.15	88
Native Hawaiian or Pacific Islander	--	--	--	--
White	161	161	100	70.81
Two or More Races	14	14	100	71.43
Socioeconomically Disadvantaged	25	24	96	62.5
English Learners	40	40	100	65
Students with Disabilities	26	25	96.15	32

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	264	262	99.24	70.99
Male	148	146	98.65	68.49
Female	116	116	100	74.14
Black or African American	--	--	--	--
Asian	31	31	100	90.32
Filipino	--	--	--	--
Hispanic or Latino	26	25	96.15	72
Native Hawaiian or Pacific Islander	--	--	--	--
White	161	161	100	69.57
Two or More Races	14	14	100	57.14
Socioeconomically Disadvantaged	25	24	96	45.83
English Learners	40	40	100	77.5
Students with Disabilities	26	25	96.15	32

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	65	60	73	73	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	8	27.6	57.5

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 school-wide 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 school-wide initiatives and expenditures. They helped fund programs like Project Lead the Way, Science Docent, Art Docent, as well as helping to purchase more technology for K-1 students and supported the installations of TV display systems. Stoneridge also has School Site Council which meets to discuss programs and overall achievement in our school This year we have our third annual parent information night so our parents can see what we are doing at our school. We communicate with parents through social media and a weekly school blog. Four times a year parents also have the opportunity to come have coffee with the principal to help give them a forum to share comments or questions about the school.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
Suspensions	0.6	0.0	0.3	3.0	2.7	3.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 on lock down drills and fire drills to ensure that our students and staff are prepared in case of an emergency. Approved by SSC January 2018. To be discussed with staff: February 2018.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		4		24		7		23		25	
1	23		3		24		8		22		24	
2	23		3		24		8		26		24	
3	28		3		25		6		24		24	
4	33			2	31		6		34			12
5	32		2	1	30		6		33			18

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.6	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	1.2	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9,054	$2,249	$6,805	$86,995
District	N/A	N/A	$6,509	$80,553
Percent Difference: School Site and District	N/A	N/A	4.5	7.5
State	N/A	N/A	$6,574	$78,363
Percent Difference: School Site and State	N/A	N/A	1.3	12.7

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

Types of Services Funded (Fiscal Year 2016-17)

Stoneridge has used money to promote four main goals: Common Core Implementation, Student Proficiency in ELA, Student Proficiency in Math and School Climate. We have also bought new materials and manipulatives for math and more non-fiction books for ELA. Funds have also been used to help support our Character Education program and assemblies as well to pay for outside speakers like Sami's Circuit who speaks to kids about respect for self and others as well as healthy living. We have also put funds toward our Engineering program, Project Lead the Way as well as helped pay for new technology and training for teachers.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,775	$48,678
Mid-Range Teacher Salary	$81,529	$78,254
Highest Teacher Salary	$94,924	$96,372
Average Principal Salary (Elementary)	$110,722	$122,364
Average Principal Salary (Middle)	$125,320	$125,958
Average Principal Salary (High)		$126,758
Superintendent Salary	$197,499	$212,818
Percent of Budget for Teacher Salaries	45%	38%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

In alignment with the Roseville City School District board goals, the Professional Development Advisory Committee (PDAC) plan was developed to create a comprehensive three-year professional development plan for the District. Training is provided to administrators and teachers that align with this plan during four professional development days. In addition, the school sites are provided three additional professional development days to focus on school site goals.

Other areas of professional development at Stoneridge include:
Training on best reading practices has been a focus for the past year. We moved students away from points and rewards reading systems to a system that promotes the love of reading. Continuing education on Speaking and Listening through site professional development as well as more of a focus on writing this year. Twice a month staff meetings where we always focus on professional development as part of the meeting. Nine teachers and our principal have visited the Ron Clark Academy to learn more about their practices. Staff is kept up to date on the latest in educational technology. In the 2017-18 school year we have also focused on supporting the social and emotional needs for all students.