

# Cirby 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Cirby Elementary School
<b>Street</b>	814 Darling Way
<b>City, State, Zip</b>	Roseville, CA 95678
<b>Phone Number</b>	916-771-1730
<b>Principal</b>	Karen Quinlan
<b>E-mail Address</b>	karenq@rcsdk8.org
<b>Web Site</b>	www.rcsdk8.org
<b>CDS Code</b>	31669106031223

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

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

Cirby Elementary School opened in 1954 and is one of nineteen 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.

Cirby School's vision is one in which the staff, students, parents and community will collaborate to provide a learning community of professional learners that:

1. Focuses on high quality instruction with on-going reflection on student achievement.
2. Modifies instruction and uses research-based interventions based on student needs determined through the use of continuous progress monitoring of student achievement.
3. Maximizes the education of each student by teaching the essential standards in preparation for students to be college and career ready.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	74
<b>Grade 1</b>	66
<b>Grade 2</b>	66
<b>Grade 3</b>	56
<b>Grade 4</b>	63
<b>Grade 5</b>	62
<b>Total Enrollment</b>	387

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0
Asian	1.3
Filipino	0
Hispanic or Latino	58.7
Native Hawaiian or Pacific Islander	0.3
White	31.5
Two or More Races	5.7
Socioeconomically Disadvantaged	66.7
English Learners	36.2
Students with Disabilities	8.8
Foster Youth	1.8

**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	17	24	19	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 Pearson Scott Foresman 2007	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

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### 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 Good Repair Status – Exemplary

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

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

**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)	45	40	63	63	48	48
Mathematics (grades 3-8 and 11)	36	25	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	190	189	99.47	40.21
Male	96	96	100	37.5
Female	94	93	98.94	43.01
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	113	112	99.12	37.5
Native Hawaiian or Pacific Islander	--	--	--	--
White	58	58	100	39.66
Two or More Races	11	11	100	63.64
Socioeconomically Disadvantaged	133	132	99.25	37.88
English Learners	72	72	100	33.33
Students with Disabilities	22	22	100	9.09
Foster Youth	--	--	--	--

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	190	189	99.47	25.4
Male	96	95	98.96	27.37
Female	94	94	100	23.4
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	113	112	99.12	24.11
Native Hawaiian or Pacific Islander	--	--	--	--
White	58	58	100	22.41
Two or More Races	11	11	100	54.55
Socioeconomically Disadvantaged	133	132	99.25	23.48
English Learners	72	72	100	16.67
Students with Disabilities	22	22	100	4.55
Foster Youth	--	--	--	--

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)	52	52	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	9.5	23.8	27

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)

Cirby School appreciates and is grateful to the many parents who volunteer and/or coordinate activities on campus. The staff, students, and community of Cirby School are committed to the belief that parents are the foundation for successful student achievement, and that their involvement in their child's education, both on and off our campus, increases the success for all students.

Cirby Elementary School is supported by parent and community volunteers. The Parent Teacher Club (PTC), Art Docent Program, 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 are made up of parents and staff who are elected by their peers. These committees meet every other month to evaluate the progress of our school plan, to modify program objectives, and to develop activities that meet the needs of our students. Additionally, they help monitor the Title 1 requirements of the Every Student Succeeds Act (ESSA) legislation and the District's Local Control Accountability Plan (LCAP). 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. Cirby School's 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 of 3rd - 5th graders are notified of their child's achievement level on the CAASPP, CA Assessment for Student Performance and Progress, and the CA English Language Development Test for English Learners by U.S. Mail. Additionally, they are kept informed regarding student results on local and District assessments in Reading, Writing and Mathematics through Progress Reports, Report Cards and informal teacher meetings, phonecalls and emails.

In addition, Cirby School provides many parent education opportunities. Classes are offered on different topics of interest and child care is provided for those attending. Cirby School has strong community linkages, which benefit students and their families in many ways.



## 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
<b>Suspensions</b>	1.2	2.4	4.2	3.0	2.7	3.2	3.8	3.7	3.6
<b>Expulsions</b>	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)

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. It will be reviewed at the 1/17/18 Staff Meeting and reviewed by the School Site Council on 2/7/18. The plan includes procedures for coordinating resources to respond to any emergency including natural disasters, environmental health issues, accidents, or intruders. Safety drills (Evacuation, Shelter in Place, Lockdown and Earthquake) are held regularly to allow students and staff enough practice so that in a real emergency situation, safe procedures will be followed. All visitors are required to sign in at the front office during the instructional day and obtain a visitor's pass. Staff have been assigned key roles and trained to work efficiently with each other and with other public service officers to ensure the safety of students and staff. Cirby Elementary School remains a safe environment for students, parents, and staff.

## 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
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2008-2009	2012-2013
<b>Year in Program Improvement*</b>	Year 5	Year 2
<b>Number of Schools Currently in Program Improvement</b>	N/A	3
<b>Percent of Schools Currently in Program Improvement</b>	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+
<b>K</b>	23		3		21	1	6		19	19		
<b>1</b>	24		2		22		6		22		18	
<b>2</b>	20	2	1		21	2	2		25		12	
<b>3</b>	21		3		22		6		24		18	
<b>4</b>	34			2	25		3		26		12	
<b>5</b>	31		2		24	1	5		24		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)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	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	2.1	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	\$9,752	\$2,783	\$6,969	\$84,059
District	N/A	N/A	\$6,509	\$80,553
Percent Difference: School Site and District	N/A	N/A	7.1	3.9
State	N/A	N/A	\$6,574	\$78,363
Percent Difference: School Site and State	N/A	N/A	3.7	8.9

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

**Types of Services Funded (Fiscal Year 2016-17)**

The district funds a School Counselor and an Intervention Teacher at Cirby Elementary School. These extra positions allow the availability for additional services, which help promote the social, academic and emotional learning and safety for all Cirby students.

**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)**

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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 Cirby School include:

Ongoing Professional Development at the site level is provided for PBIS (Positive Behavior Intervention Systems) with a special focus on Tier 2 and Tier 3 interventions, promoting positive attendance and decreasing chronic absenteeism, Social-Emotional Learning, including Mindfulness and trauma-informed strategies for the classroom and school-wide, use of academic vocabulary school-wide, Response to Intervention strategies, Assessment and teaching strategies for English Learners and team-building.