

Cirby Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Cirby Elementary School
Street	814 Darling Way
City, State, Zip	Roseville, CA 95678
Phone Number	916-771-1730
Principal	Karen Quinlan
Email Address	karenq@rcsdk8.org
Website	www.rcsdk8.org
County-District-School (CDS) Code	31669106031223

Entity	Contact Information
District Name	Roseville City School District
Phone Number	(916) 771-1600
Superintendent	Derk Garcia
Email Address	
Website	www.rcsdk8.org

School Description and Mission Statement (School Year 2019-20)

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 2018-19)

Grade Level	Number of Students
Kindergarten	81
Grade 1	71
Grade 2	53
Grade 3	67
Grade 4	63
Grade 5	52
Total Enrollment	387

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.6
Asian	1
Filipino	0.5
Hispanic or Latino	57.1
White	30
Two or More Races	7.2
Socioeconomically Disadvantaged	73.6
English Learners	28.9
Students with Disabilities	10.9
Foster Youth	0.3
Homeless	7.2

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19	18	19	495
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	51

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: 9/12/19

Roseville City Elementary held a public hearing on September 6, 2018, 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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)

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

Year and month of the most recent FIT report: 12/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	40	42	64	65	50	50
Mathematics (grades 3-8 and 11)	25	27	53	53	38	39

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	175	174	99.43	0.57	41.62
Male	84	83	98.81	1.19	33.73
Female	91	91	100.00	0.00	48.89
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	105	104	99.05	0.95	36.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	54	54	100.00	0.00	49.06
Two or More Races	12	12	100.00	0.00	58.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	130	129	99.23	0.77	31.25
English Learners	63	63	100.00	0.00	26.98
Students with Disabilities	33	33	100.00	0.00	12.50
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	14.29

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	175	173	98.86	1.14	26.59
Male	84	82	97.62	2.38	24.39
Female	91	91	100.00	0.00	28.57
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	105	103	98.10	1.90	22.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	54	54	100.00	0.00	35.19
Two or More Races	12	12	100.00	0.00	25.00
Socioeconomically Disadvantaged	130	128	98.46	1.54	18.75
English Learners	63	62	98.41	1.59	14.52
Students with Disabilities	33	33	100.00	0.00	3.03
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	14.29

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

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, increase 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, informal phone calls, positive 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 English Language Proficiency Assessments for California (ELPAC) for our English Learners. 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, phone calls and emails.

Cirby School provides many parent education opportunities. Information workshops and Parent Nights are offered on different topics of interest and childcare 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.2	4.7	4.6	3.2	3.2	2.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 January 2020 Staff Meeting and reviewed by the School Site Council on 11/21/19.

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, safety 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. The staff has 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	19			17	25			21	1	18	
1	22		18		25		12		24		18	
2	25		12		23		18		22	6	6	
3	24		18		22	6	12		26		18	
4	26		12		23		12		21	6	12	
5	24		18		24		18		26		12	
Other**												

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	387.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	2.0
Other	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,655	\$2,748	\$7,906	\$89,001

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	\$6,998	\$83,683
Percent Difference - School Site and District	N/A	N/A	12.2	6.2
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	19.2	6.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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. The District also supports reduced class size in TK, 4th grade and 5th grade at Cirby School. In addition, the district funds a bi-lingual Parent Liaison who works closely with staff, students and parents to help ensure productive engagement of families and success of students at Cirby School.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,144	\$45,741
Mid-Range Teacher Salary	\$84,200	\$81,840
Highest Teacher Salary	\$98,032	\$102,065
Average Principal Salary (Elementary)	\$120,297	\$129,221
Average Principal Salary (Middle)	\$131,327	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$210,286	\$224,581
Percent of Budget for Teacher Salaries	44%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

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 and training in the use of GLAD (Guided Language Acquisition Design) strategies. PLCs have chosen 5 collective commitments for the teaching of GLAD units - in turn, we have chosen 3 collective commitments for school-wide strategies throughout the grade levels.