

Stoneridge Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

| | |
|--|------------------------------|
| School Name | Stoneridge Elementary School |
| Street | 2501 Alexandra Dr. |
| City, State, Zip | Roseville, CA 95661 |
| Phone Number | 916-771-1830 |
| Principal | Jessica Brooks |
| Email Address | jbrooks@rcsdk8.org |
| School Website | www.rcsdk8.org |
| County-District-School (CDS) Code | 31-66910-3130242 |

2021-22 District Contact Information

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

2021-22 School Overview

Stoneridge is one of 20 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.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 83 |
| Grade 1 | 87 |
| Grade 2 | 107 |
| Grade 3 | 107 |
| Grade 4 | 96 |
| Grade 5 | 89 |
| Total Enrollment | 569 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 50.4 |
| Male | 49.6 |
| American Indian or Alaska Native | 0.4 |
| Asian | 15.6 |
| Black or African American | 1.9 |
| Filipino | 2.5 |
| Hispanic or Latino | 17.4 |
| Native Hawaiian or Pacific Islander | 0.4 |
| Two or More Races | 8.1 |
| White | 53.3 |
| English Learners | 9.3 |
| Homeless | 1.1 |
| Socioeconomically Disadvantaged | 21.4 |
| Students with Disabilities | 10.2 |

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

| Authorization/Assignment | 2019-20 |
|--|---------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | |
| Intern Credential Holders Properly Assigned | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | |
| Unknown | |
| Total Teaching Positions | |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2019-20 |
|--|---------|
| Permits and Waivers | |
| Misassignments | |
| Vacant Positions | |
| Total Teachers Without Credentials and Misassignments | |

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2019-20 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

2019-20 Class Assignments

| Indicator | 2019-20 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | |

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roseville City Elementary held a public hearing on September 9, 2021, 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.

Year and month in which the data were collected

August 2021

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---|--|-----------------------------|--|
| Reading/Language Arts | Benchmark 2016 | Yes | 0 |
| Mathematics | Houghton Mifflin - Expressions 2015 | Yes | 0 |
| Science | Discovery Education 2020 | Yes | 0 |
| History-Social Science | Pearson Scott Foresman 2007 | Yes | 0 |
| Foreign Language | | | |
| Health | | | |
| Visual and Performing Arts | | | |
| Science Laboratory Equipment (grades 9-12) | | | |

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

12/2021

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | 2 registers need replacement |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| 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 | | | |

Overall Facility Rate

| 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 281 | NT | NT | NT | NT |
| Female | 147 | NT | NT | NT | NT |
| Male | 134 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 45 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 48 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 21 | NT | NT | NT | NT |
| White | 147 | NT | NT | NT | NT |
| English Learners | 15 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 64 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 31 | NT | NT | NT | NT |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 281 | NT | NT | NT | NT |
| Female | 147 | NT | NT | NT | NT |
| Male | 134 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 45 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 48 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 21 | NT | NT | NT | NT |
| White | 147 | NT | NT | NT | NT |
| English Learners | 15 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 64 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 31 | NT | NT | NT | NT |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

| i-Ready Student Groups | i-Ready Total Enrollment | i-Ready Number Tested | i-Ready Percent Tested | i-Ready Percent Not Tested | i-Ready Percent At or Above Grade Level |
|----------------------------------|--------------------------|-----------------------|------------------------|----------------------------|---|
| All Students | 279 | 278 | 99.64 | 0.36 | 72.66 |
| Female | 146 | 145 | 99.32 | 0.68 | 78.62 |
| Male | 133 | 133 | 100.00 | 0.00 | 66.17 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 44 | 44 | 100.00 | 0.00 | 90.91 |

| | | | | | |
|--|-----|-----|--------|------|-------|
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 48 | 48 | 100.00 | 0.00 | 68.75 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 17 | 17 | 100.00 | 0.00 | 70.59 |
| White | 148 | 147 | 99.32 | 0.68 | 70.75 |
| English Learners | 15 | 15 | 100.00 | 0.00 | 46.67 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 63 | 63 | 100.00 | 0.00 | 57.14 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 39 | 38 | 97.44 | 2.56 | 36.84 |

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| i-Ready Student Groups | i-Ready Total Enrollment | i-Ready Number Tested | i-Ready Percent Tested | i-Ready Percent Not Tested | i-Ready Percent At or Above Grade Level |
|--|---------------------------------|------------------------------|-------------------------------|-----------------------------------|--|
| All Students | 279 | 276 | 98.29 | 1.08 | 72.10 |
| Female | 146 | 143 | 97.95 | 2.05 | 74.13 |
| Male | 133 | 133 | 100.00 | 0.00 | 69.92 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 44 | 44 | 100.00 | 0.00 | 77.27 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 48 | 47 | 97.92 | 2.08 | 68.09 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 17 | 16 | 94.12 | 5.88 | 75.00 |
| White | 148 | 147 | 99.32 | 0.68 | 70.75 |
| English Learners | 15 | 14 | 93.33 | 6.67 | 50.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 63 | 62 | 98.41 | 1.59 | 48.39 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |

| | | | | | |
|-----------------------------------|----|----|-------|------|-------|
| Students with Disabilities | 39 | 38 | 97.44 | 2.56 | 36.84 |
|-----------------------------------|----|----|-------|------|-------|

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | NT | N/A | NT | N/A | 28.72 |

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 86 | NT | NT | NT | NT |
| Female | 42 | NT | NT | NT | NT |
| Male | 44 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 13 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 14 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 47 | NT | NT | NT | NT |
| English Learners | -- | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 24 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | NT | NT | NT | NT |

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| 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 |
|-------------|--|--|---|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Stoneridge School has an active Parent Teacher Club and we strongly encourage all of our families to participate in school activities. It is our goal to work in partnership with our parents and we welcome parents to volunteer in classrooms, participate in 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, Art Docent, as well as helping to purchase items to support our PBIS roll out. Stoneridge also has School Site Council which meets to discuss programs and overall achievement in 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.

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 611 | 591 | 47 | 8.0 |
| Female | 307 | 299 | 25 | 8.4 |
| Male | 304 | 292 | 22 | 7.5 |
| American Indian or Alaska Native | 2 | 2 | 0 | 0.0 |
| Asian | 91 | 90 | 3 | 3.3 |
| Black or African American | 14 | 14 | 0 | 0.0 |
| Filipino | 15 | 15 | 1 | 6.7 |
| Hispanic or Latino | 104 | 103 | 12 | 11.7 |
| Native Hawaiian or Pacific Islander | 2 | 2 | 0 | 0.0 |
| Two or More Races | 49 | 47 | 4 | 8.5 |
| White | 329 | 313 | 27 | 8.6 |
| English Learners | 58 | 56 | 7 | 12.5 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 7 | 7 | 1 | 14.3 |
| Socioeconomically Disadvantaged | 135 | 132 | 19 | 14.4 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 78 | 74 | 8 | 10.8 |

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 1.91 | 0.00 | 2.44 | 0.50 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.03 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|----------------|------------------|---------------|
| Suspensions | 0.30 | 1.15 | 2.45 |
| Expulsions | 0.00 | 0.03 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

2021-22 School Safety Plan

Stoneridge School is continually updating our school safety plan with the input from our staff and School Site Council. An annual school survey is used to gather data from all parents regarding facility and educational improvement needs. In addition, regular monitoring of the campus by school site and the district safety committee 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 2022. To be discussed with staff: February 2022.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 24 | | 31 | |
| 1 | 25 | | 24 | |
| 2 | 24 | | 24 | |
| 3 | 23 | 1 | 24 | |
| 4 | 27 | | 24 | |
| 5 | 34 | | | 18 |
| 6 | | | | |

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 29 | | 25 | 1 |
| 1 | 29 | | 30 | 1 |
| 2 | 28 | 6 | 24 | 1 |
| 3 | 28 | 6 | 24 | 1 |
| 4 | 37 | 1 | 6 | 13 |
| 5 | 36 | 6 | | 19 |
| 6 | | | | |

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 18 | 3 | 1 | |
| 1 | 25 | | 3 | |
| 2 | 24 | | 4 | |
| 3 | 24 | | 4 | |
| 4 | 32 | | 2 | 1 |
| 5 | 29 | | 3 | |
| 6 | | | | |
| Other | 24 | | 2 | |

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | |

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 4 |
| Resource Specialist (non-teaching) | 0 |
| Other | 5.5 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$9,815 | \$2,734 | \$7,081 | \$82,426 |
| District | N/A | N/A | \$7,557 | \$87,187 |
| Percent Difference - School Site and District | N/A | N/A | -6.5 | -5.6 |
| State | | | \$8,444 | \$85,863 |
| Percent Difference - School Site and State | N/A | N/A | -17.6 | -4.1 |

2020-21 Types of Services Funded

Stoneridge has used money to promote four main goals: Support Project Lead the Way (engineering program), 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 been used to purchase supplementary academic curriculum to increase student proficiency and to support our academic intervention programs. In addition, funds are being used to support the implementation of PBIS to support school climate and culture. We have also put funds toward our Engineering program, Project Lead the Way, as well as helped pay for new supplies and training for teachers.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$45,217 | \$52,060 |
| Mid-Range Teacher Salary | \$88,246 | \$84,043 |
| Highest Teacher Salary | \$102,743 | \$107,043 |
| Average Principal Salary (Elementary) | \$127,087 | \$133,582 |
| Average Principal Salary (Middle) | \$137,638 | \$138,803 |
| Average Principal Salary (High) | \$0 | \$133,845 |
| Superintendent Salary | \$225,264 | \$240,628 |
| Percent of Budget for Teacher Salaries | 41% | 35% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 8 | 8 | 7 |

Roseville City School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 7310 | 76 | 1.04 | 98.96 | 6.58 |
| Female | 3538 | 20 | 0.57 | 99.43 | 10.00 |
| Male | 3772 | 56 | 1.48 | 98.52 | 5.36 |
| American Indian or Alaska Native | 33 | 0 | -- | 100.00 | -- |
| Asian | 621 | 9 | 1.45 | 98.55 | -- |
| Black or African American | 196 | 2 | 1.02 | 98.98 | -- |
| Filipino | 413 | 16 | 3.87 | 96.13 | 0.00 |
| Hispanic or Latino | 1759 | 14 | 0.80 | 99.20 | 14.29 |
| Native Hawaiian or Pacific Islander | 36 | 1 | 2.78 | 97.22 | -- |
| Two or More Races | 628 | 8 | 1.27 | 98.73 | -- |
| White | 3624 | 26 | 0.72 | 99.28 | 11.54 |
| English Learners | 542 | 8 | 1.48 | 98.52 | -- |
| Foster Youth | 30 | 3 | 10.00 | 90.00 | -- |
| Homeless | 180 | 2 | 1.11 | 98.89 | -- |
| Military | 80 | 1 | 1.25 | 98.75 | -- |
| Socioeconomically Disadvantaged | 2042 | 20 | 0.98 | 99.02 | 15.00 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 957 | 76 | 7.94 | 92.06 | 6.58 |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 7310 | 75 | 1.03 | 98.97 | 4.00 |
| Female | 3538 | 20 | 0.57 | 99.43 | 5.00 |
| Male | 3772 | 55 | 1.46 | 98.54 | 3.64 |
| American Indian or Alaska Native | 33 | 0 | -- | 100.00 | -- |
| Asian | 621 | 9 | 1.45 | 98.55 | -- |
| Black or African American | 196 | 2 | 1.02 | 98.98 | -- |
| Filipino | 413 | 16 | 3.87 | 96.13 | 12.50 |
| Hispanic or Latino | 1759 | 14 | 0.80 | 99.20 | 0.00 |
| Native Hawaiian or Pacific Islander | 36 | 1 | 2.78 | 97.22 | -- |
| Two or More Races | 628 | 7 | 1.11 | 98.89 | -- |
| White | 3624 | 26 | 0.72 | | 3.85 |
| English Learners | 542 | 8 | 1.48 | 98.52 | -- |
| Foster Youth | 30 | 3 | 10.00 | 90.00 | -- |
| Homeless | 180 | 2 | 1.11 | 98.89 | -- |
| Military | 80 | 1 | 1.25 | 98.75 | -- |
| Socioeconomically Disadvantaged | 2042 | 20 | 0.98 | 99.02 | 5.00 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 957 | 75 | 7.84 | 92.16 | 4.00 |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.