

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17



Stonegate Elementary

Address: 2500 La Jolla St. West Sacramento, CA 95691-4947

Principal: Ben Kingsbury, Principal

Phone: (916) 375-0960

Email: bkingsbury@wusd.k12.ca.us

Web Site: www.wusd.k12.ca.us

CDS Code: 57726940114710



Washington Unified

Superintendent: Linda Luna

Phone: (916) 375-7600

Email: lluna@wusd.k12.ca.us

Web Site: www.wusd.k12.ca.us



I DATA AND ACCESS

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 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 state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Washington Unified
 Phone Number: (916) 375-7600
 Superintendent: Linda Luna
 E-mail Address: lluna@wusd.k12.ca.us
 Web Site: www.wusd.k12.ca.us

School Contact Information Most Recent Year

School Name: Stonegate Elementary
 Street: 2500 La Jolla St.
 City, State, Zip: West Sacramento, CA 95691-4947
 Phone Number: (916) 375-0960
 Principal: Ben Kingsbury, Principal
 E-mail Address: bkingsbury@wusd.k12.ca.us
 Web Site: www.wusd.k12.ca.us
 County-District-School
 (CDS) Code: 57726940114710

School Description and Mission Statement (School Year 2016–17)

It is the mission of Stonegate Elementary School to ensure high levels of success and a lifelong love of learning for all students. Through a variety of educational experiences, our students will become self-motivated learners and problem solvers. We will provide a safe learning environment where highly-qualified faculty and staff work together with students, parents, and the entire school community to educate the whole child.

Our student body represents the diverse culture of the West Sacramento Community. Highly qualified teachers at Stonegate focus on superb lesson design centered on learning objectives that are aligned to the Common Core State Standards. The staff analyzes test data frequently in order to provide a high quality program that addresses all student learning needs. Students who are not meeting benchmark standards receive well-planned and research-based intervention lessons during the regular school day as well as opportunities before and after school. The staff at Stonegate strive to provide all students with a safe learning environment that promotes a lifelong love of learning.

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|---------------------------|--------------------|
| Transitional Kindergarten | 0 |
| Kindergarten | 92 |
| Grade 1 | 79 |
| Grade 2 | 86 |
| Grade 3 | 88 |
| Grade 4 | 109 |
| Grade 5 | 72 |
| Grade 6 | 100 |
| Grade 7 | 102 |
| Grade 8 | 83 |
| Total Enrollment | 811 |

Student Enrollment by Student Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 3.9% |
| American Indian or Alaska Native | 0.1% |
| Asian | 13.1% |
| Filipino | 2.5% |
| Hispanic or Latino | 35.9% |
| Native Hawaiian/Pacific Islander | 1.7% |
| White | 37.4% |
| Two or More Races | 5.4% |
| Socioeconomically Disadvantaged | 46.7% |
| English Learners | 18.2% |
| Students with Disabilities | 6.4% |
| Foster Youth | 0.2% |

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 2014-15 | School 2015-16 | School 2016-17 | District 2016-17 |
|--------------------------------------------------------------------|----------------|----------------|----------------|------------------|
| With Full Credential | 39 | 39 | | |
| Without Full Credential | 0 | 0 | | |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | | |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|------------------------------------------------|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | |
| Total Teacher Misassignments* | 0 | 0 | |
| Vacant Teacher Positions | 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| This School | 100.00% | .00% |
| All Schools in District | 99.86% | .14% |
| High-Poverty Schools in District | .00% | .00% |
| Low-Poverty Schools in District | .00% | .00% |

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2017

| Subject | Textbooks and instructional materials/year of adoption | From most recent adoption? | % Students lacking own assigned copy |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------------------------------|
| Reading/Language Arts | Every student in K-5th grades uses Open Court. 6th, 7th & 8th grades uses Holt. Year of adoption 2002. | Yes | 0% |
| Mathematics | We now use Go Math (for K-6); College Preparatory Math (CPM) for 7th and 8th grade. | Yes | 0% |
| Science | K-5 uses the Scott Foresman "Science" edition. Grades 6-8 uses the Holt science program. Year of adoption 2007. | Yes | 0% |
| History-Social Science | K-6 uses Harcourt Brace "Reflections". Grades 7 uses McDougal Littell "World History" edition and grade 8 uses McDougal Littell "American History" edition. Year of adoption 2006. | Yes | 0% |
| Foreign Language | N/A | N/A | 0% |
| Health | The health curriculum is included as part of science and is taught using teacher and district created materials. | No | 0% |
| Visual and Performing Arts | N/A | N/A | 0% |
| Science Laboratory Equipment (grades 9-12) | N/A | N/A | 0% |

School Facility Conditions and Planned Improvements

Redesigned and constructed new exterior columns campus wide - Summer 2015

Designed and installed new classroom entry with door for the MPR stage classroom - Summer 2015

Reseeded playing field and added more irrigation 2016

School Facility Good Repair Status

Using the most recent 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

Month and year in which data were collected: September 2016

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

Overall Facility Rate

Month and year in which data were collected: September 2016

| | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
| Overall Rating | - | ✓ | - | - |

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], Science California Standards Tests) 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|--------------------------------------------------------|--------------------------------------------------------------|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/ Literacy (grades 3-8 and 11) | 45% | 49% | 36% | 43% | 44% | 48% |
| Mathematics (grades 3-8 and 11) | 35% | 42% | 27% | 31% | 34% | 36% |

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.

CAASPP Test Results in ELA by Student Group (ELA)
 Grades Three through Eight and Eleven (School Year 2015–16)
 ELA - Grade 3

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 89 | 88 | 98.88% | 47.73% |
| Male | 56 | 56 | 100.00% | 42.86% |
| Female | 33 | 32 | 96.97% | 56.25% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 36 | 36 | 100.00% | 44.44% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 34 | 33 | 97.06% | 48.48% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 45 | 45 | 100.00% | 44.44% |
| English Learners | 19 | 19 | 100.00% | 26.32% |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

ELA - Grade 4

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 112 | 109 | 97.32% | 55.05% |
| Male | 55 | 53 | 96.36% | 49.06% |
| Female | 57 | 56 | 98.25% | 60.71% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | |
| Asian | 13 | 13 | 100.00% | 69.23% |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 42 | 40 | 95.24% | 47.50% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 50 | 49 | 98.00% | 57.14% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 56 | 54 | 96.43% | 42.59% |
| English Learners | 16 | 16 | 100.00% | 18.75% |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

ELA - Grade 5

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 84 | 80 | 95.24% | 47.50% |
| Male | 41 | 39 | 95.12% | 41.03% |
| Female | 43 | 41 | 95.35% | 53.66% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 36 | 35 | 97.22% | 28.57% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 28 | 26 | 92.86% | 61.54% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 42 | 40 | 95.24% | 30.00% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

ELA - Grade 6

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 104 | 104 | 100.00% | 43.27% |
| Male | 65 | 65 | 100.00% | 40.00% |
| Female | 39 | 39 | 100.00% | 48.72% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | |
| Asian | 19 | 19 | 100.00% | 42.11% |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 38 | 38 | 100.00% | 36.84% |
| Native Hawaiian or Pacific Islander | | | | |
| White | 34 | 34 | 100.00% | 44.12% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 48 | 48 | 100.00% | 25.00% |
| English Learners | 13 | 13 | 100.00% | |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

ELA - Grade 7

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 106 | 106 | 100.00% | 44.34% |
| Male | 50 | 50 | 100.00% | 36.00% |
| Female | 56 | 56 | 100.00% | 51.79% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 40 | 40 | 100.00% | 30.00% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 40 | 40 | 100.00% | 57.50% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 51 | 51 | 100.00% | 31.37% |
| English Learners | 13 | 13 | 100.00% | 7.69% |
| Students with Disabilities | 19 | 19 | 100.00% | |
| Students Receiving Migrant Education Services | | | | |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

ELA - Grade 8

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 83 | 82 | 98.80% | 53.66% |
| Male | 44 | 44 | 100.00% | 50.00% |
| Female | 39 | 38 | 97.44% | 57.89% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | |
| Asian | 12 | 12 | 100.00% | 75.00% |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 32 | 31 | 96.88% | 48.39% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 30 | 30 | 100.00% | 53.33% |
| Two or More Races | | | | |
| Socioeconomically Disadvantaged | 48 | 47 | 97.92% | 36.17% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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 Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2015–16)

Mathematics - Grade 3

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 89 | 88 | 98.88% | 57.95% |
| Male | 56 | 56 | 100.00% | 57.14% |
| Female | 33 | 32 | 96.97% | 59.38% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 36 | 36 | 100.00% | 52.78% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 34 | 33 | 97.06% | 66.67% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 45 | 45 | 100.00% | 42.22% |
| English Learners | 19 | 19 | 100.00% | 15.79% |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Mathematics - Grade 4

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 112 | 109 | 97.32% | 58.72% |
| Male | 55 | 53 | 96.36% | 54.72% |
| Female | 57 | 56 | 98.25% | 62.50% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | |
| Asian | 13 | 13 | 100.00% | 84.62% |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 42 | 40 | 95.24% | 47.50% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 50 | 49 | 98.00% | 59.18% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 56 | 54 | 96.43% | 42.59% |
| English Learners | 16 | 16 | 100.00% | 25.00% |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Mathematics - Grade 5

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 83 | 81 | 97.59% | 28.40% |
| Male | 41 | 40 | 97.56% | 30.00% |
| Female | 42 | 41 | 97.62% | 26.83% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 35 | 35 | 100.00% | 11.43% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 28 | 26 | 92.86% | 46.15% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 41 | 41 | 100.00% | 21.95% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Mathematics - Grade 6

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 104 | 104 | 100.00% | 30.77% |
| Male | 65 | 65 | 100.00% | 30.77% |
| Female | 39 | 39 | 100.00% | 30.77% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | |
| Asian | 19 | 19 | 100.00% | 42.11% |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 38 | 38 | 100.00% | 26.32% |
| Native Hawaiian or Pacific Islander | | | | |
| White | 34 | 34 | 100.00% | 32.35% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 48 | 48 | 100.00% | 18.75% |
| English Learners | 13 | 13 | 100.00% | |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Mathematics - Grade 7

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 105 | 105 | 100.00% | 23.81% |
| Male | 50 | 50 | 100.00% | 24.00% |
| Female | 55 | 55 | 100.00% | 23.64% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 39 | 39 | 100.00% | 10.26% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 40 | 40 | 100.00% | 40.00% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 50 | 50 | 100.00% | 8.00% |
| English Learners | 12 | 12 | 100.00% | |
| Students with Disabilities | 18 | 18 | 100.00% | 5.56% |
| Students Receiving Migrant Education Services | | | | |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Mathematics - Grade 8

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 83 | 82 | 98.80% | 51.22% |
| Male | 44 | 44 | 100.00% | 47.73% |
| Female | 39 | 38 | 97.44% | 55.26% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | |
| Asian | 12 | 12 | 100.00% | 75.00% |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 32 | 31 | 96.88% | 45.16% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 30 | 30 | 100.00% | 56.67% |
| Two or More Races | | | | |
| Socioeconomically Disadvantaged | 48 | 47 | 97.92% | 40.43% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | | | | |
|-------------------------------------|----------------------------------------------------------|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 53% | 59% | 56% | 54% | 53% | 51% | 60% | 56% | 54% |

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

| Student Group | Total Enrollment | Number of Students with Valid Scores | Percent of Students with Valid Scores | Percent Proficient or Advanced |
|-----------------------------------------------|------------------|--------------------------------------|---------------------------------------|--------------------------------|
| All Students | 167 | 165 | 98.80% | 56.36% |
| Male | 85 | 85 | 100.00% | 56.47% |
| Female | 82 | 80 | 97.56% | 56.25% |
| Black or African American | – | – | – | – |
| American Indian or Alaska Native | – | – | – | – |
| Asian | 22 | 22 | 100.00% | 72.73% |
| Filipino | – | – | – | – |
| Hispanic or Latino | 68 | 67 | 98.53% | 40.30% |
| Native Hawaiian or Pacific Islander | – | – | – | – |
| White | 58 | 57 | 98.28% | 66.67% |
| Two or More Races | – | – | – | – |
| Socioeconomically Disadvantaged | 90 | 89 | 98.89% | 38.20% |
| English Learners | 15 | 14 | 93.33% | 14.29% |
| Students with Disabilities | 14 | 14 | 100.00% | 35.71% |
| Students Receiving Migrant Education Services | – | – | – | – |
| Foster Youth | – | – | – | – |

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.

California Physical Fitness Test Results (School Year 2015-16)

| 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 | 19.30% | 28.90% | 20.50% |
| 7 | 26.70% | 24.80% | 26.70% |

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 school site.

Opportunities for Parental Involvement - (School Year 2016–17)

Stonegate Elementary School is a school that has numerous opportunities for parents to be involved with the school. Parents are encouraged to volunteer in their child's classroom, become involved in the School Site Council (SSC), Parent Teachers Organization (PTO), English Learner Advisory Committee (ELAC), Local Control Funding Formula (LCAP) Parent Advisory Committee, and the monthly principal-parent coffees. The School Site Council meets the third Thursday of every month in the school library. The principal-parent coffees are held the last Friday of every month in the library.

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 | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 2.01 | 2.30 | 1.93 | 5.98 | 4.68 | 5.20 | 4.36 | 3.80 | 3.65 |
| Expulsions | 0.00 | 0.00 | | 0.04 | 0.02 | | 0.10 | 0.09 | 0.09 |

School Safety Plan – Most Recent Year

Stonegate Elementary is a Positive Behavior Intervention and Support (PBIS) school. As such, the school has the following components in place:

1. Clear, concise and explicit expectations for all students centered around our three school rules: Be safe; be respectful; be responsible.
2. A fair and supportive system of positive behavior incentives.
3. A simple classroom and school-wide discipline system.
4. Explicit teaching of behavior expectations.
5. Safety/Climate/PBIS Team meets to review data and plan actions.

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 2016-17)

| Indicator | School | District |
|-----------------------------------------------------|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2009-2010 | 2007-2008 |
| Year in Program Improvement* | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 8 |
| Percent of Schools Currently in Program Improvement | N/A | 72.7% |

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | Avg. Class Size | 2013-14 Number of Classes* | | | Avg. Class Size | 2014-15 Number of Classes* | | | Avg. Class Size | 2015-16 Number of Classes* | | |
|-------------|-----------------|-------------------------------|-------|-----|-----------------|-------------------------------|-------|-----|-----------------|-------------------------------|-------|-----|
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 21 | | 4 | | 21 | 2 | 2 | | | | | |
| 1 | 20 | 3 | 1 | | 22 | | 4 | | | | | |
| 2 | 20 | 3 | 2 | | 21 | 1 | 3 | | | | | |
| 3 | 22 | | 3 | | 21 | | 5 | | | | | |
| 4 | 33 | | 1 | 2 | 36 | | | | | | 2 | |
| 5 | 32 | | 2 | 1 | 32 | | 3 | | | | | |
| 6 | 21 | 8 | 10 | 1 | 27 | 5 | 7 | 10 | | | | |
| Other | | | | | | | | | | | | |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | Avg. Class Size | 2013-14 Number of Classes* | | | Avg. Class Size | 2014-15 Number of Classes* | | | Avg. Class Size | 2015-16 Number of Classes* | | |
|----------------|-----------------|-------------------------------|-------|-----|-----------------|-------------------------------|-------|-----|-----------------|-------------------------------|-------|-----|
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 18 | 11 | 8 | | 17 | 11 | 7 | | | | | |
| Mathematics | 23 | 4 | 3 | | 15 | 9 | 1 | | | | | |
| Science | 24 | 1 | 5 | 1 | 22 | 3 | 4 | | | | | |
| Social Science | 24 | 2 | 5 | | 22 | 3 | 4 | | | | | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|-----------------------------------------------------|--------------------------------------|---------------------------------------------------------|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | .5 | N/A |
| Library Media Services Staff (Paraprofessional) | | N/A |
| Psychologist | .5 | N/A |
| Social Worker | .5 | N/A |
| Nurse | .5 | N/A |
| Speech/Language/Hearing Specialist | | N/A |
| Resource Specialist (non - teaching) | 1 | N/A |
| Other | | 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 2014-15)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|-----------------------------------------------|------------------------------|----------------------------------------------------|-----------------------------------------------|------------------------|
| School Site | \$5332 | \$750 | \$4582 | \$63120 |
| District | N/A | N/A | \$6568 | \$68516 |
| Percent Difference – School Site and District | N/A | N/A | -30.24% | -7.88% |
| State | N/A | N/A | \$5677 | \$71517 |
| Percent Difference – School Site and State | N/A | N/A | -19.29% | -11.74% |

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

Types of Services Funded (Fiscal Year 2015-16)

At Stonegate Elementary School the following services are funded through categorical dollars:

1. Reading Specialist
2. ELD Specialist
3. After School Intervention
4. Parent Meetings
5. Technology

Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category | District Amount | State Average For Districts In Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$36750 | \$43821 |
| Mid-Range Teacher Salary | \$62093 | \$69131 |
| Highest Teacher Salary | \$83636 | \$89259 |
| Average Principal Salary (Elementary) | \$98084 | \$108566 |
| Average Principal Salary (Middle) | \$103325 | \$115375 |
| Average Principal Salary (High) | \$113714 | \$125650 |
| Superintendent Salary | \$178930 | \$198772 |
| Percent of Budget for Teacher Salaries | 38% | 37% |
| Percent of Budget for Administrative Salaries | 6% | 6% |

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

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Staff received and participated in professional development training during faculty meetings, district collaboration meetings, site collaboration meetings, grade level meetings, and after school district-offered trainings. Administrative staff and teachers were offered and received training in Cooperative Learning and Active Participation Instructional Strategies, Step Up to Writing, ELD strategies and cycles of inquiry for improvement, Working with Special Populations, Understanding Poverty, Common Core Mathematics and Common Core ELA and Literacy in other subjects, Emotional Intelligence, Classroom Management, Lesson Planning, Backward Mapping from CCSS standards, Safety, and Technology.

Step Up to Writing training was offered to all teachers. This training provided teachers with guidance to implement the new Common Core writing curriculum into their daily lessons.