SARC 2017-18

SCHOOL ACCOUNTABILITY REPORT CARD

Stonegate Elementary

Address:	2500 La Jolla St. West Sacramento, CA 95691-4947
Principal:	Jay Berns, Principal
Phone:	(916) 375-7600
Email:	jberns@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

SchoolCity.

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/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

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) 375-7600
Principal:	Jay Berns, Principal
E-mail Address:	jberns@wusd.k12.ca.us
Web Site:	www.wusd.k12.ca.us
County-District-School (CDS) Code:	57726940114710

School Description and Mission Statement (School Year 2018-19)

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 priority standards receive well-planned and research-based strategic intervention lessons during the regular school day as well as opportunities 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 2017-18)

Grade Level	Number of Students
Kindergarten	115
Grade 1	85
Grade 2	86
Grade 3	84
Grade 4	93
Grade 5	94
Grade 6	115
Grade 7	101
Grade 8	111
Total Enrollment	884

Student Enrollment by Student Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.3%
American Indian or Alaska Native	0.3%
Asian	12.6%
Filipino	2.5%
Hispanic or Latino	33%
Native Hawaiian/Pacific Islander	1.1%
White	38.3%
Two or More Races	8.8%
Socioeconomically Disadvantaged	46.4%
English Learners	11.5%
Students with Disabilities	6.9%
Foster Youth	0.6%

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 2016-17	School 2017-18	School 2018-19	District 2018-19
With Full Credential	39	42	36	366
Without Full Credential	0	0	1	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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 2019

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	K-5th grades uses McGraw Hill Wonders and McGraw Hill Study Sync for 6-11th grade (2016)	Yes	0%
Mathematics	K-5 Houghton Mifflin California Go Math (2015) 6-8 CPM Core Connections, Courses 2-3 (2017) 9-12 Carnegie Learning Integrated Mathematics, 1-3 (2012); Pearson Precalculus, 7th Edition (2016); Holt AP Edition Calculus, 10th Edition (2013); Larson Math and You (2013)	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-5 Harcourt Brace Reflections (2006) 6-8 TCI (2018) 9-12 Pearsons (2018) 7-12 McDougal Littell California Social Studies series (various titles, 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 filed and added more irrigation 2016
Great looking school!

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: October 2018

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	-	-	✓	work with staff on keeping items that indicate keep out of reach of children in a secured location.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	
Electrical: Electrical	-	✓	-	work orders were submitted for all deficiencies noted in the FIT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	
Safety: Fire Safety, Hazardous Materials	✓	-	-	
Structural: Structural Damage, Roofs	✓	-	-	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	-	✓	-	work orders were submitted for all deficiencies noted in the FIT

Overall Facility Rate

Month and year in which data were collected: October 2018

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

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/ Literacy (grades 3-8 and 11)	48%	48%	43%	45%	48%	50%
Mathematics (grades 3-8 and 11)	40%	41%	30%	32%	37%	38%

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	594	588	98.99%	47.79%
Male	315	312	99.05%	40.06%
Female	279	276	98.92%	56.52%
Black or African American	22	22	100.00%	18.18%
American Indian or Alaska Native	–	–	–	–
Asian	84	84	100.00%	60.71%
Filipino	–	–	–	–
Hispanic or Latino	197	194	98.48%	33.51%
Native Hawaiian or Pacific Islander	–	–	–	–
White	226	223	98.67%	58.30%
Two or More Races	43	43	100.00%	51.16%
Socioeconomically Disadvantaged	282	277	98.23%	31.41%
English Learners	127	124	97.64%	29.03%
Students with Disabilities	48	47	97.92%	6.38%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	594	590	99.33%	40.85%
Male	315	312	99.05%	39.42%
Female	279	278	99.64%	42.45%
Black or African American	22	22	100.00%	22.73%
American Indian or Alaska Native	--	--	--	--
Asian	84	84	100.00%	58.33%
Filipino	--	--	--	--
Hispanic or Latino	197	197	100.00%	26.40%
Native Hawaiian or Pacific Islander	--	--	--	--
White	226	223	98.67%	48.43%
Two or More Races	43	42	97.67%	45.24%
Socioeconomically Disadvantaged	282	279	98.94%	26.52%
English Learners	127	127	100.00%	27.56%
Students with Disabilities	48	47	97.92%	6.38%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

NOTE: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

NOTE: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

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	20.90%	22.00%	19.80%
7	20.60%	28.40%	23.50%
9			

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 2018-19)

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.93	1.74	3.60	5.20	6.20	5.52	3.65	3.65	3.51
Expulsions	0.00	0.00	0.00	0.00	0.00	0.05	0.09	0.09	0.08

School Safety Plan – (School Year 2018-19)

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+
K	18	4	1	
1	20	3	1	
2	22		4	
3	22		4	
4	27		4	
5	24		3	
6	30	1	13	7
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+
K	20	2	3	
1	22		4	
2	20	1	3	
3	22		4	
4	28		3	
5	30		4	
6	28	2	19	
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+
K	23		5	
1	21	1	3	
2	22	1	3	
3	21		4	
4	31		3	
5	31		3	
6	26	2	19	
Other**				

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+
English	19	7	5	
Mathematics	21	6	2	
Science	26	1	4	2
Social Science	29	1	4	1

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2016-17 Number of Classes*		
		1-22	23-32	33+
English	21	5	1	5
Mathematics	25	3	5	
Science	27	2	2	4
Social Science	30	1	2	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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2017-18 Number of Classes*		
		1-22	23-32	33+
English	21	4	8	
Mathematics	25	2	6	
Science	27	2	4	2
Social Science	24	3	6	

* 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 2017-18)

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)	1	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.5	N/A
Social Worker	.5	N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	1	N/A
Other	.5	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 2016-17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,138	$749	$5,389	$79,118
District	N/A	N/A	$5,881	$78,070
Percent Difference – School Site and District	N/A	N/A	8.73%	1.33%
State	N/A	N/A	$7125	$76522
Percent Difference – School Site and State	N/A	N/A	27.74%	3.34%

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

Types of Services Funded (Fiscal Year 2017-18)

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

1. Intervention Specialist

2. Targeted After School Interventions

3. Parent Meetings

4. Technology

5. AVID

6. PBIS

7. Workshops/Conferences

8. Collaboration Time

9. Supplementary Instructional Materials & Supplies

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		$47547
Mid-Range Teacher Salary		$74775
Highest Teacher Salary		$93651
Average Principal Salary (Elementary)		$116377
Average Principal Salary (Middle)		$122978
Average Principal Salary (High)		$135565
Superintendent Salary		$222853
Percent of Budget for Teacher Salaries	35%	35%
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 Rigorous Curriculum Design, AVID Elementary and Secondary strategies, ELD strategies, Working with Special Populations, MTSS, PLT/PLC's, Common Core Mathematics and Common Core ELA and Literacy in other subjects, Guided Reading, READS, Classroom Management, Lesson Planning, Backward Mapping from CCSS standards, School Safety, and Technology.