

Stone Avenue Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Stone Avenue Elementary School
Street	5111 Stone Avenue
City, State, Zip	Jurupa Valley, CA 92509-4090
Phone Number	951 360-2859
Principal	Marian Gutterud, Ed.D.
Email Address	Marian_Gutterud@jusd.k12.ca.us
Website	www.jurupausd.org/schools/StoneAvenueElementary
County-District-School (CDS) Code	33 67090 6111280

Entity	Contact Information
District Name	Jurupa Unified School District
Phone Number	951 360-4100
Superintendent	Mr. Elliott Duchon
Email Address	info@jusd.k12.ca.us
Website	www.jurupausd.org

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

The mission of Stone Avenue School is to foster the successful academic and social/emotional development of all our students. We do this by providing best first instruction and holding high expectations, inspiring a love of life-long learning, and instilling a commitment to excellence in our students. Stone Avenue Elementary is a recognized California Title 1 Academic Achievement school by providing quality instruction, meeting the needs of all students through differentiated instruction and guided reading, and working collaboratively to identify strengths and areas of need. Our staff's goal to meet all students' needs is evidenced by consistent, ongoing analysis towards standards mastery through district wide formative assessments including Performance Tasks, DIBELS, STAR Reading, iStation, and informal classroom assessments. The goals for and of every student are mastery of state standards, social/emotional development, and college/career readiness.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	115
Grade 1	90
Grade 2	92
Grade 3	108
Grade 4	101
Grade 5	123
Grade 6	97
Total Enrollment	726

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.4
Hispanic or Latino	86.6
Native Hawaiian or Pacific Islander	0.4
White	9.8
Two or More Races	0.4
Socioeconomically Disadvantaged	71.2
English Learners	36.5
Students with Disabilities	4.3
Foster Youth	0.4
Homeless	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	36	31	31	819
Without Full Credential	0	0	1	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	16

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 27, 2019

Jurupa Unified School District conducts an evaluation of instructional materials to adopt materials that best meet the needs of students. The district conducts adoptions on a districtwide basis. The review process includes a committee of a majority of classroom teachers in the appropriate discipline (Education Code Section 60210). In addition, all instructional materials are in compliance with social content standards. When making adoption decisions, the adoption committee uses the content standards, the curriculum frameworks, the State Board of Education-adopted evaluation criteria, and the reports on each adoption as resources. The final decision for selecting and recommending textbook adoptions is with the adoption committee. The most recently adopted textbooks were selected from the state-approved list.

All students, including English learners, have standards-aligned textbooks checked out to them, to use in class and to take home, in each of the core curriculum areas of reading/language arts, mathematics, science and history/social science; foreign language and health; visual and performing arts; and science laboratory equipment for grades nine through twelve as appropriate.

Elementary students receive core curriculum textbooks on the first day of enrollment. Middle school and high school students receive textbooks checked out to them at registration days a few days before the first day of school. All students enrolling after the first day of school have core curriculum textbooks checked out to them by the Library Clerk on their first day of enrollment.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Splash TK (Dual Immersion), World of Wonders (TK), Wonders (K-6) & Maravillas (Dual Immersion K-6), McGraw Hill Education Publishers (2016)	Yes	0
Mathematics	My Math (TK-5), California Math (Gr. 6), McGraw Hill Education Publishers (2015)	Yes	0
Science	California Science (K-6), Houghton Mifflin Harcourt Publishers (2008)	Yes	0
History-Social Science	History-Social Science (K-6), Houghton Mifflin Harcourt Publishers (2006)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Stone Avenue Elementary School provides a positive, safe, and clean environment for learning. Our custodial staff consisting of one daytime and one and a half evening custodians perform basic cleaning operations in every classroom. Lawns are mowed and trimmed and members of the grounds department sweep sidewalks. Five different agencies make periodic inspections to ensure safety at Stone Avenue Elementary. In addition, a formal inspection by the Supervisor of Maintenance and operations occurs three times each year to ensure that pre-established standards are met inside and outside each building and in the parking lots. A new two-story building was completed in 2016 and now houses an additional 8 classrooms.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/25/2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	42	42	36	38	50	50
Mathematics (grades 3-8 and 11)	31	32	24	25	38	39

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

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

CAASPP Test Results in ELA by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	430	423	98.37	1.63	41.84
Male	191	187	97.91	2.09	36.36
Female	239	236	98.74	1.26	46.19
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	383	376	98.17	1.83	40.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	36	36	100.00	0.00	61.11
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	326	320	98.16	1.84	36.56
English Learners	215	212	98.60	1.40	32.08
Students with Disabilities	24	23	95.83	4.17	13.04
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	430	425	98.84	1.16	31.76
Male	191	188	98.43	1.57	33.51
Female	239	237	99.16	0.84	30.38
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	383	378	98.69	1.31	30.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	36	36	100.00	0.00	47.22
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	326	322	98.77	1.23	29.81
English Learners	215	214	99.53	0.47	27.10
Students with Disabilities	24	23	95.83	4.17	17.39
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.0	21.1	23.6

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement is central at Stone Avenue Elementary. We value all our parents and rely on input from parents who serve on the School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Teacher Organization (PTO), and GATE Booster Club. The School Site Council (SSC) is the school community’s policy-making body. Each elected parent and staff representative has an equal voice in deciding major issues facing the school such as planning for staff development, communication about the instructional program, and approval of allocations from the site budget. The purpose of the ELAC is to advise the principal and school staff on programs and services for English language learners and to facilitate a two-way communication system between the school and the community. Parent members also represent Stone Avenue at the district level through District Advisory Council (DAC) and the District English Language Advisory Committee (DELAC).

Parents have multiple opportunities to participate at Stone Avenue Elementary including, but not limited to, classroom volunteering, meetings for parents with children in Dual Immersion, AVID Workshops, Literacy Workshops, Fall Festival, Father/Daughter Dance, and other school-based activities. In addition, workshops and meetings are planned based on feedback from parent surveys as we continue to work on growing our parent involvement. Stone Avenue's Parent Involvement Policy outlines general expectations and descriptions on the required implementation of Parent Involvement. For more information on how to become involved, please contact Marian Gutterud at (951) 360-2859.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.6	1.3	0.8	3.4	3.6	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Stone Avenue Elementary School, in accordance with Senate Bill 187, has safe school strategies that include information on the status of school crime and the following elements: safe school programs, child abuse reporting procedures, disaster response procedures, suspension and expulsion policies pursuant to Education Code Section 48900, 48915, and 49079, the Districts Discipline Handbook and Sexual Harassment Policy, our school dress code, and procedures and rules for safety on the way to and from school as well as during school hours. The school safety plan was most recently reviewed and updated on February 26, 2019. Emergency supplies, blankets, first aid supplies, radios, flashlights and tools are available during a disaster or emergency.

Stone Avenue participates in the multiple disaster drills and the California Great Shakeout in October in order to help prepare staff in emergency situations. Fire Drills are conducted on a monthly basis during different times of the day to ensure staff and students are prepared in case of emergency.

Stone Avenue also implements PBIS (Positive Behavior Interventions and Supports) and Social Emotional Learning for positive school-wide behavior. Each month positive behavior expectations are highlighted. Students demonstrating positive behavior and conducting themselves as role models are rewarded with Character Awards. The Character Award is given each month. As part of PBIS/SEL, all students are also taught behavior expectations for each area of the school (classrooms, walkways, cafeteria, assemblies, etc.). As the school year progresses and data is gathered, students may be re-taught behavior expectations in the same way they would be re-taught an academic skill or concept to achieve mastery. Students learn the expectations through daily, explicit instruction, modeling, and reinforcement. All staff members throughout the school are committed to the process and use common language to reinforce the learning. Students are taught a social skill each week. Data is collected to improve our services to the students. Information is analyzed by the PBIS and grade-level teams to determine what specific behaviors need focus. This information helps us improve supervision, facilitate re-teaching of behavior expectations and address specific school needs.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	18	4	2		21	3	2		23		5	
1	17	4	2		22	2	2		23		4	
2	20	2	3		17	4	2		23		4	
3	27		5		20	2	3		15	3	4	
4	26	2		2	27		5		29		3	
5	21	3	4		24	2	2		27		5	
6	28		3		25	2	3		32		2	1
Other**					2	1						

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

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

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

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	.1

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10143	1536	8607	88421
District	N/A	N/A	8825	\$89,656.00
Percent Difference - School Site and District	N/A	N/A	-2.5	-2.1
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	22.2	9.9

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

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

Types of Services Funded (Fiscal Year 2018-19)

In addition to local and state funds, Stone Avenue Elementary School receives special state and federal funds for programs such as our Title I, Title III, and Local Control Funding Formula (LCFF). These funds allow for supplemental support for student achievement. Funds are used for additional certificated and classified support for students in the classroom to support differentiated instruction, guided reading, and one on one instruction. In addition, funds are used for supplemental programs such as iStation, Accelerated Reader, and Reading Naturally GATE to supplement curriculum and other resources to meet all students' needs.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,878	\$51,374
Mid-Range Teacher Salary	\$79,746	\$80,151
Highest Teacher Salary	\$106,973	\$100,143
Average Principal Salary (Elementary)	\$126,881	\$126,896
Average Principal Salary (Middle)	\$129,964	\$133,668
Average Principal Salary (High)	\$147,669	\$143,746
Superintendent Salary	\$253,634	\$245,810
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The Jurupa Unified School district is committed to providing high-quality, research-based professional development to all of its teachers, responding to requirements set by CDE. From 2016-2017 through 2019-2020 school years, staff development continued to focus in the areas of California Common Core State Standards for ELA/ELD (RCOE, provider); Positive Behavior Interventions and Support/Social & Emotional Learning; Balanced Math (Leadership and Learning Center training, provider); ELA, NGSS Science, and Mathematics Units of Study (Leadership and Jurupa writing committee teachers, California Science Project, providers); state adopted ELD standards, Early Literacy and Guided Reading; Technology Training including Chromebook student use through Google Apps for Educators (GAPE, JUSD Technology Department and Coaches, presenters); AVID training; and Impact Team training. The training provided teachers with the skill and tools necessary for implementing first best instruction to a range of students in their TK-6 classrooms. In the 2016-2017 and 2017-2018, teachers received in-depth early literacy training to provide reading intervention and guided reading to their students. In addition, during the 2017-2018 school year, teachers were provided opportunities to observe grade level teachers through fishbowl practices. During the 2018-2019 and 2019-2020 school year, teachers continue to focus on early literacy, NGSS, and mathematics training. Also, teachers receive training in the area of data analysis of formative assessments through performance tasks, DIBELS/IDEL, and other formal and informal assessments.