

Stonegate Elementary

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	Stonegate Elementary
Street	2500 La Jolla St.
City, State, Zip	West Sacramento, CA 95691
Phone Number	(916) 375-7600
Principal	Dr. Jay Berns
Email Address	jberns@wusd.k12.ca.us
Website	www.wusd.k12.ca.us
County-District-School (CDS) Code	57726940114710

Entity	Contact Information
District Name	Washington Unified School District
Phone Number	(916) 375-7600
Superintendent	Linda Luna
Email Address	lluna@wusd.k12.ca.us
Website	www.wusd.k12.ca.us

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

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.

Collective Commitments

We, at Stonegate, believe and strive to the following statements:

We believe in being a part of the solution, not part of the problem.

Communication and Collaboration are the key.

Culture of respect.

Building relationships one student and family at a time.

We are committed to support, teach and reteach all students all across campus.

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

Grade Level	Number of Students
Kindergarten	105
Grade 1	90
Grade 2	87
Grade 3	87
Grade 4	86
Grade 5	89
Grade 6	102
Grade 7	120
Grade 8	100
Total Enrollment	866

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.3
Asian	10.5
Filipino	3
Hispanic or Latino	32
Native Hawaiian or Pacific Islander	1.4
White	40.2
Two or More Races	9.4
Socioeconomically Disadvantaged	47.2
English Learners	9.9
Students with Disabilities	6.8
Foster Youth	1
Homeless	5

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	42	36	37	339.3
Without Full Credential	0	1	1.5	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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	2

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: January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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	K5 Harcourt Brace Reflections (2006) 68 TCI (2018) 9-12 Pearsons (2018) 7-12 McDougal Littell California Social Studies series (various titles, 2006)	Yes	0%
Foreign Language	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		0%
Science Laboratory Equipment (grades 9-12)	N/A		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Well maintained school

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: 2019 September

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Paint peeling, chipping or cracking Some stained ceiling tiles
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	Good	

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)	48	46	45	46	50	50
Mathematics (grades 3-8 and 11)	41	39	32	34	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	578	573	99.13	0.87	46.42
Male	297	295	99.33	0.67	38.64
Female	281	278	98.93	1.07	54.68
Black or African American	21	21	100.00	0.00	23.81
American Indian or Alaska Native	--	--	--	--	--
Asian	67	67	100.00	0.00	52.24
Filipino	--	--	--	--	--
Hispanic or Latino	190	188	98.95	1.05	33.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	227	225	99.12	0.88	55.56

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	51	50	98.04	1.96	52.00
Socioeconomically Disadvantaged	291	289	99.31	0.69	32.18
English Learners	132	131	99.24	0.76	30.53
Students with Disabilities	48	45	93.75	6.25	4.44
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	28	28	100.00	0.00	32.14

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	578	573	99.13	0.87	38.92
Male	297	296	99.66	0.34	38.18
Female	281	277	98.58	1.42	39.71
Black or African American	21	21	100.00	0.00	14.29
American Indian or Alaska Native	--	--	--	--	--
Asian	67	67	100.00	0.00	59.70
Filipino	--	--	--	--	--
Hispanic or Latino	190	188	98.95	1.05	23.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	227	225	99.12	0.88	47.11
Two or More Races	51	50	98.04	1.96	46.00
Socioeconomically Disadvantaged	291	288	98.97	1.03	27.08
English Learners	132	132	100.00	0.00	28.03
Students with Disabilities	48	45	93.75	6.25	2.22
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	28	28	100.00	0.00	21.43

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	18.3	18.3	18.3
7	16.8	31.1	31.9

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)

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

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. 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 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	1.7	3.6	1.9	6.2	5.5	3.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan (CSSP) was developed in collaboration with law enforcement and the district office to fulfill Senate Bill 187 requirements. The school's most current plan is reviewed and updated to address safety, security and emergency preparedness. Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees. Each School Safety Plan is forwarded to the District Office for review annually. The CSSP was reviewed at a Staff Meeting on 10/16/19, with the School Site Council on 10/17/19 and at the Parent Principal Coffee on 10/25/19.

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	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	20	2	3		23		5		21	3	2	
1	22		4		21	1	3		23		4	
2	20	1	3		22	1	3		22	1	3	
3	22		4		21		4		22	1	3	
4	28		3		31		3		29		3	
5	30		4		31		3		30		3	
6	28	2	19		26	2	19		25	3	19	1
Other**												

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

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

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

Title	Ratio
Academic Counselors*	.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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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	\$6,260	\$657	\$5,603	\$77,296
District	N/A	N/A	\$6,152	\$76,458
Percent Difference - School Site and District	N/A	N/A	-9.3	1.1
State	N/A	N/A	\$7125	\$76522
Percent Difference - School Site and State	N/A	N/A	-23.9	1.0

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)

Washington Unified School District is committed to ensuring services funded align with the district and school goals and priorities as outlined in the LCAP (Local Control Accountability Plan). Funding to school sites focuses on providing students and staff with materials, tools, professional development and experiences to support their academic and social emotional learning. Funded services include: special education, LCFF (Local Control Funding Formula), Title I, Title II, Title III and grants.

At Stonegate Elementary School the following services are funded:

1. Instructional Coach
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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,316	\$49,084
Mid-Range Teacher Salary	\$69,807	\$76,091
Highest Teacher Salary	\$94,026	\$95,728
Average Principal Salary (Elementary)	\$113,608	\$118,990
Average Principal Salary (Middle)	\$119,682	\$125,674
Average Principal Salary (High)	\$131,432	\$137,589
Superintendent Salary	\$196,026	\$230,096
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	5%	6%

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	116	105	33

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 Standards Aligned Learning, Co-teach/Inclusion, 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.