

## California Department of Education School Accountability Report Card

Reported Using Data from the 2021 - 2022 School Year  
Published During 2022 - 2023

### For: Stone Lake Elementary

**Address:** 9673 Lakepoint Drive, Elk Grove, CA 95758  
**Principal:** Mark Beard

**Phone:** 916-683-4096  
**Grade Span:** K-6

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 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 county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard

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

### Internet Access

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

## About This School

### District Contact Information (School Year 2022 - 2023)

<b>District Name</b>	Elk Grove Unified
<b>Phone Number</b>	(916) 686-5085
<b>Web Site</b>	www.egusd.net
<b>Superintendent</b>	Christopher R. Hoffman
<b>E-mail Address</b>	choffman@egusd.net

### School Contact Information (School Year 2022 - 2023)

<b>School Name</b>	Stone Lake Elementary
<b>Street</b>	9673 Lakepoint Drive
<b>City, State, Zip</b>	Elk Grove, CA 95758
<b>Phone Number</b>	916-683-4096
<b>Principal</b>	Mark Beard
<b>E-mail Address</b>	mhbear@egusd.net
<b>Web Site</b>	https://stonelake.egusd.net
<b>County-District-School(CDS) Code</b>	34673146118053

### School Description and Mission Statement (School Year 2022 - 2023)

At Stone Lake Elementary School, in collaboration with staff, families, and students, we will continue a tradition of high academic achievement. We will provide a safe environment that promotes hard work, independence, respect, responsibility, and tolerance while encouraging all learners to be successful in a culturally diverse society. Our efforts, along with our partnership with the Stone Lake Community, will enable ALL students to take pride and ownership in their school and continue on their path to college and career readiness.

Our academic program is based on the Common Core State Standards. Our collaborative teacher teams meet to analyze data and determine the best ways to meet the needs of students. We also utilize Positive Behavioral Intervention and Supports (PBIS) to help us create a safe and positive learning environment. The Assist team partners with us at recess to also provide support for students and engage them in activities at recess.

Extra-curricular activities are important at Stone Lake, and we provide numerous extracurricular activities that help make for well-rounded students. Math Olympiad, Stone Lake Gazette, Young Rembrandts Art Club athletic teams, and EDMO are some of the extra-curricular options for students this school year.

Starting in January 2023, Stone Lake will be partnering with Assist to offer an after school program for first through sixth grade students. This program will provide students a safe place to stay after school, while working on homework and participating in enrichment activities. The program will operate from 3:00 P.M.-5:30 P.M. each day students are in session.

The Stone Lake PTO is the backbone of our school. Our PTO continued supporting our school by offering virtual opportunities for our families to stay connected to our school, and they continued monetarily supporting our school with our Reading Counts program, providing technology for our classrooms, and supporting our students' academic and enrichment endeavors in every way possible.

As the principal, you can expect that I will use multiple methods to communicate with parents and do my best to keep the community connected to our school. Parents are invited to monthly parent meetings with the administrative team that provide parents a forum to receive information and also ask questions.

I am committed to making sure that every student at Stone Lake Elementary School is learning in every classroom, in every subject, every day, while doing so in a safe and engaging environment that values a healthy mind and a healthy body.

With the support of our parents and the dedication and hard work of our staff, I am sure that Stone Lake will continue to Soar Like HAWKS!

Mark H. Beard, Principal  
Stone Lake Elementary School

**Student Enrollment by Grade Level (School Year 2021 - 2022)**

Grade Level	Number of Students
Kindergarten	97
Grade 1	94
Grade 2	110
Grade 3	70
Grade 4	99
Grade 5	103
Grade 6	112
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	685

**Student Enrollment by Student Group (School Year 2021 - 2022)**

Student Group	Percent of Total Enrollment
Female	49.30%
Male	50.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.10%
Asian	24.70%
Black or African American	8.20%
Filipino	5.40%
Hispanic or Latino	24.80%
Native Hawaiian or Pacific Islander	1.50%
Two or More Races	13.60%
White	21.80%
English Learners	9.30%
Foster Youth	0.40%
Homeless	0.10%
Migrant	0.00%
Socioeconomically Disadvantaged	27.00%
Students with Disabilities	13.10%

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Preparation and Placement (School Year 2020 - 2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.1	90.65%	2617.2	92.08%	228366.1	83.12%
Intern Credential Holders Properly Assigned	2	6.21%	22.1	0.78%	4205.9	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	44.7	1.57%	11216.7	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	3.11%	54.7	1.93%	12115.8	4.41%
Unknown	0	0%	103.3	3.64%	18854.3	6.86%
<b>Total Teaching Positions</b>	<b>32.2</b>	<b>100%</b>	<b>2842.2</b>	<b>100%</b>	<b>274759.1</b>	<b>100%</b>

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

### Teacher Preparation and Placement (School Year 2021 - 2022)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total Teaching Positions</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

Note: Our district doesn't have access to the matched CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020 - 2021 Number	2021 - 2022 Number
Permits and Waivers	0	N/A
Misassignments	0	N/A
Vacant Positions	0	N/A
Total Teachers Without Credentials and Misassignments	0	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

### Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020 - 2021 Number	2021 - 2022 Number
Credentialed Teachers Authorized on a Permit or Waiver	1	N/A
Local Assignment Options	0	N/A
Total Out-of-Field Teachers	1	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

### Class Assignments

Indicator	2020 - 2021 Number	2021 - 2022 Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.5%	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

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

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2022 - 2023)

Year and month in which data were collected: September 6, 2022

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b> <b>All English/Language Arts books K-12 are provided one per student.</b>			
<p><i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.</p>	<p>TK - <i>Big Book Package</i>. No student materials. Adopted EGUSD 2016</p>	<p>Yes</p>	<p>0</p>
<p><i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>K- <i>Your Turn Practice Book, Close Reading Companion</i>                      1st- <i>Literature Anthology units 1-4, Your Turn Practice Book, Close Reading Companion</i>.                      2nd-6th: <i>Literature Anthology, Your Turn Practice Book, Close Reading Companion</i>.                      Adopted EGUSD 2016</p>	<p>Yes</p>	<p>0</p>
<p><i>CA StudySync</i> by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>7th-8th - Student Edition                      Adopted EGUSD 2017</p>	<p>Yes</p>	<p>0</p>
<p>English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>9th-12th - Student Edition  <i>CA StudySync</i> by McGraw Hill, © 2017                      Adopted EGUSD 2017                      10th Honors - <i>Advanced Language &amp; Literature</i>, Bedford, Freeman &amp; Worth © 2016                      Adopted EGUSD 2018</p>	<p>Yes</p>	<p>0</p>
<p>AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>AP Courses:                      11th - <i>Language of Composition</i>, Bedford/St. Martins © 2013                      Adopted EGUSD 2015                      12th - <i>Bedford Introduction to Literature</i>, Bedford/St. Martins © 2016                      Adopted EGUSD 2017</p>	<p>Yes</p>	<p>0</p>
<p>IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>IB Courses:  <i>Theory of Knowledge</i>, Oxford University Press © 2020                      Adopted EGUSD 2020  <i>English A: Literature for the IB Diploma</i>, Oxford University Press © 2019;                      Adopted EGUSD 2021</p>	<p>Yes</p>	<p>0</p>
<b>Mathematics</b> <b>All Math books K-12 are provided one per student.</b>			
<p><i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.</p>	<p>TK - <i>Big Book Package</i>. No student materials. Adopted EGUSD 2016</p>	<p>Yes</p>	<p>0</p>
<p><i>CA GoMath</i>, © 2015 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>K-6th - Student Edition and Practice workbook                      Adopted EGUSD 2015</p>	<p>Yes</p>	<p>0</p>

Mathematics books by multiple publishers in grades 7-8. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	7th-8th <i>Go Math</i> , Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2015	Yes	0
	8th <i>Integrated Math 1</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015		
Mathematics books by multiple publishers in grades 9-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th Integrated Math 1, Integrated Math 2, Integrated Math 3, Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015	Yes	0
	<i>Statistics &amp; Probability with Applications 3e</i> Bedford Freeman & Worth © 2016; <i>PreCalculus with Limits 4e</i> Cengage © 2018 Adopted EGUSD 2018		
AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: <i>Calculus: Graphical, Numerical</i> , Pearson 2016; <i>Practice of Statistics</i> , 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016	Yes	0
	<i>Calculus 11th edition</i> , Cengage © 2018 Adopted EGUSD 2018		
IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Calculus: Graphical, Numerical</i> , Pearson © 2016 Adopted EGUSD 2016	Yes	0
	<i>Mathematics Core Topics SL1</i> © 2019; <i>Mathematics Core Topics HL1</i> © 2019; <i>Mathematics Analysis &amp; Approaches SL2</i> © 2019; <i>Mathematics Analysis &amp; Approaches HL2</i> © 2019; <i>Mathematics Applications &amp; Interpretation SL2</i> © 2019, Haese Mathematics Adopted EGUSD 2020		
<b>Science</b>		<b>All 2-12 Science books are provided one per student.</b>	
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
Amplify Science by Amplify Education © 2019 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K - Big Book Package (3) 1st - Big Book Package (3) 2nd - Investigation Notebook (3) 3rd - 5th Investigation Notebook (4) Adopted EGUSD 2021	Yes	0
Science text by STEMscopes © 2019 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - <i>Earth &amp; Space Science</i> 7th - <i>Life Science</i> 8th - <i>Physical Science</i> Adopted EGUSD 2020	Yes	0
	<i>Chemistry in the Community</i> © 2006, VHPS; Adopted EGUSD 2006		
	<i>Foundations in Microbiology</i> , McGraw Hill, © 2005 Adopted EGUSD 2008		
Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<i>The Living Earth</i> , © 2019, <i>Physics in the Universe</i> , © 2019, <i>STEMscopes</i> , <i>Experience Chemistry</i> , © 2019 Pearson; Adopted EGUSD 2020	Yes	0
	<i>Foundations of Astronomy</i> , Cengage © 2019, <i>Criminalistics</i> , Pearson © 2021, <i>Hole's Essentials of Anatomy &amp; Physiology</i> © 2021,		

<p>AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>McGraw Hill; <i>Visualizing Environmental Science</i>, McGraw Hill © 2017; Adopted EGUSD 2022</p> <p>AP Courses: <i>College Physics, 9th Ed.</i>, Cengage © 2012 Adopted EGUSD 2014</p>	Yes	0
<p><i>Campbell Biology in Focus</i>, Pearson © 2020; <i>Chemistry: A Molecular Approach</i>, Pearson © 2023; <i>Environmental Science for the AP Course</i>, Bedford/St. Martin © 2019; Adopted EGUSD 2022</p>	<p>IB Courses:</p> <p><i>Higher Level Biology</i>, 2nd Ed., Pearson © 2014; <i>Standard Level Chemistry</i>, 2nd Edition, Pearson © 2014; <i>Higher Level Chemistry</i>, 2nd Edition, Pearson © 2014; Adopted EGUSD 2015</p>	Yes	0
<p>IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p><b>History-Social Science</b></p> <p><b>All 1-12 History-Social Science books are provided one per student.</b></p>	Yes	0
<p><i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education</p>	<p>TK - <i>Big Book Package</i>. No student materials. Adopted EGUSD 2016</p>	Yes	0
<p><i>Impact: California</i> by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>K- <i>Learning and Working Now and Long Ago</i> 1st - <i>A Child's Place in Time and Space</i> 2nd - <i>People Who Make a Difference</i> 3rd - <i>Continuity and Change</i> 4th - <i>California: A Changing State</i> 5th - <i>US History: Making a New Nation</i> Adopted EGUSD 2019</p>	Yes	0
<p><i>Impact: California</i> by McGraw Hill © 2019 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History &amp; Geography</i> Adopted EGUSD 2019</p>	Yes	0
<p>Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p><i>World History Culture &amp; Geography: The Modern World</i> © 2019, <i>United States History &amp; Geography, Continuity &amp; Change</i> © 2019, <i>Principles of American Democracy</i> © 2019, <i>Principles of Economics</i> © 2019, McGraw Hill Adopted EGUSD 2020</p>	Yes	0
<p>AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p><i>Geography Alive! Digital curriculum, TCI</i> Adopted EGUSD 2022</p> <p>AP Courses</p> <p><i>Essentials of Comparative Politics</i>, W.W. Norton © 2015 Adopted EGUSD 2016</p> <p><i>Krugman's Economics</i> © 2015, <i>America's History</i>, © 2014, Bedford Freeman &amp; Worth, <i>American Politics Today</i> © 2017, W.W. Norton; Adopted EGUSD 2017</p>	Yes	0
<p>IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade</p>	<p><i>Human Geography, A Spatial Perspective</i> © 2021, Cengage; Adopted EGUSD 2022</p> <p>IB Courses: <i>History of the Americas</i> © 2015; Adopted EGUSD 2017</p> <p><i>The Cold War Superpower Tensions and Rivalries</i> © 2015, Oxford University Press; <i>Authoritarian States</i>, © 2015, Oxford University Press</p>	Yes	0



level:	Adopted EGUSD 2018		
	<i>Global Politics</i> , © 2017, Oxford University Press Adopted EGUSD 2022		
<b>Foreign Language</b>	<b>All 7-12 World language books are provided one per student.</b>		
	<i>Genki II</i> , Japanese Times © 2011; Adopted EGUSD 2017		
World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	<i>Adventures in Japanese 1 &amp; 2</i> , Cheng & Tsui © 2016; <i>Dekiru!</i> , Cheng & Tsui, © 2017; <i>Deutsch Aktuell 1,2,3</i> , EMC-Carnegie © 2017; <i>EntreCulturas 1,2,3</i> , Wayside © 2020; <i>Imaginez</i> , Vista Higher Learning © 2020; <i>EntreCulturas 1,2,3</i> , Wayside © 2017; <i>EntreCulturas 4</i> , Wayside © 2021	Yes	0
	Adopted EGUSD 2021		
AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: <i>Dekiru!</i> , Cheng & Tsui, © 2017; <i>Neue Blockwinkel</i> , Wayside, © 2017; <i>Imaginez</i> , Vista Higher Learning © 2020; <i>Triangulo A Preciado</i> , Wayside © 2019; <i>Azulejo</i> , Wayside © 2012 Adopted EGUSD 2021	Yes	0
IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	IB Courses: <i>French B Course Companion</i> , <i>Spanish B Course Companion</i> , © 2018, Oxford University Press Adopted EGUSD 2019	Yes	0
	<i>Genki II</i> , © 2011, Japanese Times <i>Dekiru!</i> , © 2017, Cheng & Tsui Adopted EGUSD 2022		

Visual and Performing Arts		
	7th-8th: <i>Tradition of Excellence</i> , Beacon Music © 2011; Adopted EGUSD 2018	Yes 0
All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	9-12th: <i>Alfred's Basic Adult Piano Course</i> , Alfred Music © 1999; <i>Basic Drama Projects</i> , Perfection Learning © 2015; <i>Beginning Sculpture</i> , Davis © 2005; <i>Communication Through Graphic Design</i> , Davis © 2010; <i>Dance Composition</i> , Davis © 2009; <i>Discovering Drawing</i> , Davis © 2018; <i>Discovering Dance</i> , Human Kinetics © 2014; <i>Drama for Reading and Performance</i> , Perfection Learning © 2008; <i>Experience Clay</i> , Davis © 2011; <i>Experience Painting</i> , Davis © 2015; <i>Experiencing Dance</i> , Human Kinetics © 2014; <i>Focus on Photography</i> , Davis © 2016; <i>Guitar School</i> , Alfred Music © 1998; <i>Photography</i> , Pearson © 2016; Adopted EGUSD 2018	Yes 0
AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: <i>Gardner's Art Through the Ages</i> , Thomson/Wadsworth © 2005; Adopted EGUSD 2005  <i>Musician's Guide to Theory and Analysis</i> , WW Norton © 2006; Adopted EGUSD 2018	Yes 0
Health	All 9-12 Health books are provided one per student.	
All high school textbooks are from the most recent adoption of the local governing Board of Education.	<i>Glencoe Health</i> , McGraw Hill © 2022 Adopted EGUSD 2021	Yes 0
Science Laboratory Equipment (grades 9-12)	All 9-12 students utilizing a lab have access to appropriate equipment.	

**School Facility Conditions and Planned Improvements (School Year 2022 - 2023)**

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Our beautiful campus was built in 1999-2000, with Stone Lake Elementary opening their doors in August 2000. In 2003-2004 a new kindergarten classroom was added to our campus. We have 28 classrooms; a large multipurpose room, which also houses our stage and kitchen; a computer lab with 41 computers; and a library with over 13,000 volumes and 10 computers for student's use. We are proud of our campus and strive to keep our school in good repair so it is clean, safe, functional, and provides an orderly environment for teaching and learning.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

**School Facility Good Repair Status (School Year 2022 - 2023)**

Year and month of the most recent FIT report : 4/21/2021

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

**Overall Facility (School Year 2022 - 2023)**

Year and month of the most recent FIT report: 4/21/2021

**Overall Rating**

Exemplary	Good	Fair	Poor
X			

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district Facilities Department. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

There are no corrective maintenance issues at this time.

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (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. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment Percentage of Students Meeting or Exceeding the State Standards

Subject	School 2020 - 2021	School 2021 - 2022	District 2020 - 2021	District 2021 - 2022	State 2020 - 2021	State 2021 - 2022
English Language Arts/Literacy (grades 3-8 and 11)	N/A	74	N/A	52	N/A	47
Mathematics (grades 3-8 and 11)	N/A	64	N/A	40	N/A	33

Note: Where it was the most viable option, in 2020-21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020-21 data cells for the school, district, state have N/A values because these data are not comparable to 2021-22 data.

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 for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven (School Year 2021 - 2022)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	398	391	98.24	1.76	73.91
Female	193	190	98.45	1.55	70.53
Male	205	201	98.05	1.95	77.11
American Indian or Alaska Native	--	--	--	--	--
Asian	98	96	97.96	2.04	84.38
Black or African American	--	--	--	--	--
Filipino	22	22	100	0	86.36
Hispanic or Latino	100	98	98	2	66.33
Native Hawaiian or Pacific Islander	33	33	100	0	42.42
Two or More Races	82	80	97.56	2.44	77.5
White	56	56	100	0	78.57
English Learners	26	23	88.46	11.54	39.13
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	97	93	95.88	4.12	54.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	37	94.87	5.13	24.32

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 for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven (School Year 2021 - 2022)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	398	391	98.24	1.76	63.59
Female	193	190	98.45	1.55	70
Male	205	201	98.05	1.95	57.5
American Indian or Alaska Native	--	--	--	--	--
Asian	98	97	98.98	1.02	79.38
Black or African American	--	--	--	--	--
Filipino	22	22	100	0	68.18
Hispanic or Latino	100	98	98	2	51.55
Native Hawaiian or Pacific Islander	33	31	93.94	6.06	35.48
Two or More Races	82	81	98.78	1.22	70.37
White	56	56	100	0	62.5
English Learners	26	24	92.31	7.69	33.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	97	92	94.85	5.15	44.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	36	92.31	7.69	19.44

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  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2020 - 2021	School 2021 - 2022	District 2020 - 2021	District 2021 - 2022	State 2020 - 2021	State 2021 - 2022
Science (grades 5, 8, and high school)	NT	48	0	34.66	28.5	29.47

Note: Science test results include the CAST 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 CAST 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: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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 by Student Group  
Grades Five, Eight, and High School  
(School Year 2021 - 2022)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	104	100	96.15	3.85	48
Female	52	50	96.15	3.85	56
Male	52	50	96.15	3.85	40
American Indian or Alaska Native	0	0	0	0	0
Asian	24	23	95.83	4.17	73.91
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	24	96	4	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	25	100	0	52
White	12	12	100	0	50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	27	24	88.89	11.11	41.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	17	94.44	5.56	17.65

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.

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education.

**California Physical Fitness Test Results (School Year 2021 - 2022)**

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	95%	95%	95%	95%	95%
7					
9					

Note: Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas.

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 Parental Involvement State Priority (Priority 3):

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

### [Opportunities for Parental Involvement \(School Year 2022 - 2023\)](#)

Stone Lake Elementary values and relies on the support of parents. Our parents can get involved in many ways. Parents can attend Back to School Nights, Open House, attend community events like our Ice Cream Social, Harvest Festival, restaurant nights, and numerous other PTO sponsored events. Parents can volunteer in the class, join our PTO, join our English Language Advisory Committee, or School Site Council. You can receive more information on parent involvement opportunities by contacting the principal, Mark Beard at 916-683-40960, or emailing me at mhbeard@egusd.net.

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2020 - 2021	School 2021 - 2022	District 2020 - 2021	District 2021 - 2022	State 2020 - 2021	State 2021 - 2022
Suspensions	0.00%	1.67%	0.12%	4.22%	0.20%	3.17%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

**Suspensions and Expulsions for School Year 2019 - 2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019 - 2020	District 2019 - 2020	State 2019 - 2020
Suspensions	3.07%	4.02%	2.45%
Expulsions	0.00%	0.03%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

**Suspensions and Expulsions by Student Group (School Year 2021 - 2022)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.67%	0.00%
Female	0.52%	0.00%
Male	2.78%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	5.33%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.07%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	1.96%	0.00%
White	1.21%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.11%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	6.03%	0.00%

### [School Safety Plan \(School Year 2022 - 2023\)](#)

Safety is the priority for all staff at Stone Lake Elementary School. Students are supervised before and after school by our staff, which includes school administration. Staff are located at various points around the school. Our gates are locked daily at 8:30 AM, and all visitors arriving at our school must check-in through the office and receive a visitor's badge. All volunteers must be fingerprinted. Our staff, Leadership team, and School Site Council reviewed our School Safety Plan in January of 2023. Every common area of our school has an Emergency Guidelines flip chart for quick reference in emergency situations. Our school has regularly scheduled emergency drills so that we practice what needs to be done in all emergency situations. Our school site is also supported by our district's Police Services Department.

## 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) (School Year 2019 - 2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20	2	3	
1	25		3	
2	31		3	1
3	25		4	
4	25	1	4	
5	25	1	3	
6	28		4	
Other**	12	3		

\* 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) (School Year 2020 - 2021)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19	2	3	
1	24		4	
2	32		2	1
3	24		4	
4	28		4	
5	24	1	4	
6	24	1	3	
Other**	12	3		

\* 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) (School Year 2021 - 2022)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18	2	3	
1	20	1	3	
2	24	2	2	1
3	23		3	
4	25		4	
5	26		4	
6	28		4	
Other**	12	3		

\* 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 Pupils to Academic Counselors (School Year 2021 - 2022)

Title	Ratio
Pupils to 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 2021 - 2022)

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\* 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 2020 - 2021)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$7,836	\$1,579	\$6,257	\$82,069
District	N/A	N/A	\$8,175	\$80,979
Percent Difference - School Site and District	N/A	N/A	-26.58%	1.34%
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-5.24%	-3.94%

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

### Types of Services Funded (Fiscal Year 2022 - 2023)

We have highly qualified staff to assist students with special learning needs. Stone Lake offers specialized classes that meet the needs of preschool students with intensive speech and language needs. Programs/Program for the Acquisition of Language and Social Skills are also available via EGUSD identification. We also have an Academic, Behavior and Social Supports class for specially identified first and second grade students. Our Learning Center services special education students and general education students who need additional support to meet the standards. We also offer English Language Development support for our limited English speakers. Our school also utilizes the services of a speech specialist to offer support for students with speech and language needs. In addition, Stone Lake has also secured the services of a Mental Health Therapist to offer support for our students as well.

## Teacher and Administrative Salaries (Fiscal Year 2020 - 2021)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,193	\$51,081
Mid-Range Teacher Salary	\$67,621	\$77,514
Highest Teacher Salary	\$98,138	\$105,764
Average Principal Salary (Elementary)	\$124,860	\$133,421
Average Principal Salary (Middle)	\$123,139	\$138,594
Average Principal Salary (High)	\$131,537	\$153,392
Superintendent Salary	\$363,331	\$298,377
Percent of Budget for Teacher Salaries	34.56%	31.60%
Percent of Budget for Administrative Salaries	3.74%	4.97%

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

Our school and district offer a variety of professional learning opportunities for teachers, instructional aides, and non-instructional support staff. For the 2022-2023 school year, our district and our school site have offered teachers professional learning opportunities in the areas of Reading Wonders, Illuminate, early literacy training, and the framework for high quality instruction. All staff also have opportunities for continued professional learning opportunities around many other curricular areas via district offerings. Each staff meeting during the 22-23 school year will have a component of PD around high quality instruction. Starting in 2023, all staff will be required to complete 28 hours of professional development over the next two years. This PD will have an emphasis on Diversity, Equity, and Inclusion (DEI). All staff will be required to complete one portion of the DEI training by the end of the 2023 school year. New teachers who have been teaching fewer than two years are supported by the district's beginning teacher program. They meet weekly with an experienced mentor to discuss their successes and challenges. The district offers a variety of classes for support staff. Instructional aides, school secretaries, office clerks, and custodians may take classes that relate to their work such as learning new computer skills and learning to work more efficiently and in ergonomically correct ways.

	2020 - 2021	2021 - 2022	2022 - 2023
Number of school days dedicated to Staff Development and Continuous Improvement	1	0	11