Stone Ridge Academy

2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address:	20 West 7th St. Upland, CA , 91786-7148	**Principal:**	Lois Smith
Phone:		**Grade Span:**	K-12

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 and access to prior year reports, 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).

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

Lois Smith

📍 Principal, Stone Ridge Academy

About Our School

Dear Parents, Staff, and Esteemed Stakeholders,

As the Executive Director of our esteemed institution, dedicated to empowering students with disabilities, I am thrilled to extend a heartfelt welcome to each of you as we embark on another promising academic year. Our school is a vibrant community where diversity, inclusion, and the pursuit of excellence are not just valued but celebrated. Together, we are committed to creating an environment that nurtures the potential of every student, ensuring they have the opportunities and support necessary to thrive.

To our dedicated parents, your trust and involvement are the cornerstones of our success. Your continuous support and engagement in your child's education play a pivotal role in their growth and achievement. We are here to partner with you every step of the way, fostering open communication and collaboration to ensure your child reaches their full potential.

To our exceptional staff, your passion, expertise, and dedication to our students' well-being and education inspire us all. You create the transformative experiences that enable our students to excel both academically and personally. As we move forward, let us continue to innovate, inspire, and impact our students' lives positively, guided by our shared commitment to their success and happiness.

To our valued stakeholders, your support and belief in our mission empower us to push boundaries and achieve remarkable outcomes. Your contributions, whether through time, resources, or advocacy, are integral to our school's ability to offer a comprehensive, educational experience. Together, we are making a profound difference in the lives of our students and their families.

This year, we are excited to introduce new programs and initiatives designed to enhance our educational

offerings and support services. These endeavors aim to provide our students with even more opportunities for personal and academic growth. We invite you to stay engaged through our upcoming events, newsletters, and community meetings, where we look forward to sharing our progress and celebrating our achievements together.

In closing, I want to express my deepest gratitude for your ongoing support and commitment to our school. It is your belief in our mission that fuels our drive to excel and makes our school a special place. Let us move forward with a shared vision of success for all our students, knowing that together, we can overcome any challenge and achieve greatness.

Warmest regards,

Lois Smith
Executive Director
Stone Ridge Academy

Contact

Stone Ridge Academy
20 West 7th St.
Upland, CA 91786-7148

Phone:
Email: stoneridge.nps@gmail.com

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Upland Unified
Phone Number	(909) 985-1864
Superintendent	Day, Lynn
Email Address	lcarmenday@upland.k12.ca.us
Website	www.upland.k12.ca.us

School Contact Information (School Year 2023–24)

School Name	Stone Ridge Academy
Street	20 West 7th St.
City, State, Zip	Upland, CA , 91786-7148
Phone Number	
Principal	Lois Smith
Email Address	l.smith.sranps@gmail.com
Website	www.stoneridgeacademyk12.org
County-District-School (CDS) Code	36750697094436

Last updated: 1/31/24

We service K-12 and Transition Age Students ages 5-22 years of age.

School Description and Mission Statement (School Year 2023–24)

Stone Ridge Academy is a non-public school designed to work on students where they are. Fully Accredited by the Accrediting Commissions for Schools (WASC) Stone Ridge is dedicated to increasing the likelihood of decreasing behaviors and exposing students to academic rigor and relevance. Stone Ridge Academy provides educational services to students identified with Autism, Emotional Disturbance, Intellectual Disabilities, Multiple Disabilities, Other Health Impairments, and Specific Learning Disabilities.

Certified by the California Department of Education as a non-public school, Stone Ridge Academy employs a variety of personnel to oversee and implement educational and behavioral programs in conjunction with local school districts, students, their families, as well as other social service agencies. Stone Ridge Academy emphasizes a multidisciplinary approach and ongoing collaborative case management, based on analysis of academic and

behavioral data, and outcome measures. Stone Ridge Academy, is a Non-Public Special Education School providing educational services to students identified with Autism, Deaf-Blindness, Intellectual Disabilities, Emotional Disturbance, Other Health Impairments, Specific Learning Disabilities, Speech and Language, and Multiple Disabilities. Stone Ridge Academy provides an individualized education program that includes high-quality academic, social skills, therapeutic, and Transition education services to children with a variety of disabilities. Stone Ridge Academy, is a community-based day school serving students in grades K through 12, as well as young adults up to 22 years of age. In addition, SRA has a full-time Registered Nurse on duty during the school day.

SRA offers a full array of clinical support services such as Speech Therapy, Occupational Therapy, Counseling, and Educationally Related Mental Health Services. Individualized behavior/educational intervention services are monitored by Board Certified Behavior Analysts (BCBA) who supervise classrooms & develop function-based behavior plans. To provide our students with a positive learning environment where skill acquisition is quick and effective, we utilize data-driven and research-based curricula and strategies to teach academics, language development, functional skills, independent living skills, socialization and play skills, and transitions. Our curriculum is aligned with local districts with a diploma available to students who qualify per their Individualized Educational Plan (IEP) and meet the district's graduation requirements.

Our students have individualized programs and supports based on academic and behavioral assessments to assist in helping students reach their full personal potential and reach their IEP goals. Some students working closer to grade level participate in lessons, tasks, and activities geared towards Common Core State Standards and a high school diploma. Others may participate in modified academic programs that are aligned to Common Core Standards and that allow them to develop functional life skills to eventually earn a Certificate of Completion. Students with more severe disabilities and cognitive impairments receive learning opportunities in the areas of functional language, functional math, communication, leisure, academics, social, and daily living skills according to their IEP. For higher functioning students, Stone Ridge Academy has adopted Positive Behavioral Intervention Systems (PBIS) and the Boys Town Education Model, which combines theories of therapeutic social learning with Applied Behavior Analysis, resulting in a social skills curriculum and a token economy level system blended into daily academics with built-in fading and generalization procedures to facilitate independence and self-monitoring. Token economy and other strategies as utilized for students who may not grasp the concepts of Boys Town. While maintaining a low student-to-staff ratio, Stone Ridge Academy can assist students in

reaching the highest level of success and independence. Once completing the program, students are referred back to the public school system.

Stone Ridge Academy's mission is to "ensure all students are treated with respect, dignity, and compassion. All students attending the academy will have every opportunity to develop meaningful relationships with those who are fortunate to be a part of their lives daily. As educators, we will empower all students to be independent regardless of their disability. Our goal is to protect the educational rights of students and implement programming that appropriately addresses their diverse learning needs. We will provide a safe and supportive school climate for them to maximize their potential to become strong, confident, and successful, in their communities and the world in general."

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Last updated: 1/31/24

Student Enrollment by Grade Level (School Year 2022–23)

Enrollment Requirements, Policies and Procedures

District referrals are given to Stone Ridge Academy for possible placement, pending Stone Ridge Academy Acceptance Procedures. New referrals are provided by the district of the students' residence to the Executive Director, Director of Education and/or IEP Coordinator for review and possible acceptance. Referrals should include the students' current IEP, Psycho-Educational report, other current assessments (i.e., Functional Behavior Analysis, Educational Related Mental Health Services, Speech and Language, and Occupational Therapy as applicable), and current Educational Rights Holder information (i.e., parent, foster parent, CASA, etc.).

Grade Level	Number of Students
Kindergarten	2
Grade 1	8
Grade 2	9
Grade 3	8
Grade 4	8
Grade 5	6
Grade 6	14
Grade 7	13
Grade 8	11
Grade 9	14
Grade 10	8
Grade 11	10
Grade 12	31
Total Enrollment	142
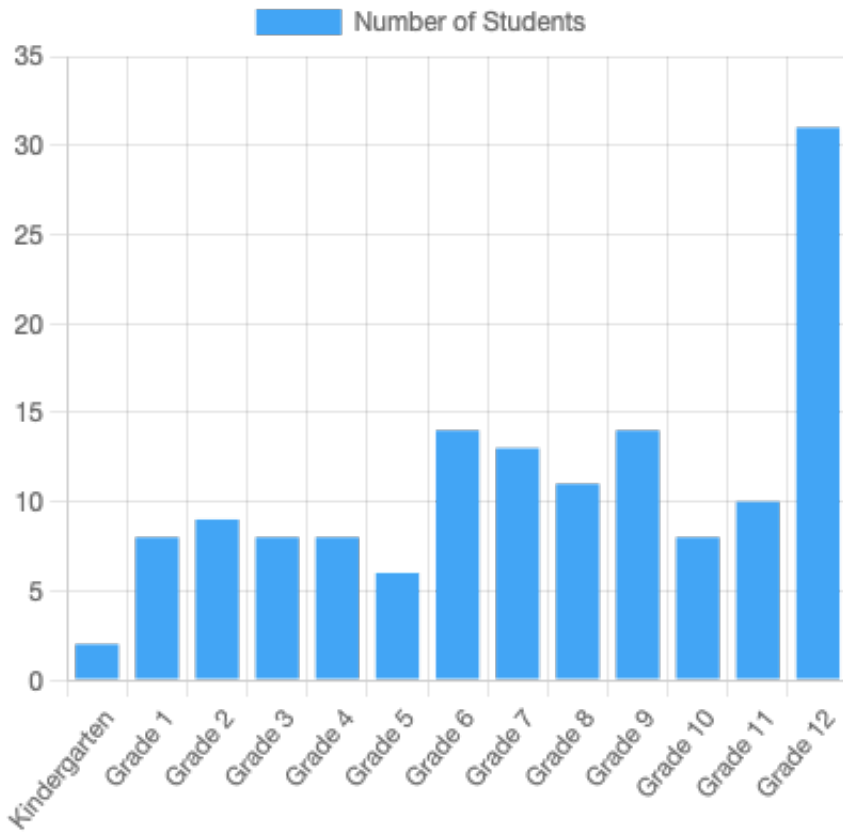
Last updated: 1/31/24

Student Enrollment by Student Group (School Year 2022–23)
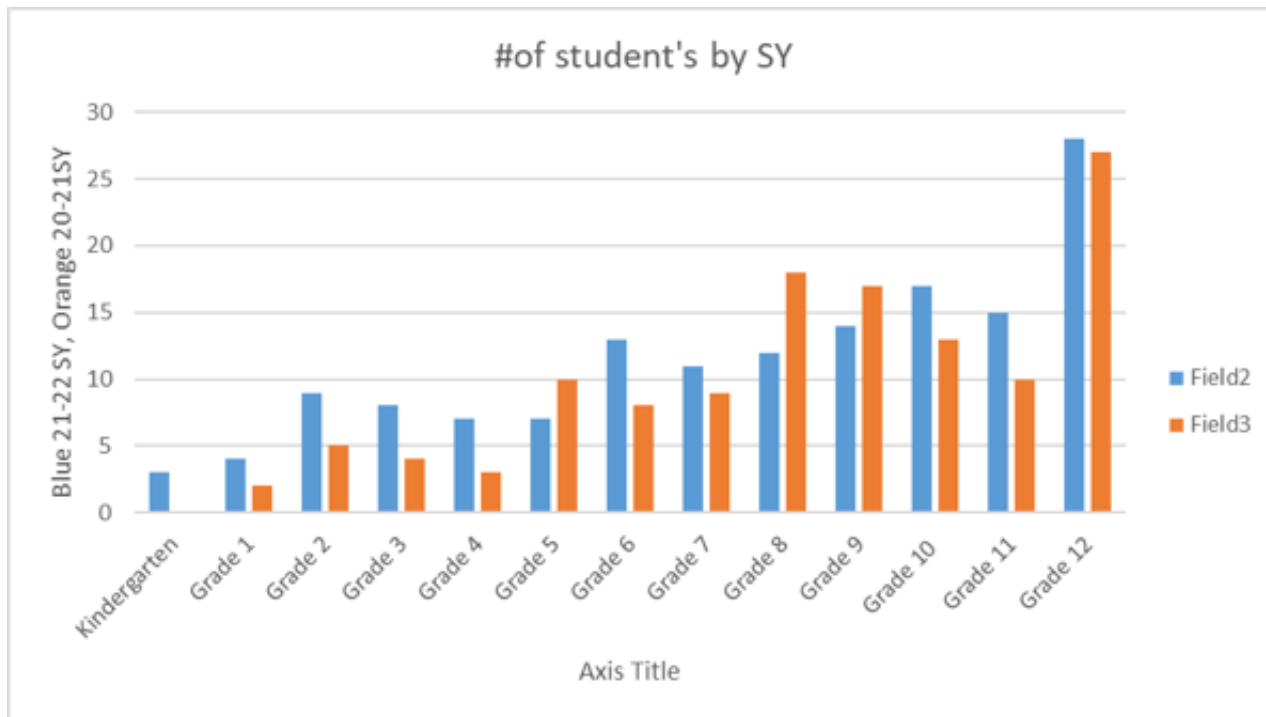
Student Group	Percent of Total Enrollment
Female	22.00%
Male	88.00%
Non-Binary	1.00%
American Indian or Alaska Native	0.00%
Asian	2.00%
Black or African American	28.00%
Filipino	1.00%
Hispanic or Latino	62.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.00%
White	8.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	15.00%
Foster Youth	17.00%
Homeless	1.00%
Migrant	0.00%
Socioeconomically Disavantaged	0.00%
Students with Disabilities	142.00%

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 Preparation and Placement (School Year 2020–21)

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)	13	100%	419.40	92.40%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0	0%	0.00	0.00%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	10.70	2.37%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	7.60	1.69%	12115.80	4.41%
Unknown/Incomplete/NA	0	0%	16.00	3.54%	18854.30	6.86%
Total Teaching Positions	13	100%	453.90	100.00%	274759.10	100.00%

Staff participation in weekly trainings and/or team meetings, one-on-one teaching/coaching support and supervisors that are willing to train, retrain, teach, reteach and model instructional or behavioral concepts.

All Wednesdays "School Improvement" nonstudent release days shall include topic, presenter(s), and goals to be met. All consultant services required throughout the year in support of school activities should be incorporated in the school action plan. The Executive Director or designee shall ensure that certificated (teachers) and Paraprofessionals, behavior interventionist and all supporting staff have an opportunity to learn from both outside sources and from each other. These opportunities include, but are not limited to:

1. Visits to other classrooms and other schools

2. Attendance at professional education conferences or committee meetings

3. Participation in professional development networks that promote inquiry and allow staff to analyze and evaluate each other's work

4. Peer conferences and/or joint staff preparation time

5. Study and research in subject matter content and effective educational practices 6. Follow-up activities that help staff to implement newly acquired skills

Stone Ridge Academy utilizes a comprehensive quality assurance model, which provides for comprehensive program evaluation on an ongoing basis. One way to ensure Stone Ridge Academy is maintaining a standard of excellence and improvement is our Classroom Snapshot. The purpose of this evaluation system is to provide a summary of data on a set number of variables that can be reviewed over time to teachers, paraprofessionals, and behavioral interventionists. The data being taken is to reflect positive changes in staff and student performance over time. By examining data within one month, as well as comparing data across months, Stone Ridge Academy has a data-based measurement which shows changes in instructional performance and student engagement. The primary goals of these evaluation systems are to ensure compliance with all regulations, promote high leverage instructional practices and provide a regular system of program troubleshooting.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/31/24

Teacher Preparation and Placement (School Year 2021–22)

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)	13	100%	400.10	92.78%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0	0%	2.70	0.63%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	23.40	5.44%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	4.10	0.95%	11953.10	4.28%
Unknown/Incomplete/NA	0	0%	0.80	0.20%	15831.90	5.67%
Total Teaching Positions	13	100%	431.20	100.00%	279044.80	100.00%

Staff participation in weekly trainings and/or team meetings, one-on-one teaching/coaching support and supervisors that are willing to train, retrain, teach, reteach and model instructional or behavioral concepts.

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Last updated: 1/31/24

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0	0
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	0

Last updated: 11/2/23

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

Stone Ridge Academy is licensed according to the number of teachers credentials. This area is not applicable to Stone Ridge Academy.

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%

Stone Ridge Academy is licensed according to the number of teachers credentials. This area is not applicable to Stone Ridge Academy.

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: October 2023

Stone Ridge Academy is aligned with the neighboring districts.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt-Journeys grades K-6 (2017) Houghton Mifflin Harcourt- Collections grades 7-12 (2017)	Yes	0
Mathematics	Houghton Mifflin Go Math- Grades K-8 (2016) Houghton Mifflin Algebra 1: Concepts and Skills (2016) Houghton Mifflin Integrated: Mathematics 1 (2015) Houghton Mifflin: Integrated Mathematics 2 (2015) Houghton Mifflin: Integrated Mathematics 3 (2015)	Yes	0
Science	Glencoe Biology-The Dynamics of Life(2017) McGraw Hill/Glencoe Anatomy and Physiology (2012) Prentice Hall Earth Science (2006) Holt, Rinehart & Winston Living in the Environment (2004) Prentice Hall Physical Science: Concepts in Action with Earth and Space (2012) Glencoe-McGraw Hill Intro to Physical Science (2006) CA Science Houghton Mifflin Big Book/Student edition (2006)	Yes	0

History-Social Science	McMillan McGraw Hill IMPACT Series (2018) IMPACT Social Studies, Learning and Working Together, Grade K, Impact Social Studies, Our Place in the World, Grade 1: Impact Social Studies, Exploring Who Are Grade 2; Impact Social Studies, Our Communities, Grade 3 IMPACT Social Studies, Regions of the United States, Grade 4; Impact Social Studies, U.S. History; Making a New Nation, Grade 5; IMPACT California Social Studies World History & Geography Ancient Civilizations Grade 6 IMPACT World History and Geography Medieval and Early Times Grade 7; IMPACT California Social Studies United States History & Geography: Growth & Conflict Grade 8; Houghton Mifflin Harcourt: American History (2018) Pearson Prentice Hall World History: The Modern Era(2019) Houghton Mifflin Harcourt: United States Government(2018)	Yes	0
Foreign Language	Provided by district.	Yes	0
Health	**Earth Science (2006); Health (2006)**	Yes	0
Visual and Performing Arts	N/A pending review.	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/31/24

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements

School custodial staff and the maintenance department work together to ensure classrooms and campus grounds are
well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations employs
school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the site's repairs, maintenance projects, and work order requests are performed by Stone Ridge Academy maintenance personnel. Emergency situations are immediately resolved by the maintenance staff or outside contractors, based upon the nature of the problem.

Last updated: 1/31/24

School Facility Good Repair Status

School custodial staff and the maintenance department work together to ensure classrooms and campus grounds are
well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations employs
school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the site's repairs, maintenance projects, and work order requests are performed by Stone Ridge Academy maintenance personnel. Emergency situations are immediately resolved by the maintenance staff or outside contractors, based upon the nature of the problem.

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2023

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 Facility Rate

Year and month of the most recent FIT report: October 2023

Overall Rating	Good

Last updated: 1/31/24

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Stone Ridge Academy supports the district with implementation of standards based lessons and administering the CAASPP when available. Your students test results are with the district and reported by the district and not the non-public school. Should you need help interpreting your child's data we are more the pleased to sit down with you and review your child's progress.

Please feel free to contact Lisa Moore, Director of Education or Maggie Garcia, Program Specialist should you want to discuss your child's data in further detail.

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)		--		52%		46%
Mathematics (grades 3-8 and 11)		--		37%		34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 2/1/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Stone Ridge Academy supports the district with implementation of standards based lessons and administering the CAASPP when available. Your students test results are with the district and reported by the district and not the non-public school. Should you need help interpreting your child's data we are more the pleased to sit down with you and review your child's progress.

Please feel free to contact Lisa Moore, Director of Education or Maggie Garcia, Program Specialist should you want to discuss your child's data in further detail.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	142	75	97%	3%	
Female	22	10	100%	0%	
Male	120	65	98%	2%	
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Last updated: 1/31/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Stone Ridge Academy supports the district with implementation of standards based lessons and administering the CAASPP when available. Your students test results are with the district and reported by the district and not the non-public school. Should you need help interpreting your child's data we are more the pleased to sit down with you and review your child's progress.

Please feel free to contact Lisa Moore, Director of Education or Maggie Garcia, Program Specialist should you want to discuss your child's data in further detail.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	142	75	98%	2%	
Female	22	10	100%	0%	
Male	120	65	98%	2%	
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Last updated: 1/31/24

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Stone Ridge Academy supports the district with implementation of standards based lessons and administering the CAASPP when available. Your students test results are with the district and reported by the district and not the non-public school. Should you need help interpreting your child's data we are more the pleased to sit down with you and review your child's progress.

Please feel free to contact Lisa Moore, Director of Education or Maggie Garcia, Program Specialist should you want to discuss your child's data in further detail.

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	33%	37%	26.39%	28.54%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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.

Last updated: 1/31/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Stone Ridge Academy supports the district with implementation of standards based lessons and administering the CAASPP when available. Your students test results are with the district and reported by the district and not the non-public school. Should you need help interpreting your child's data we are more the pleased to sit down with you and review your child's progress.

Please feel free to contact Lisa Moore, Director of Education or Maggie Garcia, Program Specialist should you want to discuss your child's data in further detail.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/31/24

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

<u>Full WASC Accreditation</u>

With the support of the servicing districts and parents Stone Ridge Academy took feedback from parents, students and staff and established Student Learner Outcomes, STONES. Daily Stone Ridge is working to improve parental involvement not only during the Individualized Education Plan meeting but also throughout the school year.

Parents/guardians are provided with a parent handbook that outlines the academic program, assessment process, grading policy, and IEP process. At least once a year parents are encouraged to participate in an annual meeting that drives discussion on the learner's needs and how they might best be met. They are provided with an opportunity to share their concerns and document the learners' strengths. In addition, a copy of the Individualized Educational Plan (IEP) and all pertinent assessment reports used to create the IEP are given to the parent. Throughout the year benchmarks are provided to the parent at least two times out the year to show how a student is progressing. If the learner is not progressing either the parent/guardian or educational specialist calls an IEP to problem-solve. For students who are working on the a-g track, students are provided with a credit completion chart that outlines the courses they need to take and in which year. At least twice a year students meet with the counselor to discuss their progress and post-secondary plans.

Through the Counseling Corner's Newsletter, the school counselors, provide guidance and support to all students, helping them achieve their personal and academic goals. Working closely with teachers, administrators, and families to create a nurturing and inclusive

environment for every student.

The Counselor's Corner Newsletter it's excited to announce the launch of our "Counselor's Corner" program, designed to assist students in various areas including:

Academic Guidance: Offering strategies to improve study habits, time management skills, and goal-setting.

Emotional Support: Providing a listening ear and helping students navigate their emotions and social challenges.

Career Exploration: Assisting students in understanding their strengths and interests, and how these relate to future career paths.

College Planning: For our older students, offering resources and advice on college applications, scholarships, and preparing for post-secondary education.

In addition to these services, "Counselor's Corner" will host workshops and group sessions on topics relevant to student life, such as stress management, building healthy relationships, and developing self-esteem.

We believe in a collaborative approach and recognize the essential role that you, as parents and guardians, play in your child's education and overall well-being. I encourage you to reach out if you have any concerns about your child or if you need resources to support them at home.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	6%	7%	5%	4%	2.9%	4.8%	9.4%	7.8%	8.2%
Graduation Rate	87%	88%	92%	93%	95.5%	94.8%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.
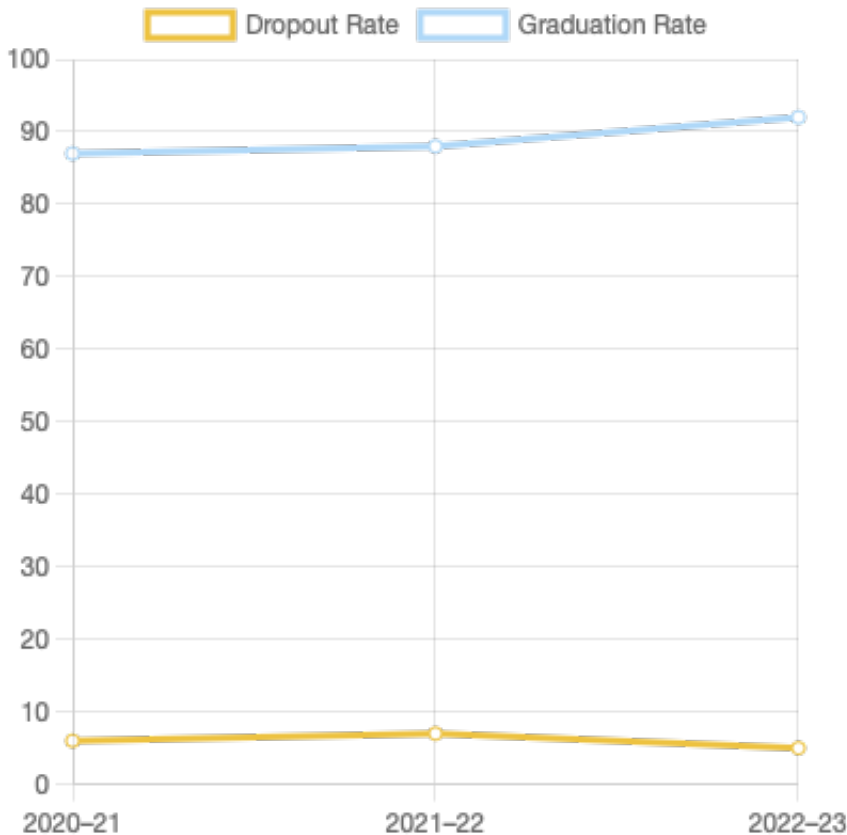
Last updated: 1/31/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

See district data.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/31/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Stone Ridge Academy goal for the next 3 years is to increase attendance rates by 3 percent.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	142	7	7	0.0%
Female	0	0	0	0.0%
Male	0	0	0	0.0%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	0	0	0	0.0%
Black or African American	0	0	0	0.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	0	0	0	0.0%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	0	0	0	0.0%
White	0	0	0	0.0%
English Learners	0	0	0	0.0%
Foster Youth	0	0	0	0.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	0	0	0	0.0%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	0	0	0	0.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected

student population is ten or fewer.

Last updated: 1/31/24

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 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.10%	0.10%	2.23%	0.11%	4.85%	4.16%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.12%	0.08%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/31/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.23%	0.00%
Female	0.00%	0.00%
Male	2.23%	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	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/31/24

School Safety Plan (School Year 2023–24)

Stone Ridge Academy takes the safety of students, parents, and staff seriously. SRA utilizes a security system that includes alarms and cameras to monitor throughout the school day by the school safety supervisor. In addition, a comprehensive site Safety Plan has been developed and implemented at Stone Ridge Academy for the school year. The Safety Committee meets regularly to establish new safety procedures if need be and update current safety protocols. The site Safety Plan has been developed to ensure a safe and orderly learning environment. The plan has been presented to all members of the staff and is enforced by all members of the learning community. Students are familiar with the plan through the beginning of the year safety and discipline assemblies and monthly practice with the evacuation features it.

Stone Ridge Academy has three Behavioral Supervisors who support students and staff with implementing positive behavior strategies and de-escalation techniques daily. In addition to this staff, instructional aides, and credentialed teachers are trained in Crisis Prevention Intervention (CPI), Positive Behavioral Intervention Systems (PBIS), and additional classroom management strategies to increase the likelihood of a safe environment. Discipline and behavior standards will be adhered to by all students and enforced consistently by all staff and faculty members. Stone Ridge Academy implements Boys Town which embodies positive action and changes behavior. Students are made aware of the discipline policies and also the positive incentives and rewards that are offered for their behavior. When students commit offenses, it is the administrators' job to use reflective positive strategies to get students to think, act and feel. These strategies allow the student to look at the behavior as a whole.

As the school year came to an end quicker than expected the school safety team met regularly to update themselves and the organization on the national health crisis. The team discussed sanitary measures necessary to ensure sanitation and disinfecting took place regularly. The team implemented electronic devices for students to ensure instruction could still happen, but also developed a system for collecting devices and sanitizing them for the upcoming school year. Protective Personal Equipment was purchased for classrooms and an enhanced maintenance schedule was developed to increase cleanings throughout the day. COVID protocols were developed and are followed by registered nurse. Social distance markers still are placed on floors in hallways to be visual reminders for students, staff, and visitors to adhere to these measures.

Suspension is utilized as appropriate when the behaviors are so extreme as to be disruptive to the school program and / or dangerous to other students or staff members as defined by Education Code, EC48900.

Behavior Emergency Reports (BER) / Incident Reports are completed when required for any form of restraint (escort, seated, wall, prone), AWOL, Police Involvement, Injury, or any other serious incident. Reports contain information related to the student(s) involved, incident details, staff members involved, interventions utilized, student response to the interventions, details of restraint, parties notified (parents, district personnel) and any other relevant information. Reports are forwarded to appropriate district personnel as required. IEPs are scheduled to discuss events as requested / necessary.

Last updated: 1/31/24

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 2020–21)

Stone Ridge Academy offers a 1:1:12 ratio

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	12.00	4		

* 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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	11.00	4		

* 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 2022–23)

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11.00	3		
Mathematics	11.00	2		
Science	11.00	2		
Social Science	11.00	2		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11.00	3		
Mathematics	11.00	2		
Science	11.00	2		
Social Science	11.00	2		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

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

Last updated: 1/31/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Stone Ridge currently employs three counselors for 142 students and one ERICS/Educationally Related Mental Health.

Title	Ratio
Pupils to Academic Counselor*	47

* 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.

Last updated: 1/31/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	47.00

* 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.

Last updated: 1/31/24

Types of Services Funded (Fiscal Year 2022–23)

All students have access to a system of personal support services by way of therapist. The school site encourages outside collaboration and supports outside therapist coming in to provide services outside of the instructional minutes. Students have access to computers within the building for word processing and remitting math or English skills to support academic language. Teachers, Board Certified Behavior Analyst and administrators review each student records and work as a team to modify students' program to meet each student's needs. In the area of opportunities within the community our Educational Specialist is trying to establish relationships within the community businesses.

We are currently receiving funding for the following services:

-Special Day Class

-Speech & Language Services

-Educational Related Mental Health Services (ERMHS)

-Behavior Intervention Design or Planning

-Occupational Therapy

-Assessments

-Career Education

-Behavioral Services

-School Health

-Nutrition

-Positive Behavior Intervention Supports/Behavioral Training

-Instructional Assistants

-1:1 Aides

-Job Coach

Last updated: 1/31/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Although Stone Ridge Academy is required to hire highly qualified teachers, we make it a priority to support our teachers and financially compensate them to the best of the organizations abilities.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$52038.00	$54190.13
Mid-Range Teacher Salary	$82475.00	$85111.12
Highest Teacher Salary	$106880.00	$104998.96
Average Principal Salary (Elementary)	$126946.00	$132492.38
Average Principal Salary (Middle)	$132999.00	$140986.75
Average Principal Salary (High)	$142002.00	$153884.46
Superintendent Salary	$297945.00	$255502.97
Percent of Budget for Teacher Salaries	33.45%	32.09%
Percent of Budget for Administrative Salaries	4.61%	5.25%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at
https://www.cde.ca.gov/ds/fd/cs/.
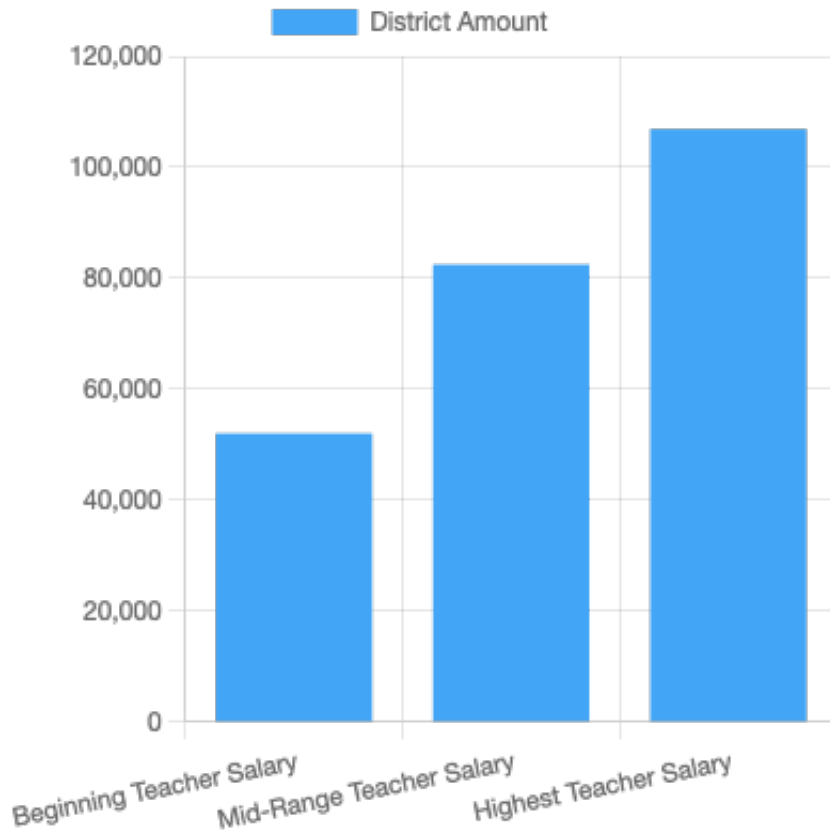
Last updated: 1/31/24

Professional Development

The school ensures that all teachers use a variety of strategies and resources within the classroom by equipping every classroom with at least three computers, teacher computers, Smartboard, and other devices to enhance students' learning experience. The ongoing professional development at the school site is designed by teachers' needs. Once out the month the teachers meet in collaborative groups to assess instruction/benchmarks/standards/classroom management. In addition, teachers are provided 7 days out of the year for PD after school.

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	7	9	7

Last updated: 1/31/24