

Stonegate School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 the 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.

2023-24 School Contact Information

School Name	Stonegate School
Street	2605 Gassmann Drive
City, State, Zip	San Jose CA, 95121
Phone Number	(408) 363-5625
Principal	Ian McCray
Email Address	ian.mccray@fmsd.org
School Website	www.stonegate.fmsd.org
County-District-School (CDS) Code	43-69450-6071542

2023-24 District Contact Information

District Name	Franklin-McKinley Elementary School District
Phone Number	(408) 283-6000
Superintendent	Juan Cruz
Email Address	juan.cruz@fmsd.org
District Website	www.fmsd.org

2023-24 School Description and Mission Statement

Principal's Message:

Stonegate is a Professional Learning Community (PLC) that has three action areas:

1. Focus on learning: Language Development in all subject matters: Language development play a critical role in all subject matters as it is the foundation of effective communication, comprehension and expression of ideas
2. Collaborative Culture: Our PLC s focused on best practices for student learning in the lens of language development. In our collaborative culture emphasizing on open transparent communication allows us to brainstorm best practices for all situations in and out of the classroom. Teamwork is the key where individuals combine their skill, knowledge and perspectives to accomplish our school wide goals.
3. Results Oriented; We are concentrating efforts and resources that directly contribute to achieving out set goals. We regularly assess and monitor our goals using common assessments such as STAR reading and math, writing prompts in different genres , DRDP, SBAC, LCAP for our academic focus and use Panorama data to help us assess student's social emotional well being.

These three areas define all actions. Stonegate teachers meet in weekly grade level Professional Learning Communities (PLC) and discuss intended academic outcomes. During these discussions, they ask the following questions:

1. What do we want all student to know or be able to do? We want our students to be able to be proficient in all subject area focused on language development. Not only do we want out students be be academically successful we work very hard to make sure that our students social and emotional needs are met.
2. How we will know if students have mastered the standard(s) of focus? We will use STAR reading and math, writing prompts in different genres , DRDP, SBAC, LCAP, as well as Panorama data to help us assess student's social emotional well being.
3. How will we respond to students who have not yet learned the standard(s)? We have in school intervention for grades 1-3 and as well as new comer push in support for in our ELD specifically newcomer students. We offer after school teacher intervention in math and language arts. There is also CORAL to provide student with activities and homework help. San Jose Jazz has a music program on campus.
4. How will we respond to students who have demonstrated mastery or are ready to do more? We are beginning a GATE program after school involving Schmahl Science. This program brings a science lab on to campus giving student hands on science experience.

2023-24 School Description and Mission Statement

Our staff is dedicated to meeting all students' academic, emotional, and physical needs. We are conducting regular equity circles in every classroom. During recess students are taught to respect each other and are given restorative strategies, talking issues out, with each other.

School Mission Statement: Our mission is to provide a compassionate, collaborative community focused on lifelong learning through the practice of language development.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	44
Grade 2	58
Grade 3	47
Grade 4	62
Grade 5	63
Grade 6	69
Grade 7	63
Grade 8	64
Total Enrollment	537

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2%
Male	53.8%
Asian	35.4%
Black or African American	1.3%
Filipino	5.8%
Hispanic or Latino	53.6%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	1.3%
White	2.2%
English Learners	46.4%
Foster Youth	0.7%
Homeless	1.9%
Socioeconomically Disadvantaged	53.3%
Students with Disabilities	11.7%

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.

2020-21 Teacher Preparation and Placement

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)	27.70	92.50	333.30	79.92	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	18.50	4.45	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	6.67	35.10	8.43	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	1.76	12115.80	4.41
Unknown	0.20	0.83	22.70	5.44	18854.30	6.86
Total Teaching Positions	29.90	100.00	417.00	100.00	274759.10	100.00

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.

2021-22 Teacher Preparation and Placement

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)	27.10	95.70	332.80	79.13	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	16.30	3.88	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	2.11	38.90	9.26	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.50	1.33	11953.10	4.28
Unknown	0.60	2.15	26.90	6.40	15831.90	5.67
Total Teaching Positions	28.40	100.00	420.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.00	0.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.3	5.4
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Textbook and instructional Materials: The local governing board of the Franklin-McKinley School District has certified that each pupil in the District, in transitional kindergarten through eighth grade, has been provided with standards-aligned textbooks and/or instructional materials in each of the following areas: reading/language arts, mathematics, science and history/social studies. Health is included in the science curriculum. All District textbook adoptions are within the scope of the most recent State Board of Education adoptions and comply with California Education Code provisions.

In accordance with the California Education Code and the Williams Settlement mandates, procedures, monitoring processes and reporting practices by principals and District departments have ensured that all students have access to the current, standards-based textbooks and instructional materials.

In order to comply with the mandates to provide students with the most recent state-approved adoptions in the core areas of Reading/Language Arts, Mathematics, Science and History/Social Studies (Health is included in the Science curriculum), a textbook inventory was conducted at every school by September 2023. Each principal was responsible for ensuring that every student was provided with the necessary textbooks and instructional materials. In addition, the updated inventory count was also verified by each site for every classroom in September 2023. In addition, principals were responsible for the replenishment of needed textbooks at every grade level (TK-8). All ordering and delivery materials are through an established set of procedures with the District Service Center. As part of the monitoring of sufficiency of textbooks and instructional materials, principals submit a school wide and an individual classroom report to the Curriculum, Instruction, and Assessment Department annually.

As a result of the inventories, the Franklin-McKinley Board of Education certified that each student in grades TK-8, including English learners, have been furnished a complete set of core instructional materials and textbooks that meet the requirements of the California Education Code. A public hearing regarding the sufficiency of said materials that are consistent with state-adopted frameworks was held on September 12, 2023. A Resolution on Sufficiency of Materials, according to the Williams Act mandates, was passed at a public hearing on September 12, 2023.

Year and month in which the data were collected

9/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Creative Curriculum (TK)/2022 Journeys: Houghton Mifflin Harcourt Brace (K-5)/2020 Collections: Houghton Mifflin Harcourt Brace (6-8)/2020	Yes	0%
Mathematics	Creative Curriculum (TK)/2022 Engage NY Math Gr K-5 (Eureka) 2014 College Prep Math Gr 6-8 (CPM) 2014	Yes	0%
Science	Amplify (K-6) Adopted 2022 Discovery Science (7-8), Adopted 2020	Yes	0%
History-Social Science	History-Social Science for California Pearson Scott Foresman (K-5) Adopted 2007; TCI, Inc. (7-8) Adopted 2022	Yes	0%
Foreign Language	No foreign Language text		0
Health	Positive Prevention Plus, HIV/STD Prevention Education for California Youth, Middle School Curriculum, Grade 7, 2016	Yes	0

	Positive Prevention Plus, Comprehensive Sexual Education, Upper Elementary, Grade 5, 2019		
Visual and Performing Arts	No Visual Arts	Yes	0%

School Facility Conditions and Planned Improvements

Stonegate School has 34 classrooms, a multi-purpose room, a library, and an administration building. The main campus was built in 1962. The site has three (3) 8-hour custodian and one (1) 4-hour custodian assigned to clean the site on a daily basis.

In 2020 FMSD Bond Measure R was passed and funded several site improvements to the facilities including asphalt replacement in both under the solar and the play area, includes parking lot and playground re-stripping (2022), installation of security cameras at all entrances and access gates (2021), roof repairs (2021), installation of ceiling-mounted projectors on most classrooms, with the use of ESSER Funds (2021), replacement of the entire HVAC system campus-wide (2020), new roof (2020), and exterior painting and signage updates campus-wide (2020).

ESSER funds were utilized to provide additional picnic tables for outdoor learning use (2021), and a designated Wellness Center was established to ensure students are provided with psychological and counseling services and a safe, healthy, and connected school environment (2021).

A Head start preschool was built for the 2018-2019 school year on the campus to serve the community. This was funded by the Santa Clara County Office of Education/Head Start Program.

Year and month of the most recent FIT report

7/13/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None.
Interior: Interior Surfaces	X			Admin, D1, - Patch and paint wall (Complete April 2024) Nurse- Patch and paint (Complete April 2024) Conference room, P3, P4, P5, P6, P8, P10,C1, P12, P13, P15 - Broken ceiling tile (Complete April 2024) MPR- Carpet is loose, paint chipping (Complete April 2024) Kitchen- Paint chipping (Complete April 2024) P3, P5, P6 ,P8, P13, P15- Wallpaper is torn (Complete April 2024) P5, P7, Student Support Center - Broken blinds (Complete April 2024) Custodian- Paint walls (Complete April 2024)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			F1 Library- Roaches (Complete April 2024) D1, D2, D3, D4, B4, B3, P1, C4 - Carpet stain (Complete April 2024)

School Facility Conditions and Planned Improvements

			<p>Girl's restroom D wing, Boy's restroom D wing, Stage, Mechanical, P6, P10, P11, Men's restroom near custodian, P14 - Needs to be cleaned (Complete April 2024)</p> <p>P3- Skunk smell (Complete April 2024)</p> <p>P4, P7, P8, P9, P10, P11, K2, P Girl's restroom - Clean vents (Complete April 2024)</p> <p>P8, P9, P11- Spider webs (Complete April 2024)</p> <p>K1- Outlet cover dirty (Complete April 2024)</p>
Electrical	X		<p>MPR- Lights out (Complete April 2024)</p> <p>P8- Lights out (Complete April 2024)</p> <p>P11- Lights out (Complete April 2024)</p> <p>K3- Electrical blank face plate outlet missing (Complete April 2024)</p> <p>P14- Loose light lens (Complete April 2024)</p> <p>P Unisex restroom- Light lens is loose (Complete April 2024)</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>MPR- Drinking fountain not working (Complete April 2024)</p> <p>P1- Drinking fountain low flow (Complete April 2024)</p>
Safety: Fire Safety, Hazardous Materials	X		<p>F2/Conference room, B2, B1, B3, E13, Mechanical, F12/Office, A1, A2, A3, A4, C1- Boxes too high (Complete April 2024)</p> <p>P4- Ramp skirt is broken (Complete April 2024)</p> <p>Men's restroom near custodian- Door closer leaking oil (Complete April 2024)</p> <p>P Boy's restroom- Ramp needs to be patched (Complete April 2024)</p>
Structural: Structural Damage, Roofs	X		None.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>Play fields- Dry spots, holes on field (Complete April 2024)</p> <p>Playgrounds- Soft surfaces is ripping (Complete April 2024)</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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)	41	39	41	40	47	46
Mathematics (grades 3-8 and 11)	30	29	33	31	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	379	353	93.14	6.86	39.20
Female	184	174	94.57	5.43	46.24
Male	195	179	91.79	8.21	32.40
American Indian or Alaska Native	0	0	0	0	0
Asian	138	135	97.83	2.17	54.07
Black or African American	--	--	--	--	--
Filipino	20	19	95.00	5.00	73.68
Hispanic or Latino	196	176	89.80	10.20	25.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	10	83.33	16.67	--
English Learners	144	121	84.03	15.97	15.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	219	201	91.78	8.22	34.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	49	90.74	9.26	12.24

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	379	371	97.89	2.11	29.38
Female	184	181	98.37	1.63	27.62
Male	195	190	97.44	2.56	31.05
American Indian or Alaska Native	0	0	0	0	0
Asian	138	138	100.00	0.00	55.80
Black or African American	--	--	--	--	--
Filipino	20	20	100.00	0.00	55.00
Hispanic or Latino	196	188	95.92	4.08	8.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	25.00
English Learners	144	137	95.14	4.86	8.76
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	219	213	97.26	2.74	24.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	50	92.59	7.41	8.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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.

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)	24.09	28.91	22.71	21.96	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	134	132	98.51	1.49	28.03
Female	60	60	100.00	0.00	25.00
Male	74	72	97.30	2.70	30.56
American Indian or Alaska Native	0	0	0	0	0
Asian	49	49	100.00	0.00	44.90
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	64	96.97	3.03	15.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	50	48	96.00	4.00	8.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	81	79	97.53	2.47	21.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	12.50

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

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
Grade 5	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%

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.

2023-24 Opportunities for Parental Involvement

A primary goal of Stonegate School is to enhance communication between home, school and the community in order to support students' academic and developmental needs. This is accomplished through the support of parent groups such as School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Additionally, monthly Coffee with the Principal meetings are scheduled once a month for parents to learn more about how to get involved. Parent participation is encouraged in a myriad of school-wide activities and events highlighted in the "Stonegator," a regular parent newsletter.

Stonegate encourages parent involvement in the following ways:

- Parents are informed of the standards for their child's grade level. They and are informed at Back-to-School Night, and at the 3 conference opportunities given at the end of each trimester. Parents are also given suggestions on how they can assist students at home to support classroom instruction;
- Parents are included in the planning and revision of school plans and programs; Parents are actively included in : "SSC and ELAC Training on Roles and Responsibilities; SSC By Laws reviewed annually Chairperson - Ian McCray

Vice Chairperson -

Secretary - Jennifer Piñol

DELAC - Ognea Uth

"SSC and ELAC Ballots and Elections of Members SSC: Ian McCray, Principal

Teacher Jennifer Piñol

Teacher Ognea Uth

Teacher Larry Okamura

Classified Mary Redondo

Parent Angelica Tiernan

Parent Tuyen Nguyen

Parent Ray Zamora

Parent Liz Zamora

Parent Liz Ramirez

2023-24 Opportunities for Parental Involvement

Parent Rosie Aramda
ELAC Ognea Uth"

- Parents are informed of their children's progress at parent/teacher conferences held during the school year; Back-to-School Night, and at the 3 conference opportunities given at the end of each trimester
- Parents are provided with regular communication from the school through newsletters, flyers, Reminds through parent square which promote activities and events;
- Parents are encouraged to participate in the School Site Council, English Learner Advisory Committee, and regular parent / principal meetings;
- Parents are encouraged to plan and participate in school-wide events and activities such as Dia de los muertos, Walk-a-Thon, Lunar New Year, Cinco de Mayo, Carnival, and other events for the Stonegate community;
- Parents are encouraged and invited to attend Student Success Team (SST) and Individual Education Plan (IEP) meetings for student who are struggling or have special needs.

For more information on how to get involved, please contact the Stonegate School at (408) 363-5625.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	618	594	160	26.9
Female	289	278	74	26.6
Male	329	316	86	27.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	209	200	21	10.5
Black or African American	10	10	0	0.0
Filipino	34	34	4	11.8
Hispanic or Latino	337	322	122	37.9
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	8	8	4	50.0
White	16	16	6	37.5
English Learners	292	280	83	29.6
Foster Youth	5	5	5	100.0
Homeless	13	10	7	70.0
Socioeconomically Disadvantaged	363	353	115	32.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	79	75	30	40.0

C. Engagement

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

This table displays suspensions and expulsions data.

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	0.00	0.00	3.88	0.00	1.64	2.49	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.88	0
Female	1.38	0
Male	6.08	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.91	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	4.45	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	18.75	0
English Learners	3.77	0
Foster Youth	0	0
Homeless	7.69	0
Socioeconomically Disadvantaged	4.13	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.59	0

2023-24 School Safety Plan

All schools in the Franklin-McKinley School District have a very detailed, comprehensive safety plan designed to ensure both the health and security of all students and staff. The safety plan consists of a wide variety of site drills designed to meet a number of emergency situations that may arise. All school sites within Franklin-McKinley School District practice fire, drop and cover (earthquake), and intruder drills. There are established committees at all sites and levels to review safety procedures, correct any problems that may exist and expand FMSD's capacity to deliver services when and where needed. In addition, all required drills are calendared, completed, and evaluated with the results being communicated to all staff and parents in the medium of the school website and via email from an administrator. The School Safety Plan is reviewed, updated, and discussed with the school faculty and approved by the Board of Trustees each year before March 1.

The Principal and School Social Worker will communicate weekly regarding socio-emotional support for students identified through Student Wellness Referral Forms.

The Principal, School Social Worker and Teachers will communicate with families on a regular basis when there are behaviors, engagement, developmental, and/or social emotional concerns which may impact student growth. Three professional development sessions to build capacity around SEL competencies, particularly in Agency to foster students expression.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	14	1	2	
2	14	4		
3	23		3	
4	18	1	3	
5	22	1	2	
6	22	1	1	
Other	9	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	
1	23		2	
2	15	2	1	
3	16	3	1	
4	20	1	2	
5	17	1	3	
6	20	1	2	
Other	8	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	2	0
1	22	0	2	0
2	15	4	0	0
3	15	1	2	0
4	15	1	2	0
5	16	2	2	0
6	17	1	3	0
Other	12	3	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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	1
Nurse	
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	3.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,417	2,541	7,876	100,216
District	N/A	N/A	11,410	\$99,173
Percent Difference - School Site and District	N/A	N/A	-36.6	4.5
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	17.7	13.8

Fiscal Year 2022-23 Types of Services Funded

The following is a list of Federal and State funded programs that are provided to students at Franklin-McKinley School District:

- Title I (Basic Grant) funded intervention programs, supplemental instructional materials, professional development and parent engagement activities
- Title II (Teacher & Principal Training and Recruiting) funds Teacher Induction and mentoring for new teachers
- Title III (for Limited English Proficient Students) funds support interpretation and translation services and parent engagement activities for parents of EL students.
- Title IV (Technology, Social-Emotional Learning and Well Rounded-Educational Activities)
- After School Education and Safety Program (ASES)
- Hourly Programs (extended day/year education)
- Local Control Funding Formula (LCFF) funded services include instructional materials, staffing, academic and social emotional support, school site supplemental services for identified students and professional development
- Starting Smart and Strong Grant
- National School Lunch Program.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,080	\$54,215
Mid-Range Teacher Salary	\$100,404	\$86,843
Highest Teacher Salary	\$116,035	\$111,440
Average Principal Salary (Elementary)	\$152,465	\$140,851
Average Principal Salary (Middle)	\$149,947	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$254,367	\$252,466
Percent of Budget for Teacher Salaries	35%	33.16%
Percent of Budget for Administrative Salaries	5.83%	5.15%

Professional Development

The primary areas of focus for our professional development in FMSD schools is training our staff to support the goals outlined in the district Local Control and Accountability Plan (LCAP).

FMSD provided teachers with professional development that emphasized the district focus, "Learning to Read" before students returned to school in August. Staff was provided with professional development opportunities that focused on the newly acquired supplemental phonics programs SIPPS and Sonday, along with sessions on the phonemic awareness program, Heggerty in grades K-2nd. Middle school staff was provided with workshops covering vocabulary instruction and morphology at the secondary level to ensure alignment to the FMSD Literacy Block. Additionally, staff participated in workshops that provided an overview on new adoptions; TCI, K-6 Social Studies and the TK Curriculum, Creative Curriculum for Transitional Kindergarten, California, as well as continued learning in Math, Science, and Writing instruction. New teachers were provided workshops orienting them to the district adopted curriculum and participated in Implicit Bias training. Special Education staff received training on facilitating and writing IEPs, and the requirements for Special Education instruction. Throughout the fall, optional professional development opportunities were provided monthly including topics such as Assessments including ESGI,

Professional Development

NSGRA, FastBridge, Lexia, SIPPS, Soliday, Heggerty, and Orton-Gillingham foundational training.

In January 2024, teachers will participate in a full-day series of professional development. Workshops will align to the district focus, with professional development focused on Tier I instruction. Last school year, all staff were provided training in Implicit Bias from Collaborative Learning Solutions. This year, 2023-24, FMSD provided Implicit Bias training for all new staff and staff who were unable to attend training last year.

Ongoing Professional Learning Communities allow teachers to learn from each other and discuss best practices. All FMSD schools are participating in the implementation of a Multi-Tiered System of Support (MTSS) focused on Tier I instruction and universal access.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4