

# Stonegate Elementary School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

<b>School Name</b>	Stonegate Elementary School
<b>Street</b>	2605 Gassmann Drive.
<b>City, State, Zip</b>	San Jose CA, 95121
<b>Phone Number</b>	(408) 363-5625
<b>Principal</b>	Jahsve Worthy
<b>Email Address</b>	jahsve.worthy@fmsd.org
<b>School Website</b>	www.stonegate.fmsd.org
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	43-69450-6071542

### 2025-26 District Contact Information

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

### 2025-26 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 plays a critical role in all subject matters as it is the foundation of effective communication, comprehension, and expression of ideas
2. Collaborative Culture: Our PLCs focused on best practices for student learning in the lens of language development. In our collaborative culture emphasizing open transparent communication allows us to brainstorm best practices for all situations in

## 2025-26 School Description and Mission Statement

and out of the classroom. Teamwork is essential, as it brings together individuals' diverse skills, knowledge, and perspectives to achieve our school-wide goals.

3. Results-oriented; We are concentrating efforts and resources that directly contribute to achieving our 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, DIBELS, and LCAP for our academic focus. We also use Panorama data to help us assess student's social and emotional well-being.

These three areas define all actions. Stonegate teachers hold weekly grade-level meetings in Professional Learning Communities (PLCs) to focus on academic goals. During these sessions, they explore the following key questions:

1. What do we want all students to know or be able to do?

We want our students to be proficient in all subject areas focused on language development. Not only do we want our students to be academically successful, but we also work very hard to ensure that our student's 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, and DIBELS as well as Panorama data to help us assess student's social and emotional well-being.

3. How will we respond to students who have not yet learned the standard(s)?

We have an in-school intervention for grades 1-3 and a newcomer push in support of our ELD, specifically newcomer students. We offer after-school teacher intervention in math and language arts. CORAL will provide students with activities and homework help. We are also putting into place ELD, Language Development, Cultivating Literacy, and SEL (Choose Love) training for teachers and staff

4. How will we respond to students who have demonstrated mastery or are ready to do more?

Teachers will also implement project-based learning into their instructional practice.

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

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	59
Grade 1	42
Grade 2	53
Grade 3	42
Grade 4	61
Grade 5	52
Grade 6	66
Grade 7	65
Grade 8	60
<b>Total Enrollment</b>	<b>500</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.6
Asian	34.6
Black or African American	1.6
Filipino	5.6
Hispanic or Latino	55.2
Two or More Races	1
White	2
English Learners	39.2
Foster Youth	0.4
Homeless	0.4
Socioeconomically Disadvantaged	77.4
Students with Disabilities	11.8

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.1	95.7	332.8	79.13	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	16.3	3.88	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.6	2.11	38.9	9.26	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	5.5	1.33	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.6	2.15	26.9	6.4	15831.9	5.67
<b>Total Teaching Positions</b>	28.4	100	420.5	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.9	94.34	302.4	78.25	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1	3.78	20.7	5.38	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	37.7	9.75	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	4.4	1.15	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.5	1.89	21.1	5.46	14303.8	5.15
<b>Total Teaching Positions</b>	26.4	100	386.5	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.9	93.72	294.5	80.41	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	1	4.28	15.9	4.34	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	30.1	8.23	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	4.7	1.31	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0.4	2.01	20.8	5.7	13705.8	4.91
<b>Total Teaching Positions</b>	23.3	100	366.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.60	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.60	0	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.4	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other 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 is conducted at every school by each September of the school year. 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 2025. 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 9, 2025. A Resolution on Sufficiency of Materials, according to the Williams Act mandates, was passed at a public hearing on September 9, 2025.

<b>Year and month in which the data were collected</b>	9/2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Creative Curriculum (TK)/2022 Sonday Systems (K-2) Haggerty Phonemic Awareness (TK-2) Journeys: Houghton Mifflin Harcourt Brace (K-5)/2020 Collections: Houghton Mifflin Harcourt Brace (6-8)/2020	0%
<b>Mathematics</b>	Creative Curriculum (TK)/2022 Engage NY Math Gr K-5 (Eureka) 2014 College Prep Math Gr 6-8 (CPM) 2014	0%

<b>Science</b>	Amplify (K-6) Adopted 2022 Discovery Science (7-8), Adopted 2020	0%
<b>History-Social Science</b>	History-Teacher Curriculum Institute "Social Studies Alive) (K-5) Adopted 2023; TCI, Inc. (7-8) Adopted 2022	0%
<b>Foreign Language</b>	No foreign Language text	0
<b>Health</b>	Positive Prevention Plus, HIV/STD Prevention Education for California Youth, Middle School Curriculum, Grade 7, 2016 Positive Prevention Plus, Comprehensive Sexual Education, Upper Elementary, Grade 5, 2019 Choose Love: SEL adopted:2025 Second Step: SEL adopted: 2017	0
<b>Visual and Performing Arts</b>	No Visual Arts	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	

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

## 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 (2) 8-hour custodian and one (1) 3-hour custodian assigned to clean the site daily.

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, including parking lot and playground re-striping (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).

Stonegate has designed a sensory room to support students' emotional well-being and help them manage stress. This specially equipped space provides a calming environment where students can decompress, regulate their emotions, and refocus. The room includes various tools and activities, such as soft lighting, sensory toys, and soothing visuals, tailored to meet the diverse needs of students seeking a moment of relaxation or re-centering during the school day.

**Year and month of the most recent FIT report**

7/1/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			None.
<b>Interior:</b> Interior Surfaces	X			Admin - wall needs to be repaired to be completed during Spring Break (April 2026) Workroom - Wall needs to be repaired to be completed during Spring Break (April 2026) Unisex Restroom - Door needs to be painted to be completed during Spring Break (April 2026) Custodial Closet - Wall needs to be painted to be completed during Spring Break (April 2026)

## School Facility Conditions and Planned Improvements

			<p>Nurse - walls need to be repaired and painted to be completed during Spring Break (April 2026)</p> <p>B4 - door needs to be painted to be completed during Spring Break (April 2026)</p> <p>Boys Restroom - partitions needs to be painted to be completed during Spring Break (April 2026)</p> <p>D1 - wall needs to be repaired to be completed during Spring Break (April 2026)</p> <p>E11 Storage - wall needs to be repaired and painted to be completed during Spring Break (April 2026)</p> <p>E12 MPR -baseboards need to be repaired to be completed during Spring Break (April 2026)</p> <p>E9 Kitchen - walls need to be repaired and painted to be completed during Spring Break (April 2026)</p> <p>Boys Restroom - partitions needs to be painted to be completed during Spring Break (April 2026)</p> <p>Staff Lounge - wall needs to be repaired to be completed during Spring Break (April 2026)</p> <p>P11 - wall and ceiling tiles needs to be repaired to be completed during Spring Break (April 2026)</p> <p>P14 -wall and ceiling tiles needs to be repaired to be completed during Spring Break (April 2026)</p> <p>Custodial Closet - door needs to be painted to be completed during Spring Break (April 2026)</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		None
<b>Electrical</b>	X		None
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		None
<b>Safety:</b> Fire Safety, Hazardous Materials	X		None
<b>Structural:</b> Structural Damage, Roofs	X		None
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		None

## 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.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	37	33	39	40	47	48
<b>Mathematics</b> (grades 3-8 and 11)	32	25	31	33	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	340	327	96.18	3.82	33.33
Female	155	149	96.13	3.87	37.58
Male	185	178	96.22	3.78	29.78
American Indian or Alaska Native	0	0	0	0	0
Asian	122	118	96.72	3.28	46.61
Black or African American	--	--	--	--	--
Filipino	17	16	94.12	5.88	50.00
Hispanic or Latino	185	177	95.68	4.32	22.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	123	112	91.06	8.94	5.36
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	264	254	96.21	3.79	29.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	46	93.88	6.12	10.87

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	340	336	98.82	1.18	25.00
<b>Female</b>	155	154	99.35	0.65	25.32
<b>Male</b>	185	182	98.38	1.62	24.73
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	122	119	97.54	2.46	42.86
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	17	17	100.00	0.00	29.41
<b>Hispanic or Latino</b>	185	185	100.00	0.00	14.05
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	123	121	98.37	1.63	5.79
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	264	261	98.86	1.14	23.37
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	49	46	93.88	6.12	2.17

## 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 for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	42.02	23.85	21.8	19.9	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	112	109	97.32	2.68	23.85
<b>Female</b>	47	45	95.74	4.26	22.22
<b>Male</b>	65	64	98.46	1.54	25.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	38	37	97.37	2.63	43.24
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	65	63	96.92	3.08	11.11
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	41	39	95.12	4.88	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	93	91	97.85	2.15	25.27
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	21	19	90.48	9.52	5.26

## 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.

#### 2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	94%	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.

#### 2025-26 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 Home to School 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 parent communication platform.

Stonegate encourages parent involvement in the following ways:

- Parents are informed of their children's progress at parent/teacher conferences held during the school year, Back-to-School Night and Open House. 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 the SSC Chairperson.
- Parents are provided with regular communication from the school through newsletters, flyers, and reminders through Parent Square which promotes activities and events;
- Parents are encouraged to participate in the School Site Council, English Learner Advisory Committee, and regular parent meetings;

We are forming a Parent-teacher organization supporting our school events and fundraisers

- Parents are encouraged to plan and participate in school-wide events and activities such as Harvest Festival, Lunar New Year, 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 students who are struggling or have special needs.

-Parent involvement workshops are offered by Parent Institute for Quality Education (PIQE) throughout the years.

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

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	546	525	125	23.8
Female	255	244	66	27.0
Male	291	281	59	21.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	180	175	9	5.1
Black or African American	--	--	--	--
Filipino	28	28	9	32.1
Hispanic or Latino	313	298	102	34.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	223	213	52	24.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	437	421	111	26.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	70	66	26	39.4

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.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.88	2.62	1.28	2.49	2.35	1.35	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.01	0	0.08	0.07	0.06

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.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.28	0.00
Female	0.78	0.00
Male	1.72	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.11	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.60	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	2.24	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.60	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.29	0.00

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.

## 2025-26 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. The School Safety Plan is reviewed, updated, and discussed with the school faculty on December 2nd. It was also reviewed with School Site Council on December 9th, and will be 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.

## 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.

## 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

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	0	3	0
1	25	0	2	0
2	14	3	0	0
3	14	4	0	0
4	15	1	2	0
5	15	2	2	0
6	22	1	2	0
Other	7	2	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	2		
1	21	1	1	
2	18	1	2	
3	14	2	1	
4	20	1	2	
5	11	3	2	
6	22	1	2	
Other	8	3		

## 2024-25 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

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	1
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	0.1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	3.5

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
<b>School Site</b>	11,075	3,601.40	7,474	108,810
<b>District</b>	N/A	N/A	14,940.44	\$111,098
<b>Percent Difference - School Site and District</b>	N/A	N/A	-66.6	3.8
<b>State</b>	N/A	N/A	10770.84	101084
<b>Percent Difference - School Site and State</b>	N/A	N/A	-36.1	12.2

## Fiscal Year 2024-25 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
- Educator Effectiveness Funds

## Fiscal Year 2024-25 Types of Services Funded

- Community Schools Partnership Program
- Learning Recovery Educational Block Grant LREBG
- State and Federal Special Education funds
- Proposition 28 funds

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$63,748	\$61,597
<b>Mid-Range Teacher Salary</b>	\$110,200	\$98,902
<b>Highest Teacher Salary</b>	\$126,872	\$126,340
<b>Average Principal Salary (Elementary)</b>	\$164,149	\$158,383
<b>Average Principal Salary (Middle)</b>	\$164,210	\$165,207
<b>Average Principal Salary (High)</b>		\$162,237
<b>Superintendent Salary</b>	\$286,165	\$288,332
<b>Percent of Budget for Teacher Salaries</b>	29.39%	31.29%
<b>Percent of Budget for Administrative Salaries</b>	5.66%	5.38%

## 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 both diagnostic assessments and universal screeners. Full-day, optional Wednesday training is provided to staff on small group instruction, and the aforementioned curriculum and assessments. These training opportunities are provided to staff based on the findings of the literacy task force, which came into inception the 24-25 school year. For the latter half of the 25-26 school year, professional development opportunities will include small group instruction, and reading comprehension. FMSD continues to provide Implicit Bias training for all new staff and staff who were unable to attend training last year.

Middle school staff were 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 foundational skills 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 FastBridge, core curriculum, and best first instruction. This year, 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.

**Professional Development**

<b>Subject</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4