

School Year: **2026-27**



STONEGATE
SCHOOL

School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stonegate School	Elementary	43-69450-6071542	April 21, 2026	June 16, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Stonegate Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Stonegate Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Stonegate is committed to advancing equity by intentionally addressing disparities in access and outcomes for historically underserved student groups. Through targeted supports, data-driven decision-making, and inclusive practices, we aim to ensure that all students have the opportunity to achieve at high levels.

Stonegate implements a Multi-Tiered System of Support (MTSS) framework to ensure alignment across federal, state, and local programs. At Tier 1, all students receive standards-aligned instruction with a strong emphasis on literacy and language development across content areas. Teachers use data from DIBELS, FastBridge, and STAR Reading/Math to inform instruction, differentiate learning, and monitor student progress. At Tiers 2 and 3, students receive targeted small-group and individualized interventions, including push-in and pull-out services, with additional support for English Learners and newcomer students.

Professional learning and collaboration are key components of implementation. Teachers engage in grade-level and vertical Professional Learning Communities (PLCs) to analyze data, refine instructional practices, and plan targeted interventions. Instructional practices are further strengthened through district-aligned professional development, MTSS cohort participation, and instructional coaching, ensuring consistency and effectiveness across classrooms.

To support a positive and inclusive school climate, Stonegate implements school-wide systems such as the GATOR expectations (Good Attitude, Accountability, Teamwork, On Task, Doing Our Best, Respect, and Safety), Choose Love social-emotional learning, and community-building practices such as classroom circles and school-wide assemblies. These efforts promote student belonging, engagement, and readiness to learn, which are essential to improving academic outcomes.

Family and community engagement are integral to the SPSA and aligned with LCAP priorities. Stonegate provides parent workshops, family engagement opportunities, and targeted outreach to build families' capacity to support student learning at home. The School Site Council (SSC) and English Learner Advisory Committee (ELAC) play an active role in reviewing data, providing input, and monitoring progress toward SPSA goals. Additionally, Stonegate is strengthening coordination between the instructional day and the CORAL after-school program to extend learning opportunities and provide additional academic support for students.

Through ongoing data analysis, stakeholder input, and progress monitoring, the SPSA serves as a living document that ensures continuous improvement and alignment with ESSA requirements and LCAP goals, ultimately supporting improved outcomes for all students.

Educational Partner Involvement

How, when, and with whom did Stonegate Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stonegate Elementary School engaged in a comprehensive and ongoing consultation process with a variety of stakeholders as part of the development, annual review, and update of the SPSA. The principal and leadership team met regularly with staff, families, and students to gather input on student needs, school priorities, and program effectiveness.

Staff input was collected through Professional Learning Communities (PLCs), staff meetings, and leadership team discussions, where teachers analyzed student data, reflected on instructional practices, and identified areas for improvement in academic achievement, intervention systems, and school climate.

Family and community input was gathered through multiple structures throughout the school year. The principal hosted monthly Coffee with the Principal meetings and parent engagement sessions, where families reviewed school data, shared feedback, and identified priorities such as increased academic support, expanded school-wide events, and additional social-emotional supports for students. Families also participated in a family survey as part of the SPSA planning process to provide broader input on academic, safety, and engagement priorities.

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) met regularly (approximately five times per year) to review student performance data, monitor progress toward SPSA goals, and provide input on proposed actions and expenditures. These meetings were held via GoogleMeet, and all families were invited to participate. Communication and reminders were shared through ParentSquare to ensure accessibility and participation.

In addition, student voice was incorporated through student surveys and informal feedback opportunities, allowing students to share their perspectives on learning experiences, school climate, and areas for improvement.

Feedback gathered across these stakeholder groups informed key priorities in the SPSA, including strengthening literacy instruction, increasing targeted academic interventions, enhancing social-emotional supports through programs such as community circles and the wellness center, and expanding family engagement opportunities.

This inclusive and ongoing consultation process ensured that the SPSA reflects the needs, priorities, and perspectives of the entire Stonegate school community.

Family & Community Input: 08/28/25, 09/30/25, 10/21/25, 12/9/25, 1/27/26, 2/3/26, 3/17/26, 4/21/26
Staff Input: 10/16/25, 12/2/2025, 1/15/26, 2/10/16, 3/10/26, 5/5/2026

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

A review of the California School Dashboard and local data indicates that several student groups at Stonegate require targeted support to improve academic outcomes and overall school success.

According to Dashboard indicators, Students with Disabilities (SWD) and Long-Term English Learners (LTELs) are performing in the Red performance category in English Language Arts (ELA). In Mathematics, Students with Disabilities (SWD), Long-Term English Learners (LTELs), and Hispanic students are performing in the Red performance category, indicating a critical need for targeted intervention in both academic achievement and student engagement.

Additionally, in ELA, Asian students and Socioeconomically Disadvantaged (SED) students are performing in the Orange performance category, while in Mathematics, English Learners and Socioeconomically Disadvantaged (SED) students are performing in the Orange performance category. These trends suggest the need for continued and strengthened support to improve outcomes and prevent further declines in performance.

Steps Taken to Address Identified Needs

Stonegate has implemented a range of strategies aligned to a Multi-Tiered System of Support (MTSS) framework to address these areas of need:

Support for Students with Disabilities (SWD):

Para-educators are assigned across grade levels to provide in-class support during instructional time, increasing access to grade-level content.

IEPs and 504 plans are used to guide individualized accommodations and instructional strategies.

Ongoing professional development for teachers and paraeducators focuses on inclusive instructional practices, behavior supports, and literacy development.

Collaboration between general education teachers, special education staff, and support providers ensures alignment of services and monitoring of student progress.

Support for Long-Term English Learners (LTELs)

Implementation of during- and after-school intervention programs focused on small-group instruction in literacy and language development.

Increased access to technology (Chromebooks/iPads) to support learning beyond the school day.

Provision of targeted academic support that builds on students' strengths and individual learning needs.

Access to counseling and social-emotional supports to improve student engagement and connectedness to school.

Coordination with the school-based support team to connect families with community resources and services.

Support for Hispanic Students

Implementation of targeted small-group instruction during the instructional day, with a focus on strengthening foundational skills in literacy and mathematics.

Use of data-driven instruction through PLC cycles, where teachers regularly analyze DIBELS, STAR, and FastBridge data to identify learning gaps and adjust instruction to meet student needs.

Increased access to Tier 2 interventions, including push-in and pull-out support, to provide additional time and targeted instruction in key skill areas.

Continued emphasis on culturally responsive teaching practices to ensure instruction is relevant, engaging, and reflective of students' backgrounds and experiences.

Strengthening family engagement and communication, including outreach through ParentSquare, parent workshops, and conferences, to support student learning at home.

Coordination with the CORAL after-school program to provide extended learning opportunities and academic support beyond the school day.

Access to social-emotional supports, including counseling services, community circles, and wellness center resources, to improve student engagement, belonging, and readiness to learn.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

According to the California School Dashboard, the "All Students" group is performing in the Orange performance category in both English Language Arts (ELA) and Mathematics. There are no student groups performing two or more performance levels below the "All Students" group. However, several student groups are performing one performance level below, in the Red performance category. In ELA, Students with Disabilities (SWD) and Long-Term English Learners (LTELs) are performing in the Red performance category. In Mathematics, Students with Disabilities (SWD), Long-Term English Learners (LTELs), and Hispanic students are performing in the Red performance category. These results indicate the need for continued targeted supports to improve outcomes for these student groups.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Local assessment data from DIBELS, Renaissance STAR, and FastBridge also shows that many students are not yet meeting grade-level benchmarks in reading and mathematics. Early literacy data suggests that additional focus on foundational reading skills and structured intervention is needed, particularly in grades K–3.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Stonegate Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	1.77%	1.60%	0.60%	9	8	3
Asian	37.52%	34.60%	34.54%	191	173	172
Filipino	5.30%	5.60%	6.22%	27	28	31
Hispanic/Latino	52.06%	55.20%	54.82%	265	276	273
Pacific Islander	0.39%	%	%	2		
White	2.16%	2.00%	2.21%	11	10	11
Multiple/No Response	0.79%	1.00%	1.41%	4	5	7
Total Enrollment				509	500	498

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		20	20
Kindergarten	67	39	33
Grade 1	49	42	40
Grade 2	41	53	46
Grade3	56	42	60
Grade 4	46	61	49
Grade 5	59	52	66
Grade 6	66	66	52
Grade 7	63	65	62
Grade 8	62	60	70
Total Enrollment	509	500	498

Conclusions based on this data:

1. Enrollment has been steady but has declined by 11 students from 2023-2024 to 2025-2026 school year.
2. 54.82% of the student enrollment are Hispanic/Latino and 34.54% are Asian. These two subgroups have consistently been the two largest groups in our student enrollment.

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3. The average enrollment per grade level is about 56 students that makes up two classes.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	208	196	178	46.4%	40.9%	35.7%
Fluent English Proficient (FEP)	120	108	116	21.0%	23.6%	23.3%
Reclassified Fluent English Proficient (RFEP)	91	80	89	17.90%	16.00%	17.90%

Conclusions based on this data:

1. The percentage of English Learners decreased by 10.7% from 23-24 to 25-26.
2. The percentage of Fluent English Proficient student population increased 2.6% between 23-24 and declined by 0.3% between 24-25 and 25-26.
3. The percentage of Reclassified Fluent English Proficient students increased by 1.9% between 24-25 and 25-26.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	43	57	43	40	52	41	39	52	41	93.0	91.2	95.3
Grade 4	61	43	57	58	41	55	58	41	55	95.1	95.3	96.5
Grade 5	66	59	50	63	55	47	63	55	47	95.5	93.2	94
Grade 6	67	64	60	61	62	58	61	62	58	91.0	96.9	96.7
Grade 7	63	60	58	60	58	58	60	58	58	95.2	96.7	100
Grade 8	64	60	56	58	58	53	58	58	53	90.6	96.7	94.6
All Grades	364	343	324	340	326	312	339	326	312	93.4	95	96.3

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2368.	2377.	2367.	12.82	11.54	14.63	7.69	13.46	12.20	30.77	19.23	21.95	48.72	55.77	51.22
Grade 4	2436.	2382.	2413.	20.69	7.32	5.45	24.14	14.63	14.55	17.24	9.76	21.82	37.93	68.29	58.18
Grade 5	2460.	2491.	2452.	11.11	30.91	8.51	22.22	20.00	21.28	28.57	18.18	31.91	38.10	30.91	38.30
Grade 6	2480.	2483.	2494.	9.84	11.29	15.52	21.31	22.58	24.14	31.15	22.58	18.97	37.70	43.55	41.38
Grade 7	2556.	2521.	2498.	20.00	15.52	5.17	36.67	20.69	29.31	21.67	32.76	24.14	21.67	31.03	41.38
Grade 8	2565.	2593.	2562.	17.24	27.59	16.98	32.76	29.31	39.62	32.76	32.76	16.98	17.24	10.34	26.42
All Grades	N/A	N/A	N/A	15.34	17.79	10.90	25.07	20.55	24.04	26.84	23.31	22.44	32.74	38.34	42.63

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.13	7.69	2.44	66.67	53.85	56.10	28.21	38.46	41.46
Grade 4	17.24	4.88	1.82	58.62	63.41	70.91	24.14	31.71	27.27
Grade 5	7.94	21.82	6.38	66.67	50.91	53.19	25.40	27.27	40.43
Grade 6	8.20	8.06	17.24	50.82	54.84	44.83	40.98	37.10	37.93
Grade 7	20.00	13.79	5.17	58.33	62.07	67.24	21.67	24.14	27.59
Grade 8	15.52	24.14	18.87	60.34	53.45	52.83	24.14	22.41	28.30
All Grades	12.68	13.80	8.97	59.88	56.13	57.69	27.43	30.06	33.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.63	7.69	4.88	52.63	42.31	51.22	44.74	50.00	43.90
Grade 4	12.07	4.88	3.64	53.45	31.71	50.91	34.48	63.41	45.45
Grade 5	12.90	34.55	10.64	58.06	41.82	53.19	29.03	23.64	36.17
Grade 6	13.11	8.06	18.97	42.62	50.00	41.38	44.26	41.94	39.66
Grade 7	28.33	15.52	13.79	55.00	56.90	51.72	16.67	27.59	34.48
Grade 8	18.97	36.21	28.30	58.62	51.72	43.40	22.41	12.07	28.30
All Grades	15.43	18.40	13.78	53.41	46.63	48.40	31.16	34.97	37.82

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.13	3.85	9.76	69.23	76.92	68.29	25.64	19.23	21.95
Grade 4	10.34	2.44	1.82	67.24	73.17	80.00	22.41	24.39	18.18
Grade 5	4.76	12.73	4.26	69.84	67.27	78.72	25.40	20.00	17.02
Grade 6	3.28	12.90	13.79	77.05	62.90	67.24	19.67	24.19	18.97
Grade 7	13.33	12.07	6.90	73.33	79.31	68.97	13.33	8.62	24.14
Grade 8	13.79	13.79	1.89	77.59	77.59	79.25	8.62	8.62	18.87
All Grades	8.55	10.12	6.41	72.57	72.70	73.72	18.88	17.18	19.87

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.13	7.69	2.44	64.10	57.69	60.98	30.77	34.62	36.59
Grade 4	15.52	7.32	3.64	63.79	70.73	72.73	20.69	21.95	23.64
Grade 5	7.94	27.27	8.51	55.56	45.45	65.96	36.51	27.27	25.53
Grade 6	8.20	8.06	13.79	60.66	67.74	56.90	31.15	24.19	29.31
Grade 7	26.67	13.79	3.45	58.33	62.07	62.07	15.00	24.14	34.48
Grade 8	24.14	29.31	20.75	63.79	62.07	64.15	12.07	8.62	15.09
All Grades	15.04	15.95	8.97	60.77	60.74	63.78	24.19	23.31	27.24

Conclusions based on this data:

1. According to CAASPP ELA results, there has been a 3.40% decrease in "All Students" meeting or exceeding overall from 23-24 to 24-25.
2. According to CAASPP ELA results, there has been a 3.27% decrease of students scoring at or above standard in reading from 23-24 to 24-25.
3. According to CAASPP ELA results, there has been a 2.85% decrease of students scoring at or above standard in writing from 23-24 to 24-25.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	43	57	43	42	57	42	42	57	42	97.7	100	97.7
Grade 4	61	43	57	60	43	57	60	43	57	98.4	100	100
Grade 5	66	59	50	65	59	49	65	59	49	98.5	100	98
Grade 6	67	64	60	65	63	60	65	63	60	97.0	98.4	100
Grade 7	63	60	58	62	59	58	62	59	58	98.4	98.3	100
Grade 8	64	60	56	63	60	55	63	60	55	98.4	100	98.2
All Grades	364	343	324	357	341	321	357	341	321	98.1	99.4	99.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2389.	2413.	2406.	7.14	12.28	11.90	21.43	24.56	21.43	21.43	29.82	30.95	50.00	33.33	35.71
Grade 4	2452.	2424.	2442.	15.00	6.98	14.04	23.33	18.60	17.54	28.33	30.23	36.84	33.33	44.19	31.58
Grade 5	2455.	2480.	2461.	9.23	16.95	4.08	7.69	22.03	16.33	27.69	13.56	28.57	55.38	47.46	51.02
Grade 6	2468.	2483.	2461.	9.23	14.29	11.67	13.85	14.29	11.67	24.62	25.40	20.00	52.31	46.03	56.67
Grade 7	2535.	2492.	2474.	20.97	8.47	3.45	25.81	13.56	13.79	20.97	35.59	25.86	32.26	42.37	56.90
Grade 8	2506.	2555.	2513.	9.52	26.67	12.73	20.63	18.33	20.00	9.52	18.33	23.64	60.32	36.67	43.64
Grade 11															
All Grades	N/A	N/A	N/A	12.04	14.66	9.66	18.49	18.48	16.51	22.13	25.22	27.41	47.34	41.64	46.42

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.29	24.56	7.14	52.38	52.63	54.76	33.33	22.81	38.10
Grade 4	18.33	11.63	19.30	45.00	41.86	40.35	36.67	46.51	40.35
Grade 5	10.77	13.56	2.04	30.77	38.98	53.06	58.46	47.46	44.90
Grade 6	10.77	12.70	6.67	29.23	31.75	35.00	60.00	55.56	58.33
Grade 7	27.42	11.86	6.90	40.32	44.07	46.55	32.26	44.07	46.55
Grade 8	11.11	28.33	7.27	36.51	38.33	45.45	52.38	33.33	47.27
Grade 11									
All Grades	15.41	17.30	8.41	38.10	41.06	45.17	46.50	41.64	46.42

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.14	21.05	16.67	40.48	43.86	52.38	52.38	35.09	30.95
Grade 4	16.67	4.65	10.53	50.00	53.49	47.37	33.33	41.86	42.11
Grade 5	7.69	16.95	4.08	44.62	47.46	61.22	47.69	35.59	34.69
Grade 6	10.77	12.70	10.00	43.08	47.62	45.00	46.15	39.68	45.00
Grade 7	17.74	6.78	5.17	58.06	54.24	50.00	24.19	38.98	44.83
Grade 8	14.29	20.00	10.91	44.44	48.33	56.36	41.27	31.67	32.73
All Grades	12.61	14.08	9.35	47.06	48.97	51.71	40.34	36.95	38.94

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.14	10.53	7.14	66.67	61.40	73.81	26.19	28.07	19.05
Grade 4	8.33	11.63	12.28	68.33	55.81	52.63	23.33	32.56	35.09
Grade 5	4.62	15.25	6.12	60.00	54.24	63.27	35.38	30.51	30.61
Grade 6	7.69	9.52	16.67	56.92	57.14	40.00	35.38	33.33	43.33
Grade 7	19.35	10.17	5.17	62.90	57.63	60.34	17.74	32.20	34.48
Grade 8	12.70	25.00	12.73	60.32	55.00	58.18	26.98	20.00	29.09
All Grades	10.08	13.78	10.28	62.18	56.89	57.01	27.73	29.33	32.71

Conclusions based on this data:

1. According to CAASPP Math results, in 2023-2024, 33.14% of all students met or exceeded the standard. In addition, in 2024-2025, 26.17% of all students met or exceeded the standard. This shows a 6.99% decrease in proficiency.
2. According to CAASPP Math results, In 2024-2025, the strongest math concept was “Communicating Reasoning” with a total of 67.29 % of all students meeting or exceeded the standard.
3. According to CAASPP Math results, the area to focus on is “Concepts & Procedures” and at 53% above or met standard.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1411.1	1376.5	1438.2	1412.2	1387.8	1448.5	1408.0	1350.0	1413.9	36	24	17
1	1417.5	1415.5	1458.5	1450.5	1413.5	1447.5	1383.9	1416.8	1468.9	21	22	11
2	1440.2	1464.2	1431.3	1452.4	1470.8	1458.2	1427.4	1457.0	1404.2	27	21	25
3	1466.6	1460.7	1478.3	1464.7	1454.8	1476.6	1468.0	1466.3	1479.6	20	26	20
4	1475.7	1472.3	1464.9	1475.1	1469.8	1450.1	1475.9	1474.1	1479.2	19	18	23
5	1511.1	1476.7	1528.7	1498.8	1460.7	1535.7	1522.8	1492.1	1521.3	25	20	23
6	1546.1	1533.6	1465.4	1556.4	1544.8	1429.4	1535.4	1521.9	1500.9	28	21	16
7	1571.2	1559.6	1539.3	1579.4	1577.2	1553.9	1562.8	1541.5	1524.1	18	19	16
8	1554.9	*	1544.0	1541.5	*	1573.9	1568.1	*	1513.2	20	8	14
All Grades										214	179	165

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	13.89	4.17	11.76	22.22	16.67	47.06	36.11	50.00	41.18	27.78	29.17	0.00	36	24	17
1	0.00	4.55	36.36	28.57	31.82	18.18	38.10	22.73	18.18	33.33	40.91	27.27	21	22	11
2	7.41	9.52	20.00	44.44	42.86	32.00	25.93	28.57	8.00	22.22	19.05	40.00	27	21	25
3	10.00	3.85	5.00	25.00	30.77	35.00	40.00	26.92	35.00	25.00	38.46	25.00	20	26	20
4	5.26	5.56	0.00	26.32	27.78	34.78	36.84	33.33	34.78	31.58	33.33	30.43	19	18	23
5	16.00	20.00	21.74	28.00	20.00	56.52	40.00	10.00	8.70	16.00	50.00	13.04	25	20	23
6	35.71	33.33	0.00	35.71	23.81	12.50	14.29	14.29	37.50	14.29	28.57	50.00	28	21	16
7	64.71	52.63	31.25	11.76	10.53	18.75	17.65	21.05	18.75	5.88	15.79	31.25	17	19	16
8	50.00	*	35.71	10.00	*	28.57	15.00	*	14.29	25.00	*	21.43	20	*	14
All Grades	21.13	16.76	16.36	26.76	25.70	33.33	29.58	25.14	23.64	22.54	32.40	26.67	213	179	165

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.11	4.17	17.65	27.78	29.17	35.29	27.78	41.67	41.18	33.33	25.00	5.88	36	24	17
1	19.05	13.64	27.27	33.33	45.45	36.36	28.57	13.64	9.09	19.05	27.27	27.27	21	22	11
2	14.81	33.33	48.00	44.44	33.33	16.00	25.93	14.29	16.00	14.81	19.05	20.00	27	21	25
3	25.00	15.38	20.00	35.00	34.62	40.00	15.00	11.54	15.00	25.00	38.46	25.00	20	26	20
4	21.05	27.78	21.74	47.37	33.33	39.13	10.53	5.56	8.70	21.05	33.33	30.43	19	18	23
5	32.00	30.00	60.87	36.00	10.00	26.09	16.00	10.00	4.35	16.00	50.00	8.70	25	20	23
6	67.86	42.86	0.00	14.29	28.57	18.75	3.57	4.76	25.00	14.29	23.81	56.25	28	21	16
7	70.59	63.16	43.75	17.65	10.53	18.75	5.88	10.53	18.75	5.88	15.79	18.75	17	19	16
8	55.00	*	50.00	15.00	*	14.29	5.00	*	14.29	25.00	*	21.43	20	*	14
All Grades	33.33	27.93	33.33	30.05	28.49	27.27	16.43	13.97	16.36	20.19	29.61	23.03	213	179	165

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		8.33	5.88		12.50	35.29		41.67	58.82		37.50	0.00		24	17
1		13.64	36.36		22.73	18.18		13.64	18.18		50.00	27.27		22	11
2		4.76	12.00		33.33	24.00		28.57	12.00		33.33	52.00		21	25
3		0.00	5.00		15.38	15.00		46.15	45.00		38.46	35.00		26	20
4		0.00	0.00		11.11	8.70		33.33	43.48		55.56	47.83		18	23
5		0.00	0.00		25.00	26.09		25.00	52.17		50.00	21.74		20	23
6	10.71	4.76	0.00	28.57	19.05	12.50	35.71	38.10	31.25	25.00	38.10	56.25	28	21	16
7	23.53	15.79	12.50	41.18	26.32	12.50	17.65	26.32	31.25	17.65	31.58	43.75	17	19	16
8	30.00	*	7.14	30.00	*	28.57	10.00	*	35.71	30.00	*	28.57	20	*	14
All Grades	10.80	6.70	7.27	23.47	20.67	20.00	31.92	31.28	36.97	33.80	41.34	35.76	213	179	165

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.11	4.17	11.76	66.67	66.67	82.35	22.22	29.17	5.88	36	24	17
1	33.33	27.27	36.36	52.38	45.45	45.45	14.29	27.27	18.18	21	22	11
2	7.41	23.81	36.00	74.07	61.90	36.00	18.52	14.29	28.00	27	21	25
3	20.00	19.23	10.00	45.00	46.15	55.00	35.00	34.62	35.00	20	26	20
4	5.26	27.78	0.00	68.42	50.00	52.17	26.32	22.22	47.83	19	18	23
5	32.00	20.00	13.04	52.00	35.00	78.26	16.00	45.00	8.70	25	20	23
6	25.00	19.05	0.00	64.29	42.86	37.50	10.71	38.10	62.50	28	21	16
7	11.76	21.05	25.00	82.35	47.37	50.00	5.88	31.58	25.00	17	19	16
8	30.00	*	23.08	35.00	*	61.54	35.00	*	15.38	20	*	13
All Grades	19.25	19.55	16.46	60.56	50.28	55.49	20.19	30.17	28.05	213	179	164

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	16.67	16.67	35.29	44.44	41.67	47.06	38.89	41.67	17.65	36	24	17
1	4.76	13.64	27.27	71.43	54.55	36.36	23.81	31.82	36.36	21	22	11
2	55.56	28.57	32.00	29.63	57.14	48.00	14.81	14.29	20.00	27	21	25
3	45.00	23.08	40.00	30.00	38.46	35.00	25.00	38.46	25.00	20	26	20
4	36.84	27.78	30.43	42.11	33.33	43.48	21.05	38.89	26.09	19	18	23
5	32.00	25.00	82.61	48.00	25.00	8.70	20.00	50.00	8.70	25	20	23
6	78.57	71.43	0.00	7.14	9.52	43.75	14.29	19.05	56.25	28	21	16
7	82.35	73.68	62.50	11.76	10.53	18.75	5.88	15.79	18.75	17	19	16
8	70.00	*	71.43	5.00	*	7.14	25.00	*	21.43	20	*	14
All Grades	45.07	35.20	43.03	32.86	32.96	32.73	22.07	31.84	24.24	213	179	165

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	16.67	0.00	0.00	61.11	66.67	94.12	22.22	33.33	5.88	36	24	17
1	0.00	27.27	36.36	42.86	18.18	18.18	57.14	54.55	45.45	21	22	11
2	14.81	4.76	12.00	48.15	52.38	36.00	37.04	42.86	52.00	27	21	25
3	0.00	0.00	0.00	35.00	42.31	55.00	65.00	57.69	45.00	20	26	20
4	0.00	0.00	0.00	36.84	38.89	43.48	63.16	61.11	56.52	19	18	23
5	8.00	5.00	0.00	52.00	40.00	73.91	40.00	55.00	26.09	25	20	23
6	10.71	9.52	6.25	39.29	28.57	12.50	50.00	61.90	81.25	28	21	16
7	17.65	15.79	18.75	58.82	42.11	12.50	23.53	42.11	68.75	17	19	16
8	30.00	*	23.08	30.00	*	23.08	40.00	*	53.85	20	*	13
All Grades	11.27	8.38	8.54	46.01	40.78	43.90	42.72	50.84	47.56	213	179	164

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	27.78	29.17	82.35	33.33	33.33	17.65	38.89	37.50	0.00	36	24	17
1	0.00	13.64	45.45	66.67	45.45	27.27	33.33	40.91	27.27	21	22	11
2	3.70	9.52	24.00	81.48	80.95	36.00	14.81	9.52	40.00	27	21	25
3	5.00	0.00	5.00	65.00	73.08	80.00	30.00	26.92	15.00	20	26	20
4	15.79	11.11	0.00	36.84	44.44	65.22	47.37	44.44	34.78	19	18	23
5	16.00	15.00	4.35	76.00	35.00	82.61	8.00	50.00	13.04	25	20	23
6	25.00	23.81	6.25	60.71	57.14	75.00	14.29	19.05	18.75	28	21	16
7	47.06	15.79	25.00	41.18	78.95	62.50	11.76	5.26	12.50	17	19	16
8	40.00	*	0.00	35.00	*	92.31	25.00	*	7.69	20	*	13
All Grades	19.72	13.97	19.51	55.40	56.98	60.37	24.88	29.05	20.12	213	179	164

Conclusions based on this data:

1. According to ELPAC results, in 2024-2025, Stonegate’s Overall Language results showed that the percentage of students performing at Level 3 or Level 4 on the ELPAC increased from 42.46% to 49.69%. This represents a 7.23% increase in students performing at Level 3 or Level 4 on the ELPAC.
2. According to ELPAC results, in 2024-2025, the Reading Domain had the highest percentage of students performing at the “Beginning” level, at 47.56%, compared to the other ELPAC domains. Approximately 77 out of 164 students performed at the Beginning level in the Reading Domain.
3. According to ELPAC results, in 2024-2025, students at the beginning levels have higher scores in the Listening domain than in the Speaking domain. However, among “Well-Developed” students, the Listening scores are lower than Speaking scores.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
500	77.4%	39.2%	0.4%
Total Number of Students enrolled in Stonegate Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	196	39.2%
Foster Youth	2	0.4%
Homeless	2	0.4%
Socioeconomically Disadvantaged	387	77.4%
Students with Disabilities	59	11.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.6%
American Indian	0	0.0%
Asian	173	34.6%
Filipino	28	5.6%
Hispanic	276	55.2%
Two or More Races	5	1%
Pacific Islander	0	0.0%
White	10	2%

Conclusions based on this data:

1. Our population is at about 500 students, and our largest subgroup is socioeconomically disadvantaged at 77.4%.

2. The Asian and Hispanic student groups are the largest, at 34.6% Asian and 55.2% respectively. The two groups combine to make up 90% of the student population.
3. 39.2% of students are English Language Learners

School and Student Performance Data

Overall Performance






The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Red	Suspension Rate  Green
Mathematics  Orange		
English Learner Progress  Green		

Conclusions based on this data:

1. According to the 2025 Dashboard, Chronic Absenteeism received the lowest Red indicator.
2. According to the 2025 Dashboard, ELA & Math Academic Performance are both assigned the Orange indicator.
3. According to the 2025 Dashboard, English Learner Progress and Suspension Rate are assigned the Green indicator.

School and Student Performance Data

Academic Performance English Language Arts

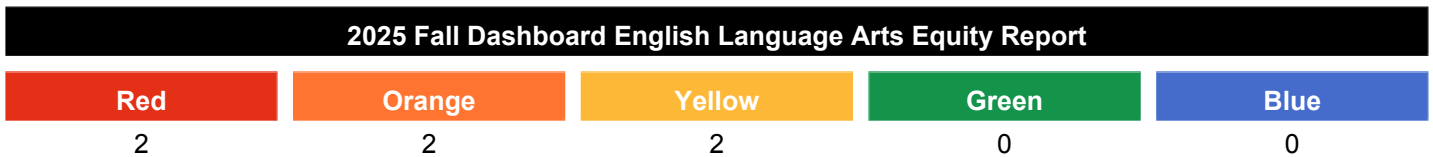
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>41.1 points below standard</p> <p>Declined 11.2 points</p> <p>311 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>58.7 points below standard</p> <p>Increased 10.3 points</p> <p>167 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>78 points below standard</p> <p>Declined 18.3 points</p> <p>30 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>44.8 points below standard</p> <p>Maintained 1.5 points</p> <p>242 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>100.4 points below standard</p> <p>Maintained 0.6 points</p> <p>39 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Orange</p> <p>8.9 points below standard</p> <p>Declined 30.4 points</p> <p>115 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>10.6 points below standard</p> <p>Declined 33.4 points</p> <p>16 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>67.4 points below standard</p> <p>Increased 6.4 points</p> <p>165 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>

Conclusions based on this data:

1. According to the 2025 Dashboard for ELA, all students are about 40 points below standards.
2. According to the 2025 Dashboard in ELA, Socioeconomically disadvantaged students are consistently at 44 points below standard.
3. According to the 2025 Dashboard in ELA, English Learners are 59 points below standards -a growing group; and Long Term ELLs are 78 points below standard.

School and Student Performance Data

Academic Performance Mathematics

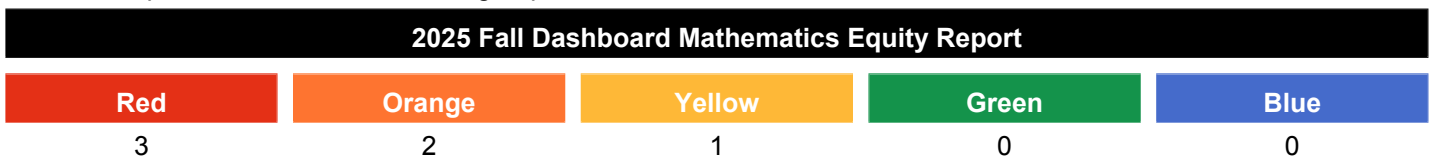
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>65.1 points below standard</p> <p>Declined 22 points</p> <p>318 Students</p>	<p>English Learners</p> <p>Orange</p> <p>79.4 points below standard</p> <p>Declined 6.5 points</p> <p>173 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>150.3 points below standard</p> <p>Declined 23.2 points</p> <p>31 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>69.3 points below standard</p> <p>Declined 15.5 points</p> <p>248 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>133.9 points below standard</p> <p>Declined 31.1 points</p> <p>39 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Yellow</p> <p>23.4 points below standard</p> <p>Declined 40.8 points</p> <p>116 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>21.8 points below standard</p> <p>Declined 57.2 points</p> <p>17 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>97.5 points below standard</p> <p>Declined 6.2 points</p> <p>170 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>

Conclusions based on this data:

1. According to the 2025 Dashboard for Math, all students are 65.1 points below standard. This is a decline of 22 points from last year.
2. According to the 2025 Dashboard for Math, the largest decline were the Asian and Filipino groups. Asians declined 40.8 points and the Filipinos declined 57.2 points.
3. According to the 2025 Dashboard for Math, the Hispanic group and the students with disabilities had the largest points below standard. Students with disabilities were 133.9 points below standard and the Hispanic group were 97.5 points below standard.

School and Student Performance Data

Academic Performance Science

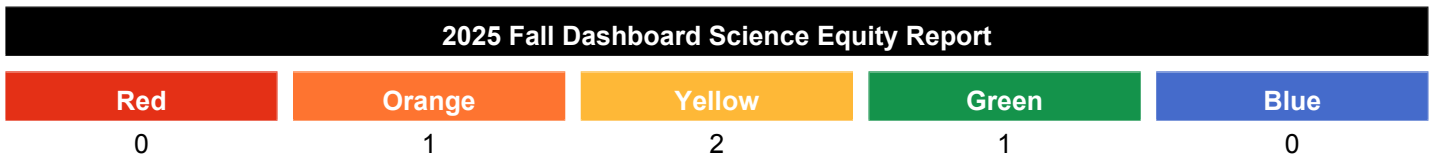
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>50.2 science points</p> <p>Declined 9 points</p> <p>102 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>48.8 science points</p> <p>Maintained -0.1 points</p> <p>61 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>43 science points</p> <p>Declined 4.2 points</p> <p>13 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>49.6 science points</p> <p>Declined 7.5 points</p> <p>85 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>31.9 science points</p> <p>Declined 14.3 points</p> <p>17 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Green</p> <p>62.4 science points</p> <p>Declined 8.6 points</p> <p>36 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>42.2 science points</p> <p>Declined 5 points</p> <p>58 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>

Conclusions based on this data:

1. According to the 2025 Dashboard for Science, Asian students are assigned a Green indicator.
2. According to the 2025 Dashboard for Science, English Learners and Socioeconomically Disadvantaged students are both assigned a Yellow indicator.
3. According to the 2025 Dashboard for Science, Hispanic students are assigned the Orange indicator.

School and Student Performance Data



Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Green 49.3 making progress. Number Students: 144 Students	Long-Term English Learner Progress  No Performance Color 73.9 making progress. Number Students: 23 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 11.9%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 40%	Maintained ELPI Level 4 2.2%	Progressed At Least One ELPI Level 45.9%

Conclusions based on this data:

1. According to the 2025 Dashboard for English Learner Progress, in the Fall of 2025, there are 144 students who are classified as English Learners. Out of these 144 students, 49.3% (approximately 70 students) are showing progress.
2. According to the 2025 Dashboard for English Learner Progress, in the Fall of 2025, there are 23 students considered a “Long Term English Learner.” Out of 23 students, 73.9% (approximately 16 students) are showing progress.
3. According to the 2025 Dashboard for English Learner Progress, 11.9% Decreased One ELPI Level and 40% Maintained ELPI Level 1, 2L, 2H, 3L, or 3H.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Red 23.8% Chronically Absent Maintained 0.4 525 Students	English Learners Orange 24.4% Chronically Absent Declined 2.2 213 Students	Long-Term English Learners Orange 20.6% Chronically Absent Declined 3.2 34 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged Orange 26.4% Chronically Absent Declined 1 421 Students

<p>Students with Disabilities</p>  <p>Red</p> <p>39.4% Chronically Absent</p> <p>Increased 4.6</p> <p>66 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Green</p> <p>5.1% Chronically Absent</p> <p>Declined 1.4</p> <p>175 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>32.1% Chronically Absent</p> <p>Increased 7.1</p> <p>28 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>34.2% Chronically Absent</p> <p>Maintained -0.1</p> <p>298 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>

Conclusions based on this data:

1. According to the 2025 Dashboard, 23.8% of all students remained chronically absent and received a Red indicator.
2. According to the 2025 Dashboard, chronic absences declined 2.2% among English Learners 3.2% from long-term English Learners, and increased 4.6% among students with disabilities.
3. According to the 2025 Dashboard, chronic absences increased for Students with Disabilities by 4.6%.

School and Student Performance Data

Conditions & Climate Suspension Rate

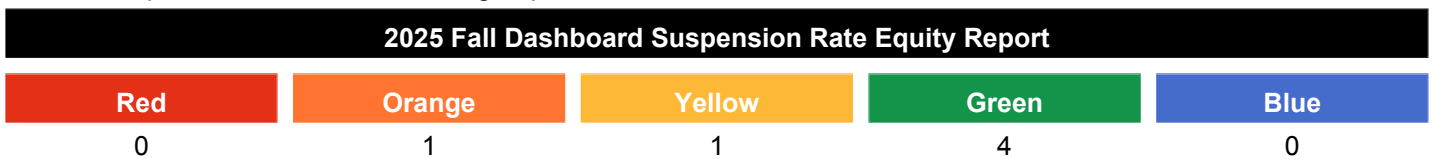
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>1.3% suspended at least one day</p> <p>Declined 1.3%</p> <p>546 Students</p>	<p>English Learners</p>  <p>Green</p> <p>2.2% suspended at least one day</p> <p>Declined 1.4%</p> <p>223 Students</p>	<p>Long-Term English Learners</p>  <p>Yellow</p> <p>5.7% suspended at least one day</p> <p>Declined 1.1%</p> <p>35 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>1.6% suspended at least one day</p> <p>Declined 1.1%</p> <p>437 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>4.3% suspended at least one day</p> <p>Maintained 0.1%</p> <p>70 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Green</p> <p>1.1% suspended at least one day</p> <p>Declined 0.4%</p> <p>180 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>28 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>1.6% suspended at least one day</p> <p>Declined 1.6%</p> <p>313 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>

Conclusions based on this data:

1. According to the 2025 Dashboard, suspension rates among all students declined by 1.3%, among English Learners by 1.4%, and among Long-Term English Learners by 1.1%.
2. According to the 2025 Dashboard, suspension rates among Students with Disabilities remain roughly unchanged with 4.3% suspended at least one day.
3. According to the 2025 Dashboard, 0% of Filipino students were suspended at least one day.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Achievement for All

By June of 2027, the distance from standard for ALL 3rd-8th students on CAASPP will increase by 10.0 points from 34.94 points at or above standard to 44.0 points at or above standard in English Language Arts.

By June of 2027, the distance from standard for ALL 3rd-8th students on CAASPP will increase by 10.0 points from 26.17 points at or above standard to 36.0 points at or above standard in Mathematics.

By June of 2027, the achievement gap between 3rd-8th grade Asian and Hispanic students will decrease by 8.5 points from a 58.5 point to a 50.0 point gap in English Language Arts based on CAASPP.

By June of 2027, the achievement gap between 3rd-8th grade Asian and Hispanic students will decrease by 9.1 points from a 74.1 point to a 65.0 point gap in Mathematics based on CAASPP.

By June of 2027, the percent of English Learners who progressed at least one ELPI level will increase by 4.1 points from 45.9 points to 50 points based on the ELPAC.

By May of 2027, the percentage of students in grades K-3 meeting or exceeding standard in reading will increase by 10 points from 54 points to 64 points on Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

By May of 2027, the percentage of students in grade 2-8 meeting or exceeding standard in reading will increase by 10 points from 50 points to 60 points based on STAR Reading.

By May of 2027, the percentage of students in grade 2-6 meeting or exceeding standard in math will increase by 15 points from 53 points to 68 points based on STAR Math.

By May of 2027, the percentage of students in grade 7th and 8th meeting or exceeding standard in math will increase by 10 points from 46 points to 56 points based on the FastBridge Math-a.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Achievement for All: With equity at the core, Stonegate will increase the level of success for all students while addressing learning gaps.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Analysis of Stonegate's academic data indicates that while some students are demonstrating progress, overall achievement levels remain below desired outcomes and achievement gaps persist among student groups. According to CAASPP results, approximately 40–43% of students met or exceeded standards in ELA and 38–56% in Mathematics, indicating a continued need for targeted academic support and instructional alignment.

Additionally, English Learners and historically underserved student groups continue to demonstrate lower levels of proficiency compared to their peers, highlighting the need for intentional strategies that address both academic achievement and equity.

Local assessment data from DIBELS, Renaissance STAR, and FastBridge also shows that many students are not yet meeting grade-level benchmarks in reading and mathematics. Early literacy data suggests that additional focus on foundational reading skills and structured intervention is needed, particularly in grades K–3.

Based on these findings, Stonegate will continue to prioritize high-quality instruction, targeted interventions, and progress monitoring to increase student achievement and close opportunity gaps.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2026 CA Dashboard: Over all ELA Smarter Balanced Assessment grades 3-8	34.94% of students in grades 3-8 at or above standard in ELA	44% of students in grades 3-8 at or above standard in ELA
2026 CA Dashboard: Over all Math Smarter Balanced Assessment grades 3-8	26.17% of students in grades 3-8 at or above standard in Math	36% of students in grades 3-8 at or above standard in Math
2026 CA Dashboard: ELA Smarter Balanced Assessment grades 3-8, Student Groups: Asian and Hispanic	58.5 point achievement gap between 3rd-8th grade Asian and Hispanic students in ELA	50 point achievement gap between 3rd-8th grade Asian and Hispanic students in ELA
2026 CA Dashboard: Math Smarter Balanced Assessment grades 3-8, Student Groups: Asian and Hispanic	74.1 point achievement gap between 3rd-8th grade Asian and Hispanic students in Math	65 point achievement gap between 3rd-8th grade Asian and Hispanic students in Math
2026 CA Dashboard: English Learner Progress Indicator (ELPI)	45.9% of English Learners who progressed at least one ELPI level on the ELPAC	50% of English Learners who progressed at least one ELPI level on the ELPAC
DIBELS	54% of students in grades K-3 meeting or exceeding standard in reading	64% of students in grades K-3 meeting or exceeding standard in reading
Ren STAR ELA	50% of students in grade 2-6 meeting or exceeding standard in reading	60% of students in grade 2-6 meeting or exceeding standard in reading
Ren STAR Math	53% of students in grade 2-6 meeting or exceeding standard in math	68% of students in grade 2-6 meeting or exceeding standard in math
FastBridge Math-a	46% of students in grade 7th and 8th meeting or exceeding standard in math	56% of students in grade 7th and 8th meeting or exceeding standard in math

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Offer afterschool and intercession academic intervention programs & planning	Students below grade level, LTELs, ELs	3681.97 LCFF Concentration
1.2	Teacher planning meetings after hours or school breaks	All students	2454.65 LCFF Supplemental
1.3	SST/IEP/504 - sub days for teachers to attend meetings	All students	6455.31 LCFF Supplemental
1.4	MTSS/ILT planning days - sub release	All students	5250 LCFF Supplemental
1.5	Professional Learning Community - sub days for planning	All students	6950 LCFF Supplemental
1.6	Instructional Materials & Supplies	All students	28864.68 Title I
1.7	Copy Machine Contract & Reprographics	All students	7248.23

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			LCFF Supplemental 200 Title I
1.8	Library books to represent diverse groups and perspectives	All students	1800 Title I
1.9	Strengthen standards-aligned Tier 1 instruction in ELA and Math	All students	
1.10	Implement data-driven PLC cycles to analyze student performance and adjust instruction	All students	
1.11	Provide Tier 2 targeted small-group instruction during the school day	Students below benchmark	
1.12	Utilize push-in and pull-out intervention support models	SWD, ELs, at-risk students	
1.13	Provide in-class paraeducator support to increase access to instruction	SWD	
1.14	Implement targeted supports for LTELs and English Learners	LTELs, ELs	
1.15	Provide professional development on literacy, differentiation, and culturally responsive instructional practices	All students	
1.16	Strengthen vertical and grade-level collaboration for instructional alignment	All students	
1.17	Provide access to instructional technology to support personalized learning	All students	
1.18	Monitor student progress and adjust instruction using formative and benchmark assessments	All students	

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Stonegate continued to prioritize literacy best practices and standards-aligned instruction to support student achievement in English Language Arts. Teachers implemented instructional strategies focused on foundational literacy skills, reading comprehension, and writing development, while participating in Professional Learning Community (PLC) meetings to review student data and plan instruction.

Although these efforts supported instructional consistency, overall academic growth has been modest, indicating that additional support and stronger systems for intervention and progress monitoring are needed. Local assessment data, including DIBELS, STAR Reading, and FastBridge, suggests that a significant number of students continue to perform below grade-level benchmarks in literacy. Achievement data also indicates that some student groups, including English Learners and historically underserved students, continue to experience gaps in academic outcomes.

Teachers continued to collaborate within grade levels to analyze student performance and adjust instruction; however, additional structures for cross-grade collaboration and targeted intervention planning are needed to strengthen the

impact of these efforts. While literacy remained a consistent instructional focus, implementation of interventions varied across classrooms and grade levels, which may have contributed to the limited growth observed. Overall, the strategies implemented during the year supported continued focus on literacy instruction, but the data indicates the need for more consistent implementation of interventions, stronger collaboration across grade levels, and expanded academic supports for students who need additional help.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

As of now there are no major differences between the intended implementation and the budget expenditures to implement our school activities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on this analysis, Stonegate will continue to prioritize literacy instruction and the implementation of literacy best practices, while strengthening systems that support student learning and teacher collaboration.

Key adjustments for the upcoming year include:

- Strengthening teacher collaboration through structured PLC cycles, including both grade-level and cross-grade level collaboration, to analyze student data and coordinate instructional strategies.
- Increasing the use of data-driven instructional planning and progress monitoring to identify students who require targeted support and to adjust instruction accordingly.
- Expanding academic intervention opportunities through small-group instruction and targeted Tier 2 supports for students who are performing below benchmark levels.
- Improving collaboration between the school day program and the CORAL after-school program to provide additional academic support and reinforce learning opportunities for students beyond the school day.
- Continuing to focus professional learning and instructional support on effective literacy strategies aligned with grade-level standards.

These adjustments are reflected in the updated strategies and actions described under Goal 1 in the SPSA, including expanded collaboration structures, targeted academic interventions, and strengthened partnerships to support student learning.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Positive School Environment and School Culture

By June 2027, the percentage of students in grades 3-8 who respond favorably to the questions around sense of belonging will increase by 4% from 66% to 70% as measured by the LCAP student survey

By June 2027, the percentage of students in grades 3-8 who respond favorably to the questions around safety will increase by 3% from 48% to 51% in grades 3-8 as measured by the LCAP survey.

By June of 2027, the percentage of students who are chronically absent will decrease by 3.8% from 23.8% to 20% as measured by the California School Dashboard.

By June of 2027, the percentage of English Learners who are chronically absent will decrease by 4.4% from 24.4% to 20% as measured by the California School Dashboard.

By June of 2027, the percentage of Hispanic students who are chronically absent will decrease by 4.2% from 34.2% to 30% as measured by the California School Dashboard.

By June of 2027, the percentage of socioeconomically disadvantaged students who are chronically absent will decrease by 1.4% from 26.4% to 25% as measured by the California School Dashboard.

By June of 2027, the percentage of students with disabilities who are chronically absent will decrease by 4.4% from 39.4% to 35% as measured by the California School Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Positive School Environment and School Culture: Prioritize and support the physical, mental, and social well-being of all students and staff by establishing a restorative and equitable systems and creating a safe, welcoming and inclusive environment that allows students to fully participate in learning and the school community.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of California School Dashboard data, Panorama survey results, and local school data indicates a need to strengthen student engagement, sense of belonging, and attendance at Stonegate.

While many students report positive relationships with adults, survey data shows that not all students consistently feel a strong sense of belonging or connection to school, which impacts both engagement and academic success. Additionally, chronic absenteeism remains an area of concern, particularly among targeted student groups, indicating a need for more consistent and proactive attendance supports.

Behavior and referral data also suggest a need to continue strengthening school-wide systems for behavior expectations, student support, and social-emotional learning to ensure a safe and inclusive learning environment for all students.

These findings highlight the need to improve school climate, strengthen student-adult relationships, increase student voice, and implement consistent systems that support attendance, engagement, and positive behavior.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2026-27 LCAP Winter Survey: Safety	48% responded favorably to the questions in the category of safety	51% responded favorably to the questions in the category of safety
2026-27 LCAP Winter Survey: Belonging	66% responded favorably to questions in the category of sense of belonging	70% responded favorably to questions in the category of sense of belonging

2026 California Dashboard: students who are chronically absent	23.8% students who are chronically absent	20.0% students who are chronically absent
2026 California Dashboard: English Learners who are chronically absent	24.4% English Learners who are chronically absent	20% English Learners who are chronically absent
2026 California Dashboard: Hispanic Students who are chronically absent	34.2% Hispanic students who are chronically absent	30% Hispanic students who are chronically absent
2026 California Dashboard: socioeconomically disadvantaged students who are chronically absent	26.4% socioeconomically disadvantaged students who are chronically absent	25% socioeconomically disadvantaged students who are chronically absent
2026 California Dashboard: students with disabilities who are chronically absent	39.4% students with disabilities who are chronically absent	35% students with disabilities who are chronically absent

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Noon Duty Supervision	All students	29032 General Fund
2.2	Prizes & Incentives - attendance and behavior campaigns	All students	2,678.14 LCFF Supplemental
2.3	Assemblies - character & enrichment	All students	500 LCFF Concentration
2.4	Extra Custodial Hours to ensure welcoming environment	All students	681.16 Title I
2.5	Little Heroes Recess & PE program	All students	27500 LCFF Supplemental 27500 LCFF Concentration
2.6	Science Camp student fee offset & teacher stipend	5th grade students	10000 LCFF Supplemental
2.7	Raiser Readers - 8th Grade Student Success program	8th grade students	16251.67 LCFF Supplemental 3748.33 LCFF Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.8	Provide staff professional development on SEL, behavior supports, and student engagement strategies	All students	10000 LCFF Supplemental
2.9	Implement schoolwide GATOR expectations consistently across all settings	All students	
2.10	Implement SEL curriculum and community circles in all classrooms	All students	
2.11	Provide access to wellness supports (Wellness Center, counseling services)	Students needing SEL support	
2.12	Strengthen student-adult relationships through consistent classroom and school-wide practices	All students	
2.13	Increase student voice through surveys, focus groups, and leadership opportunities	All students	
2.14	Implement proactive attendance monitoring and intervention systems	Chronically absent students, at-risk students	
2.15	Conduct outreach to families of chronically absent students	Chronically absent students	
2.16	Provide targeted supports to remove barriers to attendance (counseling, resources, transportation support)	At-risk students, SED, SWD	
2.17	Strengthen consistency of behavior and SEL practices across classrooms	All students	
2.18	Increase family communication related to attendance and student well-being	All students	
2.19	Monitor and adjust supports based on Panorama, attendance, and behavior data	All students	

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Stonegate implemented a range of strategies to support school climate, student engagement, and attendance, including the use of GATOR expectations, Choose Love social-emotional learning, community circles, and wellness supports. Staff worked to build positive relationships with students and create a safe and inclusive environment through consistent messaging, school-wide expectations, and classroom-based SEL practices.

Additionally, the school provided counseling services, access to the wellness center, and student support through the social worker, which contributed to increased awareness of students' social-emotional needs. Attendance supports, including outreach by the school wellness team to families of chronically absent students, were implemented to address barriers to consistent attendance.

While these strategies contributed to maintaining a positive school environment, data indicates that improvements in student belonging, engagement, and attendance have been modest. Implementation of SEL practices and behavior systems varied across classrooms, and student voice opportunities were not consistently embedded across grade levels. As a result, the overall impact on attendance rates and student perception data has been limited.

This analysis suggests that while systems are in place, there is a need for greater consistency in implementation, stronger alignment across staff, and more intentional structures to support student voice and engagement.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

As of now there are no major differences between the intended implementation and the budget expenditures to implement the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on this analysis, Stonegate will continue to prioritize school climate, student engagement, and attendance, while strengthening the consistency and effectiveness of implementation across the school.

Key changes include:

- Strengthening school-wide implementation of SEL and behavior systems, including consistent use of GATOR expectations, Choose Love, and community circles across all classrooms
 - Increasing student voice opportunities, including student surveys, leadership opportunities, and structured feedback systems <https://secure.doc-tracking.com/v2/Home/DocumentSectionEditRteTest.aspx?DefId=219721&SectionId=2904192>
 - Enhancing attendance monitoring and intervention systems, including earlier identification of at-risk students and more proactive family outreach
 - Expanding access to social-emotional supports, including counseling services and wellness center resources
 - Strengthening staff collaboration and accountability for implementing school-wide climate and engagement strategies consistently
 - Increasing family engagement efforts to support student attendance, behavior, and connectedness to school
- These changes are reflected in the updated Goal 2 strategies and actions within the SPSA, including expanded SEL implementation, improved attendance systems, and increased opportunities for student and family engagement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Family and Community Engagement:

By June 2027, the percentage of parents with favorable responses to the questions around parent engagement will increase by 1% from 97% to 98% based on the Winter LCAP Family Surveys.
 By June 2027, the percentage of parents with favorable responses to the questions around conditions for learning will increase by 1% from 98% to 99% based on the Winter LCAP Family Surveys.
 By June 2027, the percentage of families who attend family engagement events will increase by 10% from 36% to 46% based on participation data.
 By June 2027, the percentage of parents who have downloaded the ParentSquare app will increase by 15% from 60% to 75% based on the ParentSquare engagement data.
 By June 2027, the number of parents/guardians who respond to the local parent/guardian survey will increase from 79 to 150 respondents based on the Local Parent/Guardian Survey data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Family and Community Engagement: FMSD will fully engage parents/guardians and community members in support of educational outcomes for all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of the LCAP Family Survey and local family engagement data indicates that Stonegate has established a strong foundation in family engagement, with 97% favorable responses related to parent engagement and 98% favorable responses related to conditions for learning. These results reflect positive relationships between the school and families, as well as a welcoming and supportive school environment. However, feedback from the recent Parent/Guardian Voice Survey and stakeholder meetings indicates opportunities to strengthen engagement by increasing family participation in school events, expanding communication and outreach efforts, and providing additional support for students' academic and social-emotional development. Families expressed interest in more schoolwide events (e.g., literacy nights, math nights, cultural celebrations, and community-building activities) and continued support in helping their children succeed academically and socially. These findings indicate a need to move beyond satisfaction and focus on deepening engagement, increasing participation across all families, and strengthening partnerships that directly support student learning and well-being.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2026-27 LCAP Family Winter Survey: parent engagement	97% of parents responded to the questions around parent engagement	98% of parents responded to the questions around parent engagement
2026-27 LCAP Family Winter Survey: conditions for learning	98% of parents responded to the questions around parent engagement	99% of parents responded to the questions around parent engagement
Participation Data: Attendance and participation rates at family engagement events	36% of families attended and participated in family engagement events	46% of families attended and participated in family engagement events
ParentSquare Engagement Data	60% of parents have downloaded the ParentSquare app	75% of parents have downloaded the ParentSquare app

Local Parent/Guardian Survey data	79 parents/guardians responded to the local family survey	150 parents/guardians responded to the local family Survey
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide parent workshops and trainings focused on supporting student learning, including academic strategies, social-emotional development, and middle school readiness - interpreters & translation	All students	300 LCFF Concentration
3.2	Parent workshops, events, meetings - food	All students	1000 LCFF Concentration 600 LCFF Supplemental
3.3	Postage to send home important documents	All students	200 Title I
3.4	Extra secretarial hours to keep up the workload in peak times so the focus can still be on customer service.	All students	681.16 Title I
3.5	Provide organization, supplies, materials and raffles for parent meetings and community events.	All students	1608.70 LCFF Concentration
3.6	Increase and expand family engagement events, including literacy nights, math nights, cultural celebrations (e.g., Lunar New Year, Cinco de Mayo), family game nights, and community-building activities	All students	
3.7	Host monthly Coffee/Tea with the Principal and additional parent engagement meetings to share school updates, review data, and gather family input	All students	
3.8	Strengthen two-way communication using ParentSquare, the Gator Family newsletter, and the school website to ensure timely and accessible information sharing	All students	
3.9	Increase targeted outreach to underrepresented families, including personal phone calls, translated communication, and flexible meeting options (in-person and virtual)	All students	
3.10	Continue partnership with the CORAL after-school program to extend communication and engagement with families and support student learning beyond the school day	All students	
3.11	Provide access to community resources and services through the school-based support team to support families' academic, social-emotional, and basic needs	All students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.12	Use family survey data (LCAP and local surveys) to inform planning, improve practices, and ensure family feedback directly impacts school decisions	All students	

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Stonegate implemented a variety of strategies to promote family and community engagement, including after-school parent meetings and regular communication through ParentSquare. Families were also invited to participate in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings, which provided opportunities for input, feedback, and shared decision-making. These strategies were effective in maintaining high levels of family satisfaction, as reflected in LCAP survey results. Communication systems were consistent, and families had multiple opportunities to engage with the school and provide input. However, participation data and survey feedback suggest that family engagement has been stronger in communication than in active participation. Attendance at events and meetings varied, and not all families consistently engaged in school activities or decision-making processes. Additionally, while families feel welcomed, there is an opportunity to strengthen two-way engagement, ensuring that family input more directly informs school decisions and programming. Overall, while implementation has been consistent and effective in maintaining positive relationships, there is a need to increase participation, expand engagement opportunities, and deepen the impact of family involvement on student outcomes.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

As of now there are no major differences between the intended implementation and the budget expenditures to implement our school activities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on this analysis, Stonegate will continue to build on its strong foundation of family engagement while focusing on increasing participation and strengthening meaningful partnerships with families. Key changes include:

- Expanding family engagement opportunities, including additional school-wide events such as literacy nights, math nights, cultural celebrations, and community-building activities
- Strengthening two-way communication systems, ensuring families have more opportunities to provide input and receive feedback on how their voices influence school decisions
- Increasing outreach to underrepresented families, including targeted communication and support to ensure equitable access to engagement opportunities
- Providing additional family workshops and resources to support student learning, including academic support, social-emotional development, and middle school readiness
- Enhancing the use of ParentSquare and other communication tools to improve accessibility and participation
- Continuing to engage families through SSC and ELAC, with a stronger focus on using feedback to guide decision-making and monitor progress

These changes are reflected in the updated Goal 3 strategies and actions within the SPSA, including expanded family engagement events, improved communication systems, and increased opportunities for family input and participation.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$195,186.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$32,427.00

Subtotal of additional federal funds included for this school: \$32,427.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
General Fund	\$29,032.00
LCFF Concentration	\$38,339.00
LCFF Supplemental	\$95,388.00

Subtotal of state or local funds included for this school: \$162,759.00

Total of federal, state, and/or local funds for this school: \$195,186.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	26496	-5,931.00
LCFF Supplemental	117612	22,224.00
LCFF Concentration	38912	573.00
General Fund	35540	6,508.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	29,032.00
LCFF Concentration	38,339.00
LCFF Supplemental	95,388.00
Title I	32,427.00

Expenditures by Budget Reference

Budget Reference	Amount
	194,986.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	General Fund	29,032.00
	LCFF Concentration	38,339.00
	LCFF Supplemental	95,388.00
	Title I	32,427.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	62,904.84
Goal 2	127,891.30
Goal 3	4,389.86

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Jahsve Worthy	Principal
Athena Loi	Classroom Teacher
David Morales	Classroom Teacher
Lindsey Hart	Classroom Teacher
Cheryl Kik	Other School Staff
Mayra Mendez	Parent or Community Member
Liz Ramirez	Parent or Community Member
Lorena Rubio	Parent or Community Member
Mayra Villanueva	Parent or Community Member
Tin Nguyen	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: Ad hoc parent meetings

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 21, 2026.

Attested:



Principal, Jahsve Worthy on April , 2026



SSC Chairperson, David Morales on April , 2026