



Stonegate School

2605 Gassmann Drive • San Jose CA, 95121 • (408) 363-5625 • Grades K-8

Diederich A. Bonemeyer, Principal

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Franklin-McKinley Elementary School District

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District Governing Board

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Annette Grasty
**Assistant Superintendent, Human
Resources**

Dr. Norma Martinez-Palmer
**Assistant Superintendent,
Educational Services**

Principal's Message:

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

1. Focus on learning
2. Collaborative Culture
3. Results Orientation

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

1. What do we want all student to know or be able to do?
2. How we will know if students have mastered the standard(s) of focus?
3. How will we respond for student who have not yet learned the standard(s)?
4. How will we respond for students who have demonstrated mastery or are ready to do more?

Our staff is dedicated to meeting all students' academic, emotional, and physical needs.

School Mission Statement:

All students will achieve at high levels!

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	68
Grade 2	69
Grade 3	62
Grade 4	67
Grade 5	66
Grade 6	95
Grade 7	77
Grade 8	67
Total Enrollment	636

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2
Asian	41.7
Filipino	4.4
Hispanic or Latino	46.5
Native Hawaiian or Pacific Islander	0.5
White	2.8
Two or More Races	2
Socioeconomically Disadvantaged	73.1
English Learners	38.2
Students with Disabilities	8
Foster Youth	0.2
Homeless	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Stonegate School	18-19	19-20	20-21
With Full Credential	31	28	30
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Franklin-McKinley	18-19	19-20	20-21
With Full Credential	♦	♦	337.5
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Stonegate School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

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

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

In order to comply with the mandates to provide students with the most recent state-approved adoptions in the core areas of Reading/Language Arts, Mathematics, Science and History/Social Studies (Health is included in the Science curriculum), a textbook inventory was conducted at every school by September 2020. Each principal was responsible for ensuring that every student was provided with the necessary textbooks and instructional materials. In addition, the updated inventory count was also verified by each site for every classroom in September 2020. In addition, principals were responsible for the replenishment of needed textbooks at every grade level (K-8). All ordering and delivery materials are through an established set of procedures with the District Service Center. As part of the monitoring of sufficiency of textbooks and instructional materials, principals submit a school wide and an individual classroom report to the Curriculum, Instruction and Assessment Department annually. Due to COVID-19 and distance learning, each school certified that students received textbooks and materials as well as laptop/tablets for distance learning. Each student has been provided online access to curriculum and instructional materials in addition to supplies and hardcopy textbooks handed out by each school site.

As a result of the inventories, the Franklin-McKinley Board of Education certified that each student in grades K-8, inclusive, including English learners, have been furnished a complete set of core instructional materials and textbooks that meet the requirements of the California Education Code. A public hearing regarding the sufficiency of said materials that are consistent with state-adopted frameworks was held on September 22, 2020. A Resolution on Sufficiency of Materials, according to the Williams Act mandates, was passed at a public hearing on September 22, 2020.

Textbooks and Instructional Materials

Year and month in which data were collected: 9/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	OWLS: Opening The World of Learning (TK)/2010 Journeys: Houghton Mifflin Harcourt Brace (K-5)/2020 Collections: Houghton Mifflin Harcourt Brace (6-8)/2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Opening The World of Learning, (Pearson), Transitional Kindergarten, 2010 Engage NY Math Gr K-5 (Eureka) 2014 College Prep Math Gr 6-8 (CPM) 2014 Math Visions Project Gr 8 (MVP) 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	McMillan/McGraw Hill (K-6) Adopted 2008; McMillan/McGraw Hill (K-6) Adopted 2008 Discovery Science (7-8), Adopted 2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History-Social Science for California Pearson Scott Foresman (K-5) Adopted 2007; Discovering Our Past: Glencoe/McGraw-Hill (6-8) Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	No foreign Language text Percent of students lacking their own assigned textbook: 0
Health	Positive Prevention Plus, HIV/STD Prevention Education for California Youth, Middle School Curriculum, Grade 7, 2016 Positive Prevention Plus, Comprehensive Sexual Education, Upper Elementary, Grade 5, 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	No Visual Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

This school has 34 classrooms, a multi purpose room, a library, and an administration building. The main campus was built in 1962.

The site has two full-time and two part-time custodians, who clean the site on a daily basis. The morning custodian is on site from 6:00 am. to 2:30 pm., and the evening custodian's hours are 2:00p.m. to 10:30 pm. and the part-time custodian hours are 2:00p.m. to 4:00 p.m. and 4:30p.m. to 6:30p.m.

In 2014, solar panels were installed on the campus.

During the 2015-2016, the lawn was seeded.

When KIPP Heritage Academy Charter left the site to their new school on the Los Arboles campus, Stonegate began using the 4 remaining portables for classroom use and another set of restrooms. In the summer of 2018 lighting was replaced with LED. This is being paid out of the funds received from the California Clean Energy Act (Prop 39) and Bond Measure H.

A Head start preschool was built for the 2018-2019 school year on the campus to serve the community. This was funded by the Santa Clara County Office of Education/Head Start Program. In 2021, the site will receive a new roof and HVAC system, and exterior painting of campus.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 7/11/20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	D2-Vent cover on eaves is loose. (Complete Jan. 2021) Boys Restroom, Portable Girls Restroom- Exhaust fan is not working. (Complete Jan. 2021)
Interior: Interior Surfaces	Fair	B4-Cabinet handle is broken. (Complete Feb. 2021) P1, P5, P13, P14, P15 -Wallpaper is torn. (Complete Feb. 2021) P1, P13-Rubber molding is torn. (Complete Jun. 2021) P1, P2, P3, P4, P7-Carpet is lifting. (Complete Jun. 2021) P7-Drawer missing. (Complete Apr. 2021) P7, P11, A3, A4, C4-Formica trim is chipping. (Complete Jun. 2021) P9, P10, P11-Carpet is torn. (Jun. 2021) P9-Formica trim is loose. (Jun. 2021) C4-Pieces of carpet missing at entry. (Jun. 2021) Workroom-Floor tiles broken. (Complete Jun. 2021) P14-Ceiling tile bar is bent. (Complete Feb. 2021)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None.
Electrical: Electrical	Fair	D2, D4, P10-One light diffuser is loose. (Complete Jan. 2021) Girls Restroom-Motion sensor is loose. (Complete Feb. 2021) B2-Extension cord. (Complete Jan. 2021) MPR-Outlet and cover loose. (Complete Jan. 2021) P1-Outlet cover is broken. (Complete Jan. 2021) MPR-Three light panels are out. (Complete Feb. 2021) Stage-One light diffuser is missing. (Complete Jan. 2021) Kitchen-Light diffuser end-cap is missing. (Complete Jan. 2021) E15, P12-One light panel is out. (Complete Feb. 2021) P5-Light diffuser is broken. (Complete Feb. 2021) P7-2 Light diffusers are missing. (Complete Feb. 2021) K3-Electrical cover is missing. (Complete Jan. 2021) P14-Electrical cover is broken. (Complete Jan. 2021) Portable Boys Restroom-Four bulbs are out. (Complete Jan. 2021)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	P2-Drinking fountain is loose at the base. (Complete Feb. 2021) P7, P9-Drinking fountain has low flow. (Complete Feb. 2021)
Safety: Fire Safety, Hazardous Materials	Good	D2-Paint is peeling on facia board. (Complete Mar. 2021) B3, P5-Paint is peeling on door. (Complete Mar. 2021) A1-Paint is peeling on window frames. (Complete Mar. 2021)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	K3, P4-Dry rot on siding. (Complete Jun. 2021) C4-Facia board is loose. (Complete Mar. 2021) P13-Dry rot on eaves. (Complete Jun. 2021) P15-Siding torn. (Complete Jun. 2021)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Boys Restroom, Play Courts-Trip hazard at asphalt/cement seam. (Complete Jun. 2021) Speech/H7-Hallway door handles are missing. (Complete Jan. 2021) MPR-Vinyl is peeling on picnic tables causing rust. (Complete Jun. 2021) A2-Hallway door handle is missing. (Complete Jan. 2021) C4, K3-Trip hazard on walkway. (Complete Jun. 2021) Parking Lots-Handicap parking sign posts are broken/cut/creating an injury hazard. (Complete Jan. 2021)
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	50	N/A	49	N/A	50	N/A
Math	40	N/A	43	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	27	N/A	28	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2020-21)

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

Stonegate encourages parent involvement in the following ways:

- Parents are invited to visit their children's classrooms to observe lessons and volunteer;
- Parents are informed of the standards for their child's grade level. They are and are informed at Back-to-School Night, and at every conference period, how they can assist at home in supporting the efforts in the classroom;
- Parents are included in the planning and revision of school plans and programs;
- Parents are informed of their children's progress at parent/teacher conferences held during the school year;
- Parents are provided with regular communication from the school through newsletters, flyers, Remind, and Blackboard Connect which promote activities and events;
- Parents are encouraged to participate in the School Site Council, English Learner Advisory Committee, and Coffee with the Principal;
- Parents are encouraged to plan and participate in school-wide events and activities such as Day of the Dead, Walk-a-Thon, Lunar New Year, Cinco de Mayo, Carnival, and other events for the Stonegate community;
- Parents are encouraged and invited to attend Student Study Team (SST) and Individual Education Plan (IEP) meetings for student who are struggling or have special needs.

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

State Priority: School Climate

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

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

School Safety Plan (School Year 2020-2021)

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

Suspensions and Expulsions

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.7	0.7	2.2	1.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

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

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.6	0.9	2.5
Expulsions	0.0	0.0	0.1

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

D. Other SARC Information

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	636

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	24		4		23		4		22		3	
1	21	1	2		23		3		23		3	
2	24		3		21		3		23		3	
3	19	1	3		22	1	2		16	4		
4	32		3		32		2		22	1	2	
5	30		3		31		3		22	1	1	
6	22	1	3		29		3		24	1	3	
Other**					5	2						

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

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

The primary areas of focus for our professional development in FMSD schools is training our staff to support the goals outlined in our Local Control and Accountability Plan (LCAP). FMSD offered teachers with multiple opportunities for professional development and teacher collaboration. Before students returned to school in August, all teachers participated in three days of training which began with a convocation led by the Superintendent. Teachers attended a variety of workshops and trainings based on current curriculum and instructional needs. FMSD has also creatively organized all schools in cohorts and provided training on scheduled minimum days three times a year. The professional development offered teachers learning best practices for meeting the needs of all learners through a variety of research – based instructional strategies that are aligned to the Common Core State Standards. FMSD teachers and other staff are also encouraged and take advantage of additional extensive training opportunities within the district and on their own. In 2019-20, FMSD continued to focus on the implementation of guided reading in kindergarten thru third grade and English Language Development for all grade levels. Also, teachers participated numerous professional development sessions to enhance their knowledge regarding providing English Language Development lessons for students identified as English Learners. Middle school teachers received training in improving instruction in mathematics.

Through the David Lucille Packard Foundation grant, teachers in pre- kindergarten through first grade teachers attended training sessions and received coaching based on the Pyramid Model Consortium. They learned how to infuse social-emotional learning strategies promoting positive growth and development in young children. Ongoing Professional Learning Communities allow teachers to learn from each other and discuss best practices.

During the 2020-21 school year the focus of professional development has been to introduce the Journeys curriculum for English Language Arts and English Language Development to teachers in grades K-5. Middle School science teachers were introduced to the new science program, Discovery Science. Trainings have focused on preparing teachers for Distance Learning including Zoom, Nearpod, Go Guardian and technology tools.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,424	\$51,004
Mid-Range Teacher Salary	\$92,354	\$82,919
Highest Teacher Salary	\$107,213	\$104,604
Average Principal Salary (ES)	\$135,013	\$131,277
Average Principal Salary (MS)	\$134,781	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$236,345	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37.0	35.0
Administrative Salaries	6.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,662	\$1,533	\$4,129	\$76,351
District	N/A	N/A	\$5,154	\$92,055
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-22.1	-18.7
School Site/ State	-61.0	-9.8

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

Types of Services Funded

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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