

McKinley Elementary

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	McKinley Elementary
Street	651 Macredes Avenue
City, State, Zip	San Jose CA, 95116
Phone Number	(408) 283-6350
Principal	Daniel Dennedy-Frank
Email Address	daniel.dennedyfrank@fmsd.org
School Website	www.mckinley.fmsd.org
County-District-School (CDS) Code	43-69450-6047245

2021-22 District Contact Information

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

2021-22 School Overview

School Description

McKinley Elementary is a school founded on community. Families, students, and staff work in partnership to help students meet learning goals and to assure their wellbeing. Families are recognized for the myriad contributions they make to their students' lives. Students are upheld as leaders of their own learning. They are known and appreciated as individuals. Staff know all students on campus, and commit to seeing students' potential and resilience. Staff members work collaboratively in a Professional Learning Community to ensure student learning. Classroom instruction focuses on rigorous and relevant learning opportunities that addresses students' language, academic, and social-emotional needs. Students are taught how to work together collaboratively through the use of structured talk opportunities and team-based problem solving strategies. Teachers in kindergarten through third grade utilize the Sobrato Early Academic Language (SEAL) framework, which addresses language and content learning throughout the school day in ways that are engaging and meaningful for students. Teachers in all grades support language and literacy learning across content areas.

McKinley Elementary School Mission & Vision

Mission: McKinley School will ensure that all students have the skills, knowledge, and strength to be on a trajectory for a college preparatory curriculum in high school and lifelong learning in a university or career.

Vision: McKinley Elementary is a community that is safe for students, teachers, and families to learn and grow together.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	30
Grade 1	27
Grade 2	36
Grade 3	41
Grade 4	35
Grade 5	34
Grade 6	33
Total Enrollment	236

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.5
Male	47.5
American Indian or Alaska Native	0.4
Asian	6.8
Filipino	2.5
Hispanic or Latino	88.6
Native Hawaiian or Pacific Islander	0.8
Two or More Races	0.4
White	0.4
English Learners	60.2
Foster Youth	0.4
Homeless	0.4
Socioeconomically Disadvantaged	90.7
Students with Disabilities	11.4

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.0	93.8	333.3	79.9	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	6.3	18.5	4.4	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	35.1	8.4	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	7.3	1.8	12115.8	4.4
Unknown	0.0	0.0	22.7	5.4	18854.3	6.9
Total Teaching Positions	16.0	100.0	417.0	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Textbook and instructional Materials: The local governing board of the Franklin-McKinley School District has certified that each pupil in the District, in 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 2021. 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 2021. 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.

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 14, 2021. A Resolution on Sufficiency of Materials, according to the Williams Act mandates, was passed at a public hearing on September 14, 2021.

Year and month in which the data were collected

9/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	OWLS: Opening The World of Learning (TK)/2010 Journeys: Houghton Mifflin Harcourt Brace (K-5)/2020	Yes	0%

	Collections: Houghton Mifflin Harcourt Brace (6-8)/2020		
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	Yes	0%
Science	McMillan/McGraw Hill (K-6) Adopted 2008; McMillan/McGraw Hill (K-6) Adopted 2008 Discovery Science (7-8), Adopted 2020	Yes	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	Yes	0%
Foreign Language	No foreign Language text		0
Health	Positive Prevention Plus, HIV/STD Prevention Education for California Youth, Middle School Curriculum, Grade 7, 2016 Positive Prevention Plus, Comprehensive Sexual Education, Upper Elementary, Grade 5, 2019	No	0
Visual and Performing Arts	No Visual Arts	No	0%
Science Laboratory Equipment (grades 9-12)		No	

School Facility Conditions and Planned Improvements

This school has 25 classrooms, a multi purpose room, a library and an administration building. The main campus was built in 1968. The site has two 8-hour custodians and one 4-hour custodian, who clean the site on a daily basis. The morning custodian is on site from 6:00 a.m. to 2:30 p.m., and the evening custodian's hours are 2:00 p.m. to 10:30 p.m., and the part time custodian is on site from 6:00 p.m. to 10:00 p.m.

In 2011-2012 Measure J replaced the oldest portable buildings on the campus with a two-story, eight-classroom wing. During this project the play structures and were replaced and the parking lot expanded. Other work included the replacement of the existing pavement and walkways to comply with current code.

In 2014 solar panels were added to the campus.

In 2015 the playground fall material was replaced with pour in place soft rubber. In summer of 2018 the campus received new LED lighting and new heating, ventilation, and air condition units. In 2019, a new kinder play structure was installed part of the Kaboom! grant funding.

In 2020-2021, projects include installation of 12 classroom projectors, installation of a multi-purpose room AV system, exterior campus painting, and updates to all HVAC systems.

Upcoming projects include updating signage and installing exterior security cameras.

Year and month of the most recent FIT report

7/15/21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces		X		Nurse-hole in bed. (Complete Jun 2022) A1, A2, C1, D3-floor tiles. (Complete Jun 2022) Reading Resource, A.P., Library, B2,B3, Coral, C1, E2, E3, F3, M1, J4, J5 -ceiling tiles. (Complete Jun 2022) Library-hole in wall. (Complete Jun 2022) E3, M1-rubber molding missing/cracked/separated. (Complete Jun 2022) Library, B2, C1, Coral F3, M1, J5B2, B3,- wallpaper torn. (Complete Apr 2022)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None
Electrical		X		Admin.-small light panel is out. (Complete Mar 2022) Storage/Electrical-missing electrical cover. (Complete Mar 2022) Staff Room-electrical conduit endcap is missing. (Complete Mar 2022)

School Facility Conditions and Planned Improvements

			MPR, E1-multiple light panels are out. (Complete Mar 2022) MPR-one light diffuser is missing. (Complete Mar 2022) Stage, Kitchen, Boys Restroom (Near playground)-one light panel is out. (Complete Mar 2022) Stage-floor outlet cover is missing. (Complete Mar 2022) C3-uncovered electrical wires. (Complete Mar 2022) D3-Unsecured electrical covering. (Complete Mar 2022)
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	Girls Restroom (E-Wing)-toilet seat broken. (Complete Mar 2022) Girls Restroom-sink faucet has no water. (Complete Mar 2022) P7-cracked toilet top. (Complete Mar 2022) A1, M8-fountain has high flow. (Complete Mar 2022) A1-faucet has low flow. (Complete Mar 2022) A2, J1, J2, J3, J7-fountain has low flow. (Complete Mar 2022) Coral-faucet is loose at base. (Complete Mar 2022) Kitchen-sink is loose. (Complete Mar 2022) Kitchen-faucet leaks at handle. (Complete Mar 2022) D1, J8, J6-drinking fountain handle is broken. (Complete Mar 2022) F3-water damage to sink area. (Complete Jun 2022)

School Facility Conditions and Planned Improvements				
Safety: Fire Safety, Hazardous Materials	X			Kitchen, MPR-missing Emergency light. (Complete Mar 2022) Kitchen-paint peeling. (Complete Mar 2020)
Structural: Structural Damage, Roofs	X			F1-siding is broken/has a hole. (Complete Jun 2022) Staff room-hole in exterior wall. (Complete Jun 2022)
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			Girls Restroom (Near Kitchen), Unisex Restroom (near F-Wing), P7-trip hazard at asphalt/cement seam. (Complete Jun 2022) M8-hole in asphalt. (Complete Apr 2022) Play Courts-multiple trip hazards. (Complete Apr 2022) Girls Restroom (Near kitchen)-threshold is missing. (Complete Apr 2022) P7-Door is broken/wobbly. (Complete Apr 2022)

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	147	NT	NT	NT	NT
Female	71	NT	NT	NT	NT
Male	76	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	131	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	93	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	137	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	16	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	147	NT	NT	NT	NT
Female	71	NT	NT	NT	NT
Male	76	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	131	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	93	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	137	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	16	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Ren Student Groups	STAR Ren Total Enrollment	STAR Ren Number Tested	STAR Ren Percent Tested	STAR Ren Percent Not Tested	STAR Ren Percent At or Above Grade Level
STAR Ren Student Groups	STAR Ren Total Enrollment	STAR Ren Number Tested	STAR Ren Percent Tested	STAR Ren Percent Not Tested	STAR Ren Percent At or Above Grade Level
All Students	124	116	93.55%	6.45%	28.45%
Female	59	53	89.83%	10.17%	28.30%

Male	65	63	96.92%	3.08%	28.57%
Asian	6	6	100.00%		66.67%
Black or African American	1	1	100.00%		
Filipino	2	2	100.00%		100.00%
Hispanic or Latino	111	104	93.69%	6.31%	25.00%
Native Hawaiian or Pacific Islander	2	2	100.00%		50.00%
White	2	1	50.00%	50.00%	
English Learners	109	103	94.50%	5.50%	25.24%
Socioeconomically Disadvantaged	116	108	93.10%	6.90%	26.85%
Students Receiving Migrant Education Services	3	3	100.00%		
Students with Disabilities	13	12	92.31%	7.69%	8.33%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Ren Student Groups	STAR Ren Total Enrollment	STAR Ren Number Tested	STAR Ren Percent Tested	STAR Ren Percent Not Tested	STAR Ren Percent At or Above Grade Level
STAR Ren Student Groups	STAR Ren Total Enrollment	STAR Ren Number Tested	STAR Ren Percent Tested	STAR Ren Percent Not Tested	STAR Ren Percent At or Above Grade Level
All Students	124	117	94.35%	5.65%	31.62%
Female	59	53	89.83%	10.17%	24.53%
Male	65	64	98.46%	1.54%	37.50%
Asian	6	6	100.00%		66.67%
Black or African American	1	1	100.00%		
Filipino	2	2	100.00%		50.00%
Hispanic or Latino	111	104	93.69%	6.31%	28.85%
Native Hawaiian or Pacific Islander	2	2	100.00%		50.00%
White	2	2	100.00%		50.00%
English Learners	109	103	94.50%	5.50%	28.16%
Socioeconomically Disadvantaged	116	109	93.97%	6.03%	30.28%
Students Receiving Migrant Education Services	3	3	100.00%		
Students with Disabilities	13	12	92.31%	7.69%	16.67%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	35	NT	NT	NT	NT
Female	20	NT	NT	NT	NT
Male	15	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	29	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	19	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Opportunities for parents to be involved include:

- School Site Council (SSC)
- ELAC and DELAC (English Language Advisory Committee/ District English Language Advisory Committee)
- Parent-teacher conferences and other parent meetings (GATE, SSTs, IEPs, etc.)
- Tiger Talks — Monthly meetings with parents to discuss school updates, parent ideas/questions, and issues that may not arise at a formal meeting.
- Classroom Volunteers — There are opportunities for parents to assist the teachers and to help the students in any area of need.
- Home-School Connections — Teachers have students connect in-class learning to their lives at home.
- Classroom "Gallery Walks"— Parents in grades K-3 are invited to visit SEAL classrooms at the end of each unit to celebrate students' learning.
- Student Awards Assemblies — Students are recognized at the end of every Trimester for academics and every month for character traits.
- Parent Institute for Quality Education — Parents take classes to learn about the education system and how to help their children succeed.
- Parenting Trainings and Groups — McKinley offers classes for parents in partnership with Catholic Charities, Project Hope, San Jose State University School of Nursing, the county office education, and other outside organizations.

For more information on how to be involved, please contact: Daniel Dennedy-Frank, Principal at 408-283-6350

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	253	247	31	12.6
Female	129	126	20	15.9
Male	124	121	11	9.1
American Indian or Alaska Native	1	1	0	0.0
Asian	16	16	0	0.0
Black or African American	1	1	0	0.0
Filipino	6	6	0	0.0
Hispanic or Latino	225	219	31	14.2
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	1	1	0	0.0
White	1	1	0	0.0
English Learners	160	160	21	13.1
Foster Youth	1	1	0	0.0
Homeless	3	2	0	0.0
Socioeconomically Disadvantaged	227	224	29	12.9
Students Receiving Migrant Education Services	4	4	0	0.0
Students with Disabilities	31	31	6	19.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.58	0.00	1.88	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.03	1.04	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

All schools in the Franklin-McKinley School District has a very detailed, comprehensive safety plan designed to ensure the health, security, and wellbeing 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 might arise. All school sites within Franklin-McKinley School District practice fire, drop and cover (earthquake), and intruder drills. There are also social-emotional goals and strategies for promoting a positive school climate. There are established committees 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.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1	2	
1	20	1	1	
2	23		2	
3	17	2		
4	20	2		
5	27		1	
6	25		2	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	1	
1	21	1	1	
2	20	1	1	
3	20	1	1	
4	20	1	1	
5	19	2		
6	19	1	1	

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	1	1	
1	14	1	1	
2	18	1	1	
3	21	1	1	
4	18	1	1	
5	17	2		
6	17	1	1	
Other	10	2		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,871	\$2,638	\$3,233	\$68,990
District	N/A	N/A	\$5,154	\$94,472
Percent Difference - School Site and District	N/A	N/A	-45.8	-31.2
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-89.3	-21.8

2020-21 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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,759	\$52,060
Mid-Range Teacher Salary	\$94,662	\$84,043
Highest Teacher Salary	\$109,743	\$107,043
Average Principal Salary (Elementary)	\$141,372	\$133,582
Average Principal Salary (Middle)	\$139,943	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$242,254	\$240,628
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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. Four schools (Dahl, McKinley, Los Arboles and Santee) continue to participate in the Sobrato Foundation SEAL (Sobrato Early Academic Language) program. These schools participate in professional development and curriculum support to meet their diverse populations and to help English Learners.

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.

Starting in the spring of 2021 and continuing over the next two years, McKinley teachers will also be working with the National Dropout Prevention Center to get trained in their Trauma-Skilled Schools model and develop a coherent vision and plan for supporting students through meaningful relationships and a positive school climate.

Starting in the fall of 2021 and continuing over the next three years, K-3 teachers will participate in the Online Elementary Reading Academy as part of McKinley's Literacy Action plan. This training involves more than 40 hours of learning around the science of reading and instructional best practices. McKinley is working with consultants through PIVOT learning to provide additional training and support for teachers in implementing a structured literacy model.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Franklin-McKinley Elementary School District 2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4612	5	0.11	99.89	--
Female	2206	0	0.00	100.00	--
Male	2406	5	0.21	99.79	--
American Indian or Alaska Native	--	--	--	--	--
Asian	1411	0	0.00	100.00	--
Black or African American	78	1	1.28	98.72	--
Filipino	158	0	0.00	100.00	--
Hispanic or Latino	2747	3	0.11	99.89	--
Native Hawaiian or Pacific Islander	17	0	0.00	100.00	--
Two or More Races	95	0	0.00	100.00	--
White	102	1	0.98	99.02	--
English Learners	1775	0	0.00	100.00	--
Foster Youth	21	0	0.00	100.00	--
Homeless	110	0	0.00	100.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3500	1	0.03	99.97	--
Students Receiving Migrant Education Services	11	0	0.00	100.00	--
Students with Disabilities	564	5	0.89	99.11	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4612	5	0.11	99.89	--
Female	2206	0	0.00	100.00	--
Male	2406	5	0.21	99.79	--
American Indian or Alaska Native	--	--	--	--	--
Asian	1411	0	0.00	100.00	--
Black or African American	78	1	1.28	98.72	--
Filipino	158	0	0.00	100.00	--
Hispanic or Latino	2747	3	0.11	99.89	--
Native Hawaiian or Pacific Islander	17	0	0.00	100.00	--
Two or More Races	95	0	0.00	100.00	--
White	102	1	0.98		--
English Learners	1775	0	0.00	100.00	--
Foster Youth	21	0	0.00	100.00	--
Homeless	110	0	0.00	100.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3500	1	0.03	99.97	--
Students Receiving Migrant Education Services	11	0	0.00	100.00	--
Students with Disabilities	564	5	0.89	99.11	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Ren Student Groups	STAR Ren Total Enrollment	STAR Ren Number Tested	STAR Ren Percent Tested	STAR Ren Percent Not Tested	STAR Ren Percent At or Above Grade Level
All Students	4018	3664	91.19%	8.81%	39.16%
Female	1923	1771	92.10%	7.90%	41.78%
Male	2095	1893	90.36%	9.64%	36.71%
American Indian or Alaska Native	8	6	75.00%	25.00%	33.33%
Asian	1004	953	94.92%	5.08%	55.09%

Black or African American	76	69	90.79%	9.21%	23.19%
Filipino	121	116	95.87%	4.13%	64.66%
Hispanic or Latino	2010	1811	90.10%	9.90%	28.16%
Native Hawaiian or Pacific Islander	13	10	76.92%	23.08%	20.00%
Two or More Races	5	5	100.00%		40.00%
White	152	135	88.82%	11.18%	54.81%
English Learners	2968	2743	92.42%	7.58%	38.21%
Foster Youth	31	27	87.10%	12.90%	25.93%
Homeless	10	9	90.00%	10.00%	11.11%
Military	5	5	100.00%		40.00%
Socioeconomically Disadvantaged	3083	2822	91.53%	8.47%	34.30%
Students Receiving Migrant Education Services	14	13	92.86%	7.14%	23.08%
Students with Disabilities	492	371	75.41%	24.59%	13.75%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Ren Student Groups	STAR Ren Total Enrollment	STAR Ren Number Tested	STAR Ren Percent Tested	STAR Ren Percent Not Tested	STAR Ren Percent At or Above Grade Level
All Students	4018	3664	91.19%	8.81%	39.16%
Female	1923	1771	92.10%	7.90%	41.78%
Male	2095	1893	90.36%	9.64%	36.71%
American Indian or Alaska Native	8	6	75.00%	25.00%	33.33%
Asian	1004	953	94.92%	5.08%	55.09%
Black or African American	76	69	90.79%	9.21%	23.19%
Filipino	121	116	95.87%	4.13%	64.66%
Hispanic or Latino	2010	1811	90.10%	9.90%	28.16%
Native Hawaiian or Pacific Islander	13	10	76.92%	23.08%	20.00%
Two or More Races	5	5	100.00%		40.00%
White	152	135	88.82%	11.18%	54.81%
English Learners	2968	2743	92.42%	7.58%	38.21%
Foster Youth	31	27	87.10%	12.90%	25.93%
Homeless	10	9	90.00%	10.00%	11.11%
Socioeconomically Disadvantaged	3083	2822	91.53%	8.47%	34.30%
Students Receiving Migrant Education Services	14	13	92.86%	7.14%	23.08%
Students with Disabilities	492	371	75.41%	24.59%	13.75%

*At or above the grade-level standard in the context of the local assessment administered.

