

Jeanne R. Meadows Elementary School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard)

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

Internet Access

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

2023-24 School Contact Information

School Name	Jeanne R. Meadows Elementary School
Street	1250 Taper Ln.
City, State, Zip	San Jose CA, 95122
Phone Number	(408) 283-6300
Principal	Magdalena Moore
Email Address	magdalena.moore@fmsd.org
School Website	https://meadows.fmsd.org/
County-District-School (CDS) Code	43-69450-6109433

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Motto: Preparing Every Child for the Future

Vision: To empower students to believe and achieve lifelong success.

Core Beliefs: We are an inclusive community of kindness. We challenge ourselves to grow. We are problem solvers.

Mission: Students will be prepared for careers of the future in a personalized learning environment that fosters 21st Century Skills such as collaboration, communication, creativity, critical thinking, curiosity, and continuous improvement. In addition, students will be able to regulate emotions, set and achieve goals, show empathy for others and cultivate positive relationships. Students will be empowered to grow socially and academically to overcome adversity and achieve equitable outcomes.

Principal's Message:

Jeanne R. Meadows Elementary School is one of 16 schools in the Franklin-McKinley School District. Opened in 1990,

2023-24 School Description and Mission Statement

Meadows serves approximately 450 kindergarten through sixth grade students. The staff and community see themselves as part of a family working on common goals and we thrive on teamwork. In 2019, Meadows launched a full inclusion special education model where there are up to 3 students with Individualized Education Plans in a general education classroom and a paraeducator added to support the progress and monitoring of individualized goals. We currently have seven inclusion classes in grades K-5 and will be a full inclusion school by next year when we grow our program to 6th grade. In 2020, Meadows launched a Spanish Dual Immersion Program with a Kindergarten 90/10 program. A new grade is added each year in the development of the program. This year we added a 60/40 3rd grade program and are slated to add a 50/50 4th grade program in the fall of 2024. The addition of both programs have been welcomed additions as part of our core belief around inclusivity. It is our belief that our number one goal is to ensure all students have a sense of belonging regardless of differences and our role as educators is to support the unique needs of diverse learners.

The Meadows staff is proud of the practice of reviewing student work and developing programs that boost academic progress. The staff at Meadows continuously reviews student data to provide lessons that meet the needs of individual students. Grade levels meet weekly to create common lesson plans based on ongoing formative assessments. Meadows uses the team approach in the Professional Learning Community model. The Instructional Leadership Team, comprised of a representative from each grade level, meets formally every trimester to monitor progress of annual goals based on benchmarks. Meadows has continuously improved on state testing and was proudly recognized as a California Distinguished School in 2020 for their work on narrowing the achievement gap. While the pandemic of 2020 took a toll, we are proud of the foundational work upon our return to in person school of focusing on the social emotional needs of all to rebuild our community. This year, we are focusing our professional development and attention to the literacy needs of our students and implementing a core literacy block that aligns with the science of reading.

The staff believes in teaching the whole child and has high expectations for both social and academic progress. Social Emotional Learning is taught as part of the curriculum with a focus on goal setting, emotional regulation, problems solving and developing empathy and kindness. Discipline is handled through restorative practices where the goal is to teach empathy and repair harm to interrupt patterns instead of simply punishing and repeating cycles of harm. District funding has also allowed for expanded programs to further engage our students including a PE coach from Little Heroes and exposure to the arts with partnerships with Audacity performing Arts and San Jose Jazz.

The Meadows community believes that our diversity enhances students' abilities and opportunities to learn. Meadows staff focuses on narrowing the achievement gap between Asian and Hispanic populations by close monitoring of instruction and targeted interventions for students both academically and behaviorally. Meadows has a strong commitment to ALL students succeeding.

Single Plan for Student Achievement (SPSA) Goals as aligned to the LEA goals

LEA Goal 1: Achievement for All: With equity at the core, FMSD will increase the level of success for all students while addressing learning gaps.

By June 2024, the distance from standard will increase for ALL 3rd-6th students on CAASPP by 7.9 points from 12.9 points below standard to 5.0 points below standard to move from "low" to "medium" rating in English Language Arts.

By June 2024, the distance from standard will increase for ALL 3rd-6th students on CAASPP by 4.1 points from 29.1 points below standard to 25.0 points below standard to move from "low" to "medium" rating in Mathematics.

By June 2024, the achievement gap between 3rd-6th grade Asian and Hispanic students will decrease by 5% (1.98 points) from 17.9 points above standard and 21.7 points below standard in English Language Arts.

By June 2024, the achievement gap between 3rd-6th grade Asian and Hispanic students will decrease by 5% (3.76 points) from 31.3 points above standard and 43.8 points below standard in Mathematics.

By June 2024, the percent of English Learners making progress towards English Language Proficiency will increase by 5% from 60% to 65% based on the ELPAC.

By March 2024, the percentage of students in grades K-3 meeting or exceeding standard in reading will increase by 16% from 44% to 60% on Next Step Guided Reading Assessment.

By March 2024, the percentage of Spanish Dual Language Immersion students in grades K-2 meeting or exceeding standard in reading will increase by 12% from 18% to 30% on Adelante Running Record in Spanish.

LEA Goal 2: Positive School Environment, Climate, and Culture: Support the physical, mental and social well-being of all students and staff by establishing systems and creating a safe, welcoming and inclusive environment that allows students to participate fully in learning and the school community.

By June 2024, the percentage of students in grades 3-6 who respond favorably to the questions around safety will increase by 7% from 48% to 55% as measured by the LCAP student survey.

By June 2024, the percentage of students in grades 3-6 who respond favorably to the questions around sense of belonging will increase by 6% from 69% to 75% as measured by the LCAP student survey.

By June 2024, the percentage of students with disabilities who are chronically absent will decrease from by 2% from 20.8% to 18.8% as measured by the California School Dashboard (20% is the cutoff between high and very high).

2023-24 School Description and Mission Statement

LEA Goal 3: Family and Community Engagement: FMSD will fully engage parents/guardians and community members in support of educational outcomes for all students.

By June 2024, the percentage of parents with favorable responses to the questions around parent engagement will increase by 1% from 97% to 98% based on the LCAP Family Surveys.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	69
Grade 2	73
Grade 3	49
Grade 4	51
Grade 5	60
Grade 6	62
Total Enrollment	432

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.6%
Male	48.4%
Asian	16%
Black or African American	2.3%
Filipino	6.5%
Hispanic or Latino	71.5%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	2.3%
White	1.2%
English Learners	47.7%
Foster Youth	0.5%
Homeless	1.4%
Migrant	0.2%
Socioeconomically Disadvantaged	69.9%
Students with Disabilities	9.5%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	91.30	333.30	79.92	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	18.50	4.45	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	35.10	8.43	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	2.17	7.30	1.76	12115.80	4.41
Unknown	1.50	6.52	22.70	5.44	18854.30	6.86
Total Teaching Positions	23.00	100.00	417.00	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.00	96.00	332.80	79.13	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	16.30	3.88	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	38.90	9.26	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.50	1.33	11953.10	4.28
Unknown	1.00	4.00	26.90	6.40	15831.90	5.67
Total Teaching Positions	25.00	100.00	420.50	100.00	279044.80	100.00

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

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

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

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

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.50	0.00

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

Class Assignments

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

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

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

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

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

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

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

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

Year and month in which the data were collected

9/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Creative Curriculum (TK)/2022 Journeys: Houghton Mifflin Harcourt Brace (K-5)/2020 Collections: Houghton Mifflin Harcourt Brace (6-8)/2020 Adelante (K-2 SDLI program)	Yes	0%
Mathematics	Creative Curriculum (TK)/2022 Engage NY Math Gr K-5 (Eureka) 2014 College Prep Math Gr 6-8 (CPM) 2014	Yes	0%
Science	Amplify (K-6) Adopted 2022 Discovery Science (7-8), Adopted 2020	Yes	0%
History-Social Science	History-Social Science for California Pearson Scott Foresman (K-5) Adopted 2007; TCI, Inc. (7-8) Adopted 2022	Yes	0%
Foreign Language	No foreign Language text		0
Health	Positive Prevention Plus, HIV/STD Prevention Education for California Youth, Middle School Curriculum, Grade 7, 2016		0

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

School Facility Conditions and Planned Improvements

Jeanne Meadows Elementary School was established in 1986. This school has 33 classrooms, a multi purpose room, a library, a computer lab, a STEM lab, a wellness center and an administration building. The site has three (3) 8-hour custodians assigned for daily cleaning and disinfection.

In 2020 FMSD Bond Measure R was passed and will fund a variety of campus facility projects district wide. Site improvements to the facilities include campus-wide exterior painting and interior and exterior signage updates (2021), addition of ceiling projectors in all classrooms (2021), installation of security cameras at all entrances and access gates (2021), and roof repairs (2021).

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

Year and month of the most recent FIT report	7/10/2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Boy's restroom E wing- Fan not working (Complete April 2024)
Interior: Interior Surfaces	X			Admin, E8, D4, - Broken blinds (Complete April 2024) Nurse- Torn wallpaper (Complete April 2024) Copier room, A4, E1,E2,E3, E4,E6,E7, E8,E9, E10, E11,E12, D3,D1, Office 33- Broken ceiling tile (Complete April 2024) A1- Formica trim chipping (Complete April 2024) A3, B2, B4, B6/B7,C4,C5 - Broken floor tile (Complete April 2024) A6- Paint chipping on outside wall (Complete April 2024) Boy's restroom A wing- Patch ceiling, paint walls on stalls (Complete April 2024) Girl's restroom A wing- Paint stall walls (Complete April 2024) Girl's restroom B wing- Hole in ceiling (Complete April 2024) E1, E6, E7, E8,E10,E12 - Torn wallpaper (Complete April 2024) Girl's restroom E wing- Hole in floor (Complete April 2024)

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Admin, A4, C8,E9, Office 34 - Carpet stains (Complete April 2024) Workroom, Library, B5, E6, E7, E8, Office 34 - Clean vents(Complete April 2024) A2, Boy's restroom A wing, Girl's restroom A wing, Unisex restroom E wing - Clean restroom (Complete April 2024) E11- Dirty walls (Complete April 2024) Boy's restroom E wing- Dirty floor (Complete April 2024) Custodian, Unisex restroom near workroom- Needs to be cleaned (Complete April 2024)
Electrical	X		Admin, Nurse, Unisex restroom near nurse, Unisex restroom near staff, Library, A1, A5, A6, B5, Boy's restroom near B wing, Storage, - Lights out (Complete April 2023) A6- Loose light lens (Complete April 2024)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Boy's restroom near B- Toilet leaking (Complete April 2024) Unisex restroom near workroom- Toilet not flushing (Complete April 2024) E3- Drinking fountain not working (Complete April 2024) Girl's restroom near D wing- Drinking fountain leaking (Complete April 2024)
Safety: Fire Safety, Hazardous Materials	X		None.
Structural: Structural Damage, Roofs	X		MDF- Damaged sheet rock (Complete April 2024)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Play fields- Broken sprinklers (Complete April 2024)

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	42	40	41	40	47	46
Mathematics (grades 3-8 and 11)	37	32	33	31	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	234	216	92.31	7.69	40.28
Female	116	110	94.83	5.17	40.00
Male	118	106	89.83	10.17	40.57
American Indian or Alaska Native	0	0	0	0	0
Asian	49	46	93.88	6.12	58.70
Black or African American	--	--	--	--	--
Filipino	15	15	100.00	0.00	66.67
Hispanic or Latino	156	142	91.03	8.97	31.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	94	76	80.85	19.15	13.16
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	168	157	93.45	6.55	35.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	30	100.00	0.00	20.00

2022-23 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	234	232	99.15	0.85	32.33
Female	116	116	100.00	0.00	28.45
Male	118	116	98.31	1.69	36.21
American Indian or Alaska Native	0	0	0	0	0
Asian	49	49	100.00	0.00	57.14
Black or African American	--	--	--	--	--
Filipino	15	15	100.00	0.00	60.00
Hispanic or Latino	156	154	98.72	1.28	22.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	94	92	97.87	2.13	14.13
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	168	166	98.81	1.19	28.31
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	30	100.00	0.00	20.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	28.13	23.44	22.71	21.96	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	65	64	98.46	1.54	23.44
Female	30	30	100.00	0.00	23.33
Male	35	34	97.14	2.86	23.53
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	47.06
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	38	97.44	2.56	13.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	25	96.15	3.85	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	46	97.87	2.13	17.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Meadows School recognizes the positive impact parents make when involved in a child's education. As a result, numerous opportunities exist to increase parent involvement and support. Some examples of the way parents are invited to contribute as partners in the educational process are participating in Back to School Night, parent conferences, Open House, School Site Council (SSC), and the English Learner Advisory Committee (ELAC). There are also periodic Principal's meetings to discuss school progress on goals and develop parent connections.

Current school newsletters and other information are available to parents in the office and sent on communication platforms such as Parent Square:

- Attendance improvement strategies
- Social-emotional learning
- Nutrition Information for families
- Grade level standards and information on report card grading
- Information on medical and insurance programs, healthy families, and the Franklin-McKinley medical clinic
- CORAL after-school program

Meadows Elementary School continues in its efforts to find additional ways to reach out to the parent community. Parent advisory committees help to generate ideas to increase parental involvement and coordinate activities for the school.

For more information on how to become involved at the school, contact Magdalena Moore, Principal at (408) 283-6300.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	483	469	85	18.1
Female	249	241	40	16.6
Male	234	228	45	19.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	77	74	3	4.1
Black or African American	10	10	1	10.0
Filipino	29	28	3	10.7
Hispanic or Latino	349	339	74	21.8
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	12	12	2	16.7
White	5	5	1	20.0
English Learners	237	232	49	21.1
Foster Youth	2	2	0	0.0
Homeless	15	12	6	50.0
Socioeconomically Disadvantaged	353	342	71	20.8
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	53	51	13	25.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	1.64	2.49	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

All schools in the Franklin-McKinley School District has 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 might 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 School Site Council in December 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.

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	18	4	2	
1	20	1	2	
2	19	3		
3	17	1	3	
4	24		3	
5	31		2	
6	32		2	
Other	14	1	1	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4	1	
1	16	4	1	
2	17	1	2	
3	18	3		
4	20	3		
5	22		3	
6	21	1	2	
Other	10	2		

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4	0	0
1	17	4	0	0
2	18	3	1	0
3	25	0	2	0
4	26	0	2	0
5	20	2	1	0
6	21	1	2	0
Other	6	2	0	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.5

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,814	1m885	7,930	100,696
District	N/A	N/A	11,410	\$99,173
Percent Difference - School Site and District	N/A	N/A	-36.0	5.0
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	18.4	14.3

Fiscal Year 2022-23 Types of Services Funded

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

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

Professional Development

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

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

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

Ongoing Professional Learning Communities allow teachers to learn from each other and discuss best practices. All FMSD schools are participating in the implementation of a Multi-Tiered System of Support (MTSS) focused on Tier I instruction and universal access. Dual Language Immersion teachers from our Spanish and Vietnamese DLI programs receive on-going professional development and coaching with ADTLE and Tran Consulting, as well as with our FMSD Teacher on Special Assignment for DLI.

In addition, Meadows Instructional Leadership Team provides professional development in the areas of multi-tiered support systems, implicit bias, equity, restorative practices, social-emotional learning, and writing. As part of the inclusion program, Meadows also partners with Dr. Love from San Jose State on professional development in the area of Universal Design for learning (UDL). Paraeducators and noon duties also receive training on restorative practices and deescalation strategies.

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

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