

**Franklin 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

<b>School Name</b>	Franklin Elementary School
<b>Street</b>	420 Tully Road
<b>City, State, Zip</b>	San Jose CA, 95111
<b>Phone Number</b>	(408) 283-6375
<b>Principal</b>	Kristen Kovac
<b>Email Address</b>	kristen.kovac@fmsd.org
<b>School Website</b>	franklin.fmsd.org
<b>County-District-School (CDS) Code</b>	43-69450-6047195

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

### Principal's Message:

Franklin Elementary School is located in the southeast section of San Jose, adjacent to the Santa Clara County Fairgrounds. It is one of 16 schools in the Franklin-McKinley School District and serves approximately 535 students in Transitional Kindergarten through Sixth Grade. A strength of Franklin Elementary School is the multicultural and multi-ethnic nature of the student population. Franklin students represent more than 13 different language groups. The two predominant ethnic groups at Franklin are Hispanic and Vietnamese; 46% of students are of Hispanic origin and 46% are of Asian origin. According to the California School Dashboard, 52% of students are designated as English learners and 72% of students are socioeconomically disadvantaged. Due to the percentage of socioeconomically disadvantaged students, Franklin is considered a Title I School by the State of California. In addition, two special education classes serve students from Franklin and other Franklin-McKinley schools, comprising 0.04% of the total school population.

Franklin Elementary School is committed to learning as a lifelong process. Quality education is attainable through the full partnership of parents, staff, students, and the community working cooperatively. Franklin staff appreciates that each student is unique and is strengthened through addressing and developing special needs and strengths. Franklin Elementary School is dedicated to building the positive core values of respect, responsibility, and community. Furthermore, Franklin values empathy, persistence, and perseverance in students. The Franklin staff sets its priorities on building each student as an individual, instilling a growth mindset, and giving students the confidence to problem solve and flourish in and outside of the classroom. Franklin strives to foster a joy of learning in all students and close equity gaps, both achievement and opportunity through culturally sustaining pedagogy.

### Franklin Elementary School Vision Statement:

We strive to be a diverse learning community where students celebrate differences, show empathy toward others, and use growth mindsets to actively solve problems to create a more just and evolving world.

### Franklin Elementary School Mission Statement:

Franklin is a multicultural learning environment where differences are celebrated and where community members are supported academically, socially, and emotionally to achieve success in life.

### Public Internet Access:

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents. Since March 2020, FMSD has worked with the City of San Jose to provide free hotspots for students needing internet connection at home.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	59
Grade 2	72
Grade 3	76
Grade 4	81
Grade 5	83
Grade 6	94
<b>Total Enrollment</b>	<b>521</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6%
Male	53.4%
Asian	44%
Black or African American	2.7%
Filipino	2.9%
Hispanic or Latino	47%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	2.5%
White	0.4%
English Learners	56.2%
Homeless	3.5%
Migrant	0.2%
Socioeconomically Disadvantaged	56.4%
Students with Disabilities	11.7%

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.60	92.53	333.30	79.92	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	18.50	4.45	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	2.04	35.10	8.43	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	7.30	1.76	12115.80	4.41
<b>Unknown</b>	1.30	5.43	22.70	5.44	18854.30	6.86
<b>Total Teaching Positions</b>	24.40	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.30	93.36	332.80	79.13	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	16.30	3.88	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	38.90	9.26	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	5.50	1.33	11953.10	4.28
<b>Unknown</b>	1.60	6.64	26.90	6.40	15831.90	5.67
<b>Total Teaching Positions</b>	24.90	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	0.50	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	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.

## 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	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	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.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.5	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.8	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
<b>Reading/Language Arts</b>	Creative Curriculum (TK)/2022 Journeys: Houghton Mifflin Harcourt Brace (K-5)/2020 Collections: Houghton Mifflin Harcourt Brace (6-8)/2020	Yes	0%
<b>Mathematics</b>	Creative Curriculum (TK)/2022 Engage NY Math Gr K-5 (Eureka) 2014 College Prep Math Gr 6-8 (CPM) 2014	Yes	0%
<b>Science</b>	Amplify (K-6) Adopted 2022 Discovery Science (7-8), Adopted 2020	Yes	0%
<b>History-Social Science</b>	History-Social Science for California Pearson Scott Foresman (K-5) Adopted 2007; TCI, Inc. (7-8) Adopted 2022	Yes	0%
<b>Foreign Language</b>	No foreign Language text		0
<b>Health</b>	Positive Prevention Plus, HIV/STD Prevention Education for California Youth, Middle School Curriculum, Grade 7, 2016	Yes	0



	Positive Prevention Plus, Comprehensive Sexual Education, Upper Elementary, Grade 5, 2019		
<b>Visual and Performing Arts</b>	No Visual Arts	Yes	0%

## School Facility Conditions and Planned Improvements

Franklin Elementary School is established in 1950. This school has 30 classrooms, a multi-purpose room, a library, STEAM lab, and an administration building. The site has three (3) 8-hour custodians assigned for cleaning and one (1) 4-hour custodian assigned for disinfecting daily.

In 2020, FMSD Bond Measure R was passed and continuously funds a variety of campus facility projects district-wide. In recent years, site improvements to the facilities include installation of privacy panels on play areas that are public facing (2022), installation of cameras on all entrances and access gates for security (2021), an updated kindergarten playground area with an addition of a new shade structure (2020), and play structures were modified to be more age appropriate for safety reasons, (2020).

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

<b>Year and month of the most recent FIT report</b>	07/10/2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			None.
<b>Interior:</b> Interior Surfaces	X			Nurse F5- Wallpaper torn (Complete April 2024)  B3- Hole in wall (Complete April 2024)  B1- Hole in wall (Complete April 2024)  MPR- Formica trim chipping, paint on wall chipping (Complete April 2024)  D1- Hole in wall (Complete April 2024)  E0 PE Hut- Paint chipping on wall (Complete April 2024)  G5- Front door needs to be painted (Complete April 2024)  G2- Paint chipping from inside (Complete April 2024)  G1- Paint inside of door (Complete April 2024)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Custodian- Needs to be cleaned (Complete April 2024)  Boy's restroom D wing- Needs to be cleaned (Complete April 2024)  Girl's restroom D wing- Needs to be cleaned (Complete April 2024)



## School Facility Conditions and Planned Improvements

			<p>D1- Carpet stain (Complete April 2024)</p> <p>Boy's restroom by E wing- Floor needs to be cleaned (Complete April 2024)</p> <p>Girl's restroom by H wing- Floor needs to be cleaned (Complete April 2024)</p> <p>H6 Custodial- Needs to be cleaned (Complete April 2024)</p> <p>Boy's restroom by H wing- Floor needs to be cleaned (Complete April 2024)</p> <p>H3- Spider webs (Complete April 2024)</p> <p>H1- Ants in room (Complete April 2024)</p> <p>Girl's restroom G wing- Spider webs (Complete April 2024)</p> <p>Unisex restroom by electrical- Needs to be cleaned (Complete April 2024)</p> <p>Women's restroom Admin- Spider webs (Complete April 2024)</p> <p>Unisex restroom Admin- Spider webs (Complete April 2024)</p>
<b>Electrical</b>	X		<p>Boy's restroom D wing- Lights out (Complete April 2024)</p> <p>E1- Light panel has paper (Complete April 2024)</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		A1- Sink flow too high (Complete April 2024)
<b>Safety:</b> Fire Safety, Hazardous Materials	X		<p>F3 File Storage- Boxes too high (Complete April 2024)</p> <p>F7 Office- Boxes too high (Complete April 2024)</p> <p>F10 Workroom- Boxes too high (Complete April 2024)</p> <p>A1- Boxes too high (Complete April 2024)</p> <p>A4- Boxes too high (Complete April 2024)</p> <p>B6 Electrical- Not a storage (Complete April 2024)</p> <p>B4- Boxes too high (Complete April 2024)</p> <p>B1- Boxes too high (Complete April 2024)</p> <p>C2- Boxes too high (Complete April 2024)</p> <p>C6 Custodial- Not a storage (Complete April 2024)</p> <p>C7 Electrical- Not a storage (Complete April 2024)</p>

## School Facility Conditions and Planned Improvements

			<p>C8 Storage- Unsafe storage (Complete April 2024)</p> <p>D6 Electrical- Panel is blocked (Complete April 2024)</p> <p>D2-Sheves need to be mounted (Complete April 2024)</p> <p>Girl's restroom D wing- Missing door strop (Complete April 2024)</p> <p>E5- Electrical cord tripping hazard (Complete April 2024)</p> <p>H9 Electrical- Blocking electrical panel (Complete April 2024)</p>
<b>Structural:</b> Structural Damage, Roofs	X		C4- Wall cracked outside (Complete April 2024)
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>Play fields- Field has holes (Complete April 2024)</p> <p>Play grounds- Uneven asphalt (Complete April 2024)</p>

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	37	35	41	40	47	46
<b>Mathematics</b> (grades 3-8 and 11)	34	29	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
<b>All Students</b>	343	329	95.92	4.08	34.65
<b>Female</b>	159	155	97.48	2.52	41.29
<b>Male</b>	184	174	94.57	5.43	28.74
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	149	145	97.32	2.68	54.48
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	168	158	94.05	5.95	18.99
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	176	162	92.05	7.95	14.81
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	19	12	63.16	36.84	0.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	219	209	95.43	4.57	30.62
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	53	53	100.00	0.00	7.55

## 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
<b>All Students</b>	343	342	99.71	0.29	28.65
<b>Female</b>	159	159	100.00	0.00	28.93
<b>Male</b>	184	183	99.46	0.54	28.42
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	149	149	100.00	0.00	48.99
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	168	167	99.40	0.60	13.77
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	176	175	99.43	0.57	16.57
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	19	19	100.00	0.00	5.26
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	219	218	99.54	0.46	25.69
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	53	53	100.00	0.00	5.66

## 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)	18.60	21.18	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	85	85	100.00	0.00	21.18
Female	43	43	100.00	0.00	27.91
Male	42	42	100.00	0.00	14.29
American Indian or Alaska Native	0	0	0	0	0
Asian	42	42	100.00	0.00	30.95
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	36	100.00	0.00	11.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	41	41	100.00	0.00	4.88
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	58	58	100.00	0.00	22.41
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

Franklin's School Site Council (SSC) and English Language Advisory Council (ELAC) involve parents and staff in working together for the school and to comply with state and federal regulations. Representatives attend the District English Learner Advisory Committee and the District Advisory Committee (DAC). Parents are invited to attend Student Study Team meetings as necessary to identify ways to support their children.

Parents have the opportunity to attend monthly parent meetings, multi-ethnic concerts, trimestrial awards ceremonies, family fun nights, and chaperone field trips supporting teachers. Parents volunteer to support school multi-cultural events, including this year's Fall Festival celebrating Dia De Los Muertos. The school also hosts monthly Parent University workshops on various topics including (but not limited to): Anti-Bullying, Cultivating Literacy Parent Education, Talking to Students About Substances, Zones of Regulation, Mental Health Awareness, and Care-Giver Self-Care. Spanish and Vietnamese interpreters are available for all parents at all meetings and events and are provided as necessary for parent conferences.

To encourage and support daily communication between teachers and parents, with the use of Parent Square, which automatically translates communication into the family's preferred language. The office staff publishes a monthly calendar informing parents of special events, programs, holidays, and general school business. The principal emails out a weekly community newsletter every Friday including the next week's events at a glance and any pertinent school-wide announcements. Additionally, every Monday morning, school-wide announcements are shared over the loudspeaker, with monthly in-person school-wide kick-offs. Franklin has also added a school Instagram account to help communicate information to the community in another way.

All school notices, communication, and forms are translated into Spanish and Vietnamese. District liaisons are available to assist parents who speak Spanish or Vietnamese.

For more information on how to be involved at the school, please contact the Main Office at 408-283-6375 or see our website at [franklin.fmsd.org](http://franklin.fmsd.org).



## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	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
Dropout Rate							9.4	7.8	8.2
Graduation Rate							83.6	87	86.2

#### 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary			
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	587	563	93	16.5
Female	266	260	39	15.0
Male	321	303	54	17.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	247	241	13	5.4
Black or African American	18	17	4	23.5
Filipino	16	15	1	6.7
Hispanic or Latino	288	272	68	25.0
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	13	13	5	38.5
White	2	2	2	100.0
English Learners	338	325	49	15.1
Foster Youth	0	0	0	0.0
Homeless	46	37	18	48.6
Socioeconomically Disadvantaged	384	366	76	20.8
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	78	75	15	20.0

### 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	0.71	2.04	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	2.04	0
Female	1.13	0
Male	2.8	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.4	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.82	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2.07	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.34	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.41	0

## 2023-24 School Safety Plan

All schools in the Franklin-McKinley School District have a very detailed, comprehensive safety plan designed to ensure both the health and security of all students and staff. The safety plan consists of a wide variety of site drills designed to meet several emergencies 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 Parent Square message from an administrator. The School Safety Plan will be reviewed, updated, and discussed with the school faculty (January 18, 2024) and community stakeholders such as the School Site Council and ELAC (January 17, 2024) and approved by the Board of Trustees each year before March 1. The two major goals outlined in the School Safety plan focus on chronic absenteeism (per data from Infinite Campus and the California School Dashboard) and school climate/culture (per data from the California Healthy Kids Survey and the district Panorama Survey).

## 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	20	3		
1	23		3	
2	24		3	
3	25		3	
4	17	3	3	
5	20	2	3	
6	24	1	3	
Other	10	2		

## 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	16	3		
1	22	1	2	
2	23		3	
3	25		3	
4	20	1	3	
5	16	2	4	
6	22	1	3	
Other	12	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	19	3	0	0
1	15	4	0	0
2	18	1	3	0
3	19	1	3	0
4	27	0	3	0
5	28	0	3	0
6	19	3	2	0
Other	15	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	0.2
Resource Specialist (non-teaching)	
Other	1.5

## 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	9,303	1,597	7,706	104,927
District	N/A	N/A	11,410	\$99,173
Percent Difference - School Site and District	N/A	N/A	-38.8	9.1
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	15.6	18.4

## 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 such as CORAL and Little Heroes (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

## 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.

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