

# Lairon College Preparatory Academy

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



# LAIRON

*College Preparatory Academy*

## 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.

## 2022-23 School Contact Information

<b>School Name</b>	Lairon College Preparatory Academy
<b>Street</b>	3975 Mira Loma Way
<b>City, State, Zip</b>	San Jose
<b>Phone Number</b>	(408) 363-5775
<b>Principal</b>	Tina Ybarra
<b>Email Address</b>	tina.ybarra@fmsd.org
<b>School Website</b>	www.lairon.fmsd.org
<b>County-District-School (CDS) Code</b>	43-69450-6047260

## 2022-23 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 Address</b>	www.fmsd.org

## 2022-23 School Overview

Lairon College Preparatory Academy, home of the Bulldogs, is one of 16 schools in the Franklin-McKinley School District. Like all FMSD school which matriculate 8th graders, Lairon works hard to ensure all students attain the skills and knowledge to be ready for a college preparatory curriculum in high school. Lairon Bulldogs follow an academic program preparing them for university and/or careers and lifelong learning. Lairon College Preparatory Academy is a collaborative, responsible learning community where students become critical thinkers, problem solvers, and life-long learners through rigorous, engaging academic instruction. Lairon strives to create a safe, caring, respectful environment in which students become prepared for a global society.

Lairon College Preparatory Academy houses 315 students in Grades 4-8 across 13 general education classrooms and one Special Day classroom. The inclusion program mainstreams Special Education students in classrooms with a teacher and inclusion paraeducator. In 2022-23 the inclusion program has expanded to Grade 7. By 2023-24, the inclusion program will span all grades. There are a total of 43 students (13.9%) who qualify for Special Education services.

Lairon has a diverse ethnic population of 315 students. Of the total school population, 267 students (85%) are Latino, and 32

## 2022-23 School Overview

(10%) are Asian. Seven students (2%) are African-American and five (1.5%) identify as White. A total of 294 students (93%) participate in the Free or Reduced-Price Lunch program. Lairon has 158 English Learners (ELs), representing 50% of the student population. Home languages of English Language Learners include Spanish and Vietnamese as well as Cantonese and Farsi. In 2021-22, five students were reclassified as Fluent English Proficient (RFEP).

The Lairon College Preparatory Academy's Single Plan for Student Achievement provides direction necessary to ensure that resources are used in an integrated manner, provide for the efficient delivery of services, and provide resources to work with parents and community members to support students' personal and academic growth. This will result in improved student achievement and prepare students to be successful in high school and beyond. Franklin-McKinley School District policies support and ensure that all Lairon students will succeed.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	49
Grade 5	66
Grade 6	72
Grade 7	49
Grade 8	64
Total Enrollment	300

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.0
Male	49.0
American Indian or Alaska Native	0.0
Asian	11.3
Black or African American	2.7
Filipino	0.7
Hispanic or Latino	84.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	1.0
English Learners	54.3
Foster Youth	0.3
Homeless	1.0
Migrant	0.0
Socioeconomically Disadvantaged	83.0
Students with Disabilities	13.3

## **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>	12.90	81.24	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>	1.90	12.45	35.10	8.43	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	0.88	7.30	1.76	12115.80	4.41
<b>Unknown</b>	0.80	5.32	22.70	5.44	18854.30	6.86
<b>Total Teaching Positions</b>	15.90	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>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	1.90	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	1.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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	
Local Assignment Options	0.10	
<b>Total Out-of-Field Teachers</b>	0.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 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)	10.80	
<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)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 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 2022. 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 2022. 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, 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 27, 2022. A Resolution on Sufficiency of Materials, according to the Williams Act mandates, was passed at a public hearing on September 27, 2022.

Year and month in which the data were collected

9/2022

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

Lairon College Preparatory Academy was established in 1962. This school has 17 classrooms, a multi-purpose room, a library, an administration building and 5 portables as part of the central campus. The site has two (2) 8-hour custodians assigned to maintain the daily cleaning and disinfection.

In 2020 FMSD Bond Measure R was passed and funded a variety of campus facility projects district wide. Site improvements to the facilities include 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).

<b>Year and month of the most recent FIT report</b>	7/15/2022
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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			Faculty room- Vent cover is loose (Completed Dec 2022)  Men's/Women's restroom near faculty, Boy's rest room near C - Dirty vent (Complete Apr 2023)  Women's restroom (admin)- Exhaust fan is not working (Complete Apr 2022)
<b>Interior:</b> Interior Surfaces		X		Admin, Women's restroom (admin)- Formica trim is missing on countertop (Complete Apr 2023)  Nurse- Hole in patient bed (Complete Apr 2023)  Men's restroom near faculty- Wall trim replaced (Completed Dec 2022)  Office- Hole in wall repaired (Completed Dec 2022)  Boy's restroom near electrical- Wall tile is broken- (Complete Apr 2023)  Girl's restroom near storage- Wall trim is missing (Complete Apr 2023)  A8,- Wallpaper is torn (Complete Apr 2023)  E5, D1, Library/C1, - Ceiling tiles replaced (Completed Dec 2022)  Boy's restroom near D- Wall panel is loose (Complete Apr 2023)



## School Facility Conditions and Planned Improvements

			<p>D5- Wallpaper damage repaired (Completed Dec 2022)</p> <p>Girl's restroom near C- Toilet seat cover holder is missing (Complete Apr 2023)</p> <p>E-Boy's restroom- Flooring trim is broken and missing (Complete Apr 2023)</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>Stage- Area near wheelchair lift cleaned (Completed Dec 2022)</p>
<p><b>Electrical</b></p>		X	<p>Workroom/mail room- Light panel replaced (Completed Dec 2022)</p> <p>[Faculty room, Girl's restroom near A, D3]- One light panel is out (Complete Apr 2023)</p> <p>Kitchen- Three light panels are out (Complete Apr 2023)</p> <p>[Electrical/MDF, Electrical/IDF near A2, electrical near D, Electrical/MDF near C]- Access to room/electrical panels is blocked (Complete Apr 2023)</p> <p>E5- Outlet cover replaced (Completed Dec 2022)</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	X		<p>E-Boy's restroom- One urinal is out of order (Complete Apr 2023)</p> <p>Nurse, Men's restroom near faculty, Kitchen, - Faucet leak repaired (Completed Dec 2022)</p> <p>Women's restroom- Faucet leaks at handle (Complete Apr 2023)</p> <p>Boy's/Girl's restroom near storage, Atr5fff- Faucet's flow restored (Completed Dec 2022)</p> <p>A3- Faucet handle repaired (Completed Dec 2022)</p> <p>Boy's restroom near D, Girl's restroom near C- One faucet has a drip (Complete Apr 2023)</p> <p>C5- Faucet drip repaired</p> <p>Women's restroom/Unisex (admin)- Faucet leaks at handle (Complete Apr 2023)</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X		<p>MPR- Sensor on ceiling repaired (Completed Dec 2022)</p> <p>Stage- Emergency exit light repaired (Completed Dec 2022)</p> <p>E1/Family resource center- Plug in candle warmer, teacher has taped over outlet (Complete Apr 2023)</p> <p>E2, D2, - Plug in candle warmer/air freshener (Complete Apr 2023)</p>

## School Facility Conditions and Planned Improvements

				Kitchen- Paint is peeling on interior wall (Complete Apr 2023)
<b>Structural:</b> Structural Damage, Roofs	X			E6- Skid is peeling on ramp (Complete Apr 2023)
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Admin MPR, A3, Girl's restroom near D, Electrical/MDF, - Door closer cover is missing (Complete Apr 2023)  Men's restroom near faculty- Door closer cover replaced (Completed Dec 2022)  A1, E1/Family Resource center- Door handle repaired (Completed Dec 2022)  Boy's restroom- Hallway doors are hard to open, door closer cover is missing (Complete Apr 2023)

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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).
4. **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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	18	N/A	41	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	12	N/A	33	N/A	33

## 2021-22 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>	298	292	97.99	2.01	18.49
<b>Female</b>	160	158	98.75	1.25	21.52
<b>Male</b>	138	134	97.10	2.90	14.93
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	37	37	100.00	0.00	37.84
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	246	240	97.56	2.44	15.42
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	0	0	0.00	0.00	0.00
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	155	152	98.06	1.94	5.26
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	243	238	97.94	2.06	16.81
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	38	35	92.11	7.89	0.00

## 2021-22 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>	298	287	96.31	3.69	11.50
<b>Female</b>	160	156	97.50	2.50	7.69
<b>Male</b>	138	131	94.93	5.07	16.03
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	37	35	94.59	5.41	34.29
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	246	237	96.34	3.66	7.17
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	0	0	0.00	0.00	0.00
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	155	148	95.48	4.52	2.70
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	243	234	96.30	3.70	10.26
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	38	30	78.95	21.05	0.00

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	10.48	--	22.71	28.5	29.47

## 2021-22 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
<b>All Students</b>	124	124	100	0	10.48
<b>Female</b>	62	62	100	0	3.23
<b>Male</b>	62	62	100	0	17.74
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	14	14	100	0	21.43
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	104	104	100	0	9.62
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	62	62	100	0	1.61
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	100	100	100	0	10
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	19	19	100	0	0

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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	95%	95%	95%	95%	95%
Grade 7	98%	98%	98%	98%	98%

## 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.

#### 2022-23 Opportunities for Parental Involvement

The Parent Involvement Policy at Lairon College Preparatory Academy recognizes the critical roles that parents play in the well-being, academic and social education of their children. Lairon recognizes a need for direct active participation in the daily workings of the school. Parents are encouraged to take an active role in their child's education at school and at home.

Activities and approaches:

- Parents receive school news and announcements in English and Spanish and Vietnamese
- FMSD mails CAASPP results, report cards, and specific grade level standards annually.
- Parent representation is formalized on the School Site Council (SSC) and English Learners Advisory Committee (ELAC)

\* Parent are invited to attend Parent/Teacher Conferences at the end of Trimesters 1 & 2.

\*Community members were invited to a fall festival, Halloween Parade, and a Dia de los Muertos celebration in October, 2022.

\*Coffee with the Principal meetings occur monthly. Parents are invited to come speak to school principal to share concerns, ideas/suggestions and ask questions.

\*Parent education classes are currently being planned.

The school provides childcare services when parents are invited to school as a group. Refreshments are provided for group meetings. Parents are able to be recognized for participation and assistance.



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	333	312	111	35.6
Female	167	163	54	33.1
Male	166	149	57	38.3
American Indian or Alaska Native	0	0	0	0.0
Asian	39	37	3	8.1
Black or African American	10	10	1	10.0
Filipino	2	2	1	50.0
Hispanic or Latino	278	260	104	40.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	4	3	2	66.7
English Learners	182	171	69	40.4
Foster Youth	1	1	1	100.0
Homeless	5	4	3	75.0
Socioeconomically Disadvantaged	278	264	92	34.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	48	44	22	50.0

### 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.06	1.04	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	5.11	0.00	1.64	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.11	0.00
Female	2.99	0.00
Male	7.23	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	5.40	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	5.49	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.76	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.50	0.00

## 2022-23 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 as reviewed, updated, and discussed with the school faculty and approved by the Board of Trustees each year before March 1st.

## 2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	4	4	
Mathematics	24	2	2	
Science	24	2	2	
Social Science	24	2	2	

## 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	2	7	1
Mathematics	25	1	4	
Science	25	1	4	
Social Science	25	1	4	

## 2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	1	8	
Mathematics	28		4	
Science	28		4	
Social Science	28		4	

## 2021-22 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

## 2021-22 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	1.0
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$8,768	\$1,108	\$7,660	\$98,863
District	N/A	N/A	\$9,417	\$95,813
Percent Difference - School Site and District	N/A	N/A	-20.6	3.1
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	15.0	12.5

## 2021-22 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

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$55,315	\$52,641
Mid-Range Teacher Salary	\$95,623	\$83,981
Highest Teacher Salary	\$110,795	\$107,522
Average Principal Salary (Elementary)	\$143,606	\$136,247
Average Principal Salary (Middle)	\$139,423	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$242,254	\$242,166
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	5%	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 the district Local Control and Accountability Plan (LCAP).

FMSD provided teachers with professional development focused on infusing instruction with social emotional learning and building the instructional team through teacher collaboration. Before students returned to school in August, all teachers participated in workshops focused on new adoptions in K-6 Science, 7-8 Social Studies, TK/Pre K Curriculum, as well as continued learning in Math and Writing instruction. New teachers were provided workshops orienting them to the district adopted curriculum and 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, Guided Reading, UDL in Math, E3D, Rosetta Stone, Infinite Campus, Writable, and Orton-Gillingham foundational training.

In January 2023, teachers participated in a full day set of professional development workshops focused on Writing, Math, and Tier I instruction and systems. Last school year, all staff were provided training in Implicit Bias from Collaborative Learning Solutions. This year, 2022-23, 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. 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. Teachers participated in asynchronous training provided by SEAL. Site administrators and teachers at Bridges and Sylvandale continued to participate in the Partners in School Innovation network. 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.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4