G. W. Hellyer Elementary School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	G. W. Hellyer Elementary School
Street	725 Hellyer Ave.
City, State, Zip	San Jose CA, 95111
Phone Number	(408) 363-5750
Principal	Jose Jacinto
Email Address	jose.jacinto@fmsd.org
School Website	www.hellyer.fmsd.org
County-District-School (CDS) Code	43 69450 6047203

2022-23 District Contact Information

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

2022-23 School Overview

G.W. Hellyer Elementary School's vision is: "To prepare all students to continue their education successfully." The school-wide theme is, "Eagles Got Heart!" Hellyer Elementary believes in supporting the following Five Resiliency Factors (Achievement, Belonging, Connection, Fulfillment, and Autonomy) that support students to persevere through their success and challenges in education. Hellyer staff also believes that the foundation for college begins at the elementary level. The Hellyer Elementary SOAR program reminds students of behavioral and academic expectations in all areas of the school. Hellyer Eagles are Safe, Open-Minded, Accountable, and Respectful." Students earn SOAR cards for displaying safe, respectful, and responsible behavior throughout the week. On the last Friday of every month, the admin conducts a school-wide drawing to recognize students for modeling our three core values. Students receive a certificate and can select a prize (playground equipment, backpacks, school supplies, or books). Students can also earn an Eagle Award medallion at awards ceremonies each trimester for outstanding academics and citizenship.

Hellyer is also a technology-focused school, with each student having their own electronic device (Ipad or Chromebook). Hellyer staff has high expectations for students and takes seriously the task of preparing students for higher education. Programs such as CORAL, Little Heroes, and Jr. University are available to provide additional in-school and after-school assistance to students who need support in academic and social skills goals. Students are encouraged to achieve their personal best and to be proud of their efforts. The whole school celebrates students' accomplishments through Awards Assemblies (held each reporting period), Monthly SOAR/LEXIA Rallies, Math Masters (ongoing recognition for success in math), and a celebration assembly recognizing growth made on state tests.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	48
Grade 2	50
Grade 3	52
Grade 4	46
Grade 5	49
Grade 6	45
Total Enrollment	363

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.2
Male	46.8
American Indian or Alaska Native	0.0
Asian	23.4
Black or African American	0.8
Filipino	3.9
Hispanic or Latino	67.8
Native Hawaiian or Pacific Islander	0.8
Two or More Races	0.6
White	2.8
English Learners	43.8
Foster Youth	0.0
Homeless	1.7
Migrant	0.3
Socioeconomically Disadvantaged	68.9
Students with Disabilities	9.6

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)	15.00	88.24	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)	0.00	0.00	7.30	1.76	12115.80	4.41
Unknown	2.00	11.76	22.70	5.44	18854.30	6.86
Total Teaching Positions	17.00	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	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.

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	0.00	
Total Out-of-Field Teachers	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.

2021-22 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)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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
Reading/Language Arts	Creative Curriculum (TK)/2022 Journeys: Houghton Mifflin Harcourt Brace (K-5)/2020 Collections: Houghton Mifflin Harcourt Brace (6-8)/2020	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 Positive Prevention Plus, Comprehensive Sexual Education, Upper Elementary, Grade 5, 2019	Yes	0

Visual and Performing Arts	No Visual Arts	Yes	0%

School Facility Conditions and Planned Improvements

G W Hellyer Elementary School ("Hellyer") main campus was built in 1967. This school has 25 classrooms, a multi-purpose room, a library, a STEM lab, and an administration building. The facilities are managed with pride by three (3) 8-hour custodians assigned for daily cleaning and one (1) 4-hour custodian assigned for daily disinfecting. The campus is in good condition.

In 2020 FMSD Bond Measure R was passed and will fund a variety of campus facility projects district wide. Recent site improvements to the facilities include campus-wide exterior painting, addition of ceiling projectors in all classrooms (2021), installation of security cameras at all entrances and access gates (2021), roof repairs (2021), and addition of new shade structure over kinder playground structures (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).

Voices Charter School was established on Hellyer Campus in 2016.

Year and month of the most recent FIT report	7/15/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Staff restroom, Girls restroom - Exhaust Fan fixed (Completed Nov 2022)
Interior: Interior Surfaces		X		[Principal, Library, C2, D4, B2] - Ceiling tile replaced (Completed Nov 2022) D1, D6, - Cabinet handles are broken (Complete Apr 2023) D3, D1- Rubber trim is chipping at carpet/tile seam (Complete Apr 2023) D2- Floor tiles are broken at entry (Complete Apr 2023) [D1, D2, D3, D6] - Formica trim is chipping on countertop (Complete Apr 2023) D5- Cabinet door is missing (Complete Apr 2023) P8- Ceiling T-bar is loose (Complete Apr 2023) P6- Wall paper is torn. Rubber molding is missing (Complete Apr 2023) P5- Rubber molding is torn/loose (Complete Apr 2023) Kitchen- Water damage to ceiling (Complete Apr 2023)

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			[Workroom, C3, C4, D2, D4, P7, B2] - Unsecured items are stored too high (Complete Apr 2023) C4- Paper cutter is unable to be secured (Complete Apr 2023)
Electrical	X			Admin, Staff lounge, - Light diffuser is missing (Complete Apr 2023) C2, D6, - Light switch is loose (Complete Apr 2023) Electrical, P3 - Unblocked the access to electrical panels (Completed Aug 2022) D4, B3- Untangled surge protectors (Completed Aug 2022) Staff restroom- Replaced light in foyer (Completed Aug 2022) B1- replaced light bulbs (Completed Aug 2022) E2/Coral office- One light panel replaced (Completed Aug 2022) E2/Coral office- Switch plate is broken (Complete Apr 2023)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			[A2, C3, C4, Girls restroom, Boys restroom, B5, Electrical] - Low flow fixed (Completed Aug 2022) A3- Drinking fountain has no flow (Complete Apr 2023) C2- Fixed drip on drinking fountain (Completed Aug 2022) Staff restroom, B2, Kitchen - Faucet leaks at handle (Complete Apr 2023) [Principal, D4, E2/Coral office]-Plug in air freshener (Complete Apr 2023)
Safety: Fire Safety, Hazardous Materials	X			Kitchen-peeling paint. (Complete Apr 2022) Men's Restroom (Near Office)-peeling paint. (Complete Apr 2022) [P2, P3, P4]- Paint is peeing on ramp railing (Complete Apr 2023) Staff Lounge- Paint is peeling on interior wall (Complete Apr 2023)
Structural: Structural Damage, Roofs	X			P8- Dry rot on siding (Complete Apr 2023)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Girls restroom near D- Trip hazard removed from walkway (Completed Aug 2022)

School Facility Conditions and Planned Improvements

				P7, P5- Skid paint is chipping on ramp (Complete Apr 2023)

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).
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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	41	N/A	41	N/A	47
Mathematics (grades 3-8 and 11)	N/A	37	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
All Students	193	193	100.00	0.00	41.45
Female	99	99	100.00	0.00	44.44
Male	94	94	100.00	0.00	38.30
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	49	49	100.00	0.00	67.35
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	126	126	100.00	0.00	30.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	67	67	100.00	0.00	31.34
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	134	134	100.00	0.00	38.06
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	15	15	100.00	0.00	6.67

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
All Students	193	193	100.00	0.00	36.79
Female	99	99	100.00	0.00	32.32
Male	94	94	100.00	0.00	41.49
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	49	49	100.00	0.00	61.22
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	126	126	100.00	0.00	24.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	67	67	100.00	0.00	28.36
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	134	134	100.00	0.00	33.58
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	15	15	100.00	0.00	6.67

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
Science (grades 5, 8 and high school)	NT	18	--	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
All Students	50	50	100	0	18
Female	23	23	100	0	17.39
Male	27	27	100	0	18.52
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100	0	25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	32	100	0	15.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	20	20	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	36	100	0	16.67
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.

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	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.

2022-23 Opportunities for Parental Involvement

Parental involvement at Hellyer Elementary School is highly encouraged. We support a strong, positive partnership with parents and the community. Parents and families can volunteer individually or as part of a group. If a person would like to volunteer at school, the first step is to complete a volunteer application form. Hellyer Elementary School has many opportunities for parents to be active participants in school activities; and, we depend on parents to keep our programs running smoothly. Additionally, parents can join our School Site Council, which works with the Principal to help make real-time educational decisions on various school goals. Parents of English Learners are vital to our English Learners Advisory Committee and our outreach efforts on behalf of new families. Other parent volunteers help with special projects in the classroom and chaperon field trips. Family involvement nights are also offered throughout the year. During these nights, our volunteers help plan, set up, and run the activities for the evening.

Hellyer offers the Latino Literacy Project program. The Elementary school program is an eight-week family reading program (Family Stories / Cuentos Familiares) in Spanish/English. It uses books that are appropriate for reading levels grades 1-4. It teaches parents the importance of establishing a family reading routine with their children, and how to share the book and it helps both parents and school-age children learn English vocabulary, together as a family. We ask all parents to attend Back to School Night in the Fall, Open House in the Spring, and Parent-Teacher Conferences in November, the yearly Science Fair, and Family Reading and Family Math Nights.

In partnership with MESA Verde, Hellyer offers families with the opportunity to have their garden at Hellyer. Currently with have five family gardens at Hellyer and will expand in the coming year(s).

For more information on how to be involved at Hellyer School, please contact Maria Mejia, school secretary, or Jose Jacinto, principal, at (408) 363-5750.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	384	378	120	31.7
Female	201	200	57	28.5
Male	183	178	63	35.4
American Indian or Alaska Native	0	0	0	0.0
Asian	89	88	6	6.8
Black or African American	3	3	0	0.0
Filipino	14	14	0	0.0
Hispanic or Latino	262	258	109	42.2
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	3	2	0	0.0
White	10	10	5	50.0
English Learners	167	165	47	28.5
Foster Youth	0	0	0	0.0
Homeless	7	7	3	42.9
Socioeconomically Disadvantaged	266	264	94	35.6
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	47	45	19	42.2

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	1.64	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	1.56	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	1.56	0.00
Female	0.50	0.00
Male	2.73	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.12	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.53	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	1.20	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.88	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.26	0.00

2022-23 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 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 approved by the Board of Trustees each year before March 1. On November 17, 2022, ELAC/Parent Committee provided input on the plan and SSC reviewed and approved School Safety Plan on December 14, 2022.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	3	
1	18	1	2	
2	16	1	2	
3	15	3		
4	23		2	
5	32		2	
6	33			

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	2	2	
1	18	1	2	
2	18	1	2	
3	17	1	2	
4	24	1		
5	24	1		
6	30		2	
Other	17	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	18	2	2	
1	16	1	2	
2	17	1	2	
3	17	1	2	
4	23		2	
5	25		2	
6	23		2	
Other	14	1		

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

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	$7,779	$1,395	$6,383	$103,800
District	N/A	N/A	$9,417	$95,813
Percent Difference - School Site and District	N/A	N/A	-38.4	8.0
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	-3.3	17.3

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 area 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-Gilligham 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 ongoing professional development and coaching with ADTLE and Tran Consulting, as well as with our FMSD Teacher on Special Assignment for DLI.

Hellyer school works with the National Dropout Prevention Center in creating a Trauma Skilled School. In this two-year work, all staff will be trained in identifying ways to support all students in creating a school culture that facilitates the 5 resiliency facts of Connection, Belonging, Autonomy, Achievement, and Fulfillment.

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

Professional Development

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