

George Shirakawa Sr. 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	George Shirakawa Sr. Elementary School
Street	665 Wool Creek Drive
City, State, Zip	San Jose CA, 95112
Phone Number	(408) 938-3200
Principal	Elizabeth Cord, Ed.D.
Email Address	elizabeth.cord@fmsd.org
School Website	shirakawa.fmsd.org
County-District-School (CDS) Code	43-69450-6115943

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

Principal's Message

Students, families, and staff are honored to be part of the Shirakawa family. At Shirakawa, we pride ourselves on being safe, respectful, responsible, and kind. These core values drive the planning and implementing of student learning inside and outside of the classroom. To prepare all our students with the success skills to succeed for college and/or career tech and beyond, Shirakawa focuses on the the 4 Cs of critical thinking, creativity, collaboration, and communication through our rigorous academic instruction. Students have multiple opportunities throughout the day to execute the skill sets to prepare them to achieve their goals and be successful.

Shirakawa School is located across from our Franklin-McKinley District offices, in the central part of the Franklin-McKinley School District. Shirakawa serves a student population that is diverse in languages, cultures, ethnicity and socioeconomics.

Staff members at Shirakawa are committed to meeting social-emotional and instructional needs of all students by ensuring equity through the use of a data-driven, school wide system for increasing student learning and support, improving instructional and management processes, and increasing the satisfaction of all stakeholders – students, parents, and community.

Shirakawa offers a coordinated instructional program for all grade levels. All students learn and build on basic skills and concepts through a rich, engaging, and culturally responsive curriculum. Teachers meet regularly for grade-level planning, curriculum mapping, and assessment review and analysis to drive effective instruction. Teachers at Shirakawa focus on refining the use of progressive and innovative instructional strategies that will fully engage students in a highly interactive academic experience. Additionally, our school's professional development focuses on the following areas: Guided Reading, Close Reading, Thinking Maps, and the utilization of iPads and Chromebooks in the classroom for personalized and project based learning to support instruction.

Shirakawa, along with a strong partnership with parents and community, will continue to work towards providing the best instructional program and supports for all students. We will encourage students to think critically, creatively and independently; to work collaboratively; and to explore learning beyond the classroom. Beyond the instructional component, we will ensure that students understand and appreciate human and cultural diversity around them. The Shirakawa family will increasingly engage

2022-23 School Overview

students in our community as citizens, neighbors and stewards of the their surrounding environment and to be members of their school community with civility, respect and tolerance toward one other.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	73
Grade 2	65
Grade 3	80
Grade 4	100
Grade 5	87
Grade 6	97
Grade 7	110
Grade 8	117
Total Enrollment	793

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.5
Male	55.5
American Indian or Alaska Native	0.3
Asian	32.9
Black or African American	1.4
Filipino	4.7
Hispanic or Latino	51.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.2
White	5.4
English Learners	38.0
Foster Youth	0.1
Homeless	0.4
Migrant	0.1
Socioeconomically Disadvantaged	69.5
Students with Disabilities	12.5

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.60	89.94	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	0.30	7.30	1.76	12115.80	4.41
Unknown	2.80	9.72	22.70	5.44	18854.30	6.86
Total Teaching Positions	29.60	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)	1.10	

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.

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 Act Settlement mandates, procedures, monitoring processes and reporting practices by principals and District departments have ensured that all students have access to current, standards-based textbooks and instructional materials.

In order to comply with 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) 2018 College Prep Math Gr 6-8 (CPM) 2013	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; Discovering Our Past, Glencoe/McGraw Hill, 2006 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

George Shirakawa Sr. Elementary School has 34 classrooms, multiple office rooms, a multi-purpose room, a library and an administration building. The main campus was built in 1998. The site has four (4) 8-hour custodians assigned to clean and disinfect the site on a daily basis.

In 2022, Shirakawa's facilities received multiple significant upgrades. These included repaving the hard surface areas of the primary playground, adding solar-panel shading for tables on the asphalt. Recent improvements to our facilities include campus-wide exterior painting and installation of new interior and exterior signage (2021), installation of security cameras at all entrances and access gates (2021), roof repairs (2021), installation of ceiling-mounted projectors on most classrooms, with the use of ESSER Funds (2021), and on-going maintenance and repair of all our HVAC systems. Additional security cameras were installed in 2022.

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

Year and month of the most recent FIT report

7/16/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			MDF, Media Center- Vent cover is missing (Complete Apr 2023) 203- Dirty vents in hallway (Complete Apr 2023)
Interior: Interior Surfaces	X			Nurse- Linoleum flooring is lifting at seam (Complete Apr 2023) [Media center, A2, 203, 205, 206, 207, 210, Office 148]- Wall paper is torn (Complete Apr 2023) [Media center, B3, A8, A3, A4, 203] - Ceiling tile replaced (Completed Nov 2022) [103, 104, 105, 106, 107, 108, 109, 110, A7, A5, 203, 204, 207] - Rubber trim is broken at tile/carpet seam (Complete Apr 2023) B4, B2, B1, A7, 207]- Carpet is worn and torn (Complete Apr 2023) [B3, Media center, Storage, Office 149]- Carpet is stained and worn (Complete Apr 2023)

School Facility Conditions and Planned Improvements

			A7- Formica trim is chipping on countertop (Complete Apr 2023) A4- Substance is stuck/melted onto carpet (Complete Apr 2023) 223- Hole in wall, carpet is lifting (Complete Apr 2023) Office 129- Carpet has a hole worn and is lifting (Complete Apr 2023)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Work room, Nurse, Media Center, 103, 105 - Unsecured items stored lowered (Completed Nov 2022) Storage near electrical, A7, Prep room/Coral, - Unsecured items stored too high (Complete Apr 2023) A3, A1, - Black growth removed from drinking fountain (Completed Nov 2022)
Electrical	X		Waiting- Ethernet covers are loose (Complete Apr 2023) Media Center- Access to electrical panel is blocked, one light diffuser/one light panel is out (Complete Apr 2023) Boys restroom, A8, - Light panels replaced (Completed Dec 2022) Girls restroom- Two light panels are out (Complete Dec 2022) Electrical- Used for storage blocking access to electrical panels (Complete Apr 2023) 101,106, 108,110, A6, A5, - Electrical conduit end cap is missing (Completed Dec 2022) A3- Light bulbs replaced (Completed Dec 2022) 201, 202/tech lab, - Light diffuser replaced (Completed Dec 2022) 205- Floor outlet is missing, light are covered with construction paper and tape (Complete Apr 2023) 207- Light diffuser is missing (Complete Apr 2023)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Girls restroom near custodial- Toilet fixed no longer constantly running (Completed Dec 2022) 104- Faucet flow restored (Completed Dec 2022) Boy's restroom near elevator, Girl's restroom near 106, A6, - Faucet is loose at base (Completed Dec 2022)

School Facility Conditions and Planned Improvements

				Boys restroom near 106- Faucet handle is missing, faucet has a low flow (Complete Apr 2023) 106, A7, Women's restroom near staff lounge - Faucet has a low flow (Completed Dec 2022) 110- Drinking fountain handle is broken (Complete Apr 2023) A8, A2, Men's restroom near staff lounge- Faucet and drinking fountain have a low flow (Completed Dec 2022) A4, Men's restroom near staff lounge- Drinking fountain has no flow (Completed Dec 2022) 205, 208, Men's restroom near staff lounge- Drinking fountain has a drip (Completed Dec 2022) Women's restroom near staff lounge- Faucet has constant leak at handle, one sink is not draining properly (Complete Apr 2023)
Safety: Fire Safety, Hazardous Materials	X			A1- Plug in air freshener (Complete Apr 2023) 209- Emergency exit light fixed (Completed Dec 2022) B3- Paint and Plaster are peeling on exterior wall (Complete Apr 2023)
Structural: Structural Damage, Roofs	X			None.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Boy's restroom near 106- Door no longer hits on closer (Completed Dec 2022) A7- Door slams shut (Complete Apr 2023) A2- 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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	44	N/A	41	N/A	47
Mathematics (grades 3-8 and 11)	N/A	33	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	580	510	87.93	12.07	44.29
Female	254	221	87.01	12.99	47.27
Male	326	289	88.65	11.35	42.01
American Indian or Alaska Native	--	--	--	--	--
Asian	178	163	91.57	8.43	65.64
Black or African American	11	8	72.73	27.27	--
Filipino	24	21	87.50	12.50	71.43
Hispanic or Latino	323	278	86.07	13.93	29.35
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	17	16	94.12	5.88	68.75
White	26	23	88.46	11.54	39.13
English Learners	199	172	86.43	13.57	16.96
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	403	357	88.59	11.41	40.34
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	82	64	78.05	21.95	15.87

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	580	515	88.79	11.21	32.81
Female	255	223	87.45	12.55	32.13
Male	325	292	89.85	10.15	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	177	164	92.66	7.34	56.71
Black or African American	11	8	72.73	27.27	--
Filipino	24	21	87.50	12.50	66.67
Hispanic or Latino	324	282	87.04	12.96	15.36
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	17	16	94.12	5.88	62.50
White	26	23	88.46	11.54	31.82
English Learners	200	178	89.00	11.00	12.43
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	404	360	89.11	10.89	29.61
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	83	62	74.70	25.30	14.52

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	19.34	--	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	199	181	90.95	9.05	19.34
Female	85	79	92.94	7.06	15.19
Male	114	102	89.47	10.53	22.55
American Indian or Alaska Native	0	0	0	0	0
Asian	54	52	96.3	3.7	30.77
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	119	107	89.92	10.08	11.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	64	57	89.06	10.94	1.75
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	142	130	91.55	8.45	13.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	21	72.41	27.59	14.29

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	82%	82%	82%	82%	82%
Grade 7	86%	86%	86%	86%	86%

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

Shirakawa welcomes and encourages parents to become active partners in their child's education. Parents participate in parent teacher conferences, Individual Education Plan (IEP) meetings and Student Success Team (SST) meetings. There are also opportunities to participate in activities sponsored by our English Learners Advisory Council (ELAC) and School Site Council (SSC). There are several school wide events and Family Nights planned each year to meet the needs of all our students and families. These include Literacy Night, Harvest Festival, Winter Performances, Multicultural Festival, and Earth Day. Parent volunteers can also participate in classroom activities, as well as assisting with field trip opportunities. We encourage all parents to volunteer their time during one-time school events or regularly in the classroom. For more information, contact the school office @ (408) 938-3200.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	945	869	305	35.1
Female	424	392	128	32.7
Male	521	477	177	37.1
American Indian or Alaska Native	2	2	1	50.0
Asian	285	268	46	17.2
Black or African American	21	20	5	25.0
Filipino	39	39	18	46.2
Hispanic or Latino	519	465	210	45.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	30	28	10	35.7
White	46	44	15	34.1
English Learners	362	337	113	33.5
Foster Youth	3	2	1	50.0
Homeless	7	7	4	57.1
Socioeconomically Disadvantaged	673	616	232	37.7
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	136	120	59	49.2

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	2.46	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	1.59	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	1.59	0.00
Female	0.94	0.00
Male	2.11	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.70	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.12	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.33	0.00
White	2.17	0.00
English Learners	1.66	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.63	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.15	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 is reviewed, updated, and discussed with the school faculty and approved by the Board of Trustees each year before March 1.

All Shirakawa students and staff are trained in safety procedures. We hold fire drills monthly. We participate in the Great California Shakeout in October of each year, and conduct further earthquake drills throughout the year. We are also trained for Shelter in Place or Lockdown emergencies, and we drill these procedures each year. All teachers, students, parents and community members can review our School Safety Plan, posted on our website and a printed copy in our front office. Our safety committee reviews procedures and updates them as needed. The Safety Plan is presented to our Student Council officers annually for review and comment. The annual review of our comprehensive School Safety Plan was conducted during the Fall term of 2022. After meetings and discussions with parents, students, teachers and staff, input was gathered from these stakeholder groups and incorporated to strengthen our safety plan. The updated 2022 - 2023 School Safety Plan was reviewed by our School Site Council and approved on January 26, 2023.

Shirakawa is a peaceful school. We remind students daily to follow our school-wide behavior expectations, as well as our Shark core values: Be Safe, Be Respectful, Be Responsible, and Be Kind. We do not allow bullying at Shirakawa School. Our students learn our anti-bullying plan, Stop, Walk, Talk. If a student is bothering you, ask them to Stop. If they do not stop, Walk away. If annoying behavior continues, Talk to an adult. Students who may be bothering another child are instructed to follow the same plan: Stop what you are doing, Walk away, and Talk to an adult for support if needed. Students are instructed to speak to an adult immediately if they feel unsafe. Students are under adult supervision at all times on campus and are encouraged to reach out to an adult if they have any concerns.

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	22		2	
1	11	5	1	
2	11	4	3	
3	18	1	3	
4	21	1	3	
5	28		3	
6	17	2	4	

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	25		2	
1	24		2	
2	22		3	
3	15	2	3	
4	17	2	2	
5	20	1	3	
6	24	1	3	
Other	6	4		

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	13	3	2	
1	15	3	2	
2	16	2	2	
3	13	6		
4	13	4	4	
5	13	4	3	
6	16	2	4	
Other	7	2		

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	\$7,365	\$1,427	\$5,939	\$99,885
District	N/A	N/A	\$9,417	\$95,813
Percent Difference - School Site and District	N/A	N/A	-45.3	4.2
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	-10.5	13.5

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.

Shirakawa staff is participating in an ongoing series of Multi-Tiered Systems of Support (MTSS) professional development sessions with our district cohort of K-8 and middle schools. At the site level, Shirakawa staff has been trained in Explicit Direct Instruction, integrated language acquisition support, trauma informed strategies for educators, and Tier 1 classroom supports. Upcoming trainings include Self Care for Educators, Navigating the SST Process, Finding Your Why, Integrating SEL Support into Core Content Lessons, and building self confidence in students. Additional site level professional development opportunities are offered as needs emerge.

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

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

Safety Plan Signature Page

The undersigned members of the George Shirakawa Sr. Elementary School
Safety Plan have been met.

School Safety Planning Committee certify that the requirements for the SB 187

See Attached at End of Document for Updated Signature Page

Elizabeth Cord
Principal

[Signature]
President, School Site Council

[Signature]
Teachers Association Representative

[Signature]
Classified Association Representative

[Signature]
Parent Representative

[Signature]
Law Enforcement Representative