

# Los Arboles Literacy and Technology Academy

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Los Arboles Literacy and Technology Academy
<b>Street</b>	455 Los Arboles St.
<b>City, State, Zip</b>	San Jose
<b>Phone Number</b>	408-363-5677
<b>Principal</b>	Rochelle Espitia
<b>Email Address</b>	rochelle.espitia@fmsd.org
<b>School Website</b>	www.losarboles.fmsd.org
<b>Grade Span</b>	K-3
<b>County-District-School (CDS) Code</b>	43-69450-6047237

### 2024-25 District Contact Information

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

### 2024-25 School Description and Mission Statement

Los Arboles Literacy and Technology Academy is a public Elementary school in the south section of the Franklin McKinley School District. Los Arboles serves a diverse group of approximately 200 students in grades PK - 3. 60.1% of our students are English Language Learners, 772.9% are Socio-Economically Disadvantaged, 17% are students with Disabilities, and 91% of our students are Hispanic/Latino, 7.4% Asian, .4% African American, 0.5% Filipino, & 1.1% White per California Dashboard. Los Arboles has a full inclusion co-teaching program that ensures that all students with disabilities participate in the General Education setting as the least restrictive environment (LRE) and have access to inclusive high-quality programs where they are provided with individualized and appropriate support and services per the Individuals with Disabilities Education Act (IDEA).

## 2024-25 School Description and Mission Statement

Our school also meets the needs of our English Language Learners with designated English Language Development instruction by implementing SEAL (Sobrato Early Academic Learning Program). Due to the percentage of socio-economically disadvantaged students, Los Arboles is considered a Title I School by the State of California.

The Los Arboles staff is a dedicated, equity-focused team of professionals, including General and Special Education Teachers, Paraprofessionals, Speech and Language Pathologists, a School Psychologist, Social Worker, Linked Service Specialist, Custodians, Food service workers, Secretaries, a Librarian, and a Principal, all committed to providing high-quality, equitable instruction. They go above and beyond, using data analysis to develop effective instruction and interventions, particularly for at-risk students and English Language Learners. Los Arboles is built on a foundation of diverse cultures, strengthening the school's comprehensive plan (SPSA), focusing on Standards and Assessment, Learning Environment, Leadership, Community Services, and Parent Engagement. The staff strives for continuous improvement through programs like the Sobrato Early Academic Learning Program (SEAL), a research-based initiative to support second language learners. Teachers participate in professional development and a summer institute to enhance skills and strategies for student success. The school fosters active learning through rich academic language, cooperation skills, and extracurricular programs such as arts, STEAM, coding, robotics, yoga, and after-school interventions. Los Arboles offers many extracurricular programs and classes during and after school. High-quality academic programs and activities that enhance the overall learning experience are Starting Arts (Dance, Visual Arts, and music), STEAM classroom, coding weekly, Yoga, Sensory room, CORAL after-school program, Robotics after school in-school and after-school intervention programs, and summer school. Parent and Family engagement continues to be an integral part of the success of our school and its programs. Los Arboles continues to promote our sense of community and connectedness through the communication platform Parent Square to share our goals with families and community, the school website, regular spirit weeks, Cafecitos (parent meetings), Hispanic Heritage assemblies, Lunar New Year celebrations, Fall Family Festival, Halloween Parade, parent volunteering, Scholastic Book Fair, Winter performance, BINGO night, Movie Night, School Site Council, English Language Learner Advisory Committee, and more.

Los Arboles' Mission Statement: Los Arboles Literacy and Technology is an inclusive community of team members dedicated to holding students to high expectations and creating equitable solutions to meet the diverse needs of all students, academically, socially, and emotionally by Creating a safe and positive school culture that celebrates and recognizes diversity while empowering student's personal growth as a whole child. We at Los Arboles believe that to meet all students' needs, we must involve all stakeholders in building a strong culture and community with family engagement, community partnership, and collaborative leadership. We dedicate our work to providing high-quality instruction and multi-layers of support. We do what it takes to provide all children with the best education possible, where they feel included and safe in our Los Arboles community as they grow socially, emotionally, and academically. FMSD Vision & Mission: Franklin-McKinley School District is a community of learners committed to equitable outcomes for all students and facilitating opportunities for all students to have high aspirations and gain the knowledge, skills, and dispositions needed to thrive in a global society. The Franklin-McKinley School District will ensure all 8th-grade student graduates have the skills and knowledge to prepare for a college preparatory curriculum in high school. They will all be able to pursue a program preparing them for university or careers and lifelong learning.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	44
Grade 1	48
Grade 2	45
Grade 3	47
<b>Total Enrollment</b>	<b>184</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
Asian	9.8
Black or African American	1.1
Filipino	1.1
Hispanic or Latino	85.9
Two or More Races	1.1
White	1.1
English Learners	58.2
Homeless	2.7
Socioeconomically Disadvantaged	79.3
Students with Disabilities	24.5

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11.50	65.71	333.30	79.92	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	18.50	4.45	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	35.10	8.43	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	7.30	1.76	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	6.00	34.29	22.70	5.44	18854.30	6.86
<b>Total Teaching Positions</b>	17.50	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>	10.40	67.53	332.80	79.13	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	16.30	3.88	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	6.49	38.90	9.26	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	5.50	1.33	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	4.00	25.97	26.90	6.40	15831.90	5.67
<b>Total Teaching Positions</b>	15.40	100.00	420.50	100.00	279044.80	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.

## 2022-23 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>	7.00	58.33	302.40	78.25	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	2.00	16.67	20.70	5.38	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	37.70	9.75	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	4.40	1.15	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	3.00	25.00	21.10	5.46	14303.80	5.15
<b>Total Teaching Positions</b>	12.00	100.00	386.50	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	1.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	1.00	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	6.2	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.50	0	0

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

## 2024-25 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. Per the California Education Code and the Williams Settlement mandates, principals and District departments' procedures, monitoring processes, and reporting practices have ensured that all students have access to the current, standards-based textbooks and instructional materials.

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 2025. Each principal was responsible for ensuring every student had the necessary textbooks and instructional materials. In addition, the updated inventory count was also verified by each site for every classroom in September 2024. In addition, principals were responsible for replenishing needed textbooks at every grade level (TK-8). All materials are ordered and delivered through an established set of procedures with the District Service Center. As part of monitoring the sufficiency of textbooks and instructional materials, principals submit a school-wide and individual classroom report to the Curriculum, Instruction, and Assessment Department annually.

As a result of the inventories, the Franklin-McKinley Board of Education certified that each student in grades TK-8, including English learners, have been furnished a complete set of core instructional materials and textbooks that meet the requirements of the California Education Code. A public hearing regarding the sufficiency of said materials consistent with state-adopted frameworks was held on September 24, 2024. According to the Williams Act mandates, a Resolution on the Sufficiency of Materials was passed at a public hearing on September 24, 2024.

Year and month in which the data were collected

9/2024

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

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

Los Arboles Literacy & Technology Academy has 27 classrooms, a multi-purpose room, a library, and an administration building. The main campus was built in 1970. The site has two (2) 8-hour custodians assigned to clean and disinfect daily.

In 2020 FMSD Bond Measure R was passed and will fund a variety of campus facility projects district wide. Site improvements to the facilities include campus-wide exterior painting and interior and exterior signage updates (2021), addition of ceiling projectors in all classrooms (2021), installation of security cameras at all entrances and access gates (2021), roof repairs (2021), creation four intervention rooms (one per grade level), a yoga room, a sensory room, a STEAM room, a music room, and a book room (excess books for students to take home and keep).

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).

Kipp Heritage Middle School Charter is on the same campus. They opened their doors for students at the beginning of the 2017/2018 school year.

**Year and month of the most recent FIT report**

7/3/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			None.
<b>Interior:</b> Interior Surfaces	X			Principal, Women's Restroom Near K, B6, Men's restroom near Kitchen (Completed April 2025)- Repair holes in wall (Complete April 2025)  B6- Repair wallpaper (Complete April 2025)  B6, C5, Men's restroom near Kitchen- Replace ceiling tiles (Complete April 2025)  Men's restroom near Kitchen- Floor is cracking (Complete April 2025)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Admin, B4, C5, - Walls need to be cleaned (Complete April 2025)



## School Facility Conditions and Planned Improvements

			<p>Admin, F01 Meeting room, B4, B5, C5, P6, P2, D1- Carpet stains (Complete April 2025)</p> <p>Admin, F01 Meeting room, B5, C2 Library, C5, P6, P2, D1, Kitchen- Baseboards need to be cleaned (Complete April 2025)</p> <p>Admin, C2 Library, C5, P7, P6, D1- Windows need to be cleaned (Complete April 2025)</p> <p>Women's restroom near staff- Floor/vents need to be cleaned (Complete April 2025)</p> <p>Electrical near K room, Boy's restroom B wing, C5, Stage- Spiderwebs need to be removed (Complete April 2025)</p> <p>Men's restroom near K room, Stage, Kitchen- Floor needs to be cleaned (Complete April 2025)</p> <p>Boy's restroom B wing- Restroom needs to be cleaned (Complete April 2025)</p>
<b>Electrical</b>	X		Admin, Staff work room, B5, Library storage, C5, - Lightbulbs burnt out (Complete April 2025)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		C7- Paper towel dispenser needs to be repaired (Complete April 2025)
<b>Safety:</b> Fire Safety, Hazardous Materials	X		<p>B5, C5, C3, D4- Items too high (Complete April 2025)</p> <p>P3- Carpet tripping hazard (Complete April 2025)</p>
<b>Structural:</b> Structural Damage, Roofs	X		None.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>Play fields, Parking lots- Remove trash and weeds (Complete April 2025)</p> <p>Playgrounds- Grass needs to be cut, remove trash (Complete April 2025)</p>

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

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

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

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

### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	22	40	40	39	46	47
<b>Mathematics</b> (grades 3-8 and 11)	28	49	31	31	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	55	47	85.45	14.55	40.43
Female	25	22	88.00	12.00	36.36
Male	30	25	83.33	16.67	44.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	52	45	86.54	13.46	42.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	31	26	83.87	16.13	38.46
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	34	80.95	19.05	35.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	10	83.33	16.67	--

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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>	54	49	90.74	9.26	48.98
<b>Female</b>	24	23	95.83	4.17	39.13
<b>Male</b>	30	26	86.67	13.33	57.69
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	51	47	92.16	7.84	46.81
<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>	0	0	0	0	0
<b>English Learners</b>	31	29	93.55	6.45	48.28
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	41	36	87.80	12.20	44.44
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	12	9	75.00	25.00	--

## CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)			21.96	21.80	30.29	30.73

## 2023-24 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
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.

## 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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

## 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.

#### 2024-25 Opportunities for Parental Involvement

Parent and Family Involvement continues to be an integral part of the success of our school and its programs. There are many opportunities for parents to become involved with Los Arboles. Los Arboles continues to promote our sense of community and connectedness through the communication platform Parent Square and our school website to share our goals, upcoming events, and opportunities to get involved in the Los Arboles community.

- Los Arboles is actively recruiting parent volunteers to help at school. Teachers always welcome volunteers in the classroom and on field trips. Los Arboles offers parent training to assist teachers in the classrooms daily.
- The School Site Council (SSC) and English Language Advisory Council (ELAC) meet monthly to plan school programs and approve the school's budget.
- A monthly "Cafecitos/ Coffee with the Principal" meeting allows parents to review school data, discuss current school events, plan for future events, ask questions, and share concerns.
- We have also brought in multiple partners to provide workshops monthly on various topics, such as PEI Services, Triple P Parenting Workshop, ParentChild+ Home-Based Child Care (HBCC), the Family Friends and Neighbors (FFN) program, Catholic Charities resources, Community Schools resources, Gardner Health Services, Language Development Starts at Home for English Language Learners, and more.
- Parents are encouraged to get involved in; Participating regularly in spirit weeks, Hispanic Heritage assemblies, Lunar New Year celebrations, Fall Family Festival, Halloween Parade, Scholastic Book Fair, Winter performance, BINGO night, Movie Night, Family Engagement Nights, awards assemblies that occur each trimester, Back-to-School Night, Open House, parent-teacher conferences, SEAL Gallery Walks that take place every 6 weeks, and other school-wide celebrations and events.
- Parents are invited to attend Parent classes offered throughout the school by the Catholic Charities program to assist with parenting skills, communication, and family literacy. Parents are also invited to join school committees.
- Los Arboles is located in the Seven Trees neighborhood, which recently opened the Seven Trees Family Resource Center (FRC). At this center, parents, caregivers, and children can learn and grow together.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	221	213	56	26.3
Female	106	102	25	24.5
Male	115	111	31	27.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	21	1	4.8
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	187	182	51	28.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	128	122	27	22.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	181	173	44	25.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	61	58	19	32.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	2.49	1.81	1.64	2.49	2.35	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0.01	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.81	0.00
Female	0.00	0.00
Male	3.48	0.00
Non-Binary	0.00	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	2.14	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	2.34	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.21	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.92	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

All schools in the Franklin-McKinley School District have a detailed, comprehensive safety plan designed to ensure the health and security of all students and staff. The safety plan consists of various site drills designed to meet several emergencies that might arise. All school sites within Franklin-McKinley School District practice fire, drop and cover (earthquake), and intruder

## 2024-25 School Safety Plan

drills. There are established committees at all sites and levels to review safety procedures, correct any problems, 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 via the school website and email from an administrator. The School Safety Plan is reviewed, updated, and discussed with the school (faculty on 12/5/2024, students on 12/4/2024, law enforcement on 12/4/2024, and ELAC/ SSC on 12/3/2024) and approved by the Board of Trustees each year before March 1.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 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	15	2	1	
1	16	2	1	
2	14	4		
3	15	3	2	
Other	5	1		

## 2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	2	1	
1	14	2	1	
2	16	2	1	
3	17	2	1	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	11	4		
1	12	3	1	
2	11	3	1	
3	12	3	1	
Other	5	1		

## 2023-24 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

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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	0.2
Resource Specialist (non-teaching)	
Other	3.6

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
<b>School Site</b>	14,526	4,789	9,737	96,965
<b>District</b>	N/A	N/A	11,410	\$104,750
<b>Percent Difference - School Site and District</b>	N/A	N/A	-15.8	-7.7
<b>State</b>	N/A	N/A	\$10,771	\$96,325
<b>Percent Difference - School Site and State</b>	N/A	N/A	-10.1	0.7

## Fiscal Year 2023-24 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)
- Expanded Learning Opportunities Program (ELO-P)
- 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
- California Community Schools Partnership Program

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	\$60,712	\$58,553
<b>Mid-Range Teacher Salary</b>	\$104,953	\$93,924
<b>Highest Teacher Salary</b>	\$121,021	\$119,489
<b>Average Principal Salary (Elementary)</b>	\$158,496	\$149,898
<b>Average Principal Salary (Middle)</b>	\$158,045	\$157,111
<b>Average Principal Salary (High)</b>	\$0	\$151,698
<b>Superintendent Salary</b>	\$272,538	\$270,432
<b>Percent of Budget for Teacher Salaries</b>	32.45	31.93
<b>Percent of Budget for Administrative Salaries</b>	5.66	5.62

## Professional Development

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

FMSD provided teachers with professional development that emphasized the district focus, “Learning to Read” before students returned to school in August. Staff was provided with professional development opportunities that focused on the newly acquired supplemental phonics programs SIPPS and Sonday, along with sessions on the phonemic awareness program, Heggerty in grades K-2nd. Additionally, staff participated in workshops that provided an overview on new adoptions; TCI, K-6 Social Studies and the TK Curriculum, Creative Curriculum for Transitional Kindergarten, California, as well as continued learning in Math, Science, and Writing instruction. New teachers were provided workshops orienting them to the district adopted curriculum and participated in Implicit Bias training. Special Education staff received training on facilitating and writing IEPs, and the requirements for Special Education instruction. Throughout the fall, optional professional development opportunities were provided monthly including topics such as Assessments including mClass DIBELS, ESGI, NSGRA, FastBridge, Lexia, SIPPS, Sonday, Heggerty, and Orton-Gillingham foundational training. Staff is currently participating in sessions related to Multi-Tiered Systems of Support (MTSS) to ensure that the aforementioned programs are supporting students, and that staff can utilize them to determine best first instruction and intervention practices.

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.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4