

COLLEGE CONNECTION ACADEMY

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	COLLEGE CONNECTION ACADEMY
Street	1855 Lucretia Avenue
City, State, Zip	San Jose CA, 95122
Phone Number	(408) 347-4827
Principal	Juan M. Alcántar
Email Address	juan.alcantar@fmsd.org
School Website	www.cca.fmsd.org
Grade Span	7th-8th
County-District-School (CDS) Code	43-69450-0127225

2025-26 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	www.fmsd.org

2025-26 School Description and Mission Statement

Principal's Message

Academy Description: College Connection Academy (CCA) is a partnership between Franklin-McKinley School District, East Side Union High School District, Evergreen Valley College and San Jose State University. The school opened a Partnership School, grades 7-12/13 in the fall of 2008. College Connection Academy has autonomy and freedom to implement curriculum, teaching and learning to meet individual student needs. CCA Partners have combined and integrated resources to ensure the Academy's success. CCA is a small learning community comprised of a group of 7th and 8th grade students who will study in a period day setting having classes of Math, English Language Arts, Science, Social Studies, PE, and an electives.

College Connection Academy (CCA) is based on the values of leadership and civic engagement. As a result of a multi faceted integrated series of experiences, CCA students will be global and critical thinkers who are ethical, courageous and compassionate. They will possess the leadership skills that allow them to navigate and succeed in a complex and challenging world with self-confidence and awareness of their responsibility to the collective community. During the 2023-2024, CCA adopted their core values: Willingness, Integrity, Neighborly, Growth-Mindset, and Service (W.I.N.G.S.). Our goal is to develop these core values in our students, in order to help our students become productive citizens and individuals that are resilient and perseverant.

A pre-high school college preparatory curriculum will be offered and required for the students to master. Incoming 7th grade students will be placed in Math 7 or Advanced Math 7, Science, History and English Language Arts. Eighth grade students will be placed in core classes of Math 8 or Math 1, Science, US History and English Language Arts. Students needing additional instruction will be expected to stay after school to complete assignments or participate in academic intervention during our common period. Students that are achieving above grade level are given high school classes to continue their academic advancement.

Mission Statement: Recognizing the need to foster a more educated workforce to meet the demands of a changing economy inspired the creation of an innovative partnership between the Franklin-McKinley School District, the East Side Union High School District, Evergreen Valley College, and San Jose State University. These four communities will increase the number of first-generation college graduates, equipping them with the education and experience needed to succeed in life and family-supporting careers. Through the support and involvement of the Bill and Melinda Gates Foundation, the College Connection

2025-26 School Description and Mission Statement

Academy welcomed its first 7th grade class in 2008. Since its inception, CCA has supported twelve graduating classes with most students graduating high school with a year of college units completed or more.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	134
Grade 8	130
Total Enrollment	264

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	0.5
Asian	56.8
Black or African American	0.5
Filipino	7.5
Hispanic or Latino	32.4
Two or More Races	1.4
White	0.9
English Learners	3.8
Socioeconomically Disadvantaged	66.2
Students with Disabilities	2.3

A. Conditions of Learning **State Priority: Basic**

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

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

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)	8.5	83.71	332.8	79.13	234405.2	84
Intern Credential Holders Properly Assigned	0	0	16.3	3.88	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.6	16.29	38.9	9.26	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.5	1.33	11953.1	4.28
Unknown/Incomplete/NA	0	0	26.9	6.4	15831.9	5.67
Total Teaching Positions	10.1	100	420.5	100	279044.8	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.

2022-23 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)	10.7	97.02	302.4	78.25	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	20.7	5.38	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	1.44	37.7	9.75	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.4	1.15	11746.9	4.23
Unknown/Incomplete/NA	0.1	1.44	21.1	5.46	14303.8	5.15
Total Teaching Positions	11	100	386.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	10.9	98.56	294.5	80.41	230039.4	100
Intern Credential Holders Properly Assigned	0	0	15.9	4.34	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	30.1	8.23	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.7	1.31	12112.8	4.34
Unknown/Incomplete/NA	0.1	1.44	20.8	5.7	13705.8	4.91
Total Teaching Positions	11	100	366.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.60	0.1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.60	0.1	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	26.1	1.9	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.8	0	1.4

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Textbook and instructional Materials: The local governing board of the Franklin-McKinley School District has certified that each pupil in the District, in transitional kindergarten through eighth grade, has been provided with standards-aligned textbooks and/or instructional materials in each of the following areas: reading/language arts, mathematics, science and history/social studies. Health is included in the science curriculum. All District textbook adoptions are within the scope of the most recent State Board of Education adoptions and comply with California Education Code provisions.

In accordance with the California Education Code and the Williams Settlement mandates, procedures, monitoring processes and reporting practices by principals and District departments have ensured that all students have access to the current, standards-based textbooks and instructional materials.

In order to comply with the mandates to provide students with the most recent state-approved adoptions in the core areas of Reading/Language Arts, Mathematics, Science and History/Social Studies (Health is included in the Science curriculum), a textbook inventory is conducted at every school by each September of the school year. 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 2025. In addition, principals were responsible for the replenishment of needed textbooks at every grade level (TK-8). All ordering and delivery materials are through an established set of procedures with the District Service Center. As part of the monitoring of sufficiency of textbooks and instructional materials, principals submit a school wide and an individual classroom report to the Curriculum, Instruction, and Assessment Department annually.

As a result of the inventories, the Franklin-McKinley Board of Education certified that each student in grades TK-8, including English learners, have been furnished a complete set of core instructional materials and textbooks that meet the requirements of the California Education Code. A public hearing regarding the sufficiency of said materials that are consistent with state-adopted frameworks was held on September 9, 2025. A Resolution on Sufficiency of Materials, according to the Williams Act mandates, was passed at a public hearing on September 9, 2025.

Year and month in which the data were collected

09/2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0%
Mathematics	Creative Curriculum (TK)/2022 Engage NY Math Gr K-5 (Eureka) 2014 College Prep Math Gr 6-8 (CPM) 2014	0%

Science	Amplify (K-6) Adopted 2022 Discovery Science (7-8), Adopted 2020	0%
History-Social Science	History-Social Science for California Pearson Scott Foresman (K-5) Adopted 2007; TCI, Inc. (7-8) Adopted 2022	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	0
Visual and Performing Arts	No Visual Arts	

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

School Facility Conditions and Planned Improvements

College Connection Academy (CCA) increased its population by an additional 2 classrooms in 2025-2026 school year. It now has 12 instructional classrooms, a Wellness Center, and an administration building that houses the principal, an academic counselor, a social worker, and office manager. The campus shares a set of restrooms, cafeteria, student union theater, athletic field, gym, and blacktop with the Yerba Buena High School (YBHS) staff and students. The theater and student union are used for guest and student presentations. The 10 portable on campus were built in 2006 with expansion to the current size. Three of the classrooms are in the 600 building of YBHS and music class is in one of the theater classrooms. The site has one custodian assigned to clean and disinfect the site on a daily basis.

In 2020, FMSD Bond Measure R was passed and continuously funds a variety of campus facility projects district-wide. In recent years, site improvements to the facilities include installation of ceiling projectors in all classrooms (2021), and installation of security cameras (2021). ESSER funds were utilized to provide additional picnic tables for outdoor learning use (2021), and a designated Wellness Center was established to ensure students are provided with psychological and counseling services and a safe, healthy, and connected school environment (2021). In 2025, two additional large touch screen TV were added to support projection and instructional support for students,

This campus is on the Yerba Buena High School campus. THIS SITE IS INSPECTED BY EAST SIDE UNION HIGH SCHOOL DISTRICT. SEE LINK BELOW. The Yerba Buena High School SARC is located at:
<http://sarconline.org/SarcPdfs/11/43694274330015.pdf>

Year and month of the most recent FIT report

11/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None identified in the rooms for this school. [NOTE: SITE WAS INSPECTED AND IS MAINTAINED BY EAST SIDE UNION HIGH SCHOOL DISTRICT]
Interior: Interior Surfaces	X			Repair wallpaper on back panel (P64)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None identified in the rooms for this school. [NOTE: SITE WAS INSPECTED AND IS MAINTAINED BY EAST SIDE UNION HIGH SCHOOL DISTRICT]

School Facility Conditions and Planned Improvements

Electrical	X		None identified in the rooms for this school. [NOTE: SITE WAS INSPECTED AND IS MAINTAINED BY EAST SIDE UNION HIGH SCHOOL DISTRICT]
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		None identified in the rooms for this school. [NOTE: SITE WAS INSPECTED AND IS MAINTAINED BY EAST SIDE UNION HIGH SCHOOL DISTRICT]
Safety: Fire Safety, Hazardous Materials	X		None identified in the rooms for this school. [NOTE: SITE WAS INSPECTED AND IS MAINTAINED BY EAST SIDE UNION HIGH SCHOOL DISTRICT]
Structural: Structural Damage, Roofs	X		None identified in the rooms for this school. [NOTE: SITE WAS INSPECTED AND IS MAINTAINED BY EAST SIDE UNION HIGH SCHOOL DISTRICT]
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		None identified in the rooms for this school. [NOTE: SITE WAS INSPECTED AND IS MAINTAINED BY EAST SIDE UNION HIGH SCHOOL DISTRICT]

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	73	82	39	40	47	48
Mathematics (grades 3-8 and 11)	57	66	31	33	35	37

2024-25 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	214	214	100.00	0.00	82.24
Female	106	106	100.00	0.00	84.91
Male	108	108	100.00	0.00	79.63
American Indian or Alaska Native	--	--	--	--	--
Asian	122	122	100.00	0.00	92.62
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	75.00
Hispanic or Latino	69	69	100.00	0.00	65.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	143	143	100.00	0.00	77.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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
All Students	214	214	100.00	0.00	66.36
Female	106	106	100.00	0.00	59.43
Male	108	108	100.00	0.00	73.15
American Indian or Alaska Native	--	--	--	--	--
Asian	122	122	100.00	0.00	84.43
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	56.25
Hispanic or Latino	69	69	100.00	0.00	39.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	143	143	100.00	0.00	61.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	40.78	48.15	21.8	20.16	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	108	108	100.00	0.00	48.15
Female	49	49	100.00	0.00	34.69
Male	59	59	100.00	0.00	59.32
American Indian or Alaska Native	--	--	--	--	--
Asian	62	62	100.00	0.00	61.29
Black or African American	0	0	0	0	0
Filipino	11	11	100.00	0.00	45.45
Hispanic or Latino	30	30	100.00	0.00	23.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	68	68	100.00	0.00	38.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

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
Grade 7	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

CCA believes that all stakeholders must work together to ensure every child's success. Therefore, collaboration is of high importance at CCA. CCA has an open door policy where parents may drop in the school at any time and view classroom instruction with the principal. The principal is available to all parents by phone, e-mail, text, and in person Monday- Friday from 8am- 4pm. A true parent collaboration is a constant work in progress and a needs assessment is done monthly with the parents. Based on the needs assessment results, the principal plans future academy meetings. Currently, parents have multiple ways to become involved and collaborate with each other, their child and the school. If parents who are interested in becoming formal stakeholders are encouraged to join one of the governance organizations: the School Site Council (SSC) and District Advisory Committee (DAC). Parents may also provide input and collaborate with school officials by attending or leading the CCA Parent Engagement Group that holds monthly and led by parent volunteers. Parents also have the opportunity to volunteer at community outreach events. CCA offers parent trainings by our school counselor and office manager for those parents who want to monitor a child's progress electronically and need support. We hold meetings to help parents understanding the whole student through Social and Emotional Learning and how to support their students through our accelerated program. Parent engagement workshops are provided through our district (FMSSD) or upon parent request , coordinate fundraising events, and support the community. CCA also offer multiple university field trips on Saturdays to provide families the opportunity to participate in and obtain university requirements.

CCA believes in developing the whole child, and understand that parental involvement is crucial in making this a possibility. A collaboration between school and home to guide young adults into becoming responsible adults. CCA operates with a family/village mantra that it takes the entire community to raise a child and offers family field trips to colleges and school events throughout the school year. CCA sets up college field trips during the weekends, so parents and siblings can attend and share in the learnings of higher learning requirements.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	217	215	7	3.3
Female	109	107	5	4.7
Male	108	108	2	1.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	122	122	1	0.8
Black or African American	--	--	--	--
Filipino	16	16	0	0.0
Hispanic or Latino	72	70	6	8.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	14	14	1	7.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	147	146	6	4.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.9	0	0.46	2.49	2.35	1.35	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.01	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.46	0.00
Female	0.00	0.00
Male	0.93	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.82	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	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	7.14	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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.

2025-26 School Safety Plan

All schools in the Franklin-McKinley School District have a very detailed, comprehensive safety plan designed to ensure both the health and security of all students and staff. The safety plan consists of a wide variety of site drills designed to meet a number of emergency situations that might arise. All school sites within Franklin-McKinley School District practice fire, drop and cover (earthquake), and intruder drills. There are established committees at all sites and levels to review safety procedures, correct any problems that may exist and expand FMMSD'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 a district administrator. The School Safety Plan is reviewed, updated, and discussed with the College Connection Academy parents, school faculty on January 6th, and approved by the Board of Trustees each year before March 1.

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	5	5	0
Mathematics	18	9	2	0
Science	22	5	4	0
Social Science	22	4	5	0

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	7	3	
Mathematics	18	7	4	
Science	22	3	6	
Social Science	22	3	6	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	4	6	
Mathematics	24	1	8	
Science	27	1	7	
Social Science	27		8	

2024-25 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	202

2024-25 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	13185	1399.58	11785	119581
District	N/A	N/A	14940.44	\$111098
Percent Difference - School Site and District	N/A	N/A	-23.6	13.2
State	N/A	N/A	10770.84	101084
Percent Difference - School Site and State	N/A	N/A	9.0	21.5

Fiscal Year 2024-25 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
- Educator Effectiveness Funds
- Learning Recovery Educational Block Grant LREBG
- State and Federal Special Education funds
- Proposition 28 funds

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$63,748	\$61,597
Mid-Range Teacher Salary	\$110,200	\$98,902
Highest Teacher Salary	\$126,872	\$126,340
Average Principal Salary (Elementary)	\$164,149	\$158,383
Average Principal Salary (Middle)	\$164,210	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$286,165	\$288,332
Percent of Budget for Teacher Salaries	29.39%	31.29%
Percent of Budget for Administrative Salaries	5.66%	5.38%

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).

Middle school staff were provided with workshops covering vocabulary instruction and morphology at the secondary level to ensure alignment to the FMSD Literacy Block. Additionally, staff participated in workshops that provided an overview on new adoptions; TCI, K-6 Social Studies and the TK Curriculum, Creative Curriculum for Transitional Kindergarten, California, as well as continued learning in Math, Science, and foundational skills 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 FastBridge, core curriculum, and best first instruction. This year, FMSD provided Implicit Bias training for all new staff and staff who were unable to attend training last year.

Ongoing Professional Learning Communities allow teachers to learn from each other and discuss best practices. All FMSD schools are participating in the implementation of a Multi-Tiered System of Support (MTSS) focused on Tier I instruction and universal access.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4