

George Shirakawa Sr. Elementary School

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	George Shirakawa Sr. Elementary School
Street	665 Wool Creek Drive
City, State, Zip	San Jose CA, 95112
Phone Number	(408) 938-3200
Principal	Rochelle Espitia
Email Address	rochelle.espitia@fmsd.org
School Website	shirakawa.fmsd.org
Grade Span	PK-6
County-District-School (CDS) Code	43-69450-6115943

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

School Description

Shirakawa School is located across from the Franklin-McKinley District Service Center and serves a diverse student population in terms of language, culture, ethnicity, and socioeconomic backgrounds. We are committed to meeting the academic and social-emotional needs of all students through a data-driven, schoolwide system of learning and support.

Shirakawa offers a coordinated instructional program across all grade levels. Students learn and build foundational and advanced skills through a rich, engaging, and culturally responsive curriculum. Teachers meet regularly for grade-level planning, curriculum mapping, and assessment analysis to refine instruction and improve student outcomes. Professional learning focuses on:

- Structured Literacy and the Science of Reading
- Use of iPads and Chromebooks for personalized learning
- Inquiry-based and project-based instructional practices
- Data-informed decision-making to guide instruction

Shirakawa thrives through strong partnerships with families, community organizations, and district collaborators. Together, we cultivate a positive, inclusive, and respectful school culture where students feel safe, supported, and empowered. We encourage students to think critically and creatively, work collaboratively, and explore learning beyond the classroom. Our community values belonging, cultural appreciation, and civic responsibility as we prepare all students to become engaged citizens and compassionate leaders.

Mission Statement

At Shirakawa School, we are an inclusive community that values equity, teamwork, and collaboration. We hold high expectations for every student while providing the care, recognition, and support they need to thrive academically, socially, and emotionally. By fostering kindness, communication, and mindfulness, we cultivate a positive, empowering school culture where all students feel celebrated, supported, and inspired to grow into whole children.

Vision Statement

2025-26 School Description and Mission Statement

With equity at the heart of our work, Shirakawa strives to be a vibrant, joyful, and compassionate learning community where every student is valued and every voice matters. We envision students who are confident, resilient, and collaborative leaders ready to make a difference, embrace diversity, and succeed with a positive attitude in school and beyond.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	36
Grade 1	41
Grade 2	49
Grade 3	53
Grade 4	62
Grade 5	68
Grade 6	67
Grade 7	72
Grade 8	60
Total Enrollment	508

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	0.2
Asian	28.5
Black or African American	1.8
Filipino	3.9
Hispanic or Latino	57.1
Two or More Races	3.9
White	4.3
English Learners	41.7
Foster Youth	0.4
Homeless	1
Socioeconomically Disadvantaged	84.3
Students with Disabilities	12

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)	33.7	84.71	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)	2.6	6.67	38.9	9.26	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.9	2.26	5.5	1.33	11953.1	4.28
Unknown/Incomplete/NA	2.5	6.37	26.9	6.4	15831.9	5.67
Total Teaching Positions	39.8	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)	27.7	89.48	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)	0.8	2.58	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	2.4	7.94	21.1	5.46	14303.8	5.15
Total Teaching Positions	30.9	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)	24.4	98.99	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	0.2	1.01	20.8	5.7	13705.8	4.91
Total Teaching Positions	24.6	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	2.60	0.8	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.60	0.8	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	0.90	0	0
Total Out-of-Field Teachers	0.90	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)	14.9	4.9	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)	0.7	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>.

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

9/2025

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) 2018 College Prep Math Gr 6-8 (CPM) 2013	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; Discovering Our Past, Glencoe/McGraw Hill, 2006 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	0%
Science Laboratory Equipment (grades 9-12)	N/A	

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

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 (2) 8-hour and (1) 4- 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 and adding solar-panel shading for tables on the asphalt near the playground. 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 in 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

7/1/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces	X			Main Office - repair walls to be completed during Spring Break (April 2026) Library - repair walls to be completed during Spring Break (April 2026)

School Facility Conditions and Planned Improvements

				MPR - cafeteria door, walls, ceiling tiles and trim need to be repaired to be completed on Spring break (April 2026) Classroom 101 - Door needs to be painted/to be completed on Spring break (April 2026) Classroom 104 - repair walls and baseboards to be completed during Spring Break (April 2026) Classroom 108 - Repair/ paint walls to be completed during Spring Break (April 2026) Classroom 109 - Door needs to be painted/ and baseboards to be completed on Spring break (April 2026) Classroom 110 - replace ceiling tiles to be completed during Spring Break (April 2026) Classroom 209 - repair walls to be completed during Spring Break (April 2026) Classroom 210 - door and walls needs to be painted to be completed during Spring Break (April 2026) B1 - repair ceiling tiles to be completed during Spring break (April 2026) B2 - repair walls and ceiling tiles to be completed during Spring Break (April 2026) B3 - repair walls and ceiling tiles to be completed during Spring Break (April 2026) B4 - repair walls to be completed during Spring Break (April 2026) Workroom - Repair/ paint walls, baseboards to be completed during Spring Break (April 2026) Corridor 153 - Repair/ paint walls, baseboards to be completed during Spring Break (April 2026) Corridor 266 - repair walls and baseboards to be completed during Spring Break (April 2026)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None
Electrical	X			None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None
Safety: Fire Safety, Hazardous Materials	X			None
Structural: Structural Damage, Roofs	X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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)	46	41	39	40	47	48
Mathematics (grades 3-8 and 11)	37	35	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	386	371	96.11	3.89	40.97
Female	179	172	96.09	3.91	45.35
Male	207	199	96.14	3.86	37.19
American Indian or Alaska Native	--	--	--	--	--
Asian	119	115	96.64	3.36	57.39
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	88.24
Hispanic or Latino	212	201	94.81	5.19	25.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	64.29
White	14	14	100.00	0.00	64.29
English Learners	146	135	92.47	7.53	10.37
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	316	306	96.84	3.16	37.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	45	93.75	6.25	13.33

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	386	377	97.67	2.33	35.28
Female	179	175	97.77	2.23	32.57
Male	207	202	97.58	2.42	37.62
American Indian or Alaska Native	--	--	--	--	--
Asian	119	119	100.00	0.00	57.14
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	52.94
Hispanic or Latino	212	203	95.75	4.25	19.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	71.43
White	14	14	100.00	0.00	42.86
English Learners	146	142	97.26	2.74	13.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	316	310	98.10	1.90	31.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	44	91.67	8.33	11.36

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)	32.52	26.02	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	126	123	97.62	2.38	26.02
Female	55	54	98.18	1.82	20.37
Male	71	69	97.18	2.82	30.43
American Indian or Alaska Native	0	0	0	0	0
Asian	35	35	100.00	0.00	34.29
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	70	67	95.71	4.29	17.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	41	40	97.56	2.44	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	102	100	98.04	1.96	24.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	13	81.25	18.75	7.69

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 5	100%	100%	100%	100%	100%
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
Parent and family involvement is a central strength of the Shirakawa community and continues to play a vital role in our students’ success. Shirakawa fosters a positive and collaborative school culture where families are welcomed as partners through ParentSquare, school-wide events, and consistent two-way communication. - Shirakawa actively welcomes parent volunteers to support in classrooms, on field trips, and during school events. Teachers value partnership with families, and parents are encouraged to sign up to assist with instructional support, activities, and campuswide celebrations. - Our School Site Council (SSC) and English Learner Advisory Committee (ELAC) meet monthly to review student progress, monitor academic goals, and help guide program decisions and budget priorities aligned with our SPSA. - Cafecito / Coffee with the Principal is held monthly to discuss school data, upcoming events, parent questions, and collaborative planning. These gatherings serve as an inclusive space for families to be heard, informed, and involved in shaping our school. - Shirakawa proudly collaborates with community organizations and partner agencies to support academic growth, wellness, and family engagement. Workshops are offered throughout the year on topics such as parenting strategies, early literacy, health supports, attendance, and English language development. - Families are encouraged to participate in and attend signature Shirakawa events, including: Fall Harvest Festival & Haunted House, Winter Performance, Cultural Celebrations, Scholastic Book Fair, Trimester Awards Assemblies, Spirit Weeks, Movie & Bingo Nights, Walk-n-Roll Events, Back-to-School Night, Open House, and Parent-Teacher Conferences. These activities help strengthen belonging, joy, and school pride, Shark Strong, Shirakawa Proud. - Parents are invited to join parent committees, volunteer groups, and family workshops throughout the year. Opportunities are designed to strengthen home-school partnership, communication, and shared leadership. Finally, Shirakawa families have direct access to the Shirakawa Family Resource Center, located on our campus. The Family Resource Center connects families to social services, academic resources, community programs, and learning opportunities for parents, caregivers, and children to grow together. This space serves as a hub for community support, empowerment, and

2025-26 Opportunities for Parental Involvement

family strengthening.

Shirakawa is committed to honoring families' voices, building trust, and creating a welcoming environment where every family feels valued, supported, and engaged in their child’s education.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	569	550	115	20.9
Female	276	265	57	21.5
Male	293	285	58	20.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	155	154	4	2.6
Black or African American	11	11	7	63.6
Filipino	21	20	4	20.0
Hispanic or Latino	336	320	93	29.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	21	3	14.3
White	23	22	3	13.6
English Learners	250	240	44	18.3
Foster Youth	--	--	--	--
Homeless	19	14	5	35.7
Socioeconomically Disadvantaged	483	467	102	21.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	76	73	18	24.7

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
2.84	2.03	1.58	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	1.58	0.00
Female	0.72	0.00
Male	2.39	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.65	0.00
Black or African American	9.09	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.79	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.35	0.00
English Learners	1.60	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.86	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.32	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

Like all schools in the Franklin-McKinley School District, Shirakawa Elementary maintains a comprehensive School Safety Plan designed to protect the health, security, and well-being of all students and staff. The plan outlines procedures, safety protocols, and drills for various emergency scenarios. All school sites within FMSD, including Shirakawa, regularly conduct fire drills, earthquake drills, and intruder/lockdown drills to ensure readiness and rapid response in the event of an emergency.

All required drills are scheduled annually, practiced, evaluated, and documented. Results and safety reminders are communicated to families and staff through the school website and ParentSquare. The School Safety Plan is reviewed yearly, updated with stakeholder input, and approved by the Board of Trustees before March 1 of each school year.

For the 2025–26 academic year, the annual review of the Shirakawa School Safety Plan was conducted in Fall 2025. Input was gathered from students, parents, teachers, office staff, classified staff, and site administration. The updated School Safety Plan was reviewed and approved by the Shirakawa School Site Council on December 11, 2025. Printed copies are available for review in the school office, and digital access is available through the Shirakawa website. The School Board will approve the Safety Plan prior to March 1, 2026.

At Shirakawa:

- Fire drills are conducted monthly.
- The campus participates in the Great California ShakeOut earthquake drill every October, with additional drills held throughout the year.
- Shelter-in-Place and Lockdown practices are reviewed with staff annually and drilled to maintain preparedness.
- Staff and students receive ongoing training in emergency response expectations and evacuation procedures.
- The Shirakawa Safety Committee meets to review systems, evaluate procedures, and update plans as needed.
- Promoting a Safe and Respectful Learning Community is the heart of our work.

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.

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	23	0	2	0
1	13	5	0	0
2	13	5	0	0
3	16	2	2	0
4	15	3	2	0
5	17	2	3	0
6	15	5	0	0
Other	4	2	0	0

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	17	2	0	0
1	24	0	2	0
2	18	3	0	0
3	19	3	0	0
4	16	2	2	0
5	17	2	2	0
6	21	1	3	0
Other	9	2	0	0

2024-25 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2		
1	21	1	1	
2	25		2	
3	18	3		
4	21	1	2	
5	23	1	2	
6	22	1		

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	3.8

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	10,729	2,312.52	8,417	116,132
District	N/A	N/A	14,940.44	\$111,098
Percent Difference - School Site and District	N/A	N/A	-55.9	10.3
State	N/A	N/A	10770.84	101084
Percent Difference - School Site and State	N/A	N/A	-24.5	18.6

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

Fiscal Year 2024-25 Types of Services Funded

- Community Schools Partnership Program
- 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/csl/>.

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).

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 both diagnostic assessments and universal screeners. Full-day, optional Wednesday training is provided to staff on small group instruction, and the aforementioned curriculum and assessments. These training opportunities are provided to staff based on the findings of the literacy task force, which came into inception the 24-25 school year. For the latter half of the 25-26 school year, professional development opportunities will include small group instruction, and reading comprehension. FMSD continues to provide 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.

Optional monthly professional development sessions were offered districtwide in assessment and intervention platforms, including mCLASS DIBELS, Learning for Tears, SIPPS, Sonday, Heggerty, and more, based on district-assigned initiatives (implicit bias declaration training).

At Shirakawa, Professional Learning Communities (PLCs) serve as the engine of instructional growth, shared accountability, and equity-driven problem solving. Grade-level teams meet weekly using SMARTE goals- Specific, Measurable, Achievable, Relevant, Time-Bound, and Equity-anchored to monitor student progress, analyze assessment data, and co-plan instruction. PLCs support collaboration through progress-monitoring cycles aligned to DIBELS, ESGI, Lexia, NSGRA, FastBridge, SIPPS, Sonday, and classroom-based assessments, ensuring that decisions remain data-informed and responsive.

Professional Development

A key instructional priority for 2025–26 is maximizing instructional capacity through daily targeted small-group intervention. All classrooms provide a minimum of 30 minutes of small-group instruction per day, allowing teachers to differentiate instruction for foundational literacy, reading fluency and comprehension, vocabulary development, and math skill acquisition. This ensures instruction is responsive rather than one-size-fits-all; students who need enrichment receive challenge, students needing support receive targeted intervention, and all students grow within the core classroom environment.

This model strengthens Tier I instruction and MTSS implementation through:

- SMARTE goals aligned to grade-level academic priorities
- Daily small-group intervention in all classrooms for at least 30 minutes
- Collaborative lesson planning and cross-grade instructional alignment
- Use of EDI, integrated ELD strategies, trauma-informed approaches, and SEL-aligned routines
- Continuous reflection cycles to evaluate student progress and close achievement gaps

Shirakawa staff are actively participating in district MTSS professional development alongside K-8 and middle school cohorts. Site-based PD has focused on Explicit Direct Instruction, integrated language development strategies, trauma-informed instructional practices, and the development of strong Tier I supports. Upcoming PD sessions include Self-Care for Educators, Navigating the SST Process, Finding Your Why, Integrating SEL into Core Instruction, and Building Student Confidence and Academic Identity. Additional learning opportunities are provided throughout the year as student needs emerge.

This approach reflects Shirakawa’s commitment to high expectations, universal access, and academic growth for every student, every classroom, every day.

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