Robert F. Kennedy 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.

Admission Requirements for the University of California (UC)	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 https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	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 https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Robert F. Kennedy Elementary School
Street	1602 Lucretia Ave
City, State, Zip	San Jose, CA 95122
Phone Number	(408)283-6325
Principal	Mariana Alvarez
Email Address	Mariana.Alvarez@fmsd.org
School Website	kennedy.fmsd.org
Grade Span	K-6
County-District-School (CDS) Code	43-69450-6067201

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

Kennedy School is located in the southeast section of San Jose, at the north end of Franklin-McKinley School District (FMSD). Kennedy is one of 13 schools in the FMSD and currently serves approximately 350 preschool through sixth-grade students. Our mission at Kennedy is to foster a community of students, families, and staff committed to improving student outcomes. We strive to create an inclusive learning environment where students access the necessary academic and social skills to thrive in a world that has not yet been created. Because we believe it is our collective responsibility to impact and disrupt the systems that often marginalize our students, families, and community. This is accomplished by guaranteeing a safe, nurturing environment that inspires individual excellence and integrates the strength of our diverse community.

2025-26 School Description and Mission Statement

Part of a high-quality academic program includes activities that take place outside of the classroom and enhance the overall learning experience. At Kennedy School, students can access the following extracurricular activities: CORAL, San Jose Jazz Progressions, and Audacity Performing Arts. During the school day, students participate in enrichment opportunities weekly.

Over the years, we have have continued to build a community garden, offer our students enrichment, offer all staff and parents training in Positive Discipline, delve deeper into standards-based instruction with the support of Instruction Partners, and have worked towards our mission of creating a learning environment that equips our students with the necessary academic and social skills to be productive members of our society. The three graduate aims we have chosen for our students are Ready for the Future World of Work, Kind and Thoughtful Community Members, and Academically Prepared.

Kennedy Elementary School Mission & Vision
Mission: Kennedy is a community of students, families, and staff who are committed to improving student opportunities by challenging the current model. We want to build a culture and community where students will be self-driven, have a sense of belonging, and own their work. Students' social and emotional goals will be met, and ultimately, teaching to the whole student, creating life-learners and leaders in their community who will advocate for themselves and others.
Vision: We strive to create an inclusive learning environment where students can access the necessary academic and social skills to thrive in a world that has not yet been created

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	55
Grade 1	30
Grade 2	32
Grade 3	34
Grade 4	48
Grade 5	40
Grade 6	61
Total Enrollment	300

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	53.3
Asian	17.3
Black or African American	1.7
Filipino	1.3
Hispanic or Latino	78.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.3
White	0.7
English Learners	46.7
Homeless	3.3
Socioeconomically Disadvantaged	91
Students with Disabilities	15.3

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)	18.3	96.52	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)	0	0	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	0.6	3.48	26.9	6.4	15831.9	5.67
Total Teaching Positions	18.9	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)	15.5	94	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	0	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	0.9	6	21.1	5.46	14303.8	5.15
Total Teaching Positions	16.4	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)	14.7	93.71	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	0.9	6.29	20.8	5.7	13705.8	4.91
Total Teaching Positions	15.7	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	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	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)	0	0	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	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) 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	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

Robert F. Kennedy School has 29 classrooms, one multi-purpose room, a library, and an administration building. The main campus was built in 1970. The site has two 8-hour custodians who clean and disinfect the site on a daily basis.

In 2020 FMSD Bond Measure R was passed and funded several site improvements to the facilities including campus-wide exterior painting and installation of new interior and exterior signages (2021), installation of security cameras at all entrances and access gates (2021), roof repairs (2021), installation of ceiling-mounted projectors on most classrooms (2021), on-going maintenance and repair of all our HVAC systems, and replacement of rubberized surface under the solar arrays in the kindergarten area (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).

Office modernization was completed in 2024.

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			None
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

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			none

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)	28	28	39	40	47	48
Mathematics (grades 3-8 and 11)	18	25	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	191	178	93.19	6.81	27.53
Female	87	82	94.25	5.75	30.49
Male	104	96	92.31	7.69	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	35	31	88.57	11.43	58.06
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	146	138	94.52	5.48	21.01
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	0	0	0	0	0
English Learners	86	76	88.37	11.63	9.21
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	171	162	94.74	5.26	25.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	37	97.37	2.63	5.41

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	191	186	97.38	2.62	25.27
Female	87	85	97.70	2.30	20.00
Male	104	101	97.12	2.88	29.70
American Indian or Alaska Native	0	0	0	0	0
Asian	35	35	100.00	0.00	45.71
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	146	142	97.26	2.74	20.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	86	84	97.67	2.33	11.90
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	171	167	97.66	2.34	22.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	37	97.37	2.63	2.70

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)	21.57	9.76	21.8	19.9	30.73	32.52

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	41	41	100.00	0.00	9.76
Female	20	20	100.00	0.00	10.00
Male	21	21	100.00	0.00	9.52
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	32	32	100.00	0.00	12.50
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	17	17	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	37	100.00	0.00	10.81
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 5	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Kennedy School welcomes parents to become involved in all areas of their child's social and academic experience. In the fall, all parents are invited to be a part of an Annual Title I meeting. They learned about the School Governance Committees (English Language Learner Advisory Committee-ELAC and the School Site Council-SSC) at that meeting. They were invited to nominate themselves to become members of one or both of those committees. Both of those committees meet a minimum of quarterly and have been well-attended. Members of these committees have the opportunity to provide input on school programs, budgets, and safety, as well as in many other areas. Meetings are also held at the beginning of the school year to inform parents of the California State Standards for each grade level as well as the various class options available to their children. We also have regular monthly meetings that take place in the mornings and evenings. We have also provided parent workshops by our school social worker and Middle Ground Parent, with the intention of supporting our community's social-emotional well-being.

We look forward to the day we can welcome parents to visit their child’s classroom, volunteer as parents, attend our reading nights, and participate in our Cougar Parent Club. The Parent club is working on hosting a variety of events and fundraisers to enhance the academic experiences our students are receiving. Our Community School designation and grant has allowed us to continue to build experiences and opportunities for our community. Opportunities for parent involvement are virtual and in-person. For more information, contact Mariana Alvarez, Principal.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	339	328	69	21.0
Female	149	148	26	17.6
Male	190	180	43	23.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	58	56	5	8.9
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	263	255	60	23.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	166	158	32	20.3
Foster Youth	--	--	--	--
Homeless	14	14	7	50.0
Socioeconomically Disadvantaged	311	303	66	21.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	58	56	12	21.4

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
0.84	0.3	1.18	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	1.18	0.00
Female	0.67	0.00
Male	1.58	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	0.76	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	7.14	0.00
Socioeconomically Disadvantaged	0.96	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.17	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 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 through the medium of the school website and via email from an administrator. The School Safety Plan is reviewed, updated, and discussed with the school faculty and approved by the Board of Trustees each year before March 1.

Input for the Safety Plan will be collected from parents and staff in December. A draft will be presented to the community in the last week of January 2026.

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	19	2	1	0
1	16	2	0	0
2	21	1	1	0
3	20	1	1	0
4	16	1	2	0
5	14	3	0	0
6	17	1	2	0
Other	7	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	19	2	1	0
1	16	2	0	0
2	17	2	0	0
3	18	2	0	0
4	15	1	2	0
5	16	2	1	0
6	16	2	1	0
Other	10	3	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	15	2		
1	15	1	1	
2	16	1	1	
3	17	2		
4	16	2	1	
5	13	2	1	
6	20	1	2	
Other	7	4		

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	0.7
Resource Specialist (non-teaching)	
Other	4.5

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	14,529	4,936.12	9,592	115,896
District	N/A	N/A	14,940.44	$111,098
Percent Difference - School Site and District	N/A	N/A	-43.6	10.1
State	N/A	N/A	$10770.84	101084
Percent Difference - School Site and State	N/A	N/A	-11.6	18.4

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/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).

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.

Since August of 2018, Kennedy teachers were trained in Positive Discipline through Middle Ground Parenting. We have had ongoing training to maintain and improve practice with socio-emotional learning. Any new staff are also onboarded within their first year of being hired to Kennedy. Training for the 25-26 school year will take place the first week of December.

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