Windmill Springs School

2025-2026 School Accountability Report Card
(Published During the 2026-2027 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/.

2026-27 School Contact Information

School Name	Windmill Springs School
Street	2880 Aetna Way
City, State, Zip	San Jose CA, 95121
Phone Number	(408) 363-5600
Principal	Jose Sanchez
Email Address	Jose.Sanchez@fmsd.org
School Website	https://windmillsprings.fmsd.org/
Grade Span	
County-District-School (CDS) Code	43-69450-6105795

2026-27 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

2026-27 School Description and Mission Statement

Principal's Message
Windmill Springs, is a Leader In Me School that is a neighborhood school along with the Bay Area's first Vietnamese dual immersion program. Windmill Springs is home to grades Tk through 8th grade. The Vietnamese dual immersion program starts in Kindergarten. We are also a California Distinguished School. Windmill Springs School is located near the intersection of Capitol Expressway and McLaughlin Avenue, it is one of 13 schools in the Franklin-McKinley School District and one of two TK-8 schools. It is not uncommon for a student to spend his or her entire elementary and middle school career at Windmill Springs.

Windmill Springs' Mission Statement:

2026-27 School Description and Mission Statement

Windmill Springs is a safe community where everyone explores, imagines, and grows to become compassionate, extraordinary leaders.

As a Leader In Me school, staff maintain high standards and immerse students in an authentic, engaging, and rigorous curriculum. Here at Windmill, we teach the 7 Habits of Highly Effective People to help students become empowered learners and leaders. For those students who may not yet meet standards, staff provide focused, intense interventions; for those students who exceed standards, Windmill Spring offers meaningful, challenging enrichment. In the 2019, Windmill Springs launched the first Vietnamese Dual Language Immersion program in Northern California and now supports students in kindergarten through fifth grade. The program's goals of developing bilingualism, academic achievement, and multicultural understanding enroll students who are English speaking wishing to learn Vietnamese as a foreign language and Vietnamese speaking students who are learning English and want to develop their literacy in Vietnamese. Windmill Springs is a culturally rich and linguistically gifted school where all students are leaders and their backgrounds are honored. The program currently serves students in grades K-5.

About this School

2025-26 Student Enrollment by Grade Level

Grade Level	Number of Students

2025-26 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

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.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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.

2024-25 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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	2022-23	2023-24	2024-25
Permits and Waivers	0	0	
Misassignments	0	0	
Vacant Positions	0	0	
Total Teachers Without Credentials and Misassignments	0	0	

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

Indicator	2022-23	2023-24	2024-25
Credentialed Teachers Authorized on a Permit or Waiver	0	0	
Local Assignment Options	0	0	
Total Out-of-Field Teachers	0	0	

Class Assignments

Indicator	2022-23	2023-24	2024-25
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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	

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

2026-27 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	0%

	Engage NY Math Gr K-5 (Eureka) 2014 College Prep Math Gr 6-8 (CPM) 2014	
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

Windmill Springs Elementary School main campus was built in 1984. It consists of 31 classrooms, a library, wellness center, and an administration building. The site has (2) 8-hour custodians and (1) 7-hour assigned to 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 installation of security cameras at all entrances and access gates (2021), five (5) classroom portables were modernized (2021), three (3) new portables and one (1) student restroom were added (2021), and installation of a new shade structure and addition of outdoor picnic tables for outdoor learning use (2020).

ESSER funds were utilized to provide additional picnic tables for outdoor learning use (2021) and designated Wellness Centers - including the addition of an office inside the wellness center - were 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	7/10/2025

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 - Wall needs to be repaired to be completed during Spring Break (April 2026) Library - ceiling tiles and wall need to be repaired to be completed during spring break (April 2026) B4 - ceiling tiles need to be repaired to be completed during spring break (April 2026) C4 - walls need to be repaired to be completed during spring break (April 2026) C5 - walls need to be repaired to be completed during spring break (April 2026) D3 - wall and ceiling tiles needs to be repaired to be completed during Spring Break (April 2026)

School Facility Conditions and Planned Improvements

				D4 - wall needs to be repaired to be completed during Spring Break (April 2026) D5 - wall needs to be repaired to be completed during Spring Break (April 2026) D6 - Wall needs to be repaired to be completed during Spring Break (April 2026) F1 - walls need to be repaired to be completed during spring break (April 2026) F2 - ramp and ceiling tiles need to be repaired to be completed during spring break (April 2026) F3 - ceiling tiles need to be repaired to be completed during spring break (April 2026) F4 - ceiling tiles need to be repaired to be completed during spring break (April 2026) P1 -walls and ceiling tiles need to be repaired 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		

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 2024-25	School 2025-26	District 2024-25	District 2025-26	State 2024-25	State 2025-26
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

2025-26 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.

Student Groups	Total Enrollment	Percent Tested	Percent Not Tested	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4
Statewide							
Schoolwide							
Female							
Male							
American Indian or Alaska Native							
Asian							
Black or African American							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
Two or More Races							
White							
English Learners							
Foster Youth							
Homeless							
Military							
Socioeconomically Disadvantaged							
Students Receiving Migrant Education Services							
Students with Disabilities							

2025-26 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.

Student Groups	Total Enrollment	Percent Tested	Percent Not Tested	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4
Statewide							
Schoolwide							
Female							
Male							
American Indian or Alaska Native							
Asian							
Black or African American							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
Two or More Races							
White							
English Learners							
Foster Youth							
Homeless							
Military							
Socioeconomically Disadvantaged							
Students Receiving Migrant Education Services							
Students with Disabilities							

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 2024-25	School 2025-26	District 2024-25	District 2025-26	State 2024-25	State 2025-26
Science (grades 5, 8 and high school)						

2025-26 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 Groups	Total Enrollment	Percent Tested	Percent Not Tested	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4
Statewide							
Schoolwide							
Female							
Male							
American Indian or Alaska Native							
Asian							
Black or African American							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
Two or More Races							
White							
English Learners							
Foster Youth							
Homeless							
Military							
Socioeconomically Disadvantaged							
Students Receiving Migrant Education Services							
Students with Disabilities							

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2025-26 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

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.

2026-27 Opportunities for Parental Involvement

Parents, teachers and the administration work together to support maximum parent involvement at Windmill Springs. To promote communication and engagement among all parent groups, parents participate in the English Learners Advisory Committee, District Advisory Committee, School Site Council, Dual immersion parent groups, and as a voice and partner of Windmill Springs. The School's Newsletter in English, Spanish, and Vietnamese is sent home in hard copy, through parent square, and posted on the school website bi-monthly. The school works to send home all flyers in English, Spanish, and Vietnamese. The school provides interpretation in Spanish and Vietnamese for parents for all meetings as needed. We have a Vietnamese Liaison on campus five days a week to support the growing Vietnamese population that is increasing with the Vietnamese dual immersion program.

Parents attend conferences with their child's teacher in November and March. Parents are encouraged to attend Back to School Night, Open House, parent meetings and other school activities. The Family BBQ, movie nights, Volunteers' Reception, monthly Principal Coffees and other activities foster and highlight parent support and community involvement. We invite parents to visit their child's classroom and to join us as a volunteer either in the classroom or in some other capacity around the school.

For more information on how to be involved, please contact Jose Sanchez, Principal, at (408) 363-5600 or Jose.Sanchez@fmsd.org

2025-26 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
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 2023-24	School 2024-25	School 2025-26	District 2023-24	District 2024-25	District 2025-26	State 2023-24	State 2024-25	State 2025-26

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 2023-24	School 2024-25	School 2025-26	District 2023-24	District 2024-25	District 2025-26	State 2023-24	State 2024-25	State 2025-26

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
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.

2026-27 School Safety Plan

All schools in the Franklin-McKinley School District has a very detailed, comprehensive safety plan designed to ensure both the health and security of all students and staff. The safety plan consists of a wide variety of site drills designed to meet a number

2026-27 School Safety Plan

of emergency situations that might arise. All school sites within Franklin-McKinley School District practice fire, drop and cover (earthquake), and intruder-on-campus drills. There are established committees at all sites and levels to review safety procedures, correct any problems that may exist and expand FMSD's capacity to deliver services when and where needed. In addition, all required drills are calendared, completed, and evaluated with the results being communicated to all staff and parents in the medium of the school website and via email from an administrator. The School Safety Plan was reviewed, updated, and discussed with: school faculty on 12/2/25, ELAC/SSC on 11/5/25, Students on 12/3/25, and approved by the Board of Trustees each year before March 1.

D. Other SARC Information

Information Required in the SARC

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

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

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

2025-26 Elementary Average Class Size and Class Size Distribution

This table displays the 2025-26 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

2025-26 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	

2025-26 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2024-25 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2024-25 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				
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2025-26 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)

Fiscal Year 2025-26 Types of Services Funded

- 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 Educatio

Fiscal Year 2024-25 Teacher and Administrative Salaries

This table displays the 2024-25 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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.

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.

Professional Development

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. Dual Language Immersion teachers from our Spanish and Vietnamese DLI programs receive on-going professional development and coaching with ADTLE and Tran Consulting, as well as with our FMSD Teacher on Special Assignment for DLI.

Specifically at Windmill Springs School, we have two professional development areas. As a Leader In Me school, teachers receive training to better their practices and improve our success as a Leader In Me school. In January, teachers will receive direct support from a Leader In Me trainer in creating and maintaining Leadership Notebooks and setting person WIGs (wildly important goals).

In December Windmill Springs continued incorporating Thinking Maps and holding Professional Development as a refresher for staff.

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

Subject	2024-25	2025-26	2026-27
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	