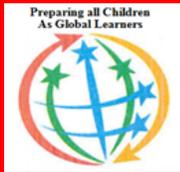# Robert F. Kennedy Elementary School

1602 Lucretia Avenue • San Jose CA, 95122 • (408) 283-6325 • Grades K-6
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Franklin-McKinley Elementary School District
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George Sanchez, Vice President

Maimona Afzal Berta, Board Clerk

Kerry Rosado, Board Member

Thanh Tran, Board Member

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School Description

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 16 schools in the FMSD and currently serves approximately 430 preschool through sixth grade students. Our mission at Kennedy is to foster a community of students, families and staff that is committed to improving student outcomes. We strive to create an inclusive learning environment where students are able to access the necessary academic and social skills in order to function in a world that has not yet been created. This is accomplished by guaranteeing a safe, nurturing environment that inspires individual excellence and integrates the strength of our diverse community.

All Kennedy School students apply the concepts of math and science in real life situations, through offered by the Tech Museum. Technology partners from San Jose State University and Santa Clara University work with teachers of students and teachers as mentors and coaches. Kennedy's STEM program represents a cognitive apprenticeship model at its best.

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 have access to the following extracurricular activities: CORAL, San Jose Jazz Progressions, Piano classes, Girl Scouts STEM program, Little H.E.R.O.E.S., Audacity Performing Arts, and Sunday Friends' Kids Club.

Kennedy Elementary School Mission & Vision

Mission: To foster a community of students, families and staff that is committed to improving student outcomes.

Vision: We strive to create an inclusive learning environment where students are able to access the necessary academic and social skills in order to function in a world that has not yet been created

About the SARC

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, 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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	91
Grade 1	51
Grade 2	54
Grade 3	64
Grade 4	63
Grade 5	42
Grade 6	55
Total Enrollment	420

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.0
Asian	28.1
Filipino	7.4
Hispanic or Latino	61.9
Native Hawaiian or Pacific Islander	0.2
White	0.2
Socioeconomically Disadvantaged	76.4
English Learners	56.2
Students with Disabilities	8.1
Foster Youth	0.0

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

Teacher Credentials			
Robert F. Kennedy Elementary School	16-17	17-18	18-19
With Full Credential	22	27	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Franklin-McKinley Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	.5
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Robert F. Kennedy Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbook and instructional Materials: The local governing board of the Franklin-McKinley School District has certified that each pupil in the District, in 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 was conducted at every school by September 2018. 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 2018. In addition, principals were responsible for the replenishment of needed textbooks at every grade level (K-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 K-8, inclusive, 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 11, 2018. A Resolution on Sufficiency of Materials, according to the Williams Act mandates, was passed at a public hearing on September 25, 2018.

Textbooks and Instructional Materials Year and month in which data were collected: 6/2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Reading Street Grades K-3 and 6 (Pearson Scott Foresman) 2010 Core Knowledge Language Arts Grades 4-5 (Amplify) 2017 The Language of Literature Grades 7-8 (McDougal Littell) Core Replacement System 44 Next Generation Gr 4-8 (Houghton Mifflin Harcourt) 2017 Read 180/System 44 Universal Edition Gr. 7-8 (Houghton Mifflin Harcourt) 2016 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0%
Mathematics	Engage NY Math Gr K-5 (Eureka) 2014 College Prep Math Gr 6-8 (CPM) 2014 Number Worlds K-8 SDC/SH (McGraw Hill) 2014 College Preparatory Math (6) Adopted 2014; Number Worlds, McGraw Hill (SDC K-8) Adopted 2014 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0%
Science	McMillan/McGraw Hill (K-6) Adopted 2008 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0%
History-Social Science	Pearson Scott Foresman (K-5) Adopted 2007: Glencoe/McGraw-Hill (6-8) Adopted 2007: **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0%

School Facility Conditions and Planned Improvements (Most Recent Year)

This school has 29 classrooms, one multi -purpose room, a library/computer lab, and one administration building. The main campus was built in 1970. The site has two custodians who clean the site on a daily basis. The morning custodian is on site from 6 a.m. – 2:30 p.m. and the evening custodian's hours are 2 – 10:30 p.m.

In 2012 Measure J expanded the campus by adding the Cornerstone Charter School to the Kennedy site. The additions included 15 portables classrooms, a staff lounge, a multi purpose room, boys and girls restrooms,

In 2014 solar panels were added to the campus.
In 2015 a new restroom was added to a new kindergarten portable classroom.
In 2018 a new shade structure was erected to allow students to eat outdoors and can also be used as a out door classroom. A new student, staff restroom has been added. A new playground structure has been added, and a new staff parking lot for the charter school to relieve traffic congestion. New field and irrigation was added in the Fall of 2018.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/18/18		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	One pilot light is out in the Kitchen. (Complete June 2019) Dirty vents in P10. (Complete June 2019)
Interior: Interior Surfaces	Fair	Formica trim missing and Formica is lifting on counter top in Women's Rest Room in Office. (Complete June 2019) Formica trim is chipping in F4. (Complete June 2019) Formica trim is peeling on counter top in F5. (Complete June 2019) Rubber molding is torn in C5/Computer Lab. (Complete June 2019) Formica trim is lifting and peeling on counter top in A1. (Complete June 2019) Formica trim is chipping on counter top of A4. (Complete June 2019) Carpet is lifting in B4. (Complete June 2019) Carpet is worn in B5. (Complete June 2019) Rubber molding is missing and metal carpet trim is lifting in P5. Rubber molding is torn in P2. (Complete June 2019) Wall paper is torn in P2. (Complete June 2019) Formica trim is loose and missing on counter top in K2. (Complete June 2019) Formica trim is loose and missing on counter top in K1. (Complete June 2019)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/18/18		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Unsecured items stored too high in F4, F5, F6, F7, C4, B2, B4 and B5. (Complete June 2019)
Electrical: Electrical	Good	Extension cords and surge protectors are daisy chained in P10, F4 and F6. (Complete June 2019) Emergency Exit light not functioning properly in F5. (Complete June 2019) Emergency Exit light not functioning properly in F7. (Complete June 2019) Loose light diffuser is duct-taped in K1. (Complete June 2019) Switch plate is broken in P8. (Complete June 2019)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	One toilet is loose at the base in Women's Rest Room in Admin. (Complete June 2019) Faucet makes a loud vibration/noise in the Men's Rest Room in Admin. (Complete June 2019) Drinking fountain has a high flow in F6. (Complete June 2019) One toilet leaks at the fitting in Boys Rest Room near Custodian Room. (Complete June 2019) One door stall is on wrong side of the lock in the Girls Rest Room near Custodian Room. (Complete June 2019) Two toilets not flushing properly in P4. (Complete June 2019) One faucet and drinking fountain have low flows in K2. (Complete June 2019) Faucet in work area has no flow in K2. (Complete June 2019) Drinking fountain has a high flow and a constant drip in P9. (Complete June 2019) Faucet has a low flow in P8. (Complete June 2019)
Safety: Fire Safety, Hazardous Materials	Fair	Emergency Exit light not functioning properly in F4, F5, F7, A4 and B5. (Complete June 2019)

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 7/18/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Improperly stored cleaning supplies in F5. (Complete June 2019)
		Plug-in air freshener in F6 and P10. (Complete June 2019)
		Paint peeling on door in C1/Library. (Complete June 2019)
		Emergency Exit is blocked in C4. (Complete June 2019)
		Fire alarm pull station is blocked in B2. (Complete June 2019)
		Emergency Exit is blocked in B4. (Complete June 2019)
		Fire Extinguisher not mounted in B4. (Complete June 2019)
		Fire Extinguisher not mounted in P10. (Complete June 2019)
Structural: Structural Damage, Roofs	Good	Hole in eaves at A3. (Complete June 2019)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Trip hazard on walkway by main power box in Admin. Trip hazard on walkway at B3. Trip hazard on walkway at P4. Trip hazard at asphalt/cement seam at P1. Trip hazard at asphalt/cement seam at Play Courts. Trip hazard on walkway through the grass at K2. Door to playground does not shut properly at K2. Door to playground does not shut properly at K1. Caps missing on ramp railing at K3.
Overall Rating	**Good**	

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, which 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); and

- 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

	2017-18 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	39.0	38.0	47.0	48.0	48.0	50.0
Math	38.0	29.0	42.0	43.0	37.0	38.0

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

	CAASPP Test Results in Science for All Students					
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	**2017-18 Percent of Students Meeting Fitness Standards**		
	4 of 6	**5 of 6**	**6 of 6**
5	26.7	22.2	13.3

* Percentages are not calculated 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	233	229	98.28	38.16
Male	112	110	98.21	31.82
Female	121	119	98.35	44.07
Black or African American	--	--	--	--
Asian	67	65	97.01	50.00
Filipino	13	13	100.00	30.77
Hispanic or Latino	149	147	98.66	34.01
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	166	164	98.80	31.71
English Learners	171	168	98.25	35.33
Students with Disabilities	26	26	100.00	0.00
Students Receiving Migrant Education Services	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	233	231	99.14	29
Male	112	111	99.11	25.23
Female	121	120	99.17	32.5
Black or African American	--	--	--	--
Asian	67	67	100	52.24
Filipino	13	13	100	38.46
Hispanic or Latino	149	147	98.66	17.69
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	166	165	99.4	25.45
English Learners	171	171	100	26.9
Students with Disabilities	26	26	100	3.85
Students Receiving Migrant Education Services	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
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. At that meeting they learned about the School Governance Committees (English Language Learner Advisory Committee-ELAC and the School Site Council-SSC). 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, budget, 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. A monthly 'Coffee with the Principal' provides another opportunity for parents to come together, socialize and discuss issues that are of concern and importance to them. The monthly Coffee with the Principals have also been well-attended. Parents are also invited to be a part of monthly safety drill, as well as attend a college panel once a year.

Parents are invited to visit their child's classroom, to be parent volunteers, to attend our reading nights, and to be involved in our Cougar Parent Club. The Parent club is working on hosting a variety of events and fundraisers, in order to build the academic experiences our students are receiving. For more information, contact Mariana Alvarez, Principal.

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.

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 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 in the medium of the school website and via email from an administrator. The School Safety Plan as reviewed, updated, and discussed with the school faculty and approved by the Board of Trustees each year before March 1.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	2.5	3.6	1.5
Expulsions Rate	0.2	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	2.1	2.3	2.2
Expulsions Rate	0.1	0.0	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	.750
Psychologist	.5
Social Worker	0.0
Nurse	.125
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	0.0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

*   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.

Average Class Size and Class Size Distribution (Elementary)											
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	21	17	23	2	4		2		4			
1	24	19	17		3	3	3					
2	24	23	18			3	3	3				
3	18	22	21	3		1		3	2			
4	24	26	32	1			2	2	2			
5	25	28	21			1	3	2	1			
6	32	32	19			1	2	2	2			
Other		7				1						

*   Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Franklin – McKinley School District sponsors multiple professional staff development sessions during the course of the school year, which includes two days before school starts in August and four, minimum day sessions scheduled throughout the year for a total of six days of district sponsored professional development. These district wide sessions are scheduled to meet grade level and content specific needs. FMSD has prioritized Early Literacy using guided reading for grades TK-3, English Language Learner educational needs and continual focus on data analysis to support improvement. The District Early Learning initiative has provided TK and Kindergarten teachers with training in socio-emotional learning. FMSD also provides support to staff and principals to ensure a positive school climate through training regarding socio-emotional early learning, positive behavior supports, parent involvement, and restorative practices. Professional development includes coaching and professional support from district coaches and consultants; our teachers and other staff are also encouraged and take advantage of, extensive training opportunities within the district and on their own.

2017-18 professional learning focus areas are:
- Social emotional learning
- Guided reading and balanced literacy (grade 1-3 teachers)
- Next Generation Science Standards implementation (middle school science teachers)
- Math: Content and standards for mathematical practice implementation and increasing student engagement (middle school math teachers)
- Social studies content standards
- Health and safety trainings (middle school physical education teachers)
- Suicide awareness and prevention and gender equity

District coaches also build teacher capacity with the overall goal to improve student learning. Some ways instructional coaches support teacher practice include the following:
- Social Emotional Learning in grades TK-1st grade
- Focusing on student learning
- Improving teaching practices and teacher efficacy
- Working together as professionals
- Developing a deep cycle of learning or a quick learning experience
- Co-planning, co-teaching, reflecting
- Planning effective and rigorous standards- based aligned lessons
- Assessment-driven instruction
- Guided reading and balanced literacy components
- English 3D implementation support grades 4-8
- Engaging in focused observation and feedback cycles both in teachers own classrooms as well as classrooms of experienced and expert teachers
- Sobrato Early Learning Academic Language Development (SEAL Project at McKinley, Santee, Los Arboles and Dahl)
- Using Assessment Tools and Technology

Finally, teachers work with one another during collaboration periods during the school week. This collaborative work is very instrumental in sharing best practices with one another. Teacher collaboration is key to focus to improve student learning. Teachers meet in site or department teams to focus on student learning, including data-analysis and analyzing at student work.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,358	$50,084
Mid-Range Teacher Salary	$87,054	$80,256
Highest Teacher Salary	$101,405	$100,154
Average Principal Salary (ES)	$131,552	$125,899
Average Principal Salary (MS)	$132,119	$130,255
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$217,350	$222,447
Percent of District Budget		
Teacher Salaries	38.0	37.0
Administrative Salaries	6.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,579	$1,663	$3,916	$77,823
District	◆	◆	$5,154	$86,141
State	◆	◆	$7,125	$80,910
Percent Difference: School Site/District			-27.3	-6.2
Percent Difference: School Site/ State			-50.7	-0.7

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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.
- 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

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).

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.