

Sylvandale Middle School

653 Sylvandale Avenue • San Jose CA, 95111 • (408) 363-5700 • Grades 7-8

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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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School Description

Sylvandale Middle School is dedicated to not only ensuring that our students have a rich and rigorous academic program but also grow socially and emotionally as they promote onto high school and beyond. This is established in a caring and nurturing school where students are taught self-advocacy skills and resiliency. We are located in the southeast area of San Jose, and are one of two "comprehensive" middle schools in FMSD. We serve approximately 600 7th and 8th students. Our school is comprised of 55% Latino students, 30% Vietnamese students, with the remaining 15% includes 11 other ethnic backgrounds. This diversity of ethnic backgrounds leads to important discussions with students around culture, race, and coming together as a community. We currently serve free breakfast to every student on site, as 75% of our students qualify for free or reduced lunch.

Sylvandale Middle School is an Academy Model. We have a Health Careers Academy, HCA, and STEAM Academy. These academies are taught in a project based learning style with guest speakers and field trips tied to the specific academy. The academies are backwards mapped from high school so for students in HCA they will learn hands only CPR and basic first aid before leaving Sylvandale. Students in STEAM will be exposed to over 80 different career fields and will visit Google as their career field trip. Students who wish to continue in the academies have guaranteed admittance into the magnet programs at Andrew Hill High School upon graduation from Sylvandale Middle School.

Sylvandale Middle School Students will leave the 8th grade academically, socially, emotionally, and physically prepared to be successful in a college preparatory curriculum in high school without remediation and have an opportunity to pursue, with choice, either a program preparing them for college and/or a highly skilled career upon graduation from high school.

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
Grade 7	344
Grade 8	372
Total Enrollment	716

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	0.0
Asian	38.3
Filipino	3.2
Hispanic or Latino	54.9
Native Hawaiian or Pacific Islander	0.8
White	1.0
Socioeconomically Disadvantaged	78.6
English Learners	33.0
Students with Disabilities	9.8
Foster Youth	0.1

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			
Sylvandale Middle School	16-17	17-18	18-19
With Full Credential	33	36	28
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			
Sylvandale Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	2

* 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	College Prep Math Gr 6-8 (CPM) 2014 Math Visions Project Gr 8 (MVP) 2014 Number Worlds K-8 SDC/SH (McGraw Hill) 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson Prentice Hall (7-8) Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	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%
Foreign Language	No foreign Language text
Health	Positive Prevention Plus HIV/STD Prevention Education for California Youth Grade 7
Visual and Performing Arts	No Visual Arts 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 38 classrooms, a multi purpose room, a library, an administration building and a gymnasium. The main campus was built in 1964.

The site has three custodians who clean the site on a daily basis. The morning custodian is on site from 6 a.m. to 2:30 p.m., the two evening custodian's hours are 2 to 10:30 p.m.

In 2014 solar panels were installed on campus

In 2015 A new electronic marquee

In 2015 Asphalt was slurred, sealed, and striped. In 2017 additional parking lot lights were added for safety of staff and students. A trash enclosure and new fencing with landscape. In the summer of 2018 the heating, ventilation, & air condition units were replaced and the lights were replaced with LED. Paid for from the California Clean Energy Act (Prop 39) and Bond Measure H.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 7/20/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Vent cover missing from Nurse/Attendance Office. (Complete June 2019) Exhaust fan not working in Men's Rest Room. (Complete June 2019) Exhaust fan not working in Women's Rest Room. (Complete June 2019) Dirty vents in P5. (Complete June 2019) Dirty vents in P4. (Complete June 2019) Exhaust fan not working in Boys Rest Room in B-Wing. (Complete June 2019) Exhaust fan not working in Girls Rest Room in B-Wing. (Complete June 2019)
Interior: Interior Surfaces	Fair	Hole in ceiling in staff office in Boys Locker Room. (Complete June 2019) Carpet is worn in Community Room. (Complete June 2019) Wall paper is torn in Weight Room. (Complete June 2019) 15 broken backpack hooks broken in D2. (Complete June 2019) Formica trim is chipping and loose on countertop, drawer missing in D3. (Complete June 2019) Formica trim is chipping on countertop in D8. (Complete June 2019) Threshold is missing in D8. (Complete June 2019) Formica trim is loose and taped in D7. (Complete June 2019)

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/20/18

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Water damage to base of wall and wallpaper is torn in Custodian Room. (Complete June 2019)</p> <p>Wall paper is torn in C1. (Complete June 2019)</p> <p>Floor tiles are broken in C6. (Complete June 2019)</p> <p>Formica trim is missing from countertop in C6. (Complete June 2019)</p> <p>2 backpack hooks are broken in C5. (Complete June 2019)</p> <p>Wall paper is torn in C5. (Complete June 2019)</p> <p>Wall paneling is cracked and loose in Boys Rest Room. (Complete June 2019)</p> <p>3 backpack hooks are broken in E9. (Complete June 2019)</p> <p>Wall paper is torn in E10. (Complete June 2019)</p> <p>Wall paper is torn in E5. (Complete June 2019)</p> <p>Wall paper is torn in E2. (Complete June 2019)</p> <p>Formica trim is peeling in E2. (Complete June 2019)</p> <p>Graffiti scratched into floor in P5. (Complete June 2019)</p> <p>Formica trim is missing on countertop in P2. (Complete June 2019)</p> <p>Backpack hook is broken in P2. (Complete June 2019)</p> <p>Floor tiles broken in B9. (Complete June 2019)</p> <p>Formica is chipping on countertop in B6. (Complete June 2019)</p> <p>Ceiling tile has water stain in B5. (Complete June 2019)</p> <p>Carpet lifting in B5. (Complete June 2019)</p>

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 7/20/18

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Wallpaper is torn in B3. (Complete June 2019) Stall lock cap is missing in Girls Rest Room in B-Wing. (Complete June 2019)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Unsecured items stacked too high in D1, D8, C2, C6, C4, E5, B5, B3 and Conference Room. (Complete June 2019) Extreme clutter in P5. (Complete June 2019)
Electrical: Electrical	Fair	2 light ballasts are out in Admin. Office. (Complete June 2019) Electrical conduit end cap is missing in Admin. Office. (Complete June 2019) One light diffuser is loose. (Complete June 2019) 2 light ballasts are out in MPR. (Complete June 2019) 2 light ballasts are out in Girls Locker Room. (Complete June 2019) 1 light diffuser is broken in Weight Room. (Complete June 2019) Outlet cover is missing in Weight Room. (Complete June 2019) Electrical cover is missing in Hallway of D2. (Complete June 2019) 1 light diffuser is loose in Men's Rest Room. (Complete June 2019) Light diffuser loose in C5. (Complete June 2019) 1 light ballast is out in E9. (Complete June 2019) Light ballast humming loudly in E10. (Complete June 2019) Electrical conduit end cap is missing in E8. (Complete June 2019) 1 light diffuser is loose in E5. (Complete June 2019) Light switch is stuck in ON position in E4. (Complete June 2019)

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/20/18

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>1 light ballast is out in P5. (Complete June 2019)</p> <p>1 light ballast is flickering in P5. (Complete June 2019)</p> <p>2 light ballasts are out in P3. (Complete June 2019)</p> <p>1 light ballast is bad in P1. (Complete June 2019)</p> <p>Electrical cover is missing exposing wire in Utility Room. (Complete June 2019)</p> <p>1 light ballast is out in B7. (Complete June 2019)</p> <p>1 light ballast is out in B4. (Complete June 2019)</p> <p>1 light ballast is out in Boys Rest Room in B-wing. (Complete June 2019)</p> <p>1 light ballast is out in Media Center. (Complete June 2019)</p> <p>Floor outlet covers are broken in Library. (Complete June 2019)</p> <p>1 light diffuser is missing in Faculty Room. (Complete June 2019)</p> <p>Electrical cover is missing in ceiling in Faculty Room. (Complete June 2019)</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p align="center">Fair</p>	<p>Handicap toilet is leaking at fitting in Boys Rest Room in B-Wing. (Complete June 2019)</p> <p>Toilet is leaking at the wall in Girls Rest Room in B-Wing. (Complete June 2019)</p> <p>Drinking fountain has a low flow in D1. (Complete June 2019)</p> <p>Drinking fountain has a low flow in D4. (Complete June 2019)</p> <p>Faucet handle is missing in D6. (Complete June 2019)</p> <p>Drinking fountain has no flow in D8. (Complete June 2019)</p> <p>Faucet has a low flow in C1. (Complete June 2019)</p>

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/20/18

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Faucet has a low flow in C2. (Complete June 2019)</p> <p>Faucet has a low flow in C4. (Complete June 2019)</p> <p>Faucet has a low flow in E10. (Complete June 2019)</p> <p>Faucet is loose at the base in B9. (Complete June 2019)</p> <p>Faucet is loose at the base in B8. (Complete June 2019)</p> <p>Drinking fountain handle cap is missing in B5. (Complete June 2019)</p> <p>Faucet is loose at the base in B2. (Complete June 2019)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p align="center">Good</p>	<p>Compressed gas cylinders are free-standing and unchained in MPR Storage Room. (Complete June 2019)</p> <p>Paint is chipping on the wall in the Kitchen. (Complete June 2019)</p> <p>Paint is peeling on the ceiling in Weight Room. (Complete June 2019)</p> <p>Paint is peeling on covered walkway in C1. (Complete June 2019)</p> <p>Paint is peeling on covered walkway in Girls Room near C-Wing. (Complete June 2019)</p> <p>Fire Extinguisher is not mounted in E8. (Complete June 2019)</p> <p>Fire Extinguisher is not mounted in E3. (Complete June 2019)</p> <p>Fire Extinguisher is not mounted in Conference Room. (Complete June 2019)</p> <p>Plug-in candle warmer in the Office. (Complete June 2019)</p>
<p>Structural: Structural Damage, Roofs</p>	<p align="center">Good</p>	<p>Gutter trim is loose at P2. (Complete June 2019)</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p align="center">Good</p>	<p>Dry rot on window frame in MPR. (Complete June 2019)</p> <p>Trip hazard on walkway of Girls Locker Room. (Complete June 2019)</p>

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 7/20/18

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Trip hazard on walkway of Boys Rest Room in C-Wing. (Complete June 2019) Dry rot on window frame in hallway of C5. (Complete June 2019) Ramp is rusted at P5. (Complete June 2019) Ramp is rusted at P4. (Complete June 2019) Ramp is rusted at P3. (Complete June 2019) Trip hazard on walkway of B8. (Complete June 2019) Water cover is broken in the grass at B8. (Complete June 2019) Door handle cover is loose in B3. (Complete June 2019) Trip hazards in pull through in the Parking Lot. (Complete June 2019)
Overall Rating	Fair	

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	51.0	46.0	47.0	48.0	48.0	50.0
Math	41.0	32.0	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
7	22.0	22.6	14.1

* 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	707	690	97.60	45.80
Male	360	350	97.22	39.71
Female	347	340	97.98	52.06
Black or African American	--	--	--	--
Asian	267	262	98.13	66.79
Filipino	24	22	91.67	54.55
Hispanic or Latino	389	379	97.43	31.66
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	498	484	97.19	40.91
English Learners	345	330	95.65	23.64
Students with Disabilities	65	62	95.38	6.45
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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	706	694	98.3	32.32
Male	359	351	97.77	31.71
Female	347	343	98.85	32.94
Black or African American	--	--	--	--
Asian	267	266	99.63	60.53
Filipino	24	22	91.67	36.36
Hispanic or Latino	388	379	97.68	13.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	497	487	97.99	28.4
English Learners	344	338	98.26	16.27
Students with Disabilities	65	60	92.31	6.67
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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)

There are many ways for parents and other adults to contribute to our school community of learners, whether they work full-time outside the home or have the flexibility to contribute during the day. Our school needs and welcomes parent volunteers to help our programs, activities and, most importantly, our students be successful! Opportunities for parent involvement include:

- Event chaperones for school dances, music programs, field trips, and after-school sports
- Daily school activities such as tutoring, lunch supervision, before and after-school supervision, and assistance in the library and after-school clubs
- Classroom or office volunteers to help with copying, collating and the preparation of packets
- All parents are encouraged to join our parent meetings and other school committees including the School Site Council (SSC), English Learners Advisory Committee (ELAC), the District English Learner Advisory Committee (DELAC), and the Community Garden. For more information contact Amber Andrade, Principal, at amber.andrade@fmsd.org.

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 is 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	5.0	3.0	4.3
Expulsions Rate	0.4	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	2.00
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	.6
Social Worker	0.00
Nurse	.125
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	0.0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	358

* 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 (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			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
English	22.0	24.0	21.0	21	14	20	21	25	21			
Mathematics	26.0	22.0	27.0	1	2	2	5	3	23			
Science	23.0	30.0	27.0	9	1	4	20	20	22		2	
Social Science	24.0	24.0	26.0	10	11	6	20	19	21			

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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/.

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,865	\$1,059	\$4,806	\$78,039
District	◆	◆	\$5,154	\$86,141
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-7.0	-6.0
Percent Difference: School Site/ State			-31.1	-0.4

* 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.