Lairon College Preparatory Academy
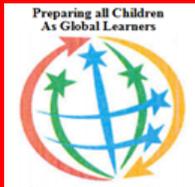
3975 Mira Loma Way • San Jose • 4083635775 • Grades 4-8
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Franklin-McKinley Elementary School District
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The Mission

Lairon College Preparatory Academy is a collaborative, responsible learning community where students become critical thinkers, problem solvers, and life-long learners though rigorous, engaging academic instruction focused on Science, Technology, Engineering, Arts, and Math (STEAM). In a creative safe, caring, respectful environment, students will become humanitarians prepared for a productive life in a 21st century global society.

Principal's Message

Lairon College Preparatory Academy is one of 16 schools in the Franklin-McKinley School District. Lairon College Preparatory Academy (LCPA) is a STEAM (Science, Technology, Engineering, Art, and Mathematics) school and houses 4th -8th grade students. The school has a diverse ethnic population of 376 students. Of the total school population, approximately 90% are Latino and 12% are Asian. 95.5% of students participate in the Free or Reduced-Price Lunch program. 70% of Lairon students are English Language Learners (ELs) with the majority being long term ELs who have been in English Learner programs more than five years.

Built more than 50 years ago, Lairon was modernized in 2000, and again in 2010. Each classroom was refurbished, the office was renovated, the cafeteria facilities updated as well as the front exterior of the school with a new parking lot. By the beginning of the 2019 school year, Lairon will be completely remodeled. Each classroom again will be refurbished, as well as a new exterior.

Lairon has 14 general education classroom teachers and one Special Day Class instructor. The support staff includes a school principal, an instrumental music teacher, a part-time speech teacher, a part time psychologist, and an RSP teacher. Two special education paraprofessionals support the school curriculum.

The Lairon College Preparatory Academy's School Plan for Student Achievement provides direction necessary to ensure that resources are used in an integrated manner, provide for the efficient delivery of services, and provide resources to work with parents and community members to support students' personal and academic growth. This will result in improved student achievement and prepare students to be successful in high school and beyond.

Student achievement is the foremost concern at Lairon. In order to accomplish its mission, Lairon College Preparatory Academy must ensure that all students achieve at grade level. A challenging instructional program that includes STEAM and Project Based Learning as a focus, coupled with strong parent and community involvement, is the foundation for student success.

Franklin-McKinley School District policies support and ensure that all Lairon students will succeed.

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 4	98
Grade 5	97
Grade 6	78
Grade 7	47
Grade 8	39
Total Enrollment	359

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.3
Asian	8.6
Filipino	1.1
Hispanic or Latino	85.5
Native Hawaiian or Pacific Islander	0.0
White	1.9
Socioeconomically Disadvantaged	89.7
English Learners	47.6
Students with Disabilities	8.9
Foster Youth	0.8

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			
Lairon College Preparatory Academy	16-17	17-18	18-19
With Full Credential	16	20	16
Without Full Credential	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	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Lairon College Preparatory	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 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	McMillan/McGraw Hill (K-6) Adopted 2008; 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	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%
Health	Positive Prevention Plus HIV/STD Prevention Education for California Youth Grade 7 **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 28 classrooms, a multi-purpose room, a library and an administration building. The main campus was built in 1962.

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

- In 2012, Measure J replaced one of the oldest portable on the campus.

In 2014 solar panels were added to the field area on the campus.

Reconfiguration of the kindergarten area and installation of new safety fencing in the 14-15 school year.

- In 2015 Replaced existing pavement and walkway to comply with current code -- Tall chain-link fence was removed. The blacktop play area was replaced, slurred, and re-striped. The turf was replaced with a new soccer field and goal posts.

This campus will go through a Modernization that includes: Replacement of existing infrastructure from the roof top to underground, new roof, new HVAC units, new LED lighting and complete renovation of the interior finished of all classrooms and restrooms. The modernization of the site is under way with a completion of August 2019.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/20/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Dirty vents in E6. (Complete June 2019)
Interior: Interior Surfaces	Fair	Formica trim peeling on countertop in the Work Room. (Complete June 2019) Formica trim missing on countertop in Men's Room near Front Office. (Complete June 2019) Rubber is chipping from steps on the Stage. (Complete June 2019) Repair wallpaper in E2, E6 and C4. (Complete June 2019) Formica is chipping on countertop in Women's Rest Room (ADMINS). (Complete June 2019)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Excessive webbing in stairwell and wheelchair lift areas. (Complete June 2019) Unsecured items stored too high in Reading/Resource A100. (Complete June 2019) Unsecured items stored too high in A6. (Complete June 2019) Excessive webbing in hallway of A7. (Complete June 2019)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/20/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Electrical: Electrical	Fair	Light diffuser is loose at Stage. (Complete June 2019) Light diffuser loose and light ballast out in Reading/Resource A100. (Complete June 2019) Electrical cover in ceiling is missing in E1. (Complete June 2019) Extension cord and surge protector are daisy chained in E4. (Complete June 2019) Ethernet cover is broken, electrical conduit cap is missing and two light ballasts are out in D1. (Complete June 2019) Two light ballasts are out in Boys Rest Room in D-Wing. (Complete June 2019) Ethernet covers are broken/loose in D4. (Complete June 2019) Ethernet covers are broken/loose in D6. (Complete June 2019) One ballast is making a high-pitched noise when first turned on in C3. (Complete June 2019) Two light diffusers are missing and multiple bulbs are out in Women's Rest Room (ADMIN). (Complete June 2019)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Faucet has low flow in Girls Restroom in D Wing. (Complete June 2019) Toilet not flushing properly in Men's Rest Room near Faculty Room. (Complete June 2019) One faucet has a constant leak at the fitting in the Kitchen. (Complete June 2019) Faucet sprays out of the side in D5. (Complete June 2019) Faucet sprays out of the side in D7. (Complete June 2019)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/20/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Safety: Fire Safety, Hazardous Materials	Good	Emergency Exit signs not functioning properly at the Stage. (Complete June 2019) Paint is peeling on the ceiling of the Electrical/MDF. (Complete June 2019) Fire Extinguisher tag is missing in A4. (Complete June 2019) Paint is peeling on the door in C5. (Complete June 2019)
Structural: Structural Damage, Roofs	Good	None.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Threshhold (screw) is loose in E2. (Complete June 2019) Door lock bar end cap is missing in E7. (Complete June 2019) Door lock bar end cap is missing in E6. (Complete June 2019) Door does not shut properly in Boys Rest Room in D-Wing. (Complete June 2019)
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

	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
ELA	27.0	27.0	47.0	48.0	48.0	50.0
Math	22.0	25.0	42.0	43.0	37.0	38.0

2017-18 CAASPP Results for All Students

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.

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
Subject	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

CAASPP Test Results in Science for All Students

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	20.8	14.6	5.2
7	18.8	10.4	10.4

* 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	370	364	98.38	27.47
Male	191	187	97.91	21.39
Female	179	177	98.88	33.90
Black or African American	12	12	100.00	8.33
Asian	33	31	93.94	54.84
Filipino	--	--	--	--
Hispanic or Latino	316	312	98.73	25.00
White	--	--	--	--
Socioeconomically Disadvantaged	316	311	98.42	25.40
English Learners	265	264	99.62	23.48
Students with Disabilities	35	35	100.00	5.71
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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	370	364	98.38	25
Male	191	187	97.91	25.67
Female	179	177	98.88	24.29
Black or African American	12	12	100	8.33
Asian	33	31	93.94	61.29
Filipino	--	--	--	--
Hispanic or Latino	316	312	98.73	21.15
White	--	--	--	--
Socioeconomically Disadvantaged	316	311	98.42	23.15
English Learners	265	264	99.62	22.73
Students with Disabilities	35	35	100	8.57
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

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)
The Parent Involvement Policy at Lairon College Preparatory Academy recognizes the critical roles that parents play in the well-being, academic and social education of their children. Lauren recognizes a need for direct active participation in the daily workings of the school. Parents are encouraged to take an active role in their child's education at school and at home.

Activities and approaches:
• Parents will be informed regularly through school bulletins and newsletters printed in English and Spanish and Vietnamese
• Parents will be mailed CAASPP results yearly
• Parents will annually receive specific grade level standards
• Parents will be invited and encouraged to regularly attend a wide variety of school activities
• Parents will be encouraged to join in school groups and advisory committees such as the School Site Council (SSC), English Learners Advisory Committee (ELAC)
* Many parents choose to volunteer in the classrooms

• Reading and Math nights are organized for parent and student participation and include parents from Lairon's sister school, Los Arboles, a Pre-K-3rd grade school

• Festivities such as Cinco de Mayo are organized in conjunction with parent groups

• Parents assist with Earth Day, Campus Clean-up and with the Life Lab and school dances and celebrations.

• Parents have the opportunity to attend classes such as Nutrition Class, PIQE, and ESL classes, through Cafecitos and other extended times.

Cafecitos is a program provided by Lairon which allows parents to chat with a school official and be informed of educational and/or parenting activities. It occurs monthly, on the third Thursday, during the first hour of the day. The school provides beverages, food and take-home educational materials.

The school will provide a variety of parent education classes such as the Parent Project Jr. which provides positive solutions to difficult situations. The program is provided in Spanish with translation. Presenters from the community will be invited to chat with parents about services in the Seven Trees Community. Lairon is also providing Nutrition Education through the University of California Agriculture and Natural Resources. an UC Cooperative Extension.

The school provides childcare services when parents are invited to school as a group. Refreshments are provided for group meetings. Parents are annually recognized for participation and assistance.

Each year, parents will be informed of options concerning the various instructional programs for students. Whenever possible, parents will be given the opportunity to choose the type of instructional program best suited for the student.

Opportunities are available for parents and other family members to volunteer in classrooms and during other school-related programs such as: fundraisers, school involvement nights such as reading nights, science nights, career day, homework club, campus gardening, clean-up and beautification activities.

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	2.0	3.1	3.1
Expulsions Rate	0.0	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
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.750
Psychologist	.6
Social Worker	0.0
Nurse	.125
Speech/Language/Hearing Specialist	.4
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 (Secondary)											
	Average Class Size			**Number of Classrooms***							
				1-22			**23-32**			**33+**		
Subject	**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			37.0						2			4
Mathematics			43.0									2
Science			10.0			8						
Social Science												

* 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/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,074	$859	$4,215	$81,189
District	◆	◆	$5,154	$86,141
State	◆	◆	$7,125	$80,910
Percent Difference: School Site/District			-20.0	-2.0
Percent Difference: School Site/ State			-43.7	3.5

* 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.