



Santee Elementary School

1313 Audubon Drive • San Jose CA, 95122 • (408) 283-6450 • 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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District Governing Board

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Maimona Afzal Berta, Board Clerk
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Services
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School Description

School Motto: Dream, Believe, Achieve & Lead

Vision: Unlocking the potential of the world's future innovators, inventors, dreamers, and leaders in a technology-rich environment.

Santee's Mission: To develop the resourcefulness, resilience, and creativity necessary to be successful in today's and tomorrow's world, each child will engage in relevant project-based learning that incorporates science, technology, engineering, arts, and mathematics. Students will see themselves as community advocates and agents of change, who can positively impact their community.

Core Instructional Program:

Santee is a proud recipient of an Apple grant through the White House ConnectED initiative. By giving K-6 students access to the latest technology and powerful learning tools, Santee staff is working to transform the classroom into a place of deeper exploration and creativity. Together, Santee staff can unlock the potential of the world's future innovators, inventors, dreamers, and leaders.

K-3 SEAL classrooms: Santee's SEAL classrooms bring to life the rigor and richness called for by the Common Core Standards. Language and literacy education is woven into all aspects of the day. Children use high-level, complex language to talk about what they are learning. Students actively collaborate, solve problems, and engage in whole- and small group activities. Teachers model rich, expressive language and create environments where academic vocabulary and concepts come to life.

Santee offers a variety of programs that include: small group intervention for struggling readers in all grades during the day, extended day kindergarten program, educational and cultural Enrichment, After School CORAL Program (K-3rd grade), Homework Club (4-6th grade), Computer Lab (Before, during & after school), Progressions music class (2-3rd graders), Band (4-6th grade), and Kids Club.

Positive School Climate

We believe significant learning occurs with meaningful relationships.

School Wide behavior expectations: Be Safe, Be Respectful, Be Responsible, Be Kind

No PLACE FOR HATE SCHOOL: Anti-Bullying campaign and character development education

Structured activities during recess and lunch time that teach students conflict resolution strategies and good sportsmanship

Caring Adults: Staff dedicating their time, interest, attention, and emotional support to students

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	82
Grade 1	66
Grade 2	66
Grade 3	72
Grade 4	66
Grade 5	46
Grade 6	27
Total Enrollment	425

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.0
Asian	8.7
Filipino	1.9
Hispanic or Latino	88.0
Native Hawaiian or Pacific Islander	0.5
White	0.7
Socioeconomically Disadvantaged	95.1
English Learners	71.3
Students with Disabilities	8.9
Foster Youth	0.2

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			
Santee Elementary School	16-17	17-18	18-19
With Full Credential	20	24	22
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			
Santee Elementary 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	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%

Textbooks and Instructional Materials
Year and month in which data were collected: 6/2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	No foreign Language text The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	No Health text The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
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%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

This school has 21 classrooms, a multi purpose room, a library and an administration building. The main campus was built in 1965.

The site has two custodians, who clean the site on a daily basis. The morning custodian is on site from 6:30 a.m. to 2:30 p.m., and the evening custodian's hours are 2:00 p.m. to 9:30 p.m.

In 2015 replaced existing play equipment mating with pour in place rubber

In 2015 a old portable building was demolished and removed.

In 2018 The improvement to the site as planned are complete. A new decorative fence, new lawn, the administration office was expanded for efficiency and safety, a new kindergarten shade structure, a new basketball court was added, and a ball wall. The parking lot was re-designed for a safer student drop off and pick area.

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	Vent cover missing in Resource B. (Complete June 2019) Dirty vents in D17. (Complete June 2019) Dirty vents in Room 24. (Complete June 2019)
Interior: Interior Surfaces	Fair	Rubber trim missing at carpet/cement seam in Office. (Complete June 2019) Wallpaper torn in Nurse's Office. (Complete June 2019) Formica chipping on counter top in A2.(Complete June 2019) Repair counter top at the sink in D15. (Complete June 2019) Window trim missing in D15. (Complete June 2019) Repair/replace torn wallpaper near door in B6. (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
		<p>Rubber trim missing at carpet/cement seam in C7. (Complete June 2019)</p> <p>Rubber trim loose at carpet/cement seam in C12. (Complete June 2019)</p> <p>Gap in trim at carpet/tile seam in D13. (Complete June 2019)</p> <p>Rubber trim is torn at carpet/tile seam. (Complete June 2019)</p> <p>Water damage to the wall in Custodial closet. (Complete June 2019)</p>
<p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p>	Good	<p>Workroom in A-Wing extremely cluttered. (Complete June 2019)</p> <p>Items stored too high in C7, C10, C11 and C12. (Complete June 2019)</p> <p>Remove multi-stacked objects stacked too high in closet in C10. (Complete June 2018)</p>
<p>Electrical: Electrical</p>	Fair	<p>Repair/replace 1 ballast in Nurse's Office, Unisex Office, B4, and MPR. (Complete June 2019)</p> <p>Broken light diffuser in Unisex Rest Room. (Complete June 2019)</p> <p>Outlet cover missing in Resource B. (Complete June 2019)</p> <p>Exhaust fan not working in Girls Rest Room in D-Wing. (Complete June 2019)</p> <p>Outlet cover broken in Room 21.(Complete June 2019)</p> <p>Light diffuser loose in B3. (Complete June 2019)</p> <p>Electric conduit end cap missing in B4. (Complete June 2019)</p> <p>Electric conduit is missing and ethernet cover is missing in B5. (Complete June 2019)</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	Good	<p>Faucet is loose at the base in A2. (Complete June 2019)</p>

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
		<p>Faucet leaks at the handle in C8. (Complete June 2019)</p> <p>Faucet has low flow in Room 24. (Complete June 2019)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p align="center">Good</p>	<p>Paint peeling above urinals in Boys Room in A-Wing. (Complete June 2019)</p> <p>Fire Extinguisher is not mounted in Office/Resource A. (Complete June 2019)</p> <p>Paint is peeling on the ceiling and exterior wall of Girls Rest Room in D-Wing. (Complete June 2019)</p> <p>Fire Extinguisher is not mounted in Room 19. (Complete June 2019)</p> <p>Emergency Exit is blocked at Stage. (Complete June 2019)</p>
<p>Structural: Structural Damage, Roofs</p>	<p align="center">Good</p>	<p>None.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p align="center">Good</p>	<p>Trip hazard at asphalt/cement seam outside of Staff Room. (Complete June 2019)</p> <p>Lock spins and does not unlock at Electrical Room. (Complete June 2019)</p> <p>Trip hazard on walkway outside of D17. (Complete June 2019)</p> <p>Trip hazard at asphalt/cement seam outside of Staff Room. (Complete June 2019)</p> <p>Trip hazard at ramp/asphalt seam outside Room 23. (Complete June 2019)</p> <p>Trip hazard on walkway of B3A. (Complete June 2019)</p> <p>Piece of window trim is missing in B3A. (Complete June 2019).</p> <p>Trip hazard at ramp/asphalt seam outside B5. (Complete June 2019)</p> <p>Trip hazard on play courts. (Complete June 2019)</p>
<p>Overall Rating</p>	<p align="center">Good</p>	

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	27.0	26.0	47.0	48.0	48.0	50.0
Math	23.0	24.0	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

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	216	208	96.30	26.44
Male	104	102	98.08	23.53
Female	112	106	94.64	29.25
Asian	25	22	88.00	45.45
Filipino	--	--	--	--
Hispanic or Latino	185	180	97.30	23.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	195	191	97.95	26.70
English Learners	198	190	95.96	24.21
Students with Disabilities	27	27	100.00	3.70

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.

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	14.3	22.4	8.2

* 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 - 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	216	216	100	24.07
Male	104	104	100	28.85
Female	112	112	100	19.64
Asian	25	25	100	56
Filipino	--	--	--	--
Hispanic or Latino	185	185	100	20.54
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	195	195	100	24.1
English Learners	198	198	100	23.74
Students with Disabilities	27	27	100	3.7

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)

Santee School recognizes the positive impact parents make when they are involved in their child's education. As a result, numerous opportunities exist to increase parent involvement and support. Some examples of the way parents are invited to contribute as partners in the educational process are participating in:

Workshop for parents on language and literacy development strategies

School Site Council

PTO (Parent Teacher Organization)

English Learner Advisory Committee (ELAC)

Cafecitos (monthly meeting with the principal)

Student Study Team meetings (monthly)

Family nights — with an emphasis on literacy, math and science — are held throughout the school year.

Community building events -Whole School Community Meetings (first Friday of the month), Back to School night, Harvest Festival, Winter concert, Talent Show, Spring Exhibition Night, SEAL Galley Walks and Awards Assemblies)

Volunteer in classrooms, fieldtrips, and event planning

Translation (Spanish, Vietnamese and Cambodian) are provided during parent meetings

"Los Dichos" parent group

Santee Elementary School continues in its efforts to find additional ways to reach out to the parent community. Parent advisory committees help to generate ideas to increase parental involvement and coordinate activities for the school.

For more information on how to become involved at the school, contact Maria Reyes, Principal at (408) 283-6450.

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	0.6	0.4	0.8
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	0.0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	.750
Psychologist	.4
Social Worker	0.0
Nurse	.125
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	0.0
Other	1
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	19	19	21	1	2	1	3	2	3			
1	19	21	21	1	1		3	2	3			
2	24	23	21			1	3	3	2			
3	24	22	19			1	3	3	3			
4	29	25	33				2	3				2
5	21	29	23	1		1	1	1	1			
6	22	29	27	1			1	2	1			
Other		8			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/.

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	\$5,095	\$1,150	\$3,945	\$72,400
District	♦	♦	\$5,154	\$86,141
State	♦	♦	\$7,125	\$80,910
Percent Difference: School Site/District			-26.6	-13.4
Percent Difference: School Site/ State			-50.0	-7.9

* 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.