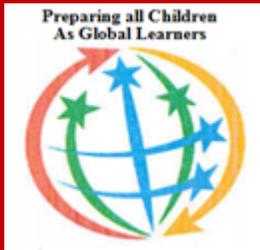# Santee Elementary School

1313 Audubon Drive • San Jose CA, 95122 • (408) 283-6450 • Grades K-6
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Preparing all Children As Global Learners

Franklin-McKinley Elementary School District
645 Wool Creek Drive
San Jose CA, 95112
(408) 283-6000
www.fmsd.org

District Governing Board

George Sanchez, Board Member

Thanh Tran Board President

Omar Torres Board Vice President

Rudy Rodriquez, Clerk

John Lindner, Board Member

District Administration

Juan Cruz
Superintendent

Jason Vann
Assistant Superintendent, Business Services

Paula Boling
Assistant Superintendent, Human Resources

Assistant Superintendent, Educational Services

Dr. Tracy Rohlfing
Director, State & Federal Projects & Assessment

Karen Allard
Director, Curriculum & Instruction

Dr. Mariam Galvarin
Director, Special Services

Hung Nguyen
Director, IT Services

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 to include: small group intervention for struggling readers in all grades during the day, after school interventions in Language Arts and Math, 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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	77
Grade 1	68
Grade 2	74
Grade 3	65
Grade 4	73
Grade 5	29
Grade 6	57
Total Enrollment	443

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.9
American Indian or Alaska Native	0
Asian	10.8
Filipino	2
Hispanic or Latino	84.7
Native Hawaiian or Pacific Islander	0.5
White	0.7
Two or More Races	0.2
Socioeconomically Disadvantaged	95.7
English Learners	72
Students with Disabilities	8.4
Foster Youth	0.5

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	**15-16**	**16-17**	**17-18**
With Full Credential	20	20	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Franklin-McKinley Elementary School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	431
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Santee Elementary School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

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 August 2014. 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 2014. 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. The Superintendent signs the final verification form for each site.

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 22, 2015. A Resolution on Sufficiency of Materials, according to the Williams Act mandates, was passed at a public hearing on September 22, 2015.

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 Core Replacement Read Well SDC K-3 (Sopris West/Cambium) 2010 Language! 4th Edition SDC 4-8 (Sopris West) 2010 System 44 Next Generation Gr 4-8 (Houghton Mifflin Harcourt) 2017 National Geographic (4-6) Adopted 2010 Sopris West (K-6) Adopted 2010 **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:

Textbooks and Instructional Materials Year and month in which data were collected: 6/2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0%

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.

Other areas of improvements are being planned with the funding from Bond Measure H that was passed by voters in June of 2016. They are a decorative fence and other frontage improvements and a new kindergarten shade structure.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/19/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Foul odor when AC is on in D15. (Complete June 2018)
Interior: Interior Surfaces	X			Paint stained ceiling tiles in A1, C8, C10 and Cafeteria. (Complete June 2018) Repair buckling floor in D15. (Complete June 2018) Repair/replace warped floor tile strip in C10. (Complete June 2018) Patch holes in wall near door in B5 and in wall next to the door in D15. (Complete June 2018) Repair counter top at the sink in D15. (Complete June 2018) Repair/replace torn wallpaper near door in B6. (Complete June 2018)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Remove multi-stacked objects stacked too high in closet in C10. (Complete June 2018)
Electrical: Electrical	X			Repair/replace 1 ballast in B5, Library and P20. (Complete June 2018) Repair broken lights in Cafeteria and D15. (Complete June 2018) Move items 30 inches away from panel in Electrical Room. (Complete June 2018)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			First stall needs water adjustment in Girls' Restroom in B-Wing. (Complete June 2018)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/19/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Safety: Fire Safety, Hazardous Materials	X			None.
Structural: Structural Damage, Roofs	X			None.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None.
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	30	27	48	47	48	48
Math	31	23	41	42	36	37

* 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.

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**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	31	35	52	51	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	29	12.9	3.2

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	46	46	100.0	34.8
Male	21	21	100.0	47.6
Female	25	25	100.0	24.0
Asian	11	11	100.0	63.6
Hispanic or Latino	31	31	100.0	25.8
Socioeconomically Disadvantaged	43	43	100.0	32.6
English Learners	27	27	100.0	18.5

*   Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	211	97.69	26.54
Male	103	102	99.03	23.53
Female	113	109	96.46	29.36
Asian	25	24	96	50
Filipino	--	--	--	--
Hispanic or Latino	183	179	97.81	22.91
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	207	203	98.07	26.6
English Learners	193	190	98.45	26.32
Students with Disabilities	22	22	100	9.09
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 2016-17 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	217	217	100	23.04
Male	104	104	100	29.81
Female	113	113	100	16.81
Asian	25	25	100	40
Filipino	--	--	--	--
Hispanic or Latino	184	184	100	21.2
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	207	207	100	24.15
English Learners	194	194	100	23.2
Students with Disabilities	22	22	100	9.09
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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
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
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 (Back to School night, Winter concert, Santee's got talent 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 are constructed to meet California earthquake codes and each school has a Safety Plan in place. 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.

Our first priority is to provide a safe, orderly and clean environment for students and staff. Fire, Disaster, and Shelter-In-Place drills, and other safety routines for staff and students, are conducted on a regular basis according to the California Ed. Codes.

Visitors to the campus are required to check in at the office.

Each classroom has directions for evacuation posted. Red emergency backpacks are in each classroom and fire extinguishers are in place. Security persons, administrators and custodians are equipped with two-way radios for emergency communications.

In an emergency, students must remain at the school site until a designated person (parent, guardian or emergency contact) signs for their release.

Crisis response boxes have been created for each site. The crisis response box includes information regarding students, staff, schedules, and building details that may be helpful to fire and police officials in the event of an emergency.

The school administration is responsible for training of students, staff and parents and the training is conducted annually.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.6	0.6	0.4
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	2.1	2.1	2.3
Expulsions Rate	0.0	0.1	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		54.5

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)	0.0
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	.750
Psychologist	.250
Social Worker	0.0
Nurse	.125
Speech/Language/Hearing Specialist	.500
Resource Specialist	0.0
Other	2
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+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	23	19	19		1	2	3	3	2			
1	24	19	21		1	1	3	3	2			
2	23	24	23				3	3	3			
3	24	24	22				2	3	3			
4	31	29	25				2	2	3			
5	23	21	29		1		2	1	1			
6	21	22	29	1	1		1	1	2			
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

Professional Development in FMSD:

Our professional development consists of a variety of opportunities for teachers and administrators to deepen their understanding of best practices and build capacity to meet the needs of our diverse students. We provide these opportunities in the context of job embedded learning experiences, usually with colleagues, coupled with support for implementation. This model is consistent with Professional Learning Communities (PLCs), which maximizes opportunities for collaboration with a focus on student learning.

As part of the growth process, opportunities for training and staff development are provided at the district and individual school sites to administrators, teachers, and classified staff.

After analyzing district data, it was evident that FMSD students were struggling in reading. Many students were not proficient in reading by the end of third grade, and middle school adolescents were struggling to comprehend and analyze text.

For kindergarten and first grade, FMSD implemented a guided reading initiative.   Partnering with an outside consultant and author, the Director of Curriculum and Instruction designed a robust professional development plan that included six guided reading workshops throughout the school year. Teachers studied The Next Step in Guided Reading by Jan Richardson and learned how to create meaningful guided reading lessons based on students instructional reading levels and high quality, research – based literacy centers. Professional development workshops were led by our outside consultant and the Curriculum Support Specialists.

Teachers in third through fifth grade attended five professional development sessions focused on foundational reading skills. Using Teaching Reading Sourcebook by Bill Honig, Linda Diamond, and Linda Gutlohn, educators learned how to help students in the upper elementary grades who have not mastered phonic awareness, decoding, syllabication, fluency and comprehension.   To close these achievement gap, teachers led small groups based on students' instructional needs, incorporated meaningful lessons and created high – interest and engaging activities that helped students boasted students self esteem while increasing their reading skills.

Teachers in the middle grades, sixth through eighth, continued to focus on Close Reading and also attended five professional development sessions. Conversations focused on text analyses, annotation, authentic discussions, evidence based statements, and deliberately re-rereading. All content area teachers including science, social studies, math, electives and physical education attended the professional development workshops and were expected to implement the Close Reading strategies by delving into charts, interpreting graphs, discussing word problems or understanding the underlying meaning of a speech or article.

In order to close the achievement gap in reading, teachers must also incorporate the English Language Development standards. Throughout the school year, teachers explored how these imperative expectations are needed to help English Learners develop the skills and confidence in listening, speaking, reading and writing.   The ongoing trainings provided teachers with a foundation for delivering rich literacy focused lessons while advancing the academic language of our English Learners.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$48,655	$48,678
Mid-Range Teacher Salary	$84,111	$78,254
Highest Teacher Salary	$98,179	$96,372
Average Principal Salary (ES)	$127,301	$122,364
Average Principal Salary (MS)	$119,745	$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$217,350	$212,818
Percent of District Budget		
Teacher Salaries	40%	38%
Administrative Salaries	6%	5%

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

FY 2015-16 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	$82,836
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District			-26.6	-13.4
Percent Difference: School Site/ State			-50.0	-7.9

* Cells with ♦ do not require data.

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)
- Title II (Teacher & Principal Training and Recruiting)
- Title III (for Limited English Proficient Students)
- After School Education and Safety Program (ASES)
- Beginning Teacher Support and Assessment (BTSA)
- Hourly Programs (extended day/year education)
- Local Control Funding Formula (LCFF)
- Special Education
- Starting Smart and Strong Grant
- National School Lunch Program

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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.