



# Ramblewood Elementary School

1351 Lightland Rd. • San Jose CA, 95121 • (408) 283-6275 • Grades K-6  
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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### 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 Rodriguez, 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 Rohlfling  
Director, State & Federal Projects  
& Assessment  
Karen Allard  
Director, Curriculum & Instruction  
Dr. Mariam Galvarin  
Director, Special Services  
Hung Nguyen  
Director, IT Services

### School Description

#### Principal's Message

Ramblewood Elementary School is a California Distinguished School. Since its first day as a school, the K-6 campus has provided a safe, nurturing, academic environment where students are well-behaved, mannerly and experience the highest of academic standards. The California Common Core State Standards are the foundation of student learning, and all students are expected to achieve at their highest potential.

The mission of Ramblewood Elementary School is that of the Franklin-McKinley School District: Ramblewood will ensure that all eighth grade student graduates have the skills and knowledge to be ready for a college preparatory curriculum in high school. Students will all have the ability to pursue a program preparing them for university and/or careers and lifelong learning. Ramblewood's function as a school is to prepare all children to be global learners in the 21st Century, by promoting high aspirations for all students and staff. Ramblewood staff members successfully achieve a multiple range of student outcomes, which include learning how to learn, respecting individual and cultural diversity, and by preparing all students for a knowledge-based world. This is all accomplished by adhering to Ramblewood's core values of student focus, partnership, integrity, respect, innovation and teamwork.

#### Ramblewood Elementary School Mission & Vision

**Mission:** Ramblewood will ensure that all students will have the skills and knowledge to be ready for middle school and high school. They will have the ability to pursue a program preparing them for careers, universities and lifelong learning.

**Vision:** Ramblewood promotes high aspirations for all students and staff. We successfully achieve a multiple range of student outcomes, which include learning how to learn, respecting others, being responsible and preparing all students for a knowledge-based world.

## 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	36
Grade 1	48
Grade 2	47
Grade 3	61
Grade 4	52
Grade 5	62
Grade 6	62
<b>Total Enrollment</b>	<b>368</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0
Asian	55.4
Filipino	9.8
Hispanic or Latino	25.5
Native Hawaiian or Pacific Islander	2.7
White	4.1
Two or More Races	1.6
Socioeconomically Disadvantaged	57.9
English Learners	34.2
Students with Disabilities	10.9
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			
Ramblewood Elementary School	15-16	16-17	17-18
With Full Credential	20	15	19
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			
Ramblewood 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  <b>The textbooks listed are from most recent adoption: Yes</b> <b>Percent of students lacking their own assigned textbook: 0%</b>
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  <b>The textbooks listed are from most recent adoption: Yes</b> <b>Percent of students lacking their own assigned textbook: 0%</b>
Science	McMillan/McGraw Hill (K-6) Adopted 2008 <b>The textbooks listed are from most recent adoption: Yes</b> <b>Percent of students lacking their own assigned textbook: 0%</b>
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
	<b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

This school has 17 classrooms, a multi -purpose room, a library and an administration building. The main campus was built in 2005.

The site has two custodians, who clean the site on a daily basis. The morning custodian is on site from 6:00 a.m. – 2:30 p.m., and the evening custodian's hours is on site 5:30 – 9:30 p.m.

- Completed in 2015/16 replacement of play structure surfaces (3) with pour in place rubber surfaces. In summer of 2018 the three play structures will get shade structures.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10/26/17**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			None.
<b>Interior:</b> Interior Surfaces	X			Paint water stained ceiling tiles in B2, F2, F1 and Staff Lunch Room. (Complete June 2018)  Replace broken ceiling tiles in F2. (Complete June 2018)
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Remove clutter from D1.(Complete June 2018)  Remove unsecured items stacked too high from Group 3.(Complete June 2018)
<b>Electrical:</b> Electrical			X	Repair one light ballast in Admin Office, Principal's Office, Hallway of RSP Room, Staff Room, two in Staff Lunch Room, two in Group 1 Storage Section and five in Multipurpose Room. (Complete June 2018)  Replace multiple missing light bulbs in Staff Work Room and Can Lights at Entry of B2 and Entry of RSP Room. (Complete June 2018)  Secure loose light diffuser/panel/cover in hallway of RSP Room and hallway of F2. (Complete June 2018)  Replace broken outlet cover in F2 and Stage and missing outlet cover in F1 and

**School Facility Good Repair Status (Most Recent Year)**  
 Year and month in which data were collected: 10/26/17

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Multipurpose Room and Electrical outlet cover in K2. (Complete June 2018)  Remove cord causing trip hazard in A3 and E1. (Complete June 2018)  Repair non-working exhaust fan in Unisex Restroom, Women's Restroom, Boys and Girls' Restroom, Unisex Restroom near D Wing and Boys' and Girls' Restroom near C Wing. (Complete June 2018)  Repair outlet with no power in Boys' Restroom and Girls' Restroom near Electrical Room. (Complete June 2018)  Remove daisy chained extension cord and surge protector causing trip hazard in B1, B2 and D2. (Complete June 2018)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Adjust water pressure on high flow to drinking fountain in K1 and B2. (Complete June 2018)  Adjust water pressure to low flow faucet in Girls' Restroom near Elevator. (Complete June 2018)  Repair flow to drinking fountain that flows to the side of sink basin onto counter top in F1. (Complete June 2018)  Repair toilet that leaks at fitting in Unisex Restroom near Custodial Room. (Complete June 2018)
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Remove multiple objects hanging from the light fixtures in Staff Lunchroom. (Complete June 2018)  Clear blocked access to fire extinguisher in D1 and RSP. (Complete June 2018)  Remove improperly stored cleaning supplies E1. (Complete June 2018)  Remove peeling paint on hallway wall in K1. (Complete June 2018)  Remove two plug-in air freshners in K2. (Complete June 2018)
<b>Structural:</b> Structural Damage, Roofs	X			None
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 10/26/17

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	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

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	59	67	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.

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	53	48	48	47	48	48
Math	54	53	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15	40	41.7

\* 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	58	58	100.0	67.2
Male	31	31	100.0	67.7
Female	27	27	100.0	66.7
Asian	39	39	100.0	66.7
Socioeconomically Disadvantaged	31	31	100.0	51.6
English Learners	12	12	100.0	8.3

\* 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	235	233	99.15	48.07
Male	117	116	99.15	43.97
Female	118	117	99.15	52.14
Black or African American	--	--	--	--
Asian	134	132	98.51	50.76
Filipino	22	22	100	59.09
Hispanic or Latino	54	54	100	35.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	138	137	99.28	40.15
English Learners	150	148	98.67	47.97
Students with Disabilities	30	30	100	23.33
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	235	234	99.57	52.99
Male	117	117	100	54.7
Female	118	117	99.15	51.28
Black or African American	--	--	--	--
Asian	134	133	99.25	60.9
Filipino	22	22	100	63.64
Hispanic or Latino	54	54	100	27.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	138	137	99.28	46.72
English Learners	150	149	99.33	54.36
Students with Disabilities	30	30	100	33.33
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)

Parents are integral to the success of Ramblewood Elementary School. Parents are welcome and encouraged to be involved on our campus. They are invited to visit and take part in parent organizations. The following groups and events are available for parent involvement: School Site Council, Back-to-School Night, Book Fairs, Coffee with the Principal, English Learners Advisory Council (ELAC) and fundraising activities. Parents are encouraged to volunteer in the classrooms, attend field trips and most importantly, support their child's education at home.

For more information on how to be involved, please contact us at (408) 283-6275, or contact your child's teacher.

### 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	0.7	0.5	0.3
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	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		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
Library Media Services Staff (Paraprofessional)	.750
Psychologist	.250
Social Worker	0.0
Nurse	.125
Speech/Language/Hearing Specialist	.500
Resource Specialist	0.00
Other	0.00
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	24	24	18			1	2	2	1			
1	24	24	24				2	2	2			
2	22	22	24				3	3	2			
3	21	17	20	2	3	2	1		1			
4	32	31	26				2	2	2			
5	31	31	31				2	2	2			
6	32	29	31				2	2	2			

\* 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 boosted 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-reading. 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/](http://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	\$4,953	\$794	\$4,160	\$70,303
District	♦	♦	\$5,154	\$82,836
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			-21.3	-16.4
Percent Difference: School Site/ State			-45.0	-10.8

\* 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.