

Captain Jason M. Dahl Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Captain Jason M. Dahl Elementary School
Street	3200 Water Street
City, State, Zip	San Jose CA, 95111
Phone Number	(408) 363-5650
Principal	Michelle Quilantang
Email Address	michelle.quilantang@fmsd.org
School Website	dahl.fmsd.org
County-District-School (CDS) Code	43-69450-6047211

2021-22 District Contact Information

District Name	Franklin-McKinley Elementary School District
Phone Number	(408) 283-6000
Superintendent	Juan Cruz
Email Address	juan.cruz@fmsd.org
District Website Address	www.fmsd.org

2021-22 School Overview

School Description~

Captain Jason M. Dahl School is a TK-6 Elementary School serving the neighborhood located between Monterey Road and Senter Road just north of Capitol Expressway. Dahl is a feeder school to Sylvandale Middle School and Andrew P. Hill High School. Originally, the school was named Hillsdale Elementary School but was renamed in 2002 after one of its former students, Jason M. Dahl. Captain Dahl was the pilot of United Airlines Flight 93 which was destroyed on September 11, 2001. Students who attend Dahl are reminded of the positive character traits Jason Dahl developed throughout his elementary education. Photos of his early years are on display in the school office and library. Captain Dahl's sister, who lives locally, is invited yearly to an school based event honoring Captain Dahl. Staff members regularly emphasize with students the importance of citizenship, responsibility, honesty and trustworthiness. These values are also the focus of monthly Student Recognition Award Assemblies, where the school recognizes students selected by teachers for having demonstrated positive character traits. It is Dahl School's intention to honor the legacy of Captain Jason M. Dahl by instilling in each and every student the courage to stay focused, work hard and make positive choices.

Dahl School has approximately 521 students comprised of the following ethnic composition: American Indian - 1%, African American - 1%, Asian - 20.2%, Filipino - 4%, Hispanic Latino - 71.2%, White - 2.3% Of these students, 78.9% are Socioeconomically Disadvantaged, 51.8% are English Learners (EL), and 0.8% are Foster Youth. The December 2019 California School Dashboard reports that 53.8% of Dahl's English Learners' are making progress towards English Language proficiency. In addition, Dahl's Academic Engagement - Chronic Absenteeism is at 9.5%, showing a decline of 3.8% and the Suspension Rate is at 1.1% a decline of 0.8%. Efforts continue throughout the year to support these and all Dahl students in making language proficiency and academic gains.

2021-22 School Overview

Dahl teachers benefit from the support of colleagues to guide their use of curriculum and instructional strategies when they meet in Professional Learning Communities. Additionally they receive professional development in research-based instructional strategies that address the multiple learning styles of our student population. For English Language Arts Development and instruction, Kindergarten through 3rd grade students experience Sobrato Early Academic Learning (SEAL) lessons and Guided Reading instruction. Fourth through 6th grade students utilize the Academic Vocabulary Toolkit (AVT) strategies and the ELD component of the ELA curriculum (Journeys for 4th - 5th, Collections for 6th). Students are regularly assessed and teachers analyze assessments and data to determine areas of need. Strategies and instructional groups are then developed for curriculum content and/or materials based on findings. Students at Dahl School have opportunities to increase content knowledge through the support of online intervention programs: Imagine Learning, ST Math (JiJi) and Lexia Core5 for reading. Each classroom has designated use of their own computer/iPad cart or the school computer lab. Each class visits the library 30 minutes a week allowing students to conduct research or check out books to take home or to their classroom.

Teachers are often found before and after school, and during recess and lunch, providing students with extra assistance in core subjects and/or homework. After school academic support is offered, year-long, in reading/language arts and homework. After school enrichment opportunities also occur through our Sports for Learning program that provides support with homework, enrichment activities and after school sports provide opportunities for exercise and teamwork building. Under the direction of Catholic Charities, the CORAL extended day after school program serves 112 Kindergarten through sixth grade students to raise literacy scores, help with homework and provide enrichment opportunities. In collaboration with the CORAL program fourth and fifth grade students participate in a STEM after school program that provides instruction in life science, computer technology and programming. Each spring students in the STEM class participate in the San Jose Tech Museum's Tech Challenge attempting to solve a problem for a real-life situation. Dahl 3rd grade teachers attend professional development in STEM education through the San Jose Tech Academy of Innovation in a partnership with the Museum and design science lessons to be used with students and with other members of the Tech Academy of Innovation. Participating teachers also provide STEM leadership to Dahl staff.

School Vision~

At Captain Jason M. Dahl, we strive to motivate students to achieve their personal best while actively contributing to the school community.

School Mission~

Captain Jason M. Dahl Elementary School is a community that strives to educate the whole child by valuing diversity, encouraging student voice, and building compassion towards one another.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	68
Grade 2	79
Grade 3	70
Grade 4	54
Grade 5	64
Grade 6	77
Total Enrollment	486

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
American Indian or Alaska Native	0.2
Asian	21.2
Black or African American	1.4
Filipino	4.5
Hispanic or Latino	68.1
Two or More Races	1.4
White	3.1
English Learners	45.1
Foster Youth	0.6
Homeless	4.1
Socioeconomically Disadvantaged	80.7
Students with Disabilities	10.5

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.0	100.0	333.3	79.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	18.5	4.4	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	35.1	8.4	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	7.3	1.8	12115.8	4.4
Unknown	0.0	0.0	22.7	5.4	18854.3	6.9
Total Teaching Positions	24.0	100.0	417.0	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 2021. 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 2021. 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 14, 2021. A Resolution on Sufficiency of Materials, according to the Williams Act mandates, was passed at a public hearing on September 14, 2021.

Year and month in which the data were collected

9/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	OWLS: Opening The World of Learning (TK)/2010 Journeys: Houghton Mifflin Harcourt Brace (K-5)/2020 Collections: Houghton Mifflin Harcourt Brace (6-8)/2020	Yes	0%
Mathematics	Opening The World of Learning, (Pearson), Transitional Kindergarten, 2010 Engage NY Math Gr K-5 (Eureka) 2014 College Prep Math Gr 6-8 (CPM) 2014 Math Visions Project Gr 8 (MVP) 2014	Yes	0%
Science	McMillan/McGraw Hill (K-6) Adopted 2008; McMillan/McGraw Hill (K-6) Adopted 2008 Discovery Science (7-8), Adopted 2020	Yes	0%

History-Social Science	History-Social Science for California Pearson Scott Foresman (K-5) Adopted 2007; Discovering Our Past: Glencoe/McGraw-Hill (6-8) Adopted 2007	Yes	0%
Foreign Language	No foreign Language text		0
Health	Positive Prevention Plus, HIV/STD Prevention Education for California Youth, Middle School Curriculum, Grade 7, 2016 Positive Prevention Plus, Comprehensive Sexual Education, Upper Elementary, Grade 5, 2019		0
Visual and Performing Arts	No Visual Arts		
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Captain Jason M. Dahl Elementary School has 34 classrooms, a multipurpose room, a library, a computer lab and an administration building. The main campus was built in 1955. The 2010 modernization included expanded and upgraded play fields/grounds, replacement of the roof with standing seam metal, expansion of the media center/computer lab, upgrades to classrooms including energy efficient lighting controls, new carpet and ceiling tiles, expanded driveway and student drop-off zones, and campus-wide security fencing. The fencing surrounds the entire campus focuses on student safety.

The campus is considered in good condition. The site has two 8-hour custodians and one 4-hour custodian, who maintain and clean the site on a daily basis. The morning custodian is on site from 6:00 a.m. to 2:30 p.m., the evening custodian hours are 2:00 p.m. to 10:30 p.m., and the four hour custodian is present from 2:00 p.m. to 6:30 p.m.

In December 2012 a new portable classroom was placed onsite. In August of 2014 solar panels were installed on the campus field. Gates were added in 2016 to the parking lot for safety of staff. In 2018 the replacement of older HVAC systems & lights to LED to be paid for by the California Clean Energy Act (prop 39) funding. In Spring of 2019 San Jose Project will be collaborating with Dahl Elementary School on a school beautification project. In 2020, the kinder playground received a new shade structure and in the fall of 2021 additional outdoor seating structures were put in place to support outdoor seating.

In 2020 FMSD Bond Measure R was passed and will fund a variety of campus facility projects district wide.

Year and month of the most recent FIT report

7/13/21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None.
Interior: Interior Surfaces		X		C3, D1, D2, D3, D4, G1, G2 G3, G4, G5, G6- formica trim missing on countertop. (Complete Jun 2022) Nurse-missing floor tiles. (Complete Jun 2022) G1, P3-torn wall paper. (Complete Mar 2022) Staff Lunch Room-water damage behind sink. (Complete Mar 2022)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None.
Electrical	X			Nurse Office-light diffuser broken. (Complete Mar 2022)

School Facility Conditions and Planned Improvements

			IDF-light diffuser missing. (Complete Mar 2022) C1-3 light panels out. (Complete Mar 2022) D3-2 light panels are out. (Complete Mar 2022)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		None.
Safety: Fire Safety, Hazardous Materials	X		Nurse Office-paint peeling. (Complete Apr 2022) Storage-paint peeling. (Complete Apr 2022) Stage-paint peeling. (Complete Apr 2022)
Structural: Structural Damage, Roofs	X		B3-dry rot on siding. (Complete Jun 2022)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Stage-window rusted. (Complete Jun 2022)

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	268	NT	NT	NT	NT
Female	126	NT	NT	NT	NT
Male	142	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	57	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	11	NT	NT	NT	NT
Hispanic or Latino	190	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	132	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	20	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	229	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	268	NT	NT	NT	NT
Female	126	NT	NT	NT	NT
Male	142	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	57	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	11	NT	NT	NT	NT
Hispanic or Latino	190	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	132	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	20	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	229	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

STAR Ren Student Groups	STAR Ren Total Enrollment	STAR Ren Number Tested	STAR Ren Percent Tested	STAR Ren Percent Not Tested	STAR Ren Percent At or Above Grade Level
STAR Ren Student Groups	STAR Ren Total Enrollment	STAR Ren Number Tested	STAR Ren Percent Tested	STAR Ren Percent Not Tested	STAR Ren Percent At or Above Grade Level
All Students	175	166	94.86%	5.14%	25.30%
Female	84	80	95.24%	4.76%	30.00%

Male	91	86	94.51%	5.49%	20.93%
American Indian or Alaska Native	2	2	100.00%		
Asian	33	33	100.00%		30.30%
Black or African American	2	2	100.00%		
Filipino	5	4	80.00%	20.00%	50.00%
Hispanic or Latino	129	121	93.80%	6.20%	23.14%
White	5	5	100.00%		40.00%
English Learners	129	124	96.12%	3.88%	21.77%
Foster Youth	2	2	100.00%		50.00%
Socioeconomically Disadvantaged	159	150	94.34%	5.66%	26.67%
Students with Disabilities	19	17	89.47%	10.53%	17.65%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Ren Student Groups	STAR Ren Total Enrollment	STAR Ren Number Tested	STAR Ren Percent Tested	STAR Ren Percent Not Tested	STAR Ren Percent At or Above Grade Level
STAR Ren Student Groups	STAR Ren Total Enrollment	STAR Ren Number Tested	STAR Ren Percent Tested	STAR Ren Percent Not Tested	STAR Ren Percent At or Above Grade Level
All Students	175	162	92.57%	7.43%	37.65%
Female	84	77	91.67%	8.33%	37.66%
Male	91	85	93.41%	6.59%	37.65%
American Indian or Alaska Native	2	2	100.00%		100.00%
Asian	33	32	96.97%	3.03%	68.75%
Black or African American	2	2	100.00%		50.00%
Filipino	5	4	80.00%	20.00%	75.00%
Hispanic or Latino	129	119	92.25%	7.75%	27.73%
White	5	4	80.00%	20.00%	
English Learners	129	121	93.80%	6.20%	37.19%
Foster Youth	2	2	100.00%		50.00%
Socioeconomically Disadvantaged	159	147	92.45%	7.55%	37.41%
Students with Disabilities	19	17	89.47%	10.53%	23.53%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	65	NT	NT	NT	NT
Female	33	NT	NT	NT	NT
Male	32	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	52	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	35	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

At Dahl Elementary School staff is committed to fostering a collaborative partnership with parents and invite them to be a part of our learning community through a variety of activities. Parents are encouraged to tour the campus and learn about services, assist in classrooms as volunteers, and chaperone student field trips. Kindergarten through 3rd grade parents are invited regularly throughout the year for SEAL Gallery Walks to see the learning their children have been involved in. Additionally, they are invited into classrooms to share career or cultural information that pertains to the unit being studied.

Parents are invited to take part in parent organizations such as: Parent Teacher Association (PTA), School Site Council (SSC), English Learners Advisory Council (ELAC), and Coffee with the Principal, Cafecitos and Vietnamese parent meetings. Parents can provide input on how the school funds programs for the students through their membership and involvement on School Site Council and ELAC. At PTA and Cafecitos meetings ideas are shared for fundraising, and/or design of outreach programs for our families. Community events include the Moon Festival, Fall Festival, Lunar New Year Festival, Day of Remembrance Evening, Holiday Program, Book Fairs, Science, Movie, Literacy, and Back To School Nights, just to name a few.

The following are additional opportunities for parental involvement that are offered virtually or in person depending on safety guidelines. FMSD is proud to host the English as a Second Language (ESL) adult classes for families of Dahl Elementary. Dahl is also partnering with Project Cornerstone using their "Los Dichos de la Casa" program. Parents volunteer to read books to students in classrooms and conduct discussions around cultural themes, with positive affirmations, and anti-bullying messages. The Los Dichos curriculum is bilingual and provides the opportunity for Spanish speaking volunteers to read books side by side with the classroom teacher. Additional Parent Programs include "Raising a Reader" for Kindergarten classrooms with a focus on STEM and bilingual books and ESL Classes. Dahl School also hosts a Family Resource Center (FRC) through Catholic Charities and the First Five Program. The center has designed classes for parents and their children ages 0-5 in music and movement as well as an Early Literacy parenting class. Resources are provided for the community to assist with housing, food and/or shelter. Every third Saturday of the month the FRC sponsors a Second Harvest Produce Food Mobile on campus to serve the needs of the community.

For more information on how to become involved with programs or as a volunteer please contact: Carmen Lopez, Dahl School

2021-22 Opportunities for Parental Involvement

Community Assistant at (408) 363-5650.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	518	507	82	16.2
Female	251	242	35	14.5
Male	267	265	47	17.7
American Indian or Alaska Native	1	1	0	0.0
Asian	110	109	1	0.9
Black or African American	10	7	3	42.9
Filipino	22	22	2	9.1
Hispanic or Latino	351	344	69	20.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	5	62.5
White	16	16	2	12.5
English Learners	258	255	33	12.9
Foster Youth	4	4	2	50.0
Homeless	17	17	8	47.1
Socioeconomically Disadvantaged	415	408	71	17.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	62	60	17	28.3

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.14	0.00	1.88	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.71	1.04	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

All schools in the Franklin-McKinley School District have 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 on November 4, November 9, and December 14, 2021. The School Safety Plan is approved by the Board of Trustees in February of each year.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	19	1	3	
2	18	3		
3	18	1	3	
4	23	1	2	
5	31		2	
6	31		2	1
Other	25		1	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	20	1	3	
2	18	1	3	
3	14	2	2	
4	19	2	2	
5	19	2	2	
6	22	1	2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	1	
1	17	3	1	
2	16	2	3	
3	18	2	2	
4	18	1	2	
5	32		1	
6	26		3	
Other	11	2		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4,848	\$872	\$3,976	\$69,456
District	N/A	N/A	\$5,154	\$94,472
Percent Difference - School Site and District	N/A	N/A	-25.8	-30.5
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-71.9	-21.1

2020-21 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.
- Title IV (Technology, Social-Emotional Learning and Well Rounded-Educational Activities)
- 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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,759	\$52,060
Mid-Range Teacher Salary	\$94,662	\$84,043
Highest Teacher Salary	\$109,743	\$107,043
Average Principal Salary (Elementary)	\$141,372	\$133,582
Average Principal Salary (Middle)	\$139,943	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$242,254	\$240,628
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

The primary areas of focus for our professional development in FMSD schools is training our staff to support the goals outlined in the district Local Control and Accountability Plan (LCAP).

To transition from distance learning in the 2020-21 school year to returning to in-person instruction in 2021-22, FMSD provided teachers with professional development focused on infusing instruction with social emotional learning and building the instructional team through teacher collaboration. Before students returned to school in August, all teachers participated in workshops focused on social emotional learning. New teachers were provided workshops orienting them to the district adopted curriculum and Special Education staff received training on facilitating and writing IEPs, and the requirements for Special Education instruction. Throughout the fall, optional professional development opportunities were provided monthly including topics such as Assessments including ESGI, NSGRA, Data Zone, Illuminate, Star Renaissance, TK-PK Early Learning Curriculum workshops, Social Studies curriculum workshops, Elementary Science curriculum workshops, Eureka Math, Raz A-Z, Journeys and Collections, English Learner instructional strategies, Foundational Literacy, Reading Fundamentals, Structured Literacy, MTSS framework, and UDL strategies in mathematics instruction.

In January 2022, teachers participated in a full day set of professional development workshops focused on Reading Science, Structured Literacy and Reading Foundations. Workshops on Math UDL, NGSS Science, strategies for English Learners and Trauma Informed Instructional Practices. Over the course of the 2021-22 school year, all staff were provided training in Implicit Bias from Collaborative Learning Solutions.

Ongoing Professional Learning Communities allow teachers to learn from each other and discuss best practices. Four schools (Dahl, McKinley, Los Arboles and Santee) continue to participate in the Sobrato Foundation SEAL (Sobrato Early Academic Language) program. These schools participate in professional development and curriculum support to meet their diverse populations and to help English Learners. Teachers participated in asynchronous trainings provided by SEAL. Site administrators and Math teachers at Bridges and Sylvandale continued to participate in the Partners in School Innovation network.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
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Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4
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Franklin-McKinley Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school’s local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs’ federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Franklin-McKinley Elementary School District
Phone Number	(408) 283-6000
Superintendent	Juan Cruz
Email Address	juan.cruz@fmsd.org
District Website Address	www.fmsd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4612	5	0.11	99.89	--
Female	2206	0	0.00	100.00	--
Male	2406	5	0.21	99.79	--
American Indian or Alaska Native	--	--	--	--	--
Asian	1411	0	0.00	100.00	--
Black or African American	78	1	1.28	98.72	--
Filipino	158	0	0.00	100.00	--
Hispanic or Latino	2747	3	0.11	99.89	--
Native Hawaiian or Pacific Islander	17	0	0.00	100.00	--
Two or More Races	95	0	0.00	100.00	--
White	102	1	0.98	99.02	--
English Learners	1775	0	0.00	100.00	--
Foster Youth	21	0	0.00	100.00	--
Homeless	110	0	0.00	100.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3500	1	0.03	99.97	--
Students Receiving Migrant Education Services	11	0	0.00	100.00	--
Students with Disabilities	564	5	0.89	99.11	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4612	5	0.11	99.89	--
Female	2206	0	0.00	100.00	--
Male	2406	5	0.21	99.79	--
American Indian or Alaska Native	--	--	--	--	--
Asian	1411	0	0.00	100.00	--
Black or African American	78	1	1.28	98.72	--
Filipino	158	0	0.00	100.00	--
Hispanic or Latino	2747	3	0.11	99.89	--
Native Hawaiian or Pacific Islander	17	0	0.00	100.00	--
Two or More Races	95	0	0.00	100.00	--
White	102	1	0.98		--
English Learners	1775	0	0.00	100.00	--
Foster Youth	21	0	0.00	100.00	--
Homeless	110	0	0.00	100.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3500	1	0.03	99.97	--
Students Receiving Migrant Education Services	11	0	0.00	100.00	--
Students with Disabilities	564	5	0.89	99.11	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Ren Student Groups	STAR Ren Total Enrollment	STAR Ren Number Tested	STAR Ren Percent Tested	STAR Ren Percent Not Tested	STAR Ren Percent At or Above Grade Level
All Students	4018	3664	91.19%	8.81%	39.16%
Female	1923	1771	92.10%	7.90%	41.78%
Male	2095	1893	90.36%	9.64%	36.71%
American Indian or Alaska Native	8	6	75.00%	25.00%	33.33%
Asian	1004	953	94.92%	5.08%	55.09%

Black or African American	76	69	90.79%	9.21%	23.19%
Filipino	121	116	95.87%	4.13%	64.66%
Hispanic or Latino	2010	1811	90.10%	9.90%	28.16%
Native Hawaiian or Pacific Islander	13	10	76.92%	23.08%	20.00%
Two or More Races	5	5	100.00%		40.00%
White	152	135	88.82%	11.18%	54.81%
English Learners	2968	2743	92.42%	7.58%	38.21%
Foster Youth	31	27	87.10%	12.90%	25.93%
Homeless	10	9	90.00%	10.00%	11.11%
Military	5	5	100.00%		40.00%
Socioeconomically Disadvantaged	3083	2822	91.53%	8.47%	34.30%
Students Receiving Migrant Education Services	14	13	92.86%	7.14%	23.08%
Students with Disabilities	492	371	75.41%	24.59%	13.75%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Ren Student Groups	STAR Ren Total Enrollment	STAR Ren Number Tested	STAR Ren Percent Tested	STAR Ren Percent Not Tested	STAR Ren Percent At or Above Grade Level
All Students	4018	3664	91.19%	8.81%	39.16%
Female	1923	1771	92.10%	7.90%	41.78%
Male	2095	1893	90.36%	9.64%	36.71%
American Indian or Alaska Native	8	6	75.00%	25.00%	33.33%
Asian	1004	953	94.92%	5.08%	55.09%
Black or African American	76	69	90.79%	9.21%	23.19%
Filipino	121	116	95.87%	4.13%	64.66%
Hispanic or Latino	2010	1811	90.10%	9.90%	28.16%
Native Hawaiian or Pacific Islander	13	10	76.92%	23.08%	20.00%
Two or More Races	5	5	100.00%		40.00%
White	152	135	88.82%	11.18%	54.81%
English Learners	2968	2743	92.42%	7.58%	38.21%
Foster Youth	31	27	87.10%	12.90%	25.93%
Homeless	10	9	90.00%	10.00%	11.11%
Socioeconomically Disadvantaged	3083	2822	91.53%	8.47%	34.30%
Students Receiving Migrant Education Services	14	13	92.86%	7.14%	23.08%
Students with Disabilities	492	371	75.41%	24.59%	13.75%

*At or above the grade-level standard in the context of the local assessment administered.

