

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Captain Jason M. Dahl Elementary School	43-69450-6047211	May 12, 2022	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Due to the COVID-19 pandemic, the CA Dashboard and Smarter Balanced CAASPP assessment has not been reported for the 2020-2021 school year. Franklin McKinley School District utilizes local benchmark assessments at the three trimester periods within the school year. For the current 2021-2022 school year, Captain Jason M. Dahl School noted the following areas that highlighted academic achievement and growth:

- 1.) NSGRA: The Next Step Guided Reading Assessment (NSGRA) showed a 3% growth in achievement for English Learner students from Trimester 1 to Trimester 2.
- 2.) STAR Renaissance: Based on the STAR Renaissance Reading assessment, English learner students increased from Trimester 1 which has 17% of students at or above standards to 20% of students at or above standards in Trimester 2.

While the progress for English learner students have been evident, it is important to note that Captain Jason M. Dahl Elementary School staff has identified English learner students as a student subgroup to provide additional support and intervention in the 2022-2023 Single Plan for Student Achievement (SPSA) based not the data below:

- 1.) Attendance: Despite the ongoing COVID-19 pandemic, Dahl has a 90% average attendance rate for the current 2021-2022 school year. There is room for improved attendance rate to support student learning.
- 2.) English Learners: The percentage of English learner students at or above the reading benchmark as per the STAR Renaissance reading test increased from 9% in Trimester 1 to 12% in Trimester 2.

This is in comparison to 28% of English Only students at or above standards in Trimester 1 and 35% of students English Only students at or above standards in Trimester 2. This signifies that English learners are not scoring at the same level compared to their English speaking peers.

3.) Hispanic students: Hispanic students scored 25% at or above standards in Trimester 1 on the STAR Renaissance reading test and made 3% growth to 28% at or above standard in Trimester 2. This is below Asian students who scored 48% at or above standards in Trimester 1 and 51% at or above standards in Trimester 2 on the same STAR Renaissance reading test.

Dahl School will provide support for academic achievement in its School Plan for Student Achievement (SPSA) Goal #1. Dahl has established on-going data chats and a cultural expectation of professional behavior that monitors student progress thru grade level and district assessments after each trimester. Further attention and efforts will address increasing student, staff and family connectedness, social awareness and self efficacy Goal #2. Lastly, Dahl recognizes the importance of family and community engagement, Goal #3, which in turn supports educational outcomes for students and will continue to "partner with parents" in this endeavor.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Staff, students and parents completed the Winter 2021-2022 LCAP survey. Major highlights follow...

**Staff - 24 staff responses. Conditions of Learning - 94% favorable; Engagement - 88% favorable; Outcomes - 88% favorable; Student Achievement - 73% favorable.

**Students - 166 3rd - 6th grade student responses About School: Knowledge & Fairness of Rules - 76% favorable; Support for Academic Learning - 78% favorable; Sense of Belonging - 68% favorable; Safety - 52% favorable.

**Students - 166 3rd - 5th grade student responses About Self: Self-Management - 58% favorable; Social Awareness - 57% favorable; Growth Mindset - 60% favorable; Self-Efficacy - 44% favorable.

**Parents - 69 parent responses: awareness of the importance of their child's attendance - 100% favorable; School and home communication has been helpful and positive this year - 90% favorable; Office staff is helpful and welcoming - 91% favorable.

The survey data indicated commonalities between student, staff and families. Student and families indicated concerns with safety measures now that we are back to in person instruction while staff was concerned about academic interventions to support learning loss as a result of 2020-2021's distance learning model of education.

As a result, the goals and actions in the 2022-2023 SPSA reflect the need for a welcoming positive school culture as well as a climate of support for academic learning. Among the key actions to support a positive school climate include various opportunities for students to participate in school leadership opportunities (Goal 2, Action Item 1 Student Leadership Team, Action Item 3 AAA Safety Patrol Ambassadors, Action Item 4 Newsletter Club, Action Item 5 Big/Little Buddy mentors and Action Item 6 After school enrichment). A climate of support for academic learning is reflected in SPSA Goal1 on academic interventions and professional development for staff (Goal 1, Action Item 1 reading intervention, Action Item 2, after school reading support for students in grades 3-6, Action Item 3 on mathematics support and professional development as per SPSA Goal 1, Action Items 4 on SEAL instruction, 5 on Special Education professional development, and 7 on instruction of English learner students, Culturally Responsive Teaching and MTSS).

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Captain Jason M. Dahl administrator takes great pride in being not only visible, but supportive to staff, students and families. Dahl School has 19 TK-6th grade General Education classrooms, three Special Day Classrooms, and a Resource and Speech teacher. Classroom visits are conducted on a drop-in basis and feedback is shared with the teachers. Teachers being "formally" evaluated are visited more often to gather data. A post observation form provides feedback to the teacher and teachers are invited to respond to the administrator's observations. In addition, the form is collaboratively reviewed in person and plans are made for future work. To further teachers' professional growth, the following support is active on campus: District Curriculum Department to provide professional development workshops as well as Sobrato Early Academic Language (SEAL) teachers, Teacher-Directed Days, Administrator-Directed Days, and observations of best practices either on or off campus.

During the 2021-2022 school year, classrooms returned to in person instructions with COVID safety measures in place throughout the school year. Of the classroom observations conducted during this time, instruction was primarily focused on Tier I whole group instruction. Teachers utilized district adopted curriculum to provide students with CORE subject instruction. Since the year was also marked with a return to in person instruction, a 30 minute daily social-emotional learning (SEL) block was introduced at the start of the school day and teachers encouraged to integrate SEL throughout the school day to support the transition to in person learning. Tier II instruction was also observed. This mainly consisted of guided reading or small group mathematic supports. Additionally, Dahl employed a retired teacher to bring pull-out reading intervention to students 2-3 years below grade level. Since all classrooms were now 1:1 with technology, the

integration of classroom technology through the use of Lexia, ST Math (Jiji) Google Classroom, Seesaw, Kahoot games, Nearpod, and other applications were observed to provide differentiated support. If further support was needed, teachers were available during the after school hours to provide Tier II additional small group or more intensive 1:1 support on an individual basis.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The following assessment data was used to assess the comprehensive needs of Captain Jason M. Dahl Elementary School:

- LCAP Panorama Survey for students, families, and staff
- Desired Results Developmental Profile (DRDP) for students in Kindergarten
- Next Step Guided Reading Assessment (NSGRA) for 1st grade students
- STAR Renaissance Benchmark Assessments for 2nd - 6th grade students for reading and mathematics

Additionally, the following protocols are utilized throughout the school year. During the first month of school students are given entry level assessments in Reading, Writing and Math. They include CCSS writing prompts and Renaissance STAR Reading/Math assessments. Formative assessments continue to be used for progress monitoring with results used to determine direction for instruction, interventions, groupings, and support curriculum. Desired Results Developmental Profile (DRDP), Renaissance STAR for Reading and Math, Next Step Guided Reading Assessment (NSGRA) are administered each trimester throughout the year. Teachers collaborate on results which are used to assist in lesson planning, delivery of content and necessary interventions. These assessments not only monitor progress but are also shared with students as an ongoing part of their progress and with parents during conferences or any other necessary meeting.

School-wide testing using the CAASPP computerized assessments returned in the spring of 2021-2022. Dahl is looking forward to analyzing the results and sharing the reports to parents to monitor yearly progress and provide a framework for future learning.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers review student assignments and homework on an "on-going" basis to check for understanding and reteaching opportunities. In addition, curriculum embedded assessments provide teachers feedback on student learning and outcomes. Teachers then use the results of formative and summative assessments to adjust instruction by scaffolding lessons, to support students needing modifications, lower the frustration level, and to find curriculum at the correct ability level of the student. Many students are grouped for instruction or intervention and these flexible groupings are based on informal and formal assessment results. Small group instruction during ELA allows teachers to use Daily 5 and Guided Reading as a method of addressing phonics and decoding skills to develop fluency and comprehension.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers of Dahl School have met the criteria for highly qualified staff with 100% of teachers possessing valid teaching credentials for the position they hold. When hiring teachers for a position applications are reviewed to ensure candidates have the correct credentials prior to interviewing. References are checked when candidates are selected to ensure quality of instructor.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The need for professional development of district adopted curriculum is provided by both the district and school site. Sixth grade teachers attended training for College Preparatory Math (CPM). Other grade level teachers received professional development training for Engage NY Math at the start of the school year and made available throughout the school year. Dahl teachers continue to lead and support their colleagues, especially in how to integrate distance learning instructional strategies. In conjunction with FMSD, Dahl had a tech mentor staff member who went through MERIT training and provided two professional development technology workshops to staff.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development for all Dahl teachers begins each year with Professional Development days scheduled by the district to support newly adopted and ongoing curricular needs. Tuesday staff meetings and Collaboration (Administrator Directed) Thursdays also support professional development needs of the staff and keep everyone up-to-date. K-3rd grade teachers receive support in implementing the Sobrato Early Academic Language (SEAL) program in the form of coaching, planning days or unit development. Dahl's Theory of Action Plan, developed each fall, focuses on student goals of: reading improvements; teacher goals: utilizing adopted curriculum, supporting school culture/family engagement, participation in professional development, collaboration and coaching cycles, and high quality leadership practice for all.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Dahl's Instructional Leadership Team (ILT) is comprised of 8 members, including the administrator, who play a key role in leading the campus mission and vision for the Dahl learning community. The Reading Intervention and RSP teachers collaborate with grade levels to discuss concerns, conduct both push-in and pull-out services, and attend PLC meetings to participate in discussions and share information. SEAL teachers in Kindergarten through 3rd grade are supported by trainings to provide guidance and assist with program implementation and necessary revisions.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Dahl School is proud of the collaborative culture currently in place and efforts continue to learn and grow from the process. Kindergarten through 3rd grade teachers will benefit from three grade level release days for SEAL program collaboration and planning during the 2022-2023 school year. Our Thursday early release Teacher-Directed days also allow all teachers additional time to review student data and plan lessons accordingly. Further collaboration occurs on campus through Instructional Leadership Team (ILT) meetings, Student Success Team (SST) meetings, and ongoing conversations and support from the Principal, Psychologist, Speech teacher and Resource teacher.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

At the beginning of each school year, Dahl teachers meet and collaborate to plan and align their grade level curriculum, instruction and materials to best meet state standards. These collaborative discussions continue to occur throughout the year and "best practices" become an integral part of these formal, regular meetings.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Staff follows the recommended times for:
ELA Daily - 150 minutes (1st-2nd)
ELA Daily - 120 minutes (3rd-6th)
MATH Daily - 80 minutes

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers at Dahl Elementary are able to find curriculum support in the virtual portal of the district under the Educational Services Department icon. Lesson pacing is fluid and continues to be modified and adjusted throughout the year depending on student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

On August 23, 2021, the County Office of Education conducted an annual Williams Review of our school. We were found to be compliant with all SBE curriculum available to our students. It is the charge of the Library Media Assistant to conduct an inventory, gather materials and provide each teacher with their curriculum needs.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Franklin McKinley School District provides a list of SBE-adopted curriculum and a list of intervention materials that can support instruction.

For English Language Arts the following are used:

Grades K-5: Journeys (Districted Adopted Curriculum), CKLA Supplemental materials, Guided Reading & SEAL instructional practices (not curriculum)
Grade 6: Collections (District Adopted Curriculum)

Reading interventions include Journeys Decoding Power Pack, LLI, and Read Naturally.

For Mathematics the following curriculum are used:

Grades K-5: EngageNY
Grade 6: CPM

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Dahl Elementary is excited about embracing the FMSD Multi-Tiered System of Support implementation (MTSS) that began during the 2019-2020 school year. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

**Tier I - Research-based core instruction, whole group instruction, curricula at ability level, computer based tutorials, rotating centers for reinforcing and reteaching, and use of supplemental materials.

**Tier II - Targeted intervention. This can include small group instruction in at the classroom level and the use of support staff for reteaching and reinforcing during time away from class such as: extended day CORAL support services, Homework Club for grade 3, after school math interventions for grades 4-6, small group reading intervention during the school day.

**Tier III- Intensive intervention. Small group setting for additional time, and may involve referrals to Student Support Team (SST) and/or Foothill or Uplift for counseling services.

During the 2022-2023 school year, it is anticipated that Dahl staff will participate in the MTSS cohort provided by FMSD to further strength MTSS supports at Dahl.

Evidence-based educational practices to raise student achievement

Dahl School focuses on providing:

- 1) A safe school environment and culture of "growth mindset" for all.
- 2) Academic discussions for all students to build oral capacity with direct explicit instruction and purposeful opportunities for English Learners to engage in oral language practice in a structured cooperative manner.
- 3) A Professional Learning Community "atmosphere" for students and teachers to collaborate on a regular basis.
- 4) Ongoing use of formative and summative assessments to determine needs of students and inform instruction.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Dahl Elementary School prides itself on having a warm and welcoming "learning community" for staff, students and their families. Members of the school community are invited to be part of the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Cafecitos Parent Groups. These councils, committees and groups receive information about Dahl, the district and the school system, and resources available to support student learning. In addition, their input is solicited to help make decisions that support the school or district that affect and promote student learning. Community resources provide services on campus and include: Dahl Preschool, First Five Family Resource Center, and Catholic Charities after school program CORAL. Dahl School also benefits from having a school Social Worker on site five days as week.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Programs at Dahl Elementary School are determined through input from the Instructional Leadership Team, Cafecitos groups, PTA and the voting membership of School Site Council (SSC) and English Learner Advisory Committee (ELAC). Input is also provided by the parents of GATE and Special Education students. These groups are comprised of the administrator, parents and school staff.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Personnel- Reading Intervention Teachers, Community Assistant, Social Worker, Translators, and substitutes for teacher Professional Development.

Other- Computer based learning platforms - Google Classroom, Seesaw, as well as Lexia-Reading, ST Math, Imagine Learning programs, after school interventions/enrichments, field trips, and technology.

Fiscal support (EPC)

General Fund provides for resources for communication and safety (i.e. Noon duty supervision, basic classroom supplies and professional development for staff...)

Title I provides resources for interventions and communication (i.e. part time Reading Intervention Teachers, translators...)

LCFF Supplemental provides resources for interventions, technology, teacher and parent support (Community Liaison, part time Reading Intervention Teacher...)

LCFF Concentration provides for student interventions and teacher professional development (i.e. after school academic support, after school enrichment support, substitute release days for SEAL trainings, Reading Intervention Teachers.....)

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

During the following meetings review of the 2020-2021 SPSA occurred and input for the 2021-2022 SPSA plan was solicited:

1. Instructional Leadership Team - April 5, 2022 and May 3, 2022
2. Staff Meeting - April 26, 2022
3. School Site Council - March 10, 2022 and May 12, 2022
4. ELAC - April 7, 2022
5. Coffee with the Principal - March 14, 2022, April 11, 2022 and May 11, 2022

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

In prior years, additional technology was identified as a need to support the learning of students. However, due to the implementation of distance learning in the 2020-2021 school year, this is no longer an identified need as technology to support students has been supplied by FMSD. Providing individualized and personalized approach to learning, including academic and behavioral interventions, through the implementation of a Multi-Tiered Systems of Support (MTSS) team to design flexible approaches to instruction and learning is a newly identified resource inequity and is addressed in SPSA Goal # 1, Action Item 10.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.19%	0.2%	0.47%	1	1	2
African American	0.96%	1.4%	1.64%	5	7	7
Asian	20.15%	21.2%	22.30%	105	103	95
Filipino	4.03%	4.5%	2.58%	21	22	11
Hispanic/Latino	71.21%	68.1%	69.72%	371	331	297
Pacific Islander	0%	%	%	0		
White	2.3%	3.1%	2.35%	12	15	10
Multiple/No Response	1.15%	1.4%	0.94%	6	7	4
Total Enrollment				521	486	426

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	94	74	79
Grade 1	80	68	55
Grade 2	73	79	60
Grade3	57	70	69
Grade 4	75	54	56
Grade 5	76	64	54
Grade 6	66	77	53
Total Enrollment	521	486	426

Conclusions based on this data:

1. Filipino student group enrollment has increased 1.45% over three years.
2. Kindergarten enrollment has decreased by 15 students over the past three years. First grade enrollment has decreased by 25 students over the past three years.
3. Overall school enrollment has decreased by 95 students over three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	270	219		51.8%	45.1%	
Fluent English Proficient (FEP)	88	79		16.9%	16.3%	
Reclassified Fluent English Proficient (RFEP)	27	14		8.9%	5.2%	

Conclusions based on this data:

1. During the 2020-2021 school year, 45% of Dahl students were classified as English learners. This is a significant portion of overall enrolled students at Dahl.
2. 16.3% of English Learners are designated as Fluent English Proficient as of the 20-21 school year.
3. There was a decrease of 3.7% of students reclassified as fluent English proficient from the 2019-2020 school year to the 2020-2021 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	68	68		65	0		65	0		95.6	0.0	
Grade 4	79	52		75	0		75	0		94.9	0.0	
Grade 5	74	65		72	0		72	0		97.3	0.0	
Grade 6	85	79		84	0		84	0		98.8	0.0	
Grade 11												
All Grades	306	264		296	0		296	0		96.7	0.0	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2349.			6.15			9.23			23.08			61.54		
Grade 4	2433.			13.33			17.33			26.67			42.67		
Grade 5	2459.			11.11			19.44			25.00			44.44		
Grade 6	2512.			11.90			33.33			22.62			32.14		
Grade 11															
All Grades	N/A	N/A	N/A	10.81			20.61			24.32			44.26		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	4.62			40.00			55.38		
Grade 4	12.00			50.67			37.33		
Grade 5	8.33			45.83			45.83		
Grade 6	13.25			43.37			43.37		
Grade 11									
All Grades	9.83			45.08			45.08		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	4.62			44.62			50.77		
Grade 4	12.00			53.33			34.67		
Grade 5	16.67			41.67			41.67		
Grade 6	15.66			53.01			31.33		
Grade 11									
All Grades	12.54			48.47			38.98		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	3.08			66.15			30.77		
Grade 4	10.67			65.33			24.00		
Grade 5	8.33			59.72			31.94		
Grade 6	19.28			56.63			24.10		
Grade 11									
All Grades	10.85			61.69			27.46		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	4.62			32.31			63.08		
Grade 4	16.00			48.00			36.00		
Grade 5	13.89			45.83			40.28		
Grade 6	25.30			45.78			28.92		
Grade 11									
All Grades	15.59			43.39			41.02		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall achievement ELA/Literacy - Based on local assessment STAR Renaissance Reading Test for students in grades 2nd - 6th, there was a increase of 4% of students at or above standards from Trimester 1 (30%) to Trimester 2 (34%).
2. Overall achievement ELA/Literacy - - Based on local assessment STAR Renaissance Reading Test for students in grades 2nd - 6th, there was a decrease of 2% of students on watch from Trimester 1 (16%) to Trimester 2 (14%).
3. Overall achievement ELA/Literacy-Based on the local NSGRA assessment for students in grades K-3, reading achievement remained the same from Trimester 1 to Trimester 2 with 18% of students exceeding standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	67	68		66	0		66	0		98.5	0.0	
Grade 4	79	52		78	0		78	0		98.7	0.0	
Grade 5	73	65		72	0		72	0		98.6	0.0	
Grade 6	86	79		85	0		85	0		98.8	0.0	
Grade 11												
All Grades	305	264		301	0		301	0		98.7	0.0	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2391.			7.58			21.21			24.24			46.97		
Grade 4	2447.			10.26			19.23			35.90			34.62		
Grade 5	2449.			8.33			6.94			29.17			55.56		
Grade 6	2498.			22.35			14.12			21.18			42.35		
Grade 11															
All Grades	N/A	N/A	N/A	12.62			15.28			27.57			44.52		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.18			36.36			45.45		
Grade 4	16.67			33.33			50.00		
Grade 5	9.72			30.56			59.72		
Grade 6	27.06			22.35			50.59		
Grade 11									
All Grades	18.27			30.23			51.50		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.61			43.94			45.45		
Grade 4	12.82			41.03			46.15		
Grade 5	5.56			36.11			58.33		
Grade 6	18.82			42.35			38.82		
Grade 11									
All Grades	12.29			40.86			46.84		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15.15			33.33			51.52		
Grade 4	16.67			41.03			42.31		
Grade 5	5.56			34.72			59.72		
Grade 6	18.82			42.35			38.82		
Grade 11									
All Grades	14.29			38.21			47.51		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall achievement - For the local STAR Renaissance Math assessment for students in grades 2nd - 6th, there was a decrease of 5% of students at or above standards from Trimester 1 (43%) to Trimester 2 (38%).
2. Overall achievement - For the local STAR Renaissance Math assessment for English learner students in grades 2nd - 6th, there was a decrease of 5% of students at or above standards from Trimester 1 (35%) to Trimester 2 (30%).
3. Overall achievement - For the local STAR Renaissance Math assessment for students in grades 2nd - 6th, there was a decrease of 1% of students on watch from Trimester 1 (12%) to Trimester 2 (11%).

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1417.0	1443.6		1432.7	1459.7		1380.2	1405.7		61	39	
1	1431.6	1438.9		1442.4	1452.3		1420.4	1424.9		45	35	
2	1480.5	1476.9		1491.1	1472.6		1469.3	1480.8		24	42	
3	1437.2	1441.5		1450.2	1437.7		1423.7	1444.9		44	42	
4	1495.0	1485.6		1496.4	1494.1		1493.1	1476.6		40	22	
5	1542.9	1526.3		1538.3	1537.8		1547.2	1514.3		33	34	
6	1568.8	1539.2		1588.9	1539.7		1548.1	1538.3		30	31	
All Grades										277	245	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	4.92	30.77		42.62	20.51		36.07	38.46		16.39	10.26		61	39	
1	8.89	22.86		35.56	28.57		33.33	20.00		22.22	28.57		45	35	
2	12.50	23.81		45.83	30.95		37.50	21.43		4.17	23.81		24	42	
3	6.82	7.14		43.18	26.19		25.00	30.95		25.00	35.71		44	42	
4	25.00	4.55		42.50	36.36		12.50	31.82		20.00	27.27		40	22	
5	39.39	20.59		39.39	44.12		15.15	32.35		6.06	2.94		33	34	
6	53.33	25.81		26.67	45.16		13.33	22.58		6.67	6.45		30	31	
All Grades	18.77	20.00		39.71	32.24		25.63	28.16		15.88	19.59		277	245	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	13.11	35.90		44.26	28.21		27.87	23.08		14.75	12.82		61	39	
1	24.44	48.57		44.44	14.29		15.56	17.14		15.56	20.00		45	35	
2	29.17	38.10		45.83	9.52		20.83	38.10		4.17	14.29		24	42	
3	34.09	21.43		34.09	40.48		6.82	7.14		25.00	30.95		44	42	
4	47.50	27.27		27.50	40.91		5.00	22.73		20.00	9.09		40	22	
5	69.70	52.94		12.12	41.18		12.12	2.94		6.06	2.94		33	34	
6	76.67	45.16		16.67	41.94		3.33	6.45		3.33	6.45		30	31	
All Grades	38.27	38.37		33.57	29.80		14.08	17.14		14.08	14.69		277	245	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.20	15.38		8.20	7.69		62.30	61.54		21.31	15.38		61	39	
1	2.22	8.57		17.78	25.71		51.11	25.71		28.89	40.00		45	35	
2	4.17	21.43		33.33	30.95		41.67	16.67		20.83	30.95		24	42	
3	2.27	4.76		11.36	16.67		50.00	38.10		36.36	40.48		44	42	
4	2.50	4.55		35.00	9.09		40.00	36.36		22.50	50.00		40	22	
5	15.15	0.00		30.30	26.47		45.45	47.06		9.09	26.47		33	34	
6	23.33	12.90		30.00	19.35		26.67	48.39		20.00	19.35		30	31	
All Grades	7.58	10.20		21.30	20.00		47.65	38.78		23.47	31.02		277	245	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	9.84	30.77		77.05	61.54		13.11	7.69		61	39	
1	40.00	45.71		44.44	37.14		15.56	17.14		45	35	
2	25.00	14.29		70.83	64.29		4.17	21.43		24	42	
3	6.82	9.52		52.27	57.14		40.91	33.33		44	42	
4	25.00	18.18		47.50	54.55		27.50	27.27		40	22	
5	9.09	26.47		75.76	64.71		15.15	8.82		33	34	
6	26.67	6.45		60.00	77.42		13.33	16.13		30	31	
All Grades	19.49	21.63		61.01	59.59		19.49	18.78		277	245	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	32.79	35.90		45.90	43.59		21.31	20.51		61	39	
1	20.00	51.43		62.22	22.86		17.78	25.71		45	35	
2	29.17	42.86		66.67	45.24		4.17	11.90		24	42	
3	65.91	47.62		13.64	26.19		20.45	26.19		44	42	
4	70.00	45.45		10.00	45.45		20.00	9.09		40	22	
5	84.85	85.29		9.09	11.76		6.06	2.94		33	34	
6	93.33	87.10		3.33	9.68		3.33	3.23		30	31	
All Grades	53.79	55.51		31.05	29.39		15.16	15.10		277	245	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1.64	7.69		88.52	69.23		9.84	23.08		61	39	
1	11.11	14.29		55.56	28.57		33.33	57.14		45	35	
2	8.33	33.33		75.00	38.10		16.67	28.57		24	42	
3	0.00	0.00		45.45	45.24		54.55	54.76		44	42	
4	0.00	4.55		70.00	45.45		30.00	50.00		40	22	
5	18.18	5.88		72.73	58.82		9.09	35.29		33	34	
6	23.33	19.35		43.33	41.94		33.33	38.71		30	31	
All Grades	7.58	12.65		65.70	46.94		26.71	40.41		277	245	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	19.67	41.03		40.98	41.03		39.34	17.95		61	39	
1	4.44	8.57		62.22	62.86		33.33	28.57		45	35	
2	4.17	28.57		70.83	38.10		25.00	33.33		24	42	
3	13.64	14.29		59.09	42.86		27.27	42.86		44	42	
4	17.50	4.55		62.50	50.00		20.00	45.45		40	22	
5	24.24	5.88		69.70	79.41		6.06	14.71		33	34	
6	43.33	12.90		50.00	83.87		6.67	3.23		30	31	
All Grades	17.69	17.96		57.40	55.51		24.91	26.53		277	245	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Reading Domain - Grade 2 - Out of 42 students in the 2020-2021 school year compared to the prior year, 71.43% are Moderately/Well Developed combined. This is an increase in total amount of students but a decrease in overall proficiency likely due to shortened instructional minutes in 20-21 school year.
2. Writing Domain - Out of 42 students in the 2020-2021 school year compared to the prior year, 66.67% are Moderately/Well Developed combined. This is an increase in total amount of students but a decrease in overall proficiency likely due to shortened instructional minutes in 20-21 school year.
3. Speaking Domain - Grade 2 - Out of 42 students, 88% are Moderately/Well Developed combined. This is an increase in total amount of students but a decrease in overall proficiency likely due to shortened instructional minutes in 20-21 school year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
486	80.7	45.1	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	219	45.1
Foster Youth	3	0.6
Homeless	20	4.1
Socioeconomically Disadvantaged	392	80.7
Students with Disabilities	51	10.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.4
American Indian or Alaska Native	1	0.2
Asian	103	21.2
Filipino	22	4.5
Hispanic	331	68.1
Two or More Races	7	1.4
Native Hawaiian or Pacific Islander		
White	15	3.1

Conclusions based on this data:

1. Out of total enrollment, 219 students are English Learners - 45%.

2. Out of total enrollment, 392 students are Socio-Economically Disadvantaged - 80.7%.

3. Out of total enrollment, 331 students are Hispanic - 68.1%.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Green	Suspension Rate  Green
Mathematics  Orange		

Conclusions based on this data:

1. Based on the 2019 Fall Dashboard, chronic absenteeism declined from red to green. For the current 2021-2022 school year, Dahl has a 90% average student attendance. This is a decline due to the COVID-19 pandemic.
2. Based on the 2019 Fall Dashboard, suspension rate declined to green. For the current 2021-2022 school year, Dahl has had 136 reportable discipline incidents. This is an increase from the 2019-2020 school year as reported on the CA School Dashboard. The COVID-19 pandemic has had an impact on student social-emotional learning and social skills which is displayed in the increase of disciplinary incidents.
3. Based on the 2019 Fall Dashboard, academic performance for both English Language Arts and Math showing a decline to orange. Based on the current 2021-2022 school year data for local assessments, the academic performance is of similar levels to the 2019 Fall Dashboard reported. The 2021-2022 CAASPP assessment results, which are expected in summer of 2022, will give Dahl a more accurate comparison using the same Smarter Balanced CAASPP assessments.

School and Student Performance Data

Academic Performance English Language Arts

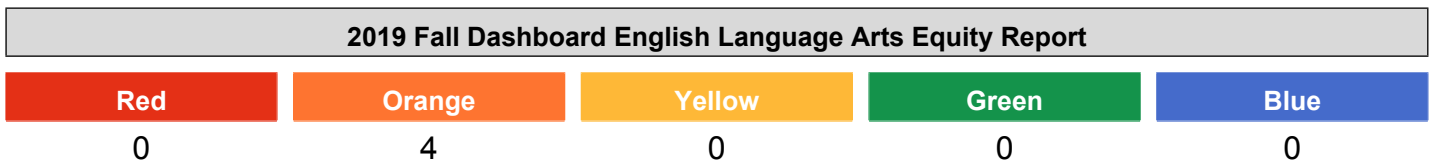
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 40.9 points below standard Declined -4.9 points 289	<p>English Learners</p> Orange 57.5 points below standard Declined Significantly -16.3 points 193	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Orange 46.9 points below standard Maintained -2.8 points 250	<p>Students with Disabilities</p> No Performance Color 111.8 points below standard Declined -11.4 points 29

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 Orange 7 points below standard Declined -11.7 points 53	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Orange 54.3 points below standard Declined -5.5 points 215	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
89.5 points below standard Maintained -0.3 points 135	16.9 points above standard Declined -4.4 points 58	38.6 points below standard Declined -5.9 points 71

Conclusions based on this data:

1. Based on the 2019 Fall Dashboard, English Learners (193) declined 16.3 points in English Language Arts. Current 2021-2022 local assessment data for STAR Renaissance reading assessment show a similar decline in achievement for English learner students.
2. Based on the 2019 Fall Dashboard, students with disabilities (29) declined 11.4 points in English Language Arts. Current 2021-2022 local assessment data for STAR Renaissance reading assessment in Trimester 2 show an 3% increase of students at or above standards from 13% in Trimester 1 to 16% in Trimester 2.
3. Based on the 2019 Fall Dashboard, asian students (53) declined 11.7 points in English Language Arts. Current 2021-2022 local assessment data for STAR Renaissance reading assessment shows that students in the Asian student subgroup scored 51% of students at or above standards in Trimester 2 (up to 51% from 48% in Trimester 1).

School and Student Performance Data

Academic Performance Mathematics

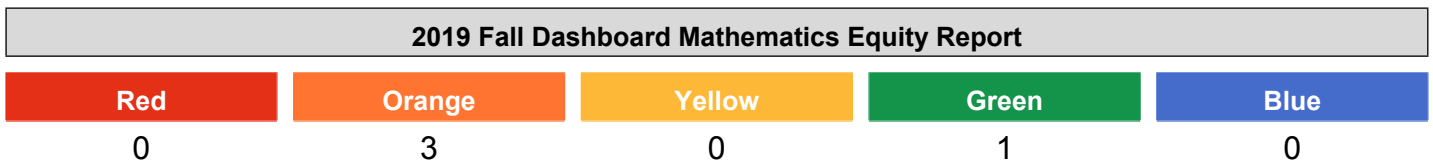
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 48 points below standard Declined -4.1 points 285	<p>English Learners</p> Orange 62.1 points below standard Declined -13 points 191	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Orange 53.5 points below standard Declined -4.2 points 247	<p>Students with Disabilities</p> No Performance Color 105.9 points below standard Increased ++12.9 points 26

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 7.6 points above standard Maintained -1.2 points 52	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Orange 64.3 points below standard Declined -5.9 points 213	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
89.1 points below standard Increased ++3.5 points 133	0.2 points below standard Declined -7.8 points 58	48.1 points below standard Declined -8.2 points 69

Conclusions based on this data:

1. In the current 2021-2022 school year, local STAR Renaissance math assessment data shows a decline of 5% of overall students at or above mathematics standards (from 43% to 38% from Trimester 1 to Trimester 2).
2. In the current 2021-2022 school year, local STAR Renaissance math assessment data shows a constant of 21% of students with disabilities at or above mathematics standards from Trimester 1 to Trimester 2.
3. In the current 2021-2022 school year, local STAR Renaissance math assessment data for English learner students also shows a decline of 5% from Trimester 1 (35%) to Trimester 2 (30%) of students at or above math standards.

School and Student Performance Data

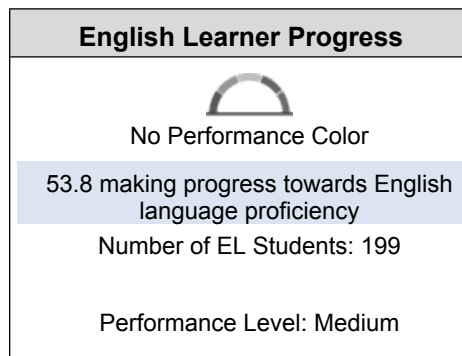
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.5	29.6	5.5	48.2

Conclusions based on this data:

- In the 2020-2021 school year, 15% of English learner students scored at a level 4, which is the highest proficiency level per the ELPAC.
- In the 2020-2021 school year, 26% of English learner students scored at a level 4 for oral language. This is a 20% increase from the prior school year in which only 6% of students were at a level 4 for oral language. It is important to note that the 2019-2020 ELPAC testing was disrupted due to start of the COVID-19 pandemic and school closures started during the testing window.
- In the 2020-2021 school year, 15% of English learner students scored at a level 4 compared to 0% in the 2019-2020 school year. Likely due to the onset of the COVID-19 pandemic during the ELPAC testing window.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

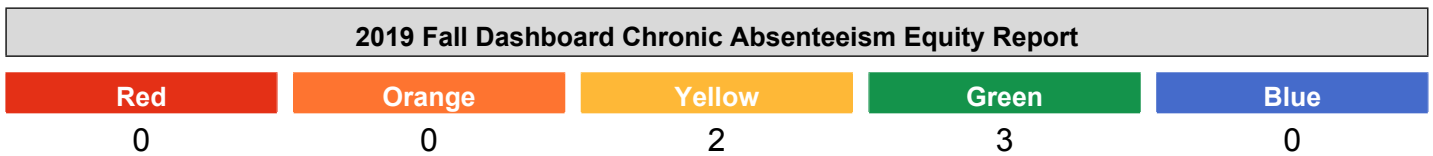
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Green 9.5 Declined Significantly -3.8 589	<p>English Learners</p>  Green 9.8 Declined -0.8 328	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p>Socioeconomically Disadvantaged</p>  Green 9.4 Declined Significantly -4.7 488	<p>Students with Disabilities</p>  Yellow 14 Declined -8.6 57

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 5 Declined -3.3 121	 No Performance Color 0 Declined -5.3 22
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 11.3 Declined Significantly -3.4 417	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 12

Conclusions based on this data:

1. During the 2020-2021 school year, there was 88% of students with satisfactory attendance. This has declined in the current 2021-2022 school year to 61% likely due to the ongoing effects of the COVID-19 pandemic on student attendance.
2. During the 2020-2021 school year, 89% of socioeconomically disadvantaged students had satisfactory attendance compared to 62% of socioeconomically disadvantaged students with satisfactory attendance in the current 2021-2022 school year.
3. During the 2020-2021 school year, 62% of Hispanic students had satisfactory attendance compared to 26% of Hispanic students with satisfactory attendance in the current 2021-2022 school year.

School and Student Performance Data

Conditions & Climate Suspension Rate

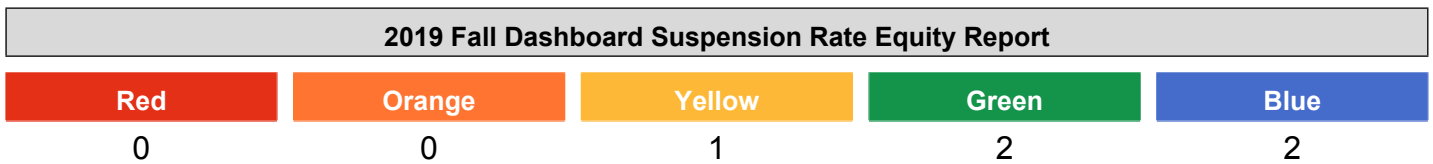
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>1.1</p> <p>Declined -0.8</p> <p>614</p>	<p>English Learners</p> <p>Blue</p> <p>0.9</p> <p>Declined Significantly -1.1</p> <p>342</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>1.2</p> <p>Declined -0.8</p> <p>506</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>3.3</p> <p>Declined -0.7</p> <p>60</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> 12	 No Performance Color Less than 11 Students - Data 1	 Blue <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> Declined -0.9 125	 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> Maintained 0 22
Hispanic	Two or More Races	Pacific Islander	White
 Green <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">1.6</div> Declined -0.6 430	 No Performance Color Less than 11 Students - Data 8	 No Performance Color Less than 11 Students - Data 2	 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> Maintained 0 14

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.9	1.1

Conclusions based on this data:

1. Suspension rate for English Learners for the current 2021-2022 school year is 1.4 year to date average.
2. Suspension rate for Students with Disabilities for the current 2021-2022 school year is 0%.
3. Suspension rate for socioeconomically disadvantaged students for the current 2021-2022 school year is 1.3 year to date average.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Achievement for All: With equity at the core, FMSD will increase the level of success for all students while addressing learning gaps.

Goal 1

1. READING/MATH – All Kindergarten students will demonstrate 1 level of growth on the Desired Results Developmental Profile (DRDP) from Beginning of the Year (BOY) to End of the Year (EOY), by June 2023.
2. READING - The percentage of 1st-3rd grade students meeting or exceeding grade level expected growth, from Beginning of the Year (BOY) to End of the Year (EOY) on Renaissance Star Reading will increase from 25% to 60% by June 2023.
3. READING - The percentage of 4th-6th grade students meeting or exceeding grade level expected growth, from Beginning of the Year (BOY) to End of the Year (EOY) on Renaissance Star Reading will increase from 33% to 60% by June 2023.
4. MATH - The percentage of 1st-3rd grade students meeting or exceeding grade level expected growth, from Beginning of the Year (BOY) to End of the Year (EOY) on Renaissance Star Math will increase from 27% to 60% by June 2023.
5. MATH - The percentage of 4th-6th grade students meeting or exceeding grade level expected growth, from Beginning of the Year (BOY) to End of the Year (EOY) on Renaissance Star Math will increase from 18% to 60% by June 2023.
6. ELD - The percentage of English learner students reclassified as per ELPAC results will increase from 8.9% to 12% by June 2023.

Identified Need

Starting in Spring 2019, Dahl teachers held conversations acknowledging that many students do not enter their grade level with the grade level skills at a mastery level. However, the students have indeed demonstrated growth throughout the course of the school year. The growth model for SPSA Goal #1 had previously been utilized to progress monitor that students made growth or met/exceeded grade levels standards. With the implementation of distance learning from Spring 2020 - Spring 2021. As staff prepared to return to in person instruction in the Fall of 2021, the identified need is to increase the percentage of students meeting or exceeding grade level standards. Spring 2022 baseline data is provided below and will be used as a springboard for expected outcomes for the 2022-2023 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten students: DRDP	N/A	All Kindergarten students will demonstrate at least 1 level of growth on the DRDP from BOY to EOY.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1st-6th grade students: Beginning of the Year (BOY) reading and Math assessments and End of the Year (EOY) reading and Math assessments.	<p>Baseline Trimester #2 Results - Spring 2022 (Return to in person learning):</p> <p>Reading - 1st - % met/exceeded combined. Reading - 2nd - 35% met/exceeded combined. Reading - 3rd - 30% met/exceeded combined. Reading - 4th - 34% met/exceeded combined. Reading - 5th - 22.5% met/exceeded combined. Reading - 6th - 23% met/exceeded combined.</p> <p>Math - 1st - Data not available. Math - 2nd - 36% met/exceeded combined. Math - 3rd - 40% met/exceeded combined. Math - 4th - 38% met/exceeded combined. Math - 5th - 35% met/exceeded combined. Math - 6th - 35% met/exceeded combined.</p>	<p>1st-3rd - Reading - 65% of students will show growth or exceed expected grade level growth from BOY through Trimester #3, June 2023, as indicated on Renaissance Star Reading;</p> <p>1st-3rd Math - 60% of students will show growth or exceed expected grade level growth from BOY through Trimester #3, June 2023, as indicated on Renaissance Star Math.</p> <p>4th-6th - Reading - 65% of students will show growth or exceed expected grade level growth from BOY through Trimester #3, June 2023, as indicated on Renaissance Star Reading.</p> <p>4th-6th Math - 60% of students will show growth or exceed expected grade level growth from BOY through Trimester #3, June 2023, as indicated on Renaissance Star Math.</p>
English learner Reclassification Rates	8.9% of English learners were reclassified as fluent English proficient in the 2019-2020 school year	12% of English learners will be reclassified as fluent English proficient by the 2021-2022 school year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1. K-6th grade students needing (during the school day) intervention.

Strategy/Activity

1. Provide Reading Intervention using the Leveled Literacy Intervention (LLI) program from Fountas and Pinnell for students in Kindergarten - 6th grades as identified by Early Literacy, Renaissance Star Literacy and other assessments as needing urgent intervention in ELA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

16000

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

2. Upper grade students needing additional reading support

Strategy/Activity

2. Pay teachers to provide after school Reading Intervention to students in grade 3-6 as identified by Renaissance Star Reading BOY assessment who fall more than 6 months below grade level expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1200

LCFF Supplemental

3000

LCFF Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

3. Second and third grade students needing mathematics support.

Strategy/Activity

3. Regroup 2nd grade students for Math instruction across the grade level, during the school day, who are identified by Renaissance Star Math BOY assessment as falling more than 6 months below grade level expectations.

Regroup 3rd grade students during Guided Reading instruction, who are identified by Renaissance Star Reading BOY assessment as falling more than 6 months below grade level expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

4. All students in Kindergarten through 3rd grade.

Strategy/Activity

4. K-3rd grade teachers will continue to receive support and training by Sobrato Foundation in SEAL strategies to improve the academic English language of students. Funding sources listed below to provide release time for teachers to plan SEAL units and participate in professional development in relation to the SEAL program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6000

LCFF Concentration

2000

LCFF Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

5. Students with disabilities.

Strategy/Activity

5. Support Special Day Class teachers with materials, district provided trainings and professional development opportunities for Reading and Math instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

LCFF Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

6. All students.

Strategy/Activity

6. Provide experiences and materials for all Dahl students that will support and enrich grade level curriculum (including but not limited to the Music for Minors program for TK-3, field trips, assemblies, GATE and other instructional and enrichment materials).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9050	LCFF Supplemental
8500	LCFF Concentration

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

7. All students.

Strategy/Activity

7. Teachers will be given opportunities to receive professional development on instruction for English learner students, Culturally Responsive teaching and MTSS including Trauma-Competent MTSS. Substitutes provided if professional development is during the instructional school day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1589	General Fund
4000	LCFF Concentration

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

8. All students.

Strategy/Activity

8. Technology (two copiers - one large and one mid-sized) will be leased to support instruction and communication.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10500	LCFF Supplemental

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

9. All students.

Strategy/Activity

9. Support student attendance through attendance program, including recognition and referral to the School Attendance and Review Board (SARB) to support students' social-emotional, behavioral and academic needs. Funding sources listed below to support student attendance recognition program and workshops for families in relation to school support and attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

General Fund

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

10. All students

Strategy/Activity

10. Provide individualized personal learning support through the implementation of a Multi-Tiered Systems of Support (MTSS) team to design flexible approaches to instruction and learning. Funding sources listed below to support professional development for staff in MTSS and additional resources for the implementation of the MTSS framework.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

LCFF Concentration

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

FMSD 2021-2022 LEA/LCAP Goal is focused on increasing the level of success for all students while addressing learning gaps. Selected goals to expand this focus and support Dahl students will emphasize the monitoring and progress of Kindergarten through 6th grade students in Reading Language Arts and Mathematics. Strategies, activities and budget to support this goal and the success for our Dahl students includes a partnership between all Dahl staff: General education and

special education staff, para-educators, and intervention teachers. In addition to the direct instruction and intervention that will occur, activities and funds also support Sobrato Early Academic Language (SEAL) program for TK-3rd graders and enrichment opportunities, i.e. field trips, assemblies, etc., Dahl's 2021-2022 SPSA includes ten strategies/activities to support these goals.

COVID 19 safety protocols were in place for the majority of the 2021-2022 school year. These safety protocols may have had an impact on the intended strategy and its overall effectiveness. Below is a summary of the activities and a rating of their overall effectiveness for the 2021-2022 school year:

Activity 1: First and second grade students needing (during the school day) intervention: 1st grade students received small group support from their classroom teacher during the school day. Likewise, 2nd grade students received small group support from their teacher during the school day. However, the needs assessment conducted at the beginning of the 2021-2022 academic year, it was identified that students at all grade levels struggled to meet standards due to the shortened instructional school day of the 2020-2021 distance learning school year. As a result, reading intervention was also supplied to 2nd grade students in the 3rd trimester of the 2021-2022 school year through a retired reading teacher. This was effective.

Activity 2: Provide after school reading intervention to students in grade 3: 3rd grade teachers provided after school reading support at various trimester periods during the 2021-2022 school year. This was effective.

Activity 3: Regrouping second grade students for mathematics: This was not feasible with COVID safety protocols still in place for the majority of the school year. Classes were not regrouped so as to not create further exposure to other student cohorts in the event of a positive COVID case in a classroom(s). Thus, this activity was not completed.

Activity 4: K-3 teachers to receive support and training by the SOBRATO foundation in SEAL strategies to improve the academic English language of students: For the 2021-2022 school year, SEAL continued to provide professional development support via Zoom for Year 1 and Year 2 students. This activity was moderately effective.

Activity 5: Support Special Day Class (SDC) teachers with professional development for reading and mathematics instruction: This was provided by the Franklin McKinley School District and was effective in adapting instruction to the online distance learning format. Also in the 2021-2022 school year, FMSD provided additional classroom furniture for flexible seating options for our SDC classrooms.

Activity 6: Provide experiences and materials for all Dahl students to support and enrich grade level curriculum: Panda Hour continued during the 2021-2022 school year once a month for 1st - 6th grades with support from the Principal and Social Worker to focus on student safety and enrichment activities. Furthermore, our 2nd grade classes were able to take a field trip to a theater performance and the Tech museum in the spring of 2022. This was effective. The intended goal is to transition to in person assemblies for the 2022-2023 school year.

Activity 7: Teachers provided professional development: This was effective as varied professional development and teacher planning time were provided to support continuous learning in the 2021-2022 school year.

Activity 8: Technology (copier) leased to provide support for instruction and communication: During the fall of 2021, the Dahl School Site Council (SSC) elected to use remaining funds to lease a second additional mid-sized copier for use in addition to the large size copier. This was effective as staff always had a back-up copier in the event that one copier was not working. This was an effective strategy.

Activity 9: Support student attendance through attendance program, including recognition and referral to the School Attendance and Review Board (SARB) to support students' social-emotional, behavioral and academic needs: This was not effective. Due to continuing COVID concerns including a surge in January of 2022, it was deemed that recognition for student attendance was not appropriate as COVID close contact procedures and quarantine procedures greatly affected student attendance. The Dahl attendance committee did meet regularly and contact families to provide supports so that was moderately affective. Additional supports and a review of attendance procedures for the 2022-2023 school year is anticipated.

Activity 10: Provide individualized personal learning support through the implementation of a Multi-Tiered Systems of Support (MTSS) team to design flexible approaches to instruction and learning: This was moderately effective. During the 2021-2022 school year, Tier I instructional was the focus of professional development and planning time to support student learning. It is anticipated that Dahl will participate in the 2022-2023 FMSD MTSS cohort to continue to support MTSS implementation in the coming school year.

All of the activities listed above had to be modified due to the implementation of distance learning. Dahl utilized available resources and supports to provide equitable learning opportunities for all students during the 2021-2022 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The return to in person instruction for the 2021-2022 school year marked a transition for students and staff alike. COVID protocols were in place for the majority of the school year, which did limit certain strategies to support student learning. For example, regrouping students of various class cohorts was not utilized at all. Instead students were placed in pull out intervention groups from their own class cohorts to minimize potential exposure to a positive COVID case. Another major difference between the intended implementation and budgeted expenditures for the 2021-2022 school year included any strategies that required the use of substitute teachers to release classroom teachers for professional development and other planning purposes. During the 2021-2022 school year, the amount of available substitutes were very limited and thus many strategies that include release time for teachers could not be utilized in the same way. Instead teachers participated in professional development during after school time or during school breaks. As a result, the budgeted expenditures were used to support classroom learning through instructional materials and supplies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The 2020-2021 school year of distance learning had a significant impact on student achievement even with the implementation of in person learning during the subsequent 2021-2022 school year. It is anticipated that the impact of distance learning will affect students for years to come and as a

result, the new annual outcomes will reflect how student achievement can be supported with a cycle a growth model in mind.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Positive School Environment, Climate and Culture: Support the physical, mental, and social well-being of all students and staff by establishing systems and creating a safe, welcoming and inclusive environment that allows students to participate fully in learning and the school community.

Goal 2

1. The percentage of Dahl 3rd-6th grade students who "Are happy to be at this school" as indicated on the 2021-2022 LCAP About the School survey (Sense of Belonging-School Connectedness - Q.2) will increase from 68% to 75% by June 2023.
2. The percentage of Dahl 3rd-6th grade students who respond favorably about overall Safety as indicated on the 2021-2022 LCAP About the School survey will increase from 52% to 60% by June 2023.
3. The percentage of Dahl 3rd- 6th grade students who feel feel safe talking about their feelings in and ideas in my classes" as indicated on the 2020-2021 LCAP Survey will increase from 34% to 45%.
4. The percentage of Dahl staff who feel "the current programming meets the social emotional needs of students" as indicated on the 2020-2021 LCAP survey (Student Achievement Q. 13) will increase from 71% to 80% by June 2023

Identified Need

As indicated on the 2021-2022 LCAP Student Survey, 3rd through 6th grade students have favorable responses as low as 52% - 68% for goals #1 and #2 above, therefore strategies/activities will focus on supporting the safety and the mental and social well-being of students. Also, as indicated on the 2021-2022 LCAP Staff Survey, 71% feel that Dahl's intervention program provides social and emotional support for students, therefore strategies/activities this year will focus on full, school-wide implementation of Second Step curriculum, MTSS for student academic and behavioral support, and further collaboration with site Social Worker to complement social-emotional curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP 2021-2022 Survey	Baseline: 1. 68% 2. 52% 3. 34% 4. 71%	Increase to: 1. 75% 2. 60% 3. 45% 4. 80%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1. All students.

Strategy/Activity

1. Encourage 1st through 6th grade students to be involved in Dahl Elementary School Student Leadership Team (SLT) opportunities throughout the year to solicit advise on promoting school spirit and other activities to increase school connectedness and attendance. Funding sources listed below to support school spirit activities as planned by the Student Leadership Team (SLT).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Donations

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

2. All students during recesses and 3rd through 6th grade as peer coaches to guide and support other students with structured, cooperative activities and games.

Strategy/Activity

2. Contract with a recess program for the 2022-2023 school year to empower students to be positive leaders on campus, to create a sense of confidence and ownership in them and provide outlets to help mentor and guide students at recess and beyond through the program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

38,000

LCFF Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

3. All students.

Strategy/Activity

3. Continue to promote and train AAA Student Safety Patrol Ambassadors for morning drop-off support that includes walking students to classrooms when needed, thus promoting student connectedness, safety and more fluid traffic patterns.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

Donations

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

4. All students.

Strategy/Activity

4. Support Dahl School Newsletter Club to increase school connectedness, spirit and a sense of contribution by student writers and illustrators.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

5. All students.

Strategy/Activity

5. Continue to develop the Dahl School Big Buddy/Little Buddy mentoring program to all grade levels to support learning (i.e. reading, writing, etc.), school connectedness, and attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

6. All students.

Strategy/Activity

6. Offer After School Enrichment opportunities (one to 4 days a week) to students not enrolled in the CORAL program to increase school connectedness, spirit and attendance. (Examples: Art, Music, Drama, Science, Sports...)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCFF Concentration

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

7. All students.

Strategy/Activity

7. Deliver Second Step Social Emotional Learning curriculum to all TK- 6th grade students on a daily basis. Funding sources to support additional purchases of Second Step curriculum and resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

General Fund

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

8. Hire three classified staff members to supervise students during lunch recesses to support student safety and positive school culture.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15,000

Source(s)

General Fund

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

9. Support a positive school environment and student behaviors through the implementation of Multi-Tiered Systems of Support (MTSS). Funding sources listed below to support professional development for staff, student behavior recognition program and additional resources to support the implementation of MTSS behavioral framework.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4000

LCFF Concentration

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

FMSD 2021-2022 LEA/LCAP Goal is focused on a Positive School Environment, Climate and Culture that will support the physical, mental, and social well-being of all students and staff by establishing systems and creating a safe, welcoming and inclusive environment that allows students to participate fully in learning and the school community. Selected goals to expand this focus and support Dahl students will emphasize on increasing the following: A sense of belonging and school connectedness and self awareness.

166 students participated in the LCAP About the School survey and 168 students participated in the LCAP About Self survey, results indicate that attention needs to be centered around increasing Dahl's school climate, culture and sense of belonging.

In addition, 21% of 6th graders participated in the LCAP survey their responses around their feelings warrants attention. Lastly, Dahl staff indicated that attention needed to be focused on the Socio-Emotional health of our students as evidenced by their LCAP Staff survey (Q. 13) response. Dahl's 2021-2022 SPSA includes eight strategies/activities to support these goals.

As for the effectiveness of strategies in the 2021-2022 SPSA, the following is reported as part of the overall analysis of implementation:

Activity 1: Student Leadership Team: This strategy was effective. 11 student leaders participated in monthly activities to support school connectedness including a Valentine's Day Friendship Picnic, Spring Fun Fridays and seasonal grams. They also took student feedback on activities to support school connectedness from their peers.

Activity 2: Contract with recess program: For the 2021-2022 school year, Dahl contracted with Sports for Learning (SFL) for school day recess and lunch support as well as an after school program three days a week. This strategy was effective as the SFL coach provided daily recess games for students to play.

Activity 3: Safety Patrol Student Ambassadors: Since Dahl and FMSD still had COVID safety protocols, this was not put into place. It is anticipated to be implemented in the 2022-2023 school year.

Activity 4: Dahl Newsletter Club: This was not implemented.

Activity 5: Dahl Big/Little Buddy mentor program: This was moderately effective as two classrooms participate in Big/Little Buddy mentor program. With COVID safety protocols still in place for the majority of the 2021-2022 school year, classes had to meet either outdoors or indoors wearing masks. The two classrooms reported success. Other classrooms also participated in Big/Little Buddy mentor program but did not meet as regularly.

Activity 6: After school opportunities: Aside from CORAL, Dahl provide Sports for Learning (SFL) after school program three days a week during the 2021-2022 school year. Additionally, Girls Scouts of America was offered in the spring of 2022. Both were effective strategies.

Activity 7: Second Step curriculum: This was highly effective during the 2021-2022 school year. Second Step was utilized in classrooms daily as part of social-emotional learning time.

Activity 8: Hire three classified staff members for supervision: This was moderately effective. Dahl was only able to hire two out of the anticipated three classified staff members to support student supervision in the 2021-2022 school year. School staff, such as the principal, social worker and community liaison, Sports for Learning (SFL) coach, and noon duty substitutes also filled in for the lack of a third classified staff member.

The majority of the activities for the 2021-2022 SPSA were implemented and successful activities to support students' social-emotional learning during the 2021-2022 return to in person learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Major differences between the intended implementation and budget expenditures in the 2021-2022 Dahl SPSA are due to activity 8 on hiring three classified staff members. While Dahl was not able to hire a 3rd classified staff member, additional supervision costs due to COVID safety protocols (such as morning supervision) did occur.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As mentioned in the analysis above, work for the 2022-2023 school year will support Dahl students' sense of belonging and self awareness. In addition, a continued focus on the Social-Emotional wellness of students is necessary for students to be active and successful participants in their school and community.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Family and Community Engagement: FMSD will fully engage parents/guardians and community members in support of educational outcomes for all students.

Goal 3

1. The percentage of Dahl parents who feel their child participates in a high quality educational program as indicated on the 2022-2023 LCAP survey (Conditions of Learning Question 2) will increase from 88% to 90% by June 2023.
2. The percentage of Dahl parents who are satisfied with their child's access to art and music classes as indicated on the 2022-2023 LCAP survey (Conditions of Learning Question 3) will increase from 88% to 90% by June 2023.
3. The percentage of Dahl parents who feel their child's school provides high quality programs to help students learn English as indicated on the 2020-2021 LCAP survey (Conditions of Learning Q.7) will increase from 91% to 95% by June 2023.
4. The percentage of Dahl parents who feel that their child's school is safe as indicated on the 2020-2021 LCAP survey will increase from 95% to 97% by June 2022.

Identified Need

As indicated on the 2020-2021 LCAP Parent Survey, 88% of Dahl parents feel their child participates in a high quality educational program. 93% of Dahl parents are satisfied with their child's access to art and music classes, and 95% feel their child's school provides high quality programs to help students learn English. Dahl staff will work toward increasing those Conditions of Learning percentages in support of advancing educational outcomes for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Survey (2021-2022)	Baseline: 1. 88% 2. 88% 3. 91% 4. 95%	LCAP Survey (2022-2023) Increases to: 1. 90% 2. 90% 3. 95% 4. 97%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1. Students with Vietnamese speaking parents.

Strategy/Activity

1. Employ a Vietnamese-speaking Community Assistant to communicate and engage parents in their child's educational experience.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

23134

2000

Source(s)

LCFF Supplemental

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

2. All students.

Strategy/Activity

2. Actively invite and engage parents in joining and contributing to school groups, (i.e. Cafecitos & Vietnamese groups, ELAC, School Site Council). Funding sources below used to support refreshments for meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200

Source(s)

LCFF Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

3. All students.

Strategy/Activity

3. Continue to partner with First 5, Catholic Charities Family Resource Center and Dahl Preschool to bridge the transition from preschool to Dahl TK and grade levels beyond. Funding sources below used to support print materials to support parent workshops on supporting the transition from preschool to Dahl TK.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

4. Students whose parents' primary language is other than English.

Strategy/Activity

4. Host English language (ESL) classes for parents on the Dahl campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

5. All students.

Strategy/Activity

5. Offer parent informational meetings, given by Principal, Student Wellness Support Services and Dahl Social Worker, to address the importance of school attendance for their children. Childcare and translation services to be offered to support parent attendance at these meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

Title I

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

FMSD LEA/LCAP Goal is focused on Family and Community Engagement to fully engage parents/guardians and community members in support of educational outcomes for all students. Selected goals to expand this focus and support Dahl parents, guardians and students will emphasize on increasing "Conditions of Learning".

Of the 69 LCAP parent responses this year, parents were 90% favorable with their own engagement at Dahl during the 2021-2022 year which marked the return to in person learning; 92% favorable with their child's classroom climate; and 91% favorable with their child's "engagement" at Dahl.

Parent responses indicated needs to be centered around student safety upon return to in person instruction, student socialization and wellness, as well as additional supports for student learning and engagement. These are indicated by the selected goals for the 2021-2022 SPSA. Additionally, student enrichment opportunities (i.e. art & music classes), have been addressed in Planned Improvements: Goal #2, Strategy #6, with supporting budget. Dahl's 2022-2023 SPSA includes five strategies/activities to support these goals.

The following below is an analysis of the effectiveness of activities in Goal 3 during the 2021-2022 school year:

Activity 1: Employ a Spanish speaking community assistant: This activity was highly effective during distance learning. Dahl's community assistant was able to provide support to families in the areas of attendance, academics, and other supports and resources as needed. However, our Spanish speaking community assistant has now moved into the Secretary I role at Dahl and thus, we anticipate the need in the 2022-2023 school year for a Vietnamese speaking community assistant.

Activity 2: Actively invite and engage parents in joining and contributing to school groups: During the 2021-2022 school year, we continued to provide virtual Zoom meetings which were moderately attended. When Dahl transitioned to in person meetings in the spring of 2022, they were not well attended. The goal is to be able to transition to the majority of meetings being in person for the 2022-2023 school year.

Activity 3: Partner with First Five, Family Resource Center and Dahl Preschool to assist with student transition from preschool to TK: This was effective. Dahl staff communicated with First Five, Family Resource Center and Dahl Preschool to provide families with information on Kindergarten Readiness Night.

Activity 4: Host English language (ESL) classes for parents on the Dahl campus: The Franklin McKinley School District provided this virtually this school year and thus, there was no need for classes on the Dahl campus as safety precautions did not allow this.

Activity 5: Offer parent informational meetings, given by Principal, Student Wellness Support Services and Dahl Social Worker, to address the importance of school attendance for their children: Informational parent meetings were offered via Zoom and were well received by families during the 2021-2022 school year. This activity was moderately effective as Zoom attendance in meetings did wane throughout the 2021-2022 school year.

The engagement of the school community during the 2021-2022 school year continued with the progression from the previous year. Families were able to adapt to the Zoom meeting format and were able to actively contribute to the school environment to support the educational outcomes of

students. The Dahl School community has adapted to distance learning and may continue to utilize Zoom for meetings in the future as needed.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In the 2021-2022 school year, parent engagement was still limited to Zoom meetings for the majority of the year due to on-going COVID safety protocols. This impacted the budgeted expenditures, which were primarily not utilized. Dahl did utilize the support of its community liaison and school social worker to reach out to families for attendance, academic and social-emotional support. Furthermore, the community liaison provided translation support for the aforementioned virtual Zoom meetings which were held on a monthly basis. This included a monthly Coffee with the Principal as well as School Site Council (SSC) and English Learner Advisory Committee (ELAC).

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal was previously FMSD LEA Goal #4 and has been moved and joined with LCAP as goal #3. As mentioned in the analysis above, work for the 2022-2023 school year for Dahl will support Conditions of Learning to increase the quality of its education program, to provide high quality programs to help English Learners and to offer students opportunities for art and music enrichment.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$152,173.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$20,000.00

Subtotal of additional federal funds included for this school: \$20,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
Donations	\$1,250.00
General Fund	\$18,839.00
LCFF Concentration	\$27,500.00
LCFF Supplemental	\$84,584.00

Subtotal of state or local funds included for this school: \$132,173.00

Total of federal, state, and/or local funds for this school: \$152,173.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Aurora Garcia	Parent or Community Member
My Le	Parent or Community Member
Tiffany Ton	Parent or Community Member
Leticia Torres	Parent or Community Member
Sandra Tovar	Parent or Community Member
Michelle Quilantang	Principal
Brianna Velazquez	Classroom Teacher
Lourdes Zuluaga	Classroom Teacher
Nikki Waite	Classroom Teacher
Snehaben Mehta	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 6, 2021.

Attested:



Principal, Michelle Quilantang on 5-6-22



SSC Chairperson, Nicole Waite on 5-6-22