

# Captain Jason M. Dahl Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



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

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

### School Description~

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

Dahl School has approximately 426 students comprised of the following ethnic composition: American Indian - 0.5%, African American - 1.6%, Asian - 22.3%, Filipino - 2.6%, Hispanic Latino - 69.7%, White - 2.3% Of these students, 80.5% are Socioeconomically Disadvantaged, 54.2% are English Learners (EL), and 0.5% are Foster Youth. Per the English Learner Proficiency Assessments of California (ELPAC) 22-23 results, 51.2% of Dahl's English Learners' are making progress towards English Language proficiency.

In addition to Dahl's Academic Engagement - Chronic Absenteeism is at 8.3% and the Suspension Rate is at 1.68%. Efforts

## 2023-24 School Description and Mission Statement

continue throughout the year to support all Dahl students with student attendance, social-emotional learning and well-being and in making language proficiency and academic gains.

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

Teachers are often found before and after school, and during recess and lunch, providing students with extra assistance in core subjects and/or homework. School day intervention support is provided either through the Student Support Specialist or a retired reading teacher. After school academic support is offered year-long in reading/language arts and homework. After school enrichment opportunities also occur through our Little Heroes program that provides support with homework, enrichment activities, and after school sports provide opportunities for exercise and teamwork building. Under the direction of Catholic Charities, the CORAL extended day after school program serves 112 Kindergarten through sixth grade students to raise literacy scores, help with homework and provide enrichment opportunities.

### School Vision~

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

### School Mission~

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

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	62
Grade 1	67
Grade 2	55
Grade 3	62
Grade 4	64
Grade 5	52
Grade 6	52
<b>Total Enrollment</b>	<b>414</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6%
Male	52.4%
American Indian or Alaska Native	0.5%
Asian	19.1%
Black or African American	1.4%
Filipino	2.7%
Hispanic or Latino	73.7%
Two or More Races	0.7%
White	1.9%
English Learners	49.5%
Foster Youth	0.2%
Homeless	3.1%
Socioeconomically Disadvantaged	65.9%
Students with Disabilities	14.5%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.00	100.00	333.30	79.92	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	18.50	4.45	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	35.10	8.43	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	7.30	1.76	12115.80	4.41
<b>Unknown</b>	0.00	0.00	22.70	5.44	18854.30	6.86
<b>Total Teaching Positions</b>	24.00	100.00	417.00	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.50	84.78	332.80	79.13	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.35	16.30	3.88	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	38.90	9.26	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	5.50	1.33	11953.10	4.28
<b>Unknown</b>	2.50	10.87	26.90	6.40	15831.90	5.67
<b>Total Teaching Positions</b>	23.00	100.00	420.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Textbook and instructional Materials: The local governing board of the Franklin-McKinley School District has certified that each pupil in the District, in transitional kindergarten through eighth grade, has been provided with standards-aligned textbooks and/or instructional materials in each of the following areas: reading/language arts, mathematics, science and history/social studies. Health is included in the science curriculum. All District textbook adoptions are within the scope of the most recent State Board of Education adoptions and comply with California Education Code provisions.

In accordance with the California Education Code and the Williams Settlement mandates, procedures, monitoring processes and reporting practices by principals and District departments have ensured that all students have access to the current, standards-based textbooks and instructional materials.

In order to comply with the mandates to provide students with the most recent state-approved adoptions in the core areas of Reading/Language Arts, Mathematics, Science and History/Social Studies (Health is included in the Science curriculum), a textbook inventory was conducted at every school by September 2023. Each principal was responsible for ensuring that every student was provided with the necessary textbooks and instructional materials. In addition, the updated inventory count was also verified by each site for every classroom in September 2023. In addition, principals were responsible for the replenishment of needed textbooks at every grade level (TK-8). All ordering and delivery materials are through an established set of procedures with the District Service Center. As part of the monitoring of sufficiency of textbooks and instructional materials, principals submit a school wide and an individual classroom report to the Curriculum, Instruction, and Assessment Department annually.

As a result of the inventories, the Franklin-McKinley Board of Education certified that each student in grades TK-8, including English learners, have been furnished a complete set of core instructional materials and textbooks that meet the requirements of the California Education Code. A public hearing regarding the sufficiency of said materials that are consistent with state-adopted frameworks was held on September 12, 2023. A Resolution on Sufficiency of Materials, according to the Williams Act mandates, was passed at a public hearing on September 12, 2023.

Year and month in which the data were collected

9/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Creative Curriculum (TK)/2022 Journeys: Houghton Mifflin Harcourt Brace (K-5)/2020 Collections: Houghton Mifflin Harcourt Brace (6-8)/2020	Yes	0%
<b>Mathematics</b>	Creative Curriculum (TK)/2022 Engage NY Math Gr K-5 (Eureka) 2014 College Prep Math Gr 6-8 (CPM) 2014	Yes	0%
<b>Science</b>	Amplify (K-6) Adopted 2022 Discovery Science (7-8), Adopted 2020	Yes	0%
<b>History-Social Science</b>	History-Social Science for California Pearson Scott Foresman (K-5) Adopted 2007; TCI, Inc. (7-8) Adopted 2022	Yes	0%
<b>Foreign Language</b>	No foreign Language text		0
<b>Health</b>	Positive Prevention Plus, HIV/STD Prevention Education for California Youth, Middle School Curriculum, Grade 7, 2016 Positive Prevention Plus, Comprehensive Sexual Education, Upper Elementary, Grade 5, 2019		0



Visual and Performing Arts

No Visual Arts

### School Facility Conditions and Planned Improvements

Captain Jason M. Dahl Elementary School was built in 1955. This school has 34 classrooms, a multipurpose room, a library, and an administration building. The site has two (2) 8-hour custodian assigned for daily cleaning and one (1) 4-hour custodian assigned for daily disinfecting, funding by ESSER funds.

In 2020 FMSD Bond Measure R was passed and funded kindergarten improvement and addition of a new shade structure (2022), roof repairs (2022), exterior painting campus-wide (2021), installation of security cameras (2021), and installation of ceiling-mounted projector in all classrooms (2021). There are tentative plans for a reconstruction of the playground for Summer of 2024.

Additional ESSER funds were utilized to provide additional picnic tables for outdoor learning use (2021), and a designated Wellness Center was established to ensure students are provided with psychological and counseling services and a safe, healthy, and connected school environment (2021).

Year and month of the most recent FIT report

7/10/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Storage- AC broken (Complete April 2024)
<b>Interior:</b> Interior Surfaces	X			Admin- Broken ceiling tile, paint chipping (Complete April 2024)  Nurse- Paint chipping (Complete April 2024)  Conference room, Office, B1, B3, Office/C106, P14, P13, P12, P10, - Broken ceiling tile (Complete April 2024)  C3, C1- Formica trim is chipped (Complete April 2024)  C1- Plastic conduit cover is missing (Complete April 2024)  D1- Carpet lifting (Complete April 2024)  Boy's restroom D wing- Paint area by vent needed (Complete April 2024)  P15- Door closer missing, rolling cart needs to be mounted (Complete April 2024)  P14, P4, P7, P3- Torn wallpaper (Complete April 2024)  P3- Broken blinds (Complete April 2024)  Staff Lunch Room- Formica chipped (Complete April 2024)  Office/C105- Wall has paint chipped (Complete April 2024)



## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		Staff Workroom- Roach trap full (Complete April 2024) Storage- Needs to be cleaned (Complete April 2024) G5- Roach in sink (Complete April 2024) Kitchen- Roach trap full (Complete December 2023)
<b>Electrical</b>	X		F1- Missing blank face plate for electrical panel (Complete April 2024)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		Girl's restroom near IDF- Sink cover is missing (Complete April 2024) Boy's restroom D wing- Drinking fountain not working (Complete April 2024)
<b>Safety:</b> Fire Safety, Hazardous Materials	X		Prep Room- Path blocked by boxes (Complete April 2024) P11- Boxes too high (Complete April 2024) P2- Boxes too high, cabinets need to be mounted (Complete April 2024) F2/Computer Lab- Boxes blocking electrical panel (Complete April 2024) Storage near speech- Electrical box needs to be locked (Complete April 2024)
<b>Structural:</b> Structural Damage, Roofs	X		None.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		None.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	23	27	41	40	47	46
<b>Mathematics</b> (grades 3-8 and 11)	23	21	33	31	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	238	228	95.80	4.20	27.19
<b>Female</b>	112	107	95.54	4.46	34.58
<b>Male</b>	126	121	96.03	3.97	20.66
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	50	45	90.00	10.00	42.22
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	168	163	97.02	2.98	22.70
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	100	90	90.00	10.00	7.78
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	17	15	88.24	11.76	0.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	169	163	96.45	3.55	26.99
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	31	31	100.00	0.00	12.90

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	238	238	100.00	0.00	21.43
<b>Female</b>	112	112	100.00	0.00	17.86
<b>Male</b>	126	126	100.00	0.00	24.60
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	50	50	100.00	0.00	38.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	168	168	100.00	0.00	16.07
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	100	100	100.00	0.00	11.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	17	17	100.00	0.00	11.76
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	169	169	100.00	0.00	19.53
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	31	31	100.00	0.00	9.68

## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	18.52	9.62	22.71	21.96	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	53	52	98.11	1.89	9.62
<b>Female</b>	27	27	100.00	0.00	11.11
<b>Male</b>	26	25	96.15	3.85	8.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	43	42	97.67	2.33	11.90
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	22	21	95.45	4.55	4.76
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	38	37	97.37	2.63	8.11
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

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

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

The following are additional opportunities for parental involvement include "Raising a Reader" for Kindergarten classrooms with a focus on STEM and bilingual books and ESL Classes. Dahl School also hosts a Family Resource Center (FRC) through Catholic Charities and the First Five Program. The center has designed classes for parents and their children ages 0-5 in music and movement as well as an Early Literacy parenting class. Resources are provided for the community to assist with housing, food, and/or shelter. Every third Saturday of the month the FRC sponsors a Second Harvest Produce Food Mobile on campus to serve the needs of the community.

For more information on how to become involved with programs or as a volunteer please contact the Dahl school front office at (408) 363-5650 to speak with our Community Assistant.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	459	450	147	32.7
Female	217	214	66	30.8
Male	242	236	81	34.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	88	88	19	21.6
Black or African American	10	10	6	60.0
Filipino	12	11	3	27.3
Hispanic or Latino	333	327	114	34.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	3	1	33.3
White	9	8	2	25.0
English Learners	240	234	64	27.4
Foster Youth	1	1	0	0.0
Homeless	21	21	13	61.9
Socioeconomically Disadvantaged	331	324	116	35.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	73	71	31	43.7

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.06	4.36	0.00	1.64	2.49	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08



## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.36	0
Female	0.92	0
Male	7.44	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	6.01	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	3.33	0
Foster Youth	0	0
Homeless	14.29	0
Socioeconomically Disadvantaged	4.23	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.11	0

## 2023-24 School Safety Plan

All schools in the Franklin-McKinley School District have a very detailed, comprehensive safety plan designed to ensure both the health and security of all students and staff. The safety plan consists of a wide variety of site drills designed to meet a number of emergency situations that might arise. All school sites within Franklin-McKinley School District practice fire, drop and cover (earthquake), and intruder drills. There are established committees at all sites and levels to review safety procedures, correct any problems that may exist and expand FMSD's capacity to deliver services when and where needed. In addition, all required drills are calendared, completed, and evaluated with the results being communicated to all staff and parents in the medium of the school website and via email from an administrator.

The School Safety Plan as reviewed, updated, and discussed with the school faculty on November 8 (School Site Council), November 14 (Coffee with the Principal), and December 6, 2023 (English Learner Advisory Committee). The School Safety Plan is approved by the Board of Trustees in February of each year.

## D. Other SARC Information Information Required in the SARC

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

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

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4	1	
1	18	1	2	
2	15	4		
3	17	2	2	
4	28		2	
5	27		2	
6	18	3		
Other	26		1	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	0
1	13	5	0	0
2	14	2	2	0
3	16	4	0	0
4	21	0	3	0
5	26	0	2	0
6	26	0	2	0
Other	9	2	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	1

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,513	2,276	8,237	99,531
District	N/A	N/A	11,410	\$99,173
Percent Difference - School Site and District	N/A	N/A	-32.3	3.8
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	22.2	13.1

## Fiscal Year 2022-23 Types of Services Funded

The following is a list of Federal and State funded programs that are provided to students at Franklin-McKinley School District:

- Title I (Basic Grant) funded intervention programs, supplemental instructional materials, professional development and parent engagement activities
- Title II (Teacher & Principal Training and Recruiting) funds Teacher Induction and mentoring for new teachers
- Title III (for Limited English Proficient Students) funds support interpretation and translation services and parent engagement activities for parents of EL students.
- Title IV (Technology, Social-Emotional Learning and Well Rounded-Educational Activities)
- After School Education and Safety Program (ASES)
- Hourly Programs (extended day/year education)
- Local Control Funding Formula (LCFF) funded services include instructional materials, staffing, academic and social emotional support, school site supplemental services for identified students and professional development
- Starting Smart and Strong Grant
- National School Lunch Program

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,080	\$54,215
Mid-Range Teacher Salary	\$100,404	\$86,843
Highest Teacher Salary	\$116,035	\$111,440
Average Principal Salary (Elementary)	\$152,465	\$140,851
Average Principal Salary (Middle)	\$149,947	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$254,367	\$252,466
Percent of Budget for Teacher Salaries	35%	33.16%
Percent of Budget for Administrative Salaries	5.83%	5.15%

## Professional Development

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

FMSD provided teachers with professional development that emphasized the district focus, “Learning to Read” before students returned to school in August. Staff was provided with professional development opportunities that focused on the newly acquired supplemental phonics programs SIPPS and Sonday, along with sessions on the phonemic awareness program, Heggerty in grades K-2nd. Middle school staff was provided with workshops covering vocabulary instruction and morphology at the secondary level to ensure alignment to the FMSD Literacy Block. Additionally, staff participated in workshops that provided an overview on new adoptions; TCI, K-6 Social Studies and the TK Curriculum, Creative Curriculum for Transitional Kindergarten, California, as well as continued learning in Math, Science, and Writing instruction. New teachers were provided workshops orienting them to the district adopted curriculum and participated in Implicit Bias training. Special Education staff received training on facilitating and writing IEPs, and the requirements for Special Education instruction. Throughout the fall, optional professional development opportunities were provided monthly including topics such as Assessments including ESGI, NSGRA, FastBridge, Lexia, SIPPS, Sonday, Heggerty, and Orton-Gillingham foundational training.

In January 2024, teachers will participate in a full-day series of professional development. Workshops will align to the district focus, with professional development focused on Tier I instruction. Last school year, all staff were provided training in Implicit Bias from Collaborative Learning Solutions. This year, 2023-24, FMSD provided Implicit Bias training for all new staff and staff who were unable to attend training last year.

Ongoing Professional Learning Communities allow teachers to learn from each other and discuss best practices. All FMSD schools are participating in the implementation of a Multi-Tiered System of Support (MTSS) focused on Tier I instruction and universal access. Four schools (Dahl, McKinley, Los Arboles and Santee) continue to participate in the Sobrato Foundation SEAL (Sobrato Early Academic Language) program. These schools participate in professional development and curriculum support to meet their diverse populations and to help English Learners.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4