

School Plan for Student Achievement (SPSA)

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 6, 2026	June 23, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Captain Jason M. Dahl Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Captain Jason M. Dahl Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Targeted Support and Improvement

The Captain Jason M. Dahl Elementary School Plan for Student Achievement meets ESSA (Every Student Succeeds Act) requirements by aligning with the Franklin-McKinley Local Control and Accountability Plan (LCAP) and other federal, state, and local programs through the following key elements:

Data-Informed Goals and Strategies:

The plan starts with a comprehensive analysis of student data, including academic performance, attendance, and other relevant metrics. This data informs the setting of specific goals and strategies aligned with ESSA priorities, LCAP objectives, and state/local program requirements.

Inclusive Educational Partner Engagement:

The development of this plan involved the collaboration with teachers and staff, parents/families, and community members from various community based organizations including Catholic Charities. This ensures that the plan reflects the needs and priorities of the entire Captain Jason M. Dahl community.

Evidence-Based Practices and Interventions:

Our SPSA incorporates evidence-based instructional practices and interventions that have demonstrated effectiveness in improving student outcomes. This includes differentiated instruction, targeted support for at-risk student groups, and the use of data to drive decision-making.

Resource Allocation and Integration:

Resources from federal, state, and local programs are strategically integrated into the SPSA to maximize impact and sustainability. This includes leveraging Title I funding, professional development opportunities, and support services for students with specific needs.

By incorporating these elements, Captain Jason M. Dahl's SPSA not only meets ESSA requirements but also fosters a comprehensive approach to improving student outcomes that is responsive to the unique needs and contexts of our school community.

Educational Partner Involvement

How, when, and with whom did Captain Jason M. Dahl Elementary 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 2024-2025 SPSA occurred and input for the 2025-2026 SPSA plan was solicited:

February 10, 2026: Dahl Coffee with the Principal meeting to review extended learning opportunities as per Goals 1 and 2 of the Dahl 26-27 SPSA.

February 4, 2026 and March 4, 2026: Dahl School Site Council (SSC) met to review and approve the budget for 26-27 school year. SSC reviewed data from the previous trimester assessments, Panorama Survey results from Staff, Students, and Families from the Spring Panorama Feedback Survey and started SPSA planning.

March 25, 2026: Dahl School Site Council (SSC) met to review the draft SPSA goals and action items to support student learning in 26-27 school year.

April 14, 2026: Instructional Leadership Team met to review staff meeting results in regards to SPSA planning for the 26-27 school year.

May 6, 2026: The Dahl SSC met to approve the 26-27 SPSA.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Targeted Support and Improvement (TSI) strategies will include offering additional parent workshops centered on building habits that contribute to school success, enhancing collaboration with special education providers to effectively support student behavioral needs, and increasing the frequency of student recognition programs to reinforce positive outcomes.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

According to the 2025 California School Dashboard, Dahl received the "Red" performance category for the following state performance indicators for all students: Mathematics. Additionally, Dahl received the "orange" performance category for English Language Arts. Chronic Absenteeism, English Learner Progress and Suspension Rate were in the "yellow" performance category.

To effectively meet ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, Captain Jason M. Dahl has developed a comprehensive plan in collaboration with our educational partners that addresses the specific areas of our low performance student groups to improve student outcomes.

Our plan began with a thorough analysis of the CA School Dashboard data, local student performance data, which includes academic, attendance, behavior, and SEL metrics. After conducting root cause analysis and implementing ongoing continuous improvement cycles, our team has identified areas of need for our students school wide that may include targeted interventions. The areas of need include:

- Review and provide professional development in Tier I and Tier II instructional practices in both English Language Arts and Mathematics
- Implementation of Tier II behavioral instructional supports as part of our Multi-Tiered Systems of Support (MTSS) framework to respond to student behavioral concerns with a more frequent student recognition system.
- Provide professional development in research based practices to support English Language Development and writing instruction
- Provide planning and collaboration time to staff to design lessons to support and promote both English language acquisition and literacy development to support English Learners

Based on our needs assessment and analysis, we have established clear goals and objectives aligned with the requirements of ESSA and the priorities outlined in our LCAP. Our school wide goals focus on improving student academic achievement in ELA and Math through the implementation of research based instructional practices, supporting English Learners in their language and literacy development, supporting the social emotional wellness for all students and staff, and continuing to engage our families and communities to support student success.

Targeted goals outlined include the following:

SPSA Goal 1: Achievement for All: With equity at the core, FMSD will increase the level of success for all students while addressing learning gaps:

Action Items under this goal to support learning include:

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

1.3: Contract with Tutor Me Education to provide in person tutoring during the school day for students in grades 1-6 who are below grade level in reading.

1.6: Teachers will be given opportunities to receive professional development on instruction for English Learner students, Restorative Practices and MTSS including Trauma-Competent MTSS.

1.9: 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

SPSA Goal 2: 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.

Action Items under this goal to support learning include:

2.6: Deliver Social Emotional Learning curriculum to all TK-6th grade students on a daily basis. Funding sources to support additional SEL curriculum related purchases and resources.

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

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

N/A

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

mCLASS DIBELS assessment results from Winter 2026 indicate that 42% of Dahl's Kindergarten - 3rd grade students have foundational reading skills at or above grade level. This indicates a need to analyze Tier I instruction and curriculum supports for our primary grade students.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Captain Jason M. Dahl Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	0.25%	%		1	
African American	2.15%	1.52%	0.78%	9	6	3
Asian	15.51%	16.41%	14.73%	65	65	57
Filipino	2.63%	2.78%	2.07%	11	11	8
Hispanic/Latino	76.37%	76.26%	78.81%	320	302	305
Pacific Islander	%	%	0.26%			1
White	1.91%	1.52%	2.07%	8	6	8
Multiple/No Response	1.43%	1.26%	1.29%	6	5	5
Total Enrollment				419	396	387

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		20	39
Kindergarten	73	47	44
Grade 1	45	57	49
Grade 2	68	48	53
Grade 3	54	59	43
Grade 4	57	45	57
Grade 5	63	59	41
Grade 6	59	61	61
Total Enrollment	419	396	387

Conclusions based on this data:

- Enrollment for the Hispanic student subgroup has continued to increase over the past three years from 69.72% to 76.3%.
- Enrollment in Kindergarten continues to decline each school year. Per the California Department of Education, Kindergarten is not compulsory in the state of California.

3. Enrollment school wide has decreased by 72 students over the past three years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	193	179	157	49.5%	46.1%	40.6%
Fluent English Proficient (FEP)	71	68	68	15.9%	16.9%	17.6%
Reclassified Fluent English Proficient (RFEP)	41	37	40	9.80%	9.30%	10.30%

Conclusions based on this data:

1. During the 2024-2025 school year, 45.2% of Dahl students were classified as English learners. They represent nearly half of the overall enrolled students at Dahl.
2. The percentage of students classified as Fluent English Proficient has decreased in the past three years from 7.8% to 6.2%.
3. The percentage of students classified as Reclassified Fluent English Proficient is 6.2% in 2024-2025. We have set the goal of reclassifying 10% of English learner students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	64	53	58	61	51	51	61	51	50	95.3	96.2	87.9
Grade 4	66	55	44	64	52	43	64	52	43	97.0	94.5	97.7
Grade 5	53	64	58	49	61	55	49	61	55	92.5	95.3	94.8
Grade 6	52	58	61	51	56	61	51	56	61	98.1	96.6	100
All Grades	235	230	221	225	220	210	225	220	209	95.7	95.7	95

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2338.	2337.	2355.	3.28	7.84	6.00	18.03	11.76	14.00	19.67	17.65	28.00	59.02	62.75	52.00
Grade 4	2398.	2389.	2395.	10.94	5.77	16.28	15.63	19.23	9.30	14.06	17.31	9.30	59.38	57.69	65.12
Grade 5	2424.	2417.	2426.	8.16	6.56	3.64	20.41	14.75	29.09	8.16	21.31	9.09	63.27	57.38	58.18
Grade 6	2489.	2444.	2459.	9.80	3.57	4.92	23.53	23.21	26.23	23.53	17.86	14.75	43.14	55.36	54.10
All Grades	N/A	N/A	N/A	8.00	5.91	7.18	19.11	17.27	20.57	16.44	18.64	15.31	56.44	58.18	56.94

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.92	5.88	0.00	50.82	45.10	64.00	44.26	49.02	36.00
Grade 4	1.56	5.77	9.30	56.25	57.69	46.51	42.19	36.54	44.19
Grade 5	12.24	4.92	7.27	51.02	49.18	49.09	36.73	45.90	43.64
Grade 6	7.84	5.36	1.64	50.98	41.07	47.54	41.18	53.57	50.82
All Grades	6.22	5.45	4.31	52.44	48.18	51.67	41.33	46.36	44.02

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.33	5.88	2.00	43.33	37.25	48.00	53.33	56.86	50.00
Grade 4	6.25	3.85	13.95	50.00	46.15	30.23	43.75	50.00	55.81
Grade 5	6.12	6.56	7.27	46.94	47.54	41.82	46.94	45.90	50.91
Grade 6	13.73	1.79	9.84	41.18	37.50	39.34	45.10	60.71	50.82
All Grades	7.14	4.55	8.13	45.54	42.27	40.19	47.32	53.18	51.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.28	3.92	8.00	67.21	62.75	64.00	29.51	33.33	28.00
Grade 4	7.81	1.92	11.63	67.19	75.00	55.81	25.00	23.08	32.56
Grade 5	12.24	8.20	1.82	61.22	68.85	65.45	26.53	22.95	32.73
Grade 6	11.76	7.14	3.28	72.55	66.07	68.85	15.69	26.79	27.87
All Grades	8.44	5.45	5.74	67.11	68.18	64.11	24.44	26.36	30.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	1.64	3.92	2.00	60.66	50.98	64.00	37.70	45.10	34.00
Grade 4	4.69	1.92	6.98	56.25	67.31	53.49	39.06	30.77	39.53
Grade 5	6.12	4.92	5.45	46.94	57.38	56.36	46.94	37.70	38.18
Grade 6	1.96	10.71	8.20	76.47	57.14	59.02	21.57	32.14	32.79
All Grades	3.56	5.45	5.74	60.00	58.18	58.37	36.44	36.36	35.89

Conclusions based on this data:

- Overall achievement ELA/Literacy - Based on the 2024-2025 CAASPP assessment, the percentage of 5th grade students writing above standard has increased by 1.15% since the 2022-2023 school year.
- Overall achievement ELA/Literacy - Based on the 2024-2025 CAASPP assessment, the percentage of 4th grade students reading above standard has increased almost 7.74% from the 2022-2023 school year.

3. Overall achievement ELA/Literacy-Based 2024-2025 CAASPP assessment, the percentage of 6th grade students above standards in research/inquiry has increased almost 6.24% from the 2022-2023 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	64	53	58	64	53	54	64	53	53	100.0	100	93.1
Grade 4	66	55	44	66	55	43	66	55	43	100.0	100	97.7
Grade 5	53	64	58	53	63	57	53	63	57	100.0	98.4	98.3
Grade 6	52	58	61	52	58	61	52	58	61	100.0	100	100
All Grades	235	230	221	235	229	215	235	229	214	100.0	99.6	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2365.	2353.	2359.	4.69	3.77	5.66	10.94	13.21	9.43	21.88	16.98	28.30	62.50	66.04	56.60
Grade 4	2429.	2401.	2386.	10.61	3.64	6.98	24.24	12.73	13.95	16.67	29.09	11.63	48.48	54.55	67.44
Grade 5	2401.	2407.	2416.	5.66	6.35	3.51	5.66	11.11	12.28	16.98	19.05	17.54	71.70	63.49	66.67
Grade 6	2483.	2411.	2426.	7.69	1.72	6.56	15.38	13.79	8.20	28.85	17.24	18.03	48.08	67.24	67.21
Grade 11															
All Grades	N/A	N/A	N/A	7.23	3.93	5.61	14.47	12.66	10.75	20.85	20.52	19.16	57.45	62.88	64.49

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.25	5.66	1.89	39.06	28.30	47.17	54.69	66.04	50.94
Grade 4	18.18	7.27	9.30	28.79	34.55	23.26	53.03	58.18	67.44
Grade 5	7.55	7.94	8.77	24.53	26.98	28.07	67.92	65.08	63.16
Grade 6	5.77	1.72	4.92	36.54	31.03	29.51	57.69	67.24	65.57
Grade 11									
All Grades	9.79	5.68	6.07	32.34	30.13	32.24	57.87	64.19	61.68

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.13	7.55	7.55	45.31	39.62	39.62	51.56	52.83	52.83
Grade 4	13.64	9.09	6.98	34.85	34.55	27.91	51.52	56.36	65.12
Grade 5	5.66	3.17	1.75	24.53	34.92	40.35	69.81	61.90	57.89
Grade 6	9.62	3.45	3.28	51.92	36.21	36.07	38.46	60.34	60.66
All Grades	8.09	5.68	4.67	39.15	36.24	36.45	52.77	58.08	58.88

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.81	5.66	3.77	57.81	41.51	58.49	34.38	52.83	37.74
Grade 4	15.15	7.27	9.30	54.55	52.73	39.53	30.30	40.00	51.16
Grade 5	1.89	4.76	1.75	41.51	42.86	43.86	56.60	52.38	54.39
Grade 6	5.77	5.17	4.92	61.54	46.55	40.98	32.69	48.28	54.10
All Grades	8.09	5.68	4.67	54.04	45.85	45.79	37.87	48.47	49.53

Conclusions based on this data:

1. Overall achievement - Based on the 2024-2025 CAASPP assessment, the percentage of 3rd grade students above standard in math problem solving and modeling/data analysis has increased 4.42% since the 2022-2023 school year.
2. Overall achievement - Based on the 2024-2025 CAASPP assessment, the percentage of 5th grade students at or near standard in math problem solving and modeling/data analysis has increased 5.77% since the 2021-2022 school year.
3. Overall achievement - Based on the 2024-2025 CAASPP assessment, the percentage of 5th grade students above standard in math concepts and procedures has increased 15.82% since the 2022-2023 school year.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the ELPAC.org website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1419.1	1399.3	1419.7	1419.3	1412.4	1426.0	1418.4	1368.6	1404.6	44	37	22
1	1418.9	1385.7	1447.0	1435.8	1400.0	1456.8	1401.5	1371.1	1436.5	28	27	21
2	1421.1	1444.8	1459.3	1440.0	1449.7	1456.0	1401.6	1439.3	1462.3	28	19	26
3	1460.9	1461.3	1453.7	1462.9	1476.9	1460.1	1458.3	1445.1	1446.9	28	25	19
4	1502.4	1466.5	1490.4	1504.6	1457.6	1501.8	1499.7	1475.0	1478.5	28	21	19
5	1504.7	1488.6	1488.0	1510.3	1491.6	1489.0	1498.6	1485.0	1486.5	22	26	23
6	1549.0	1499.8	1512.7	1567.9	1506.4	1522.3	1529.7	1492.7	1502.4	22	24	25
All Grades										200	179	155

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.91	16.22	18.18	27.27	32.43	22.73	40.91	18.92	36.36	15.91	32.43	22.73	44	37	22
1	17.86	3.70	9.52	21.43	25.93	28.57	25.00	25.93	38.10	35.71	44.44	23.81	28	27	21
2	3.57	5.26	30.77	32.14	36.84	26.92	32.14	26.32	15.38	32.14	31.58	26.92	28	19	26
3	3.57	8.00	0.00	25.00	16.00	21.05	39.29	52.00	36.84	32.14	24.00	42.11	28	25	19
4	22.22	9.52	0.00	33.33	23.81	36.84	25.93	28.57	52.63	18.52	38.10	10.53	27	21	19
5	13.64	11.54	13.04	31.82	19.23	4.35	36.36	46.15	47.83	18.18	23.08	34.78	22	26	23
6	31.82	4.17	12.00	40.91	25.00	28.00	18.18	54.17	48.00	9.09	16.67	12.00	22	24	25
All Grades	15.08	8.94	12.90	29.65	25.70	23.87	32.16	35.20	38.71	23.12	30.17	24.52	199	179	155

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.91	29.73	22.73	29.55	21.62	27.27	36.36	16.22	22.73	18.18	32.43	27.27	44	37	22
1	32.14	18.52	28.57	25.00	22.22	38.10	21.43	22.22	14.29	21.43	37.04	19.05	28	27	21
2	21.43	26.32	26.92	39.29	36.84	23.08	10.71	10.53	34.62	28.57	26.32	15.38	28	19	26
3	35.71	28.00	26.32	21.43	32.00	26.32	14.29	12.00	5.26	28.57	28.00	42.11	28	25	19
4	48.15	14.29	31.58	37.04	38.10	47.37	3.70	14.29	15.79	11.11	33.33	5.26	27	21	19
5	31.82	26.92	26.09	54.55	46.15	30.43	0.00	7.69	13.04	13.64	19.23	30.43	22	26	23
6	72.73	29.17	40.00	13.64	50.00	36.00	4.55	8.33	12.00	9.09	12.50	12.00	22	24	25
All Grades	34.17	25.14	29.03	31.16	34.08	32.26	15.58	13.41	17.42	19.10	27.37	21.29	199	179	155

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		8.11	22.73		27.03	13.64		29.73	40.91		35.14	22.73		37	22
1		3.70	9.52		22.22	9.52		14.81	42.86		59.26	38.10		27	21
2		5.26	19.23		31.58	38.46		10.53	3.85		52.63	38.46		19	26
3		0.00	0.00		8.00	10.53		36.00	15.79		56.00	73.68		25	19
4		4.76	0.00		9.52	5.26		19.05	36.84		66.67	57.89		21	19
5		0.00	4.35		15.38	4.35		38.46	34.78		46.15	56.52		26	23
6	9.09	0.00	4.00	31.82	12.50	4.00	31.82	37.50	36.00	27.27	50.00	56.00	22	24	25
All Grades	9.05	3.35	9.03	17.59	18.44	12.90	30.15	27.37	29.68	43.22	50.84	48.39	199	179	155

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.18	29.73	22.73	68.18	35.14	59.09	13.64	35.14	18.18	44	37	22
1	46.43	22.22	42.86	32.14	40.74	52.38	21.43	37.04	4.76	28	27	21
2	14.29	36.84	30.77	57.14	42.11	53.85	28.57	21.05	15.38	28	19	26
3	14.29	20.00	5.26	50.00	40.00	47.37	35.71	40.00	47.37	28	25	19
4	22.22	14.29	21.05	55.56	42.86	57.89	22.22	42.86	21.05	27	21	19
5	13.64	19.23	4.35	63.64	57.69	73.91	22.73	23.08	21.74	22	26	23
6	27.27	8.33	12.00	63.64	54.17	60.00	9.09	37.50	28.00	22	24	25
All Grades	22.11	21.79	20.00	56.28	44.13	58.06	21.61	34.08	21.94	199	179	155

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.91	16.22	9.09	59.09	48.65	59.09	25.00	35.14	31.82	44	37	22
1	25.00	3.70	9.52	42.86	62.96	66.67	32.14	33.33	23.81	28	27	21
2	39.29	31.58	32.00	35.71	47.37	52.00	25.00	21.05	16.00	28	19	25
3	50.00	44.00	42.11	21.43	32.00	26.32	28.57	24.00	31.58	28	25	19
4	77.78	42.86	38.89	11.11	23.81	55.56	11.11	33.33	5.56	27	21	18
5	86.36	57.69	56.52	0.00	23.08	13.04	13.64	19.23	30.43	22	26	23
6	81.82	62.50	72.00	9.09	25.00	12.00	9.09	12.50	16.00	22	24	25
All Grades	48.74	35.20	37.91	29.65	38.55	39.87	21.61	26.26	22.22	199	179	153

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.91	10.81	18.18	65.91	56.76	54.55	18.18	32.43	27.27	44	37	22
1	17.86	14.81	9.52	10.71	11.11	19.05	71.43	74.07	71.43	28	27	21
2	7.14	5.26	34.62	35.71	42.11	26.92	57.14	52.63	38.46	28	19	26
3	0.00	0.00	0.00	35.71	36.00	10.53	64.29	64.00	89.47	28	25	19
4	7.41	4.76	0.00	48.15	33.33	31.58	44.44	61.90	68.42	27	21	19
5	9.09	3.85	4.35	36.36	42.31	30.43	54.55	53.85	65.22	22	26	23
6	4.55	0.00	4.00	54.55	25.00	8.00	40.91	75.00	88.00	22	24	25
All Grades	9.55	6.15	10.97	42.71	36.31	25.81	47.74	57.54	63.23	199	179	155

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	45.45	37.84	45.45	27.27	24.32	31.82	27.27	37.84	22.73	44	37	22
1	10.71	3.70	14.29	53.57	59.26	71.43	35.71	37.04	14.29	28	27	21
2	0.00	21.05	28.00	42.86	42.11	56.00	57.14	36.84	16.00	28	19	25
3	7.14	0.00	5.26	50.00	60.00	57.89	42.86	40.00	36.84	28	25	19
4	25.93	9.52	0.00	48.15	42.86	63.16	25.93	47.62	36.84	27	21	19
5	4.55	7.69	0.00	59.09	50.00	52.17	36.36	42.31	47.83	22	26	23
6	31.82	4.17	12.00	54.55	75.00	64.00	13.64	20.83	24.00	22	24	25
All Grades	20.10	13.41	15.58	45.73	49.16	56.49	34.17	37.43	27.92	199	179	154

Conclusions based on this data:

1. Reading Domain - Grade 1 - The percentage of students in grade 1 scoring somewhat/moderately developed on the ELPAC test increased by 8.34% of the past three years.

2. Writing Domain - The overall percentage of students in all grades scoring at a level 2 on the ELPAC for writing increased by 10.76% from 2020-2023.
3. Speaking Domain - Grade 2 - an increase of students performing in the somewhat/moderately developed on the ELPAC for speaking increased by nearly 16% since 2022.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
396	87.9%	45.2%	0.0%
Total Number of Students enrolled in Captain Jason M. Dahl Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	179	45.2%
Foster Youth	0	0.0%
Homeless	8	2%
Socioeconomically Disadvantaged	348	87.9%
Students with Disabilities	58	14.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.5%
American Indian	1	0.3%
Asian	65	16.4%
Filipino	11	2.8%
Hispanic	302	76.3%
Two or More Races	5	1.3%
Pacific Islander	0	0.0%
White	6	1.5%

Conclusions based on this data:

1. Compared to total overall enrollment, 179 students are English Learners - 45.2%

2. Compared to total overall enrollment, 348 students are Socio-Economically Disadvantaged - 87.9%.
3. Compared to total overall enrollment, 302 students are Hispanic -76.3%.

School and Student Performance Data

Overall Performance






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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Red		
English Learner Progress  Yellow		

Conclusions based on this data:

1. According to the 2025 Dashboard, Dahl received a red indicator for Mathematics. This was consistent from the prior school year's Dashboard. No other indicators were listed in the red indicator.
2. According to the 2025 Dashboard, Dahl received a yellow indicator for suspension rate. This was a decrease in overall student suspensions from the prior year achieved through the use of academic and behavioral interventions, SLS referrals for outside community based organizations supports and restorative practices.

3. According to the 2025 Dashboard, Dahl received a yellow indicator for English learner progress. This is an increase in student English learner proficiency, which as the red indicator in the prior school year's Dashboard.

School and Student Performance Data

Academic Performance English Language Arts

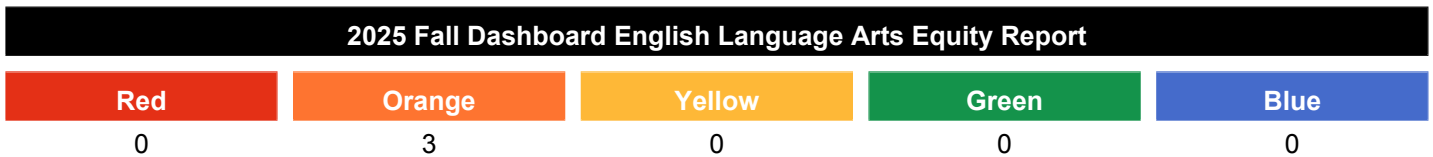
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>73.4 points below standard</p> <p>Increased 11.4 points</p> <p>200 Students</p>	<p>English Learners</p> <p>Orange</p> <p>94.5 points below standard</p> <p>Increased 4.4 points</p> <p>110 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>72.9 points below standard</p> <p>Increased 21.4 points</p> <p>176 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>153.2 points below standard</p> <p>Declined 5.3 points</p> <p>26 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>34.6 points below standard</p> <p>Maintained -2.3 points</p> <p>29 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Hispanic</p> <p> Orange</p> <p>80.7 points below standard</p> <p>Increased 15.6 points</p> <p>156 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>0 Students</p>	<p>White</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>

Conclusions based on this data:

1. According to the 2025, Dashboard, students in the Hispanic student population received a yellow indicator for ELA CAASPP Performance and scored in the 80.7 points below standard compared to Asian student population which scored in the low category with 34.6 points below standard.
2. According to the 2025 Dashboard, students with disabilities scored in the very low category for ELA CAASPP Performance and are 153.2 points below standard.
3. According to the 2025 Dashboard, English learner students received a orange indicator and scored 94.5 points below standard on the ELA CAASPP.

School and Student Performance Data

Academic Performance Mathematics

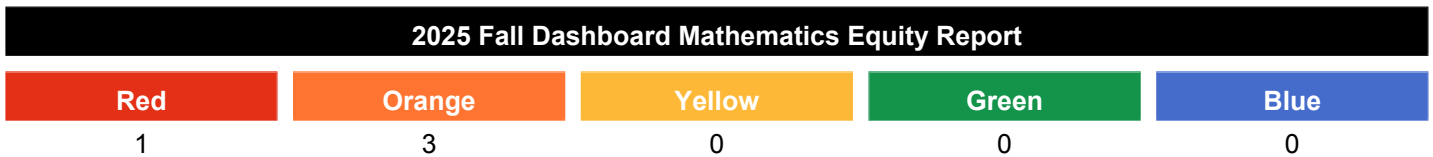
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>103.2 points below standard</p> <p>Maintained 1.2 points</p> <p>204 Students</p>	<p>English Learners</p> <p>Red</p> <p>118.2 points below standard</p> <p>Declined 8.4 points</p> <p>114 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>105.5 points below standard</p> <p>Increased 11.8 points</p> <p>180 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>178.2 points below standard</p> <p>Declined 21.2 points</p> <p>27 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Orange</p> <p>52.3 points below standard</p> <p>Declined 6 points</p> <p>32 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>111.2 points below standard</p> <p>Increased 6.3 points</p> <p>157 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>

Conclusions based on this data:

1. According to the 2025 Dashboard, students in the Hispanic student population received a RED indicator for CAASPP Math performance and scored 117.5 points below standard compared to Asian student population which scored 46.3 points below standard.
2. According to the 2025 Dashboard, students with disabilities scored in the low category on the CAASPP Math performance and scored 157 points below standard.
3. According to the 2025 Dashboard, English learner student population received a RED indicator for CAASPP Math performance and scored 109.7 points below standard.

School and Student Performance Data

Academic Performance Science

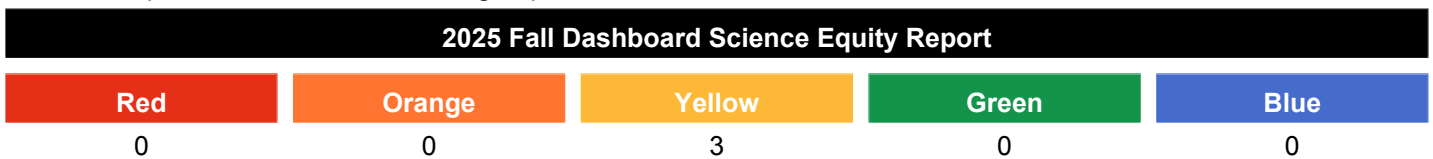
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>40.9 science points</p> <p>Increased 8 points</p> <p>55 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>36.8 science points</p> <p>Increased 5.2 points</p> <p>32 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>42.7 science points</p> <p>Increased 11.8 points</p> <p>47 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 5 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 6 Students</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>Yellow 38.7 science points Increased 8.2 points 47 Students</p>
<p>Two or More Races</p>  <p>No Performance Color 0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>

Conclusions based on this data:

1. Overall all students science was in the yellow category for 24-25 school year.
2. English learner student group increased by 5.2 points in the 24-25 school year.
3. Socioeconomically disadvantaged student group increased by 38.7 points in the 24-25 school year.

School and Student Performance Data



Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Yellow 40.9 making progress. Number Students: 127 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 4 Students

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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 15.4%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 43.1%	Maintained ELPI Level 4 0.8%	Progressed At Least One ELPI Level 40.7%

Conclusions based on this data:

1. According to the 2025 Dashboard, 40.7% of Dahl English learner students progressed at least one ELPI level.
2. According to the 2025 Dashboard, 0.8% of Dahl English learner students maintained ELPI Level 4, which is a decrease from the prior year's dashboard.
3. According to the 2025 Dashboard, 69% of Dahl English learner students were making progress in English language proficiency.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Yellow <p>26.9% Chronically Absent</p> <p>Declined 9.4</p> <p>420 Students</p>	<p>English Learners</p>  Yellow <p>23.1% Chronically Absent</p> <p>Declined 6</p> <p>195 Students</p>	<p>Long-Term English Learners</p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Foster Youth</p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p>  No Performance Color <p>40% Chronically Absent</p> <p>Declined 28.8</p> <p>15 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow <p>27.1% Chronically Absent</p> <p>Declined 13.2</p> <p>373 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>45.1% Chronically Absent</p> <p>Increased 1.7</p> <p>71 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Green</p> <p>8.8% Chronically Absent</p> <p>Declined 10.9</p> <p>68 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>27.3% Chronically Absent</p> <p>Maintained 0</p> <p>11 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>28.8% Chronically Absent</p> <p>Declined 9</p> <p>323 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>

Conclusions based on this data:

1. According to the 2025 Dashboard, 26.9% of students were chronically absent during the 2024-2025 school year. This decreased from the prior year but yet still shows the lingering effects from the COVID 19 pandemic on schools systems.
2. According to the 2025 Dashboard, 8.8% of Asian students were chronically absent during the 2023-2024 school year. This was a decrease of almost 11% from the prior school year, marking attendance improvement for this student group.
3. According to the 2025 Dashboard, 28.8% of Hispanic students were chronically absent during the 2024-2025 school year, which is a 9% decrease from the prior school year, marking attendance improvement for this student group.

School and Student Performance Data

Conditions & Climate Suspension Rate

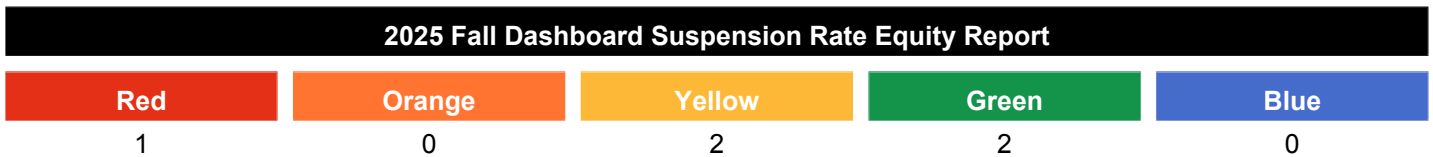
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>3.9% suspended at least one day</p> <p>Declined 2.3%</p> <p>441 Students</p>	<p>English Learners</p> <p>Green</p> <p>3% suspended at least one day</p> <p>Declined 1.2%</p> <p>200 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>20% suspended at least one day</p> <p>Increased 1.3%</p> <p>15 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>3.8% suspended at least one day</p> <p>Declined 1.6%</p> <p>390 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>10.7% suspended at least one day</p> <p>Increased 5.7%</p> <p>75 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Green</p> <p>2.9% suspended at least one day</p> <p>Declined 1.5%</p> <p>70 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>11 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>3.2% suspended at least one day</p> <p>Declined 2.5%</p> <p>340 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>

Conclusions based on this data:

1. According to the 2025 Dashboard, the overall suspension rate for all students received a yellow indicator, with 3.9% of students being suspended at least once in the prior school year, marking a decrease in student suspensions from the prior school year.
2. According to the 2025 Dashboard, the suspension rate for Students with Disabilities is 10.7%.
3. According to the 2025 Dashboard, the suspension rate for socioeconomically disadvantaged students is 3.8%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Pupil Outcomes

- 1.) Reading: 50% of Kindergarten students will meet or exceed standards on mCLASS DIBELS assessment as indicated on the EOY Trimester #3 assessment by June 2027.
- 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 51% to 55% by June 2027.
- 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 41% to 50% by June 2027.
- 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 Reading will increase from 36% to 45% by June 2027.
- 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 Reading will increase from 38% to 45% by June 2027.
- 6.) ELD: The percentage of English learner students reclassified as per ELPAC results will increase from 6% to 8% by June 2027.
- 7.) ELA CAASPP: 28% of Dahl 3rd - 6th grade students met or exceeded CAASPP standards in 2024-2025 school year. The percentage of 3rd - 6th grade students meeting or exceeding grade level standards expected growth from 28% to 34% by June 2027.
- 8.) Math CAASPP: 16% of Dahl 3rd - 6th grade students met or exceeded CAASPP standards in 2024-2025 school year. The percentage of 3rd - 6th grade students meeting or exceeding grade level standards expected growth from 16% to 24% by June 2027.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Starting in the 2022-2023 school year, Dahl has been a part of the FMSD Tier I cohort to support implementation of the Multi-Tiered Systems of Support (MTSS) framework to support individualized student learning and progress. Dahl's staff identified where students are currently progressing in their learning and set expectations for students to have one year's growth throughout the course of the school year. The growth model presented in our SPSA Goal #1 has been previously utilized in the past to ensure progress monitoring and that students achieved growth or met/exceed grade level standards. The baseline data is taken from the 2025-2026 EOY data.

An analysis of the 2025 Dashboard for ELA achievement was conducted. The data revealed that Dahl received a ORANGE indicator for English Language Arts, which improved from the RED indicator in the prior school year. Student subgroups receiving the ORANGE indicator include: Hispanic/Latinx, English Learners, and Socioeconomically Disadvantaged. Further analysis of the 2025 Dashboard for Mathematics revealed that Dahl's all student group received an RED indicator. Student subgroups that received the RED indicator include: English Learners, with all other subgroups scoring in the ORANGE performance level on the Dashboard. English learner progress on the 2025 Dashboard indicated that 40.9% of English learners are making progress towards English language proficiency by progressing at least one ELPI level.

The 2025 Dashboard data reveals an identified need to support Captain Jason M. Dahl's student subgroups of Hispanic/Latinx and English learner students in the core academic subjects of English Language Arts, Mathematics and English Language Development. This will be addressed in the Captain Jason M. Dahl 2025-2026 Single Plan for Student Achievement (SPSA) with specific activities designated to support instruction. These strategies include professional development for staff in core curriculum, Multi-Tiered Systems of Support for Tiered instruction as well as additional intervention support for students in the designated subgroups in need of additional support, such as in person tutoring during the school day and extended learning opportunities for students to review key standards.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten students: mCLASS DIBELS	mCLASS DIBELS MOY Trimester #2 results from Spring 2026: 27% of Kindergarten students met or exceeded standards	50% of Kindergarten students will meet or exceed standards on mCLASS DIBELS assessment as indicated on the EOY Trimester #3 assessment by June 2027.
1st - 6th grade students: Beginning of the Year (BOY) STAR Reading and STAR Math assessments and End of the Year (EOY) reading and math assessments	STAR Reading and STAR Math Trimester #2 results from Spring 2026: Reading: 1st grade - 41% of students combined met/exceeded standards 2nd grade - 41% of students combined met/exceeded standards 3rd grade - 23% of students combined met/exceeded standards 4th grade - 47% of students combined met/exceeded standards 5th grade - 40% of students combined met/exceeded standards 6th grade - 40% of students combined met/exceeded standards Math: 1st grade - 49% of students combined met/exceeded standards 2nd grade - 40% of students combined met/exceeded standards	1st - 3rd grade reading: 45% of students will show growth or exceed expected grade level standards from BOY to EOY through Trimester #3 by June 2027 as indicated on the Renaissance Star reading assessment. 4th - 6th grade reading: 47% of students will show growth or exceed expected grade level standards from BOY to EOY through Trimester #3 by June 2027 as indicated on the Renaissance Star reading assessment. 1st - 3rd grade math: 50% of students will show growth or exceed expected grade level standards from BOY to EOY through Trimester #3 by June 2027 as indicated on the Renaissance Star math assessment.

	<p>3rd grade - 50% of students combined met/exceeded standards</p> <p>4th grade - 38% of students combined met/exceeded standards</p> <p>5th grade - 38% of students combined met/exceeded standards</p> <p>6th grade - 32% of students combined met/exceeded standards</p>	<p>4th - 6th grade math: 40% of students will show growth or exceed expected grade level standards from BOY to EOY through Trimester #3 by June 2027 as indicated on the Renaissance Star math assessment.</p>
English learner reclassification rates	<p>6% of English learner students were reclassified as fluent English proficient in the 2025-2026 school year</p>	<p>8% of English learner students will be reclassified as fluent English proficient by the end of the 2026-2027 school year</p>
2025 California Dashboard CAASPP ELA (State) Indicator 3rd-6th grades	<p>2025 Dashboard for CAASPP ELA:</p> <p>All Students - meeting or exceeding grade level is 73.4 points below standard.</p> <p>English learner students - meeting or exceeding grade level is 94.5 points below standard.</p> <p>Hispanic/Latinx students - meeting or exceeding grade level is 80.7 points below standard.</p>	<p>By June 2027, all students all students meeting or exceeding grade level will be decreased from 73.4 points below standard to 60 points below standard as measured by the CA Dashboard ELA CAASPP 2025-2026 results.</p> <p>By June 2027, the number of English learner students meeting or exceeding grade level will decrease 94.5 points below standard to 80 points below standard as measured by the CA Dashboard ELA CAASPP 2025-2026 results</p> <p>By June 2027, the number of Hispanic/Latinx students meeting or exceeding grade level will decrease from 80.7 points below standard to 70 points below standard as measured by the CA Dashboard ELA CAASPP 2025-2026 results.</p>
2025 California Dashboard CAASPP Mathematics (State) Indicator 3rd- 6th grades	<p>2025 Dashboard for CAASPP Math:</p> <p>All students - meeting or exceeding grade level is 103.2 points below standard.</p> <p>English learner students - meeting or exceeding grade level is 118.2 points below standard.</p>	<p>By June 2027, all students meeting or exceeding grade level will decrease from 103.2 points below standard to 90 points below standard as measured by the CA Dashboard ELA CAASPP 2025-2026 results.</p> <p>By June 2027, the number of English learner students meeting or exceeding grade level will decrease from 118.2 points below standard to 100 points below standard as measured by the CA Dashboard ELA CAASPP 2025-2026 results.</p>
2025 California Dashboard ELPI Indicator (State)	<p>2025 Dashboard ELPI Indicator:</p> <p>40.9% of English learners are making progress towards English language proficiency by progressing at least one ELPI level.</p>	<p>By June 2027, 50% of English learners will progress towards English language proficiency by progressing at least one ELPI level as measured by the 2025-2026 CA Dashboard results.</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide Tier II reading intervention using the Leveled Literacy Intervention (LLI) program from Fountas and Pinnell for students in Kindergarten - 6th grades as identified by mCLASS DIBELS, Renaissance Star Reading and other assessments as needing urgent intervention in ELA.	K-6th grade students needing school day and after school reading intervention	3000 Title I 1000-1999: Certificated Personnel Salaries Classroom teachers will provide Reading Intervention support for qualifying students 10,260 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Classroom teachers will provide Reading Intervention support for qualifying students
1.2	Compensate teachers in order to provide after school reading or mathematics intervention support to students in grades 3rd - 6th as identified by the Renaissance Star BOY assessment. Students who are reading more than 6 months below grade level or more are the target support group.	Upper grade students scoring in the intervention or below grade level standards on reading assessments (Renaissance Star)	7000 LCFF Concentration 1000-1999: Certificated Personnel Salaries Classroom teachers will provide after school reading intervention.
1.3	Contract with Tutor Me Education to provide in person tutoring during the school day for students in grades 1-6 who are below grade level in reading.	1st - 6th grades	128,000 Other 5000-5999: Services And Other Operating Expenditures Community Schools Grant
1.4	Provide Special Day Class (SDC) teachers with materials, district provided trainings and professional development opportunities for reading and math instruction	Students with disabilities	500 LCFF Supplemental 4000-4999: Books And Supplies Special Day Class teachers will collaborate with Regular Education teachers to coordinate "inclusion" time for students, per IEP goals 4000-4999: Books And Supplies Support special needs programs with sensory materials and supplies
1.5	Provide enrichment experiences and materials for all Dahl students to support grade level curriculum and learning. These may include but are not limited to the GATE, field trips, art, and other enrichment opportunities.	All students	10000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries During the school day or after school enrichment opportunities for students 1000 Other

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Community Schools Grant
1.6	Teachers will be given opportunities to receive professional development on instruction for English learner students, culturally responsive teaching practices and MTSS including Trauma Skilled Schools and Trauma-Competent MTSS. Substitutes provided if the professional development is offered during the instructional school day.	All students	2500 LCFF Concentration 4000-4999: Books And Supplies 2500 Title I 4000-4999: Books And Supplies Support grades 4-6 with materials and supplies 1500 Title I 5000-5999: Services And Other Operating Expenditures
1.7	Provide technology through the form of two copiers (one large and one mid-sized) will be leased to support instruction and home/school communication	All students	10000 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures
1.8	Support student attendance at school through the Dahl attendance program, including recognition and referral to the School Attendance and Review Board (SARB) to support students' social emotional well-being, behavioral and academic needs. Funding sources listed below to support student attendance recognition program and workshops for families in relation to support school attendance and achievement.	All students	1000 General Fund 4000-4999: Books And Supplies
1.9	Provide individualize personal learning support through the implementation of a Multi-Tiered Systems of Support (MTSS) program 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.	All students	5000 LCFF Concentration 4000-4999: Books And Supplies
1.10	In addition to daily English Language Development state requirements, Dahl will provide newcomer English learner support via either school day or after school class to support English language development.	English learner students	5000 Title I 1000-1999: Certificated Personnel Salaries
1.11	The district will utilize SJ Learns Grant funding and ELOP funding to partner with Cultivating Literacy who will provide their Individualized Literacy Plan Program to students grades K-2 where each family will be paired with a reading teacher to guide them throughout a 9-week reading program implemented using a provided reading kit and program plan.	All students	District Funded 5000-5999: Services And Other Operating Expenditures
1.12			

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.13	In collaboration with the Senior Council, provide classroom volunteers for K-3rd grade classrooms to support student academic and social emotional learning needs.	All Students	0 None Specified

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The overall implementation and effectiveness of Goal 1 has been analyzed and the results are listed below by each strategy or action item:

- 1.) Provide Reading Intervention using the Leveled Literacy Intervention (LLI) program from Fountas and Pinnell for students as identified by Renaissance Star Early Literacy and Renaissance Star Literacy assessments as needing urgent intervention in ELA - This action item was moderately effective. Over 30 students were able to receive this additional reading intervention support.
- 2.) Provide after school Reading or Math Intervention to students in grade 3 - 6 identified by Renaissance Star Reading BOY assessment who fall more than 6 months below grade level expectations - This effective as two upper grade staff members did implement after school Math intervention from January - April 2026. The team implemented the use of blended learning with IXL alongside teacher tutoring for the cohort of 20 students.
- 3.) Contract with Tutor Me Education to provide in person tutoring during the school day for students in grades 1-6 who are below grade level in reading - this goal was met. 45 students received tutoring support throughout the 2025-2026 school year.
- 4.) Support Special Day Class teachers with materials, district provided trainings and professional development opportunities for Reading and Math instruction - This was met through district professional development opportunities.
- 5.) Provide experiences and materials for all Dahl students that will support and enrich grade level curriculum (field trips, assemblies, instructional and enrichment materials) - This was met. There were additional assemblies. Dahl provided at least 1 field trip per grade level per year in addition to after school enrichment activities of soccer, folklorico, and art.
- 6.) Teachers will be given opportunities to receive professional development on instruction for English learner students, Culturally Responsive teaching, Restorative Practices and MTSS including Trauma-Competent MTSS - This was met. The Dahl MTSS cohort was able to provide workshops and support during staff meetings.
- 7.) Technology (copier) will be leased to support instruction and communication - This was met as the copiers were functioning throughout the year to provide supplemental instructional materials copies.
- 8.) 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 met throughout the year.
- 9.) 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 also met. However, the MTSS team would like to expand on our support offerings in the academic section of our MTSS pyramid of resources.
- 10.) In addition to daily English Language Development state requirements, Dahl will provide newcomer English learner support via either school day or after school class to support English language development - this goal was met. A certificated teacher and a para-educator supported after school student intervention for Kindergarten students to support English language development.

11.) The district will utilize SJ Learns Grant funding and ELOP funding to partner with Cultivating Literacy who will provide their Individualized Literacy Plan Program to students grades K-2 where each family will be paired with a reading teacher to guide them throughout a 9-week reading program implemented using a provided reading kit and program plan - this goal was met. Families were able to participate in the Cultivating Literacy Program. Dahl expanded the program to include TK students and families through the Community Schools grant.

The achievement for all goal was moderately met. The Dahl MTSS team acknowledges that there are needs for continual improvement in this goal to continue to support our diverse student learning needs.

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

After school intervention funding was utilized for mathematics in the upper grades as opposed to reading instruction. Any remaining funding was reallocated to provide funding support for science camp for 6th grade students as fundraising options covered less than 1/4 of the overall costs for the science camp trip.

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.

Strategy/Action Item #1.13: Collaboration with the Senior Council for volunteers in grades K-3 classrooms to support student academic and social emotional learning needs is a new action item.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions For Learning

- 1.) The percentage of Dahl 3rd - 6th grade students who "are happy to be at this school" as indicated on the 2025-2026 LCAP "About the School Survey" (sense of belonging - school connectedness as per question will increase from 59% to 65% by June 2027.
- 2.) The percentage of Dahl 3rd - 6th grade students who respond favorably about overall Safety as indicated on the 2025-2026 LCAP "About the School Survey" will increase from 39% to 45% by June 2027.
- 3.) The percentage of Dahl 3rd - 6th grade students who feel safe talking about their feelings and ideas in classes as indicated on the 2025-2026 LCAP survey will increase from 23% to 35% by June 2027.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As indicated on the 2025-2026 LCAP Student Survey, 3rd - 6th grade students have favorable responses as low as 59% and 39% for questions 1 and 2 respectively as listed above. Therefore, strategies and activities will focus on supporting the safety and mental and social emotional well-being of Dahl students. Also as indicated on the 2025-2026 LCAP Staff Survey, 84% of Dahl staff feel that the intervention program provides social and emotional support for students. Among the strategies and activities that goal 2 will focus on will be the school-wide implementation of Social-Emotional Learning (SEL) curriculum, MTSS for student academic and behavioral support, and further collaboration with the school site social worker to support and supplement the social-emotional learning (SEL) curriculum.

Furthermore, the CA School Dashboard results for the 2024-2025 school year indicated that 3.9% of students were suspended in the 2024-2025 school year and 26.9% of students were listed as chronically absent. There is an identified need to support the social emotional well-being and learning of our students. This will be addressed through the Captain Jason M. Dahl 2026-2027 Single Plan for Student Achievement (SPSA) through multiple student opportunities for belonging, supervision of students during recess/lunch times, social worker support and Tier I, II, and III instructional support for students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>LCAP 2025-2026 Survey</p> <p>Suspension Rate per 2024-2025 CA School Dashboard</p> <p>Chronic Absenteeism Rate per 2024-2025 CA School Dashboard</p>	<p>Baseline data per the 2025-2026 LCAP survey indicates the following results:</p> <p>1.) 67% of students reported feeling happy to be at Dahl</p> <p>2.) 44% of students responding favorably regarding safety</p> <p>3.) 39% of students who feel safe talking about their feelings and ideas in class</p> <p>4.) 84% of staff who feel that the current programming meets the social emotional needs of students</p> <p>Currently, 3.9% of students suspended in 2024-2025 school year as indicated on the 2025 CA School Dashboard.</p> <p>Currently, 26.9% of students listed as chronically absent in 2024-25 school year CA School Dashboard.</p>	<p>By June 2027, Increase the 2025-2026 LCAP Survey results to reflect:</p> <p>1.) 70% of students reported feeling happy to be at school</p> <p>2.) 48% of students responding favorably regarding safety</p> <p>3.) 45% of students who feel safe talking about their feelings and ideas in class</p> <p>4.) 89% of staff who feel that the current programming meets the social emotional needs of students</p> <p>By June 2027, decrease the percentage of students suspended from 3.9% to 2% in the 2024-2025 school year</p> <p>By June 2026, decrease the percentage of students listed as chronically absent from 36.3% to 30% in the 2025-2026 school year</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Support Dahl's mission and vision by encouraging student voice and leadership activities through a Student Leadership Team (SLT) opportunities through the school year to solicit student feedback on school events and activities to promote school spirit and connectedness as well as to improve student attendance. Funding sources listed below to support school spirit activities as planned by the Student Leadership Team (SLT)	All students	1000 Donations 4000-4999: Books And Supplies Student engagement materials
2.2	Partner with Little Heroes to provide a recess program to empower students to be positive leaders on campus, to create a sense of confidence and ownership in themselves and provide outlets to help mentor and students students at recess and beyond.	All students	55,000 Other 5000-5999: Services And Other Operating Expenditures Recess program funded through Community Schools Grant
2.3	Provide student leadership opportunities through the AAA Student Safety Patrol Ambassadors program for morning drop-off support that includes greeting families in the morning and walking students to classrooms when needed and thus promoting student connectedness ,safety and more for fluid traffic patterns and safety.	All students	1000 Donations 4000-4999: Books And Supplies
2.4	Continue to develop the student health and well-being activities to support school engagement and connectedness, including but not limited to Dahl School Big/Little Buddy classroom mentoring program, March Madness Basketball, Spring Egg Hunt and more.	All students	1500 Donations School climate activity

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.5	Offer after school enrichment opportunities to students not enrolled in the CORAL program to increase school connectedness, spirit, and attendance. Opportunities can vary from art, science, physical education, etc.	All students	1000 Other 5000-5999: Services And Other Operating Expenditures After school enrichment opportunities through contracts or MOUs via Community Schools Grant
2.6	Deliver Social Emotional Learning curriculum to all TK-6th grade students on a daily basis. Funding sources to support additional SEL curriculum related purchases and resources.	All students	2500 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures
2.7	Hire three classified staff members to supervise students during lunch recess to support student safety and positive school culture.	1st - 6th grade students	15,000 General Fund 2000-2999: Classified Personnel Salaries Noon duty supervisory staff for lunch and recess
2.8	Support a positive school environment and student behaviors through the implementation of Multi-Tiered Systems of Support (MTSS). Funding sources below to support professional development for staff, student behavior recognition program and additional resources to support the implementation of the MTSS behavioral framework.	All students	5000 LCFF Concentration 4000-4999: Books And Supplies
2.9	The district will allocate Proposition 28 funds to implement visual and performing arts enrichment programs for students in grades K-3, delivered by organizations such as Starting Arts.	All students	38,000 District Funded 5000-5999: Services And Other Operating Expenditures Arts education

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The overall implementation and effectiveness of Goal 2's strategies are listed below:

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 - This goal was met. The SLT was able to plan Spirit Week and sell Candy Grams to support funding for student led activities and more.

2.) Contract with Little Heroes Recess Program 25-26 school year to empower students (as Playground Heroes) 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 - This goal was met in that the program was implemented throughout the school year with classes participating in classroom game time as well as having recess and lunch opportunities for games. Playground Heroes was implemented in the spring of 2026.

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 when (in person instruction is allowable per SCCDHP guidelines) - This goal was met. Safety patrol worked with staff to improve efficiency in morning drop off procedures.

4.) Focus on a positive school-wide environment by focusing on health & wellness activities to support student social-emotional learning, growth and well-being - This goal was met. Dahl continued working with Northern California Special Olympics Unified school activities to support inclusion via our annual Fun Run, March Madness Basketball exhibition and spring egg hunt. Furthermore, the big/little classroom buddies program continued to build school engagement and connectedness.

5.) 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, Mental Games, Sports... - This was met. Through FMSD Extended Learning Opportunities (ELOP), Dahl was able to continue CORAL morning care supervision. Additionally, Dahl provided after school Folklorico dance classes, soccer, basketball and art classes throughout the school year.

6.) Deliver Second Step Social Emotional Learning curriculum to all TK- 6th grade students as a part of daily SEL class time - This was met and our MTSS continued to provide ideas to enhance SEL instruction. The Give Thx program was added to support gratitude and student writing as part of Dahl's Thankful Thursdays writing campaign.

7.) Hire three classified staff members to supervise students during lunch recesses to support student safety - This was met.

8.) Support a positive school environment and student behaviors through the implementation of a positive student behavior program - this goal has been met.

9.) The district will allocate Prop 28 funds to implement visual and performing arts enrichment programs for students in grades K-3, delivered by organizations such as Starting Arts - This goal was met. Students in grades TK-6th grade were able to have visual and performing arts through a variety of companies such as Arts4All, SJ Jazz, and FMSD music teacher. This was via the prop 28 funding in addition to grants.

The positive school environment goal was met with moderate success. There are still additional strategies for student engagement that the Dahl staff would like to implement in the 2026-2027 school year.

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

There are major differences between the intended implementation and budgeted expenditures in that additional after school activities such as Basketball and Soccer were added during the school year through Community Schools grant funding.

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 and action item will remain the same in the 2026-2027 school year with Dahl looking to expand on enrichment opportunities for students to include computer literacy skills and chess if funding permits.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Engagement

- 1.) The percentage of Dahl parents/guardians who feel their children participate in high quality educational program as indicated by the 2025-2026 LCAP survey (per question 2, conditions of learning) will increase from 93% to 95% by June 2027.
- 2.) The percentage of Dahl parents/guardians who are satisfied with their child's access to art and music classes as indicated on the 2025-2026 LCAP survey (per question 3, conditions of learning) will increase from 94% to 96% by June 2027.
- 3.) The percentage of Dahl parents/guardians who feel their child's school provides high quality programs to help students learn English as indicated on the 2025-2026 LCAP survey (per question 7, conditions of learning) will increase from 93% to 97% by June 2027.
- 4.) The percentage of Dahl parents/guardians who feel that their child's school is safe (as per not tolerating bullying) as indicated on the 2025-2026 LCAP survey will increase from 90% to 95% by June 2027.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As indicated on the 2026-2027 LCAP Parent Survey, 93% of Dahl parents/guardians feel their child participates in a high quality educational program. 94% of Dahl parents/guardians are satisfied with their child's access to art and music classes, and 93% feel that their child's school provides high quality programs to help students learn English. Dahl staff will work collaboratively with families to increase those Conditions of Learning percentages in support of advancing educational outcomes for all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Survey 2025-2026	Baseline data per the 2025-2026 LCAP survey indicates the following results: 1.) 93% of parents/guardians feel their child participates in a high quality educational program 2.) 94% of parents/guardians satisfied with their child's access to art and music classes 3.) 93% feel that their child's school provides high quality programs to help students learn English 4.) 90% of parents/guardians who feel that their child's school is safe (as per not tolerating bullying)	By June 2027, LCAP Survey (2025-2026) responses will increase to: 1.) 95% of parents/guardians feel their child participates in a high quality educational program 2.) 96% of parents/guardians satisfied with their child's access to art and music classes 3.) 97% feel that their child's school provides high quality programs to help students learn English 4.) 95% of parents/guardians who feel that their child's School is safe (as per not tolerating bullying)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.2	Actively invite and engage parents/guardians in joining and contributing to school groups (ex. Cafecitos, School Site Council (SSC), English Learning Advisory Committee (ELAC))	All students	3000 Title I 2000-2999: Classified Personnel Salaries Translators will be provided for parents during conferences, IEPs and SST meetings 0 5000-5999: Services And Other Operating Expenditures Purchase postage stamps for home school communication 600 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Provide food for SSC and ELAC meetings 1068 LCFF Concentration 5000-5999: Services And Other Operating Expenditures Provide food for special school events 1000 Title I 2000-2999: Classified Personnel Salaries Offer daycare or translations when parents are in meetings

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.3	Continue to partner with Catholic Charities to support family needs through access to resources and parent workshops.	All students	0 General Fund 5000-5999: Services And Other Operating Expenditures
3.4	Host English language (ESL) classes for parents	Students whose parents/guardians' primary language is a language other than English	District Funded 2000-2999: Classified Personnel Salaries District funded ESL classes
3.5	Offer parent informational meetings given by the Principal, Student Wellness Support Services (SWSS) and other school staff to address the importance of school attendance for their children. Childcare and translation services to be offered to support parent attendance at these meetings.	All students	3000 Title I 4000-4999: Books And Supplies Provide positive behavior incentives and structure for struggling students

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The overall implementation and effectiveness of Goal 3 is analyzed below:

2.) Actively invite and engage parents in joining and contributing to school groups, (i.e. Cafecitos & Vietnamese groups, ELAC, School Site Council) - This strategy was met. Parent/family attendance continued to increase for the Cafecitos meetings.

3.) Continue to partner with Catholic Charities to host parent workshops - This goal was met. The Catholic Charities team hosted monthly art classes for Dahl families, in addition to online parent workshops and supporting our annual Lunar New Year event.

4.) Host ESL classes for parents - The goal was met. The district hosted ESL classes for parents at Lairon school. Additionally, the district provided PIQE workshops for Dahl families twice this school year.

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 - This strategy was also met.

This goal was overall met. Dahl will continue to work on family engagement in the 2026-2027 School year by utilizing funding in the Community Schools Grant to support parent engagement.

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

There were no major differences between the intended implementation and actual implemented costs.

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.

No changes were made to this goal. It was implemented as planned.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$315,928.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$19,000.00

Subtotal of additional federal funds included for this school: \$19,000.00

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
District Funded	\$38,000.00
Donations	\$3,500.00
General Fund	\$16,000.00
LCFF Concentration	\$20,568.00
LCFF Supplemental	\$33,860.00
None Specified	\$0.00
Other	\$185,000.00

Subtotal of state or local funds included for this school: \$296,928.00

Total of federal, state, and/or local funds for this school: \$315,928.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	28358	9,358.00
LCFF Supplemental	113454	79,594.00
LCFF Concentration	47360	26,792.00
General Fund	25425	9,425.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	38,000.00
Donations	3,500.00
General Fund	16,000.00
LCFF Concentration	20,568.00
LCFF Supplemental	33,860.00
None Specified	0.00
Other	185,000.00
Title I	19,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,500.00
1000-1999: Certificated Personnel Salaries	35,260.00
2000-2999: Classified Personnel Salaries	19,000.00
4000-4999: Books And Supplies	21,500.00
5000-5999: Services And Other Operating Expenditures	237,668.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures		0.00

5000-5999: Services And Other Operating Expenditures	District Funded	38,000.00
	Donations	1,500.00
4000-4999: Books And Supplies	Donations	2,000.00
2000-2999: Classified Personnel Salaries	General Fund	15,000.00
4000-4999: Books And Supplies	General Fund	1,000.00
5000-5999: Services And Other Operating Expenditures	General Fund	0.00
1000-1999: Certificated Personnel Salaries	LCFF Concentration	7,000.00
4000-4999: Books And Supplies	LCFF Concentration	12,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Concentration	1,068.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	20,260.00
4000-4999: Books And Supplies	LCFF Supplemental	500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	13,100.00
	None Specified	0.00
	Other	1,000.00
5000-5999: Services And Other Operating Expenditures	Other	184,000.00
1000-1999: Certificated Personnel Salaries	Title I	8,000.00
2000-2999: Classified Personnel Salaries	Title I	4,000.00
4000-4999: Books And Supplies	Title I	5,500.00
5000-5999: Services And Other Operating Expenditures	Title I	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	187,260.00
Goal 2	120,000.00
Goal 3	8,668.00

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
Mireyda Duran	Parent or Community Member
Maria Rodriguez	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
Sandra Tovar	Parent or Community Member
Michelle Quilantang	Principal
Brianna Velazquez	Classroom Teacher
Celeste Dolezal	Classroom Teacher
Lynette Irvine	Classroom Teacher
Carmen Lopez	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 2, 2023.

Attested:



Principal, Michelle Quilantang on 5-10-25



SSC Chairperson, Lynette Irvine on 5-14-25

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>