

Captain Jason M. Dahl Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Captain Jason M. Dahl Elementary School
Street	3200 Water Street
City, State, Zip	San Jose CA, 95111
Phone Number	(408) 363-5650
Principal	Michelle Quilantang
Email Address	michelle.quilantang@fmsd.org
School Website	dahl.fmsd.org
Grade Span	K-6
County-District-School (CDS) Code	43-69450-6047211

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

School Description~
 Captain Jason M. Dahl School is a TK-6 Elementary School serving the neighborhood located between Monterey Road and Senter Road just north of Capitol Expressway. Dahl is a feeder school to Sylvandale Middle School and Andrew P. Hill High School. Originally, the school was named Hillsdale Elementary School but was renamed in 2002 after one of its former students, Jason M. Dahl. Captain Dahl was the pilot of United Airlines Flight 93 which was destroyed on September 11, 2001. Students who attend Dahl are reminded of the positive character traits Jason Dahl developed throughout his elementary education. Photos of his early years are on display in the school office and library. Captain Dahl's sister, who lives locally, is invited yearly to a school-based event honoring Captain Dahl. Staff members regularly emphasize with students the importance

2025-26 School Description and Mission Statement

of citizenship, responsibility, honesty, and trustworthiness. These values are also the focus of trimester Student Recognition Award Assemblies, where the school recognizes students selected by teachers for having demonstrated positive character traits including the Captain Jason M. Dahl Leadership Award in honor of Captain Dahl. It is Dahl School's intention to honor the legacy of Captain Jason M. Dahl by instilling in each and every student the courage to stay focused, work hard, and make positive choices.

Dahl School has approximately 396 students comprised of the following ethnic composition: American Indian - 0.3%, African American - 1.5%, Asian - 16.4 %, Filipino - 2.8%, Hispanic Latino - 76.3%, White - 1.5% Of these students, 87.9% are Socioeconomically Disadvantaged, 45.2% are English Learners (EL), and 0% are Foster Youth. Per the English Learner Proficiency Assessments of California (ELPAC) 24-25 results, 40.9% of Dahl's English Learners' are making progress towards English Language proficiency.

In addition to Dahl's Academic Engagement - Chronic Absenteeism is at 26.9% and the Suspension Rate is at 3.9%. Efforts continue throughout the year to support all Dahl students with student attendance, social-emotional learning and well-being and in making language proficiency and academic gains.

Dahl teachers benefit from the support of colleagues to guide their use of curriculum and instructional strategies when they meet in Professional Learning Communities. Additionally they receive professional development in research-based instructional strategies that address the multiple learning styles of our student population. For English Language Arts Development (ELD) and instruction, staff have received professional development from the district ELD Teacher on Special Assignment (TOSA) to support oral language production. Additionally, staff utilize SEAL strategies (TK-3) and the ELD component of the ELA curriculum (Journeys for 4th - 5th, Collections for 6th). Students are regularly assessed and teachers analyze assessments and data to determine areas of need. Strategies and instructional groups are then developed for curriculum content and/or materials based on findings. Students at Dahl School have opportunities to increase content knowledge through the support of online intervention programs IXL. Each classroom has designated use of the their own computer/iPad cart. Each class visits the library 30 minutes a week allowing students to conduct research or check out books to take home or to their classroom. Classes also have a weekly music class through SJ Jazz and arts class which focused on theater and visual arts.

Teachers are often found before and after school, and during recess and lunch, providing students with extra assistance in core subjects and/or homework. School day intervention support is provided either through tutors from the Tutor Me Education group or a retired reading teacher. After school academic support is offered year-long in reading/language arts and homework. After school enrichment opportunities also occur through our school site and range from arts, like Folklorico dance, to sports, such as basketball. Under the direction of Catholic Charities, the CORAL extended day after school program serves 100 Kindergarten through sixth grade students to raise literacy scores, help with homework and provide enrichment opportunities.

School Vision~

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

School Mission~

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	57
Grade 2	48
Grade 3	59
Grade 4	45
Grade 5	59
Grade 6	61
Total Enrollment	396

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5
Male	48.5
American Indian or Alaska Native	0.3
Asian	16.4
Black or African American	1.5
Filipino	2.8
Hispanic or Latino	76.3
Two or More Races	1.3
White	1.5
English Learners	45.2
Homeless	2
Socioeconomically Disadvantaged	87.9
Students with Disabilities	14.6

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.5	84.78	332.8	79.13	234405.2	84
Intern Credential Holders Properly Assigned	1	4.35	16.3	3.88	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	38.9	9.26	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.5	1.33	11953.1	4.28
Unknown/Incomplete/NA	2.5	10.87	26.9	6.4	15831.9	5.67
Total Teaching Positions	23	100	420.5	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20	93.02	302.4	78.25	231142.4	83.24
Intern Credential Holders Properly Assigned	0.5	2.33	20.7	5.38	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	37.7	9.75	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.4	1.15	11746.9	4.23
Unknown/Incomplete/NA	1	4.65	21.1	5.46	14303.8	5.15
Total Teaching Positions	21.5	100	386.5	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.5	94.59	294.5	80.41	230039.4	100
Intern Credential Holders Properly Assigned	0.5	2.7	15.9	4.34	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	30.1	8.23	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.7	1.31	12112.8	4.34
Unknown/Incomplete/NA	0.5	2.7	20.8	5.7	13705.8	4.91
Total Teaching Positions	18.5	100	366.3	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

In order to comply with the mandates to provide students with the most recent state-approved adoptions in the core areas of Reading/Language Arts, Mathematics, Science and History/Social Studies (Health is included in the Science curriculum), a textbook inventory is conducted at every school by each September of the school year. Each principal was responsible for ensuring that every student was provided with the necessary textbooks and instructional materials. In addition, the updated inventory count was also verified by each site for every classroom in September 2025. In addition, principals were responsible for the replenishment of needed textbooks at every grade level (TK-8). All ordering and delivery materials are through an established set of procedures with the District Service Center. As part of the monitoring of sufficiency of textbooks and instructional materials, principals submit a school wide and an individual classroom report to the Curriculum, Instruction, and Assessment Department annually.

As a result of the inventories, the Franklin-McKinley Board of Education certified that each student in grades TK-8, including English learners, have been furnished a complete set of core instructional materials and textbooks that meet the requirements of the California Education Code. A public hearing regarding the sufficiency of said materials that are consistent with state-adopted frameworks was held on September 9, 2025. A Resolution on Sufficiency of Materials, according to the Williams Act mandates, was passed at a public hearing on September 9, 2025.

Year and month in which the data were collected

9/2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Creative Curriculum (TK)/2022 Journeys: Houghton Mifflin Harcourt Brace (K-5)/2020 Collections: Houghton Mifflin Harcourt Brace (6-8)/2020	0%
Mathematics	Creative Curriculum (TK)/2022 Engage NY Math Gr K-5 (Eureka) 2014 College Prep Math Gr 6-8 (CPM) 2014	0%

Science	Amplify (K-6) Adopted 2022 Discovery Science (7-8), Adopted 2020	0%
History-Social Science	History-Social Science for California Pearson Scott Foresman (K-5) Adopted 2007; TCI, Inc. (7-8) Adopted 2022	0%
Foreign Language	No foreign Language text	0
Health	Positive Prevention Plus, HIV/STD Prevention Education for California Youth, Middle School Curriculum, Grade 7, 2016 Positive Prevention Plus, Comprehensive Sexual Education, Upper Elementary, Grade 5, 2019	0
Visual and Performing Arts	No Visual Arts	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

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

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

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

Year and month of the most recent FIT report

7/1/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces	X			None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None
Electrical	X			None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None
Safety: Fire Safety, Hazardous Materials	X			None
Structural: Structural Damage, Roofs	X			None

School Facility Conditions and Planned Improvements

External:

Playground/School Grounds, Windows/
Doors/Gates/Fences

X

None

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	23	28	39	40	47	48
Mathematics (grades 3-8 and 11)	16	16	31	33	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	223	210	94.17	5.83	27.75
Female	113	106	93.81	6.19	33.02
Male	110	104	94.55	5.45	22.33
American Indian or Alaska Native	0	0	0	0	0
Asian	33	30	90.91	9.09	55.17
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	175	165	94.29	5.71	24.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	87	79	90.80	9.20	3.80
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	196	184	93.88	6.12	27.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	26	89.66	10.34	8.00

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	223	215	96.41	3.59	16.36
Female	113	108	95.58	4.42	15.74
Male	110	107	97.27	2.73	16.98
American Indian or Alaska Native	0	0	0	0	0
Asian	33	33	100.00	0.00	31.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	175	167	95.43	4.57	14.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	87	85	97.70	2.30	1.18
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	196	189	96.43	3.57	15.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	26	89.66	10.34	4.00

CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	3.23	19.3	21.8	19.9	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	58	57	98.28	1.72	19.30
Female	27	26	96.30	3.70	26.92
Male	31	31	100.00	0.00	12.90
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	49	49	100.00	0.00	16.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	23	23	100.00	0.00	8.70
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	49	48	97.96	2.04	22.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

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

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

At Dahl Elementary School staff is committed to fostering a collaborative partnership with parents and invite them to be a part of our learning community through a variety of activities. Parents are encouraged to tour the campus and learn about services, assist in classrooms as volunteers, and chaperone student field trips. Additionally, they are invited into classrooms to share career or cultural information that pertains to the unit being studied.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	441	420	113	26.9
Female	226	213	50	23.5
Male	215	207	63	30.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	70	68	6	8.8
Black or African American	--	--	--	--
Filipino	11	11	3	27.3
Hispanic or Latino	340	323	93	28.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	200	195	45	23.1
Foster Youth	--	--	--	--
Homeless	15	15	6	40.0
Socioeconomically Disadvantaged	390	373	101	27.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	75	71	32	45.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.36	6.15	3.85	2.49	2.35	1.35	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.01	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.85	0.00
Female	0.44	0.00
Male	7.44	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.86	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.24	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	3.00	0.00
Foster Youth	0.00	0.00
Homeless	20.00	0.00
Socioeconomically Disadvantaged	3.85	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.67	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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

The School Safety Plan as reviewed, updated, and discussed with the school faculty on November 5, 2025 (School Site Council/English Learner Advisory Committee), November 4, 2025 (Coffee with the Principal), and December 9, 2025 (Coffee with the Principal). The School Safety Plan is approved by the Board of Trustees in February of each year.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	3	0
1	15	2	1	0
2	14	5	0	0
3	18	1	2	0
4	29	0	2	0
5	32	0	1	0
6	30	0	2	0
Other	15	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	1	2	
1	14	2	2	
2	12	3	1	
3	15	2	2	
4	23		2	
5	30		2	
6	31		2	
Other	11	2		

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.9
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10725	2694.40	8030	110746
District	N/A	N/A	14940.44	111098
Percent Difference - School Site and District	N/A	N/A	-60.2	5.6
State	N/A	N/A	\$10770.84	101084
Percent Difference - School Site and State	N/A	N/A	-29.2	13.9

Fiscal Year 2024-25 Types of Services Funded

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

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

Fiscal Year 2024-25 Types of Services Funded

- Community Schools Partnership Program
- Learning Recovery Educational Block Grant LREBG
- State and Federal Special Education funds
- Proposition 28 funds

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$63,748	\$61,597
Mid-Range Teacher Salary	\$110,200	\$98,902
Highest Teacher Salary	\$126,872	\$126,340
Average Principal Salary (Elementary)	\$164,149	\$158,383
Average Principal Salary (Middle)	\$164,210	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$286,165	\$288,332
Percent of Budget for Teacher Salaries	29.39%	31.29%
Percent of Budget for Administrative Salaries	5.66%	5.38%

Professional Development

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

FMSD provided teachers with professional development that emphasized the district focus, “Learning to Read” before students returned to school in August. Staff was provided with professional development opportunities that focused on the newly acquired supplemental phonics programs SIPPS and Sonday, along with sessions on the both diagnostic assessments and universal screeners. Full-day, optional Wednesday training is provided to staff on small group instruction, and the aforementioned curriculum and assessments. These training opportunities are provided to staff based on the findings of the literacy task force, which came into inception the 24-25 school year. For the latter half of the 25-26 school year, professional development opportunities will include small group instruction, instruction for Multilingual Learners and reading comprehension. FMSD continues to provide Implicit Bias training for all new staff and staff who were unable to attend training last year.

Ongoing Professional Learning Communities allow teachers to learn from each other and discuss best practices. All FMSD schools are participating in the implementation of a Multi-Tiered System of Support (MTSS) focused on Tier I instruction and universal access.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4