School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dingle Elementary School	57727100000000	5/2/23	May 25, 2023

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
Students with Disabilities, English Learners, Socio-Economically Disadvantaged

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

This is a School Wide Plan that meets the ESSA requirements through:

- A comprehensive needs assessment of the entire schools that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to support students meet the standards. The comprehensive needs assessment included voices and input of all stakeholders. The stakeholders involved included EnglishLearner Advisory Committee, School Site Council, Staff, Teachers, Students, Site Administration, and District Office Administration. The process consisted of analysis of various data points from the California Dashboard, and local site level indicators. Stakeholders held dialogue around the data and provided feedback in terms of the root causes, and next steps moving forward.

The school wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include:

- To provide strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards
- To support the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and rigorous curriculum
- To provide programs, activities, and courses necessary to provide a well-rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.

The school wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:

- A school and family engagement policy
- A school and parent compact that addresses shared responsibility for high student academic achievement, social emotional needs, and building capacity for involvement.

This ATSI plan meets state and ESSA requirements:

- In partnership with stakeholders (including the principal and other school leaders, teachers, and parents) the school developed and will implement a school-level ATSI plan to improve student outcomes for each subgroup of students that was the subject of identification. The subgroups include English Language Learners, Hispanics, students with disabilities and Socio- Economically Disadvantaged.
- The ATSI plan was informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable)
- The ATSI plan includes evidence-based interventions. Additionally, the ATSI plan identified resource inequities, which included a review of LEA- and school-level budgeting, which is addressed through implementation of its ATSI plan.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Dingle's School's Site Council holds monthly meetings, which are used to conduct reviews of the school's plan and budget. The analysis includes school's data, the progress made on goals within the School Plan for Student Achievement (SPSA), as well as participates in the needs assessment process, and develops and approves the annual School Plan.

The principal is responsible for working with various stakeholder groups to conduct needs assessments, root cause analysis, and develop change ideas.
At Dingle Elementary stakeholder groups included,
ELAC (English Learner Advisory Committee), SSC (School Site Council), PTA (Parent Teacher Association), YAC (Youth Advisory Committee), Teachers and Staff. Each meeting included an in-depth review of the most recent California School Dashboard data for Dingle Elementary school students' academic performance, attendance, reclassification rate, and suspension rate. Additionally, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff, and students.
SSC Needs Assessment meeting was held on Jan. 12, 2023 and Feb. 2, 2023.
ELAC Needs Assessment meeting was held on Feb. 15, 2023.
Staff Meeting was held on Feb. 15, 2023.
YAC Needs Assessment meeting was conducted in focus student groups on March 17, 2023.

<u>STUDENT INPUT:</u>
Student input was gathered through a survey focused on school culture and climate, of which 130 students responded. Student focus groups were created, with a balanced representation of student groups. From this cohort, a Youth Advisory Committee was created to meet with the site administrator. The Youth Advisory Committee meets at a minimum, 6 times a year to provide input on academic, social and emotional local data. Our Youth Advisory Committee (YAC) is comprised of scholars in grades 4th-6th. The profiles of students selected reflected our school demographics and included students who are English and Spanish speaking students and students with disabilities. The Youth Advisory Committee completed a needs assessment by reviewing survey, academic, and local data. Students identified lack of student engagement as a real problem at Dingle. Students with Social Emotional Needs also came up as a concern for student academics. Students then provided an analysis of root causes, and recommended clubs as a way of meeting this need. As a result, this

year we were able to offer a soccer and a yoga club to the after school enrichment activities. The students determined what clubs to have. It was important for our school culture to make decisions based on student interest.
YAC Needs Assessment meeting was held on March 17, 2023

The site Leadership team reviewed the SPSA draft and provided additional feedback on April 19, 2023. The School Site Council will review the plan, considered recommendations and feedback from all groups, and finalize/approve the SPSA on May 4, 2023.

Resource Inequities

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

Examining resource inequities includes reviewing funding, facilities, as well as teacher experience levels and credentialing. No inequities were found.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.30%	0.29%	1	1	1
African American	1.0%	2.11%	1.45%	3	7	5
Asian	2.5%	3.01%	3.47%	8	10	12
Filipino	%	%	0.29%			1
Hispanic/Latino	79.1%	76.81%	75.43%	249	255	261
Pacific Islander	%	%	0.87%			3
White	14.3%	15.06%	13.01%	45	50	45
Multiple/No Response	1.6%	2.41%	2.89%	5	8	10
			Total Enrollment	315	332	346

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	51	42	69
Grade 1	51	57	41
Grade 2	48	57	52
Grade3	47	46	46
Grade 4	47	45	48
Grade 5	36	52	43
Grade 6	35	33	47
Total Enrollment	315	332	346

Conclusions based on this data:

1. Our enrollment history showed a decline primarily in the 20-21 and 21-22 school year. During the 21-22 school year we had a SDC TK-2 that was relocated to a different site due to low enrollent. Losing this class created a decline in enrollment during this school year. Furthermore, during the 22-23 school year two additional classes were created. We have a TK and a 6th grade Dual Immersion classes added. As a result we had an increase in enrollment for this school year.
2. Our Dual Immersion (DI) classrooms continue to be at capacity particularly in the primary grades, and we do constant weekly verifications of the DI waitlist to enroll any students as spaces become available.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	125	137	135	39.70%	41.3%	39.0%
Fluent English Proficient (FEP)	36	33	38	11.40%	9.9%	11.0%
Reclassified Fluent English Proficient (RFEP)	12			9.6%		

Conclusions based on this data:

1. The percentages of enrolled English Language Learners increased in the 21-22 school year by 2%. By the 22-23 school year we saw a decline and reached same percentage as the 20-21 school year.
2. The number of Fluent English Proficient students show a decline in the 20-21 school year by 10 students. This can be attributed to difference in instruction with distance learning during the pandemic. However, we saw and increase back to 11% in the 22-23 school year.
3. In reviewing our reclassification data, the number of reclassified had a significant decrease from 21-22 to 22-23 with less being reclassified. This can be attributed to our need to focus on ELA (English Language Arts) instructions and interventions to support English language proficiency.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	45	45		0	45		0	45		0.0	100.0	
Grade 4	50	43		0	43		0	43		0.0	100.0	
Grade 5	36	50		0	50		0	50		0.0	100.0	
Grade 6	34	34		0	31		0	31		0.0	91.2	
All Grades	165	172		0	169		0	169		0.0	98.3	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2350.			6.67			11.11			20.00			62.22	
Grade 4		2359.			0.00			11.63			13.95			74.42	
Grade 5		2448.			10.00			28.00			14.00			48.00	
Grade 6		2438.			0.00			9.68			32.26			58.06	
All Grades	N/A	N/A	N/A		4.73			15.98			18.93			60.36	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.67			60.00			33.33	
Grade 4		6.98			51.16			41.86	
Grade 5		14.00			52.00			34.00	
Grade 6		12.90			35.48			51.61	
All Grades		10.06			50.89			39.05	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.44			26.67			68.89	
Grade 4		0.00			20.93			79.07	
Grade 5		8.00			40.00			52.00	
Grade 6		0.00			25.81			74.19	
All Grades		3.55			28.99			67.46	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.44			60.00			35.56	
Grade 4		0.00			67.44			32.56	
Grade 5		16.00			72.00			12.00	
Grade 6		19.35			58.06			22.58	
All Grades		9.47			65.09			25.44	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.67			51.11			42.22	
Grade 4		0.00			60.47			39.53	
Grade 5		8.00			58.00			34.00	
Grade 6		0.00			61.29			38.71	
All Grades		4.14			57.40			38.46	

Conclusions based on this data:

1. The 21-22 school year was the first year post pandemic where students took the state assessments. 20.71% of students met or exceeded standard in English Language Arts (ELA) in grades 3rd-6th. This establishes a clear need for ELA professional development, coaching and collaboration. Reading intervention will continue to be needed and incorporating a writing program can be beneficial.
2. Data suggests that students need early and targeted intervention in foundational reading skills as well as increased opportunities for writing throughout the content areas. We need a school wide intervention plan to target Tier 1 intervention in the classroom. Teacher will need training for the implementation of Tier 1 intervention.
3. Our data collected shows that 3.55% of our student population tested demonstrates at our above grade level standards for writing. This that amplifies the need to create a comprehensive writing plan with articulation across the grades.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	45	45		0	45		0	45		0.0	100.0	
Grade 4	50	43		0	43		0	43		0.0	100.0	
Grade 5	36	50		0	49		0	49		0.0	98.0	
Grade 6	34	34		0	31		0	31		0.0	91.2	
All Grades	165	172		0	168		0	168		0.0	97.7	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2348.			2.22			15.56			24.44			57.78	
Grade 4		2373.			0.00			4.65			25.58			69.77	
Grade 5		2416.			2.04			8.16			26.53			63.27	
Grade 6		2424.			0.00			3.23			25.81			70.97	
All Grades	N/A	N/A	N/A		1.19			8.33			25.60			64.88	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.67			40.00			53.33	
Grade 4		2.33			23.26			74.42	
Grade 5		2.04			34.69			63.27	
Grade 6		0.00			32.26			67.74	
All Grades		2.98			32.74			64.29	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.22			35.56			62.22	
Grade 4		2.33			27.91			69.77	
Grade 5		2.04			40.82			57.14	
Grade 6		0.00			32.26			67.74	
All Grades		1.79			34.52			63.69	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.22			51.11			46.67	
Grade 4		0.00			37.21			62.79	
Grade 5		2.04			57.14			40.82	
Grade 6		0.00			54.84			45.16	
All Grades		1.19			50.00			48.81	

Conclusions based on this data:

1. 9.52% of students met or exceeded standard in the 21-22 school year. Sixth grade experienced the greatest decline of students meeting or exceeding grade level standards with 3.23%. This establishes a clear need for mathematics professional development, coaching and collaboration.
2. This data shows a strong foundational gap in mathematical skills across all grade levels. The need to establish a mathematics intervention plan will be fundamental. This will be a Tier 1 Math support plan to make grade level standards accessible for all students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1423.3	1417.2		1444.4	1435.1		1373.9	1375.5		21	21	
1	1441.5	1432.2		1456.7	1456.8		1425.8	1407.1		24	19	
2	1469.8	1439.1		1483.4	1451.0		1455.7	1426.7		21	21	
3	1479.4	1490.1		1496.5	1502.8		1461.9	1476.7		23	19	
4	1483.7	1494.9		1487.1	1512.0		1479.9	1477.3		12	23	
5	1517.9	1539.4		1532.3	1545.9		1502.9	1532.5		17	12	
6	1522.6	1518.5		1529.5	1516.7		1515.2	1519.8		16	13	
All Grades										134	128	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	23.81		47.62	14.29		19.05	47.62		19.05	14.29		21	21	
1	8.33	5.26		20.83	26.32		54.17	31.58		16.67	36.84		24	19	
2	0.00	0.00		57.14	33.33		33.33	38.10		9.52	28.57		21	21	
3	0.00	5.26		34.78	63.16		52.17	26.32		13.04	5.26		23	19	
4	0.00	4.35		25.00	34.78		58.33	47.83		16.67	13.04		12	23	
5	5.88	33.33		41.18	16.67		47.06	41.67		5.88	8.33		17	12	
6	12.50	15.38		50.00	23.08		18.75	53.85		18.75	7.69		16	13	
All Grades	5.97	10.94		39.55	31.25		40.30	40.63		14.18	17.19		134	128	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.81	23.81		42.86	28.57		19.05	33.33		14.29	14.29		21	21	
1	12.50	21.05		41.67	31.58		33.33	42.11		12.50	5.26		24	19	
2	23.81	9.52		57.14	57.14		19.05	23.81		0.00	9.52		21	21	
3	17.39	42.11		65.22	42.11		8.70	10.53		8.70	5.26		23	19	
4	25.00	43.48		50.00	30.43		8.33	26.09		16.67	0.00		12	23	
5	41.18	58.33		52.94	33.33		0.00	8.33		5.88	0.00		17	12	
6	31.25	23.08		43.75	53.85		18.75	23.08		6.25	0.00		16	13	
All Grades	23.88	30.47		50.75	39.06		16.42	25.00		8.96	5.47		134	128	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	28.57	23.81		57.14	47.62		14.29	28.57		21	21	
1	12.50	31.58		83.33	57.89		4.17	10.53		24	19	
2	4.76	4.76		90.48	76.19		4.76	19.05		21	21	
3	21.74	31.58		60.87	63.16		17.39	5.26		23	19	
4	25.00	47.83		50.00	43.48		25.00	8.70		12	23	
5	29.41	25.00		64.71	66.67		5.88	8.33		17	12	
6	18.75	7.69		62.50	84.62		18.75	7.69		16	13	
All Grades	19.40	25.78		68.66	60.94		11.94	13.28		134	128	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.05	23.81		61.90	61.90		19.05	14.29		21	21	
1	29.17	5.26		62.50	89.47		8.33	5.26		24	19	
2	52.38	9.52		47.62	80.95		0.00	9.52		21	21	
3	56.52	68.42		30.43	26.32		13.04	5.26		23	19	
4	50.00	34.78		33.33	65.22		16.67	0.00		12	23	
5	76.47	75.00		23.53	25.00		0.00	0.00		17	12	
6	62.50	46.15		37.50	53.85		0.00	0.00		16	13	
All Grades	47.76	34.38		44.03	60.16		8.21	5.47		134	128	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.76	0.00		66.67	85.71		28.57	14.29		21	21	
1	4.17	5.26		50.00	36.84		45.83	57.89		24	19	
2	4.76	0.00		52.38	61.90		42.86	38.10		21	21	
3	0.00	0.00		34.78	63.16		65.22	36.84		23	19	
4	8.33	4.35		33.33	39.13		58.33	56.52		12	23	
5	0.00	8.33		70.59	58.33		29.41	33.33		17	12	
6	6.25	7.69		25.00	30.77		68.75	61.54		16	13	
All Grades	3.73	3.13		48.51	54.69		47.76	42.19		134	128	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	28.57		38.10	47.62		47.62	23.81		21	21	
1	8.33	0.00		62.50	52.63		29.17	47.37		24	19	
2	4.76	9.52		61.90	52.38		33.33	38.10		21	21	
3	0.00	5.26		56.52	63.16		43.48	31.58		23	19	
4	0.00	4.35		58.33	60.87		41.67	34.78		12	23	
5	0.00	33.33		76.47	50.00		23.53	16.67		17	12	
6	13.33	0.00		73.33	92.31		13.33	7.69		15	13	
All Grades	6.02	10.94		60.15	58.59		33.83	30.47		133	128	

Conclusions based on this data:

1. Due to interruptions from the pandemic, we will compare the 20-21 and 21-22 school years. To overall scores of the English Learner Performance Assessment for California (ELPAC) showed an increase of 5% of students in overall level 4 and a slight decrease of 8% of students in overall level 3. Based on this data and new reclassification criteria, efforts to ensure students receive both integrated and designated English Language Development (ELD) support are essential. Teacher will receive training on the implementation of both ELD teaching models.

2. The domain of high concern is writing (10.9% scoring level 4). Although, we saw an increase from the previous year of 4%, the pandemic played a significant role in these scores since students lacked direct language instructions, which indicates a strong need of intervention in both domain areas.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
332	**84.3**	**41.3**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Dingle 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	137	41.3
Foster Youth		
Homeless	9	2.7
Socioeconomically Disadvantaged	280	84.3
Students with Disabilities	45	13.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	2.1
American Indian	1	0.3
Asian	10	3.0
Filipino		
Hispanic	255	76.8
Two or More Races	8	2.4
Pacific Islander		
White	50	15.1

Conclusions based on this data:

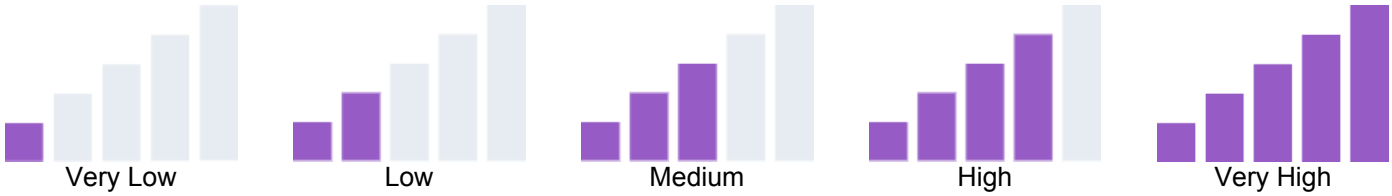
1. At Dingle the largest student group by ethnic groups is our Hispanic student group with 76.8% of the student body roughly 255 out of 332 total enrollment.
2. According to Dataquest, Dingle has 78.3% socioeconomically disadvantaged. We also serve 41.3% of English Language Learners and 13.6% of Students with Disabilities.
3. During the pandemic, Dingle experienced an increase in families that would qualify as "homeless" due to doubling up. This data suggests that we need additional support from our district's homeless liaison program to support these families and students.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very Low	Chronic Absenteeism: Very High	Suspension Rate: High
Mathematics: Very Low		
English Learner Progress: Low		

Conclusions based on this data:

1. Dingle declined in ELA and Math performance. It continues to be the school with low academic achievement, high socioeconomically disadvantaged %, high homeless youth %, and a high % of English learners. Based on this data, and the summary of our needs assessment by all educational partners, there is a significant need to support the social-emotional needs of our students, improve student connectedness and sense of safety. Additionally, there is an urgent need to ensure that all students receive early intervention and targeted support in both reading and

math. Our community partners are seeking out ways to advocate for the students in Dingle and are asking the school community to expect more and aim higher.

2. Dingle still has a high Suspension Rate. The greatest decline of -3.6% was with the sub group of students with disabilities. Dingle needs to continue improve its MTSS (Multi-Tiered Systems of Support) at all levels to ensure that students have clear behavioral expectations and teachers have the knowledge and support to implement best first instruction that increases student engagement and sense of school connectedness. Dingle participated in the Yolo County PBIS consortium Year 2 training in the 21-22-22-23.

3. Chronic absenteeism continues to be very high. All student groups increased chronic absenteeism. Improved resources and supports must be in place to support students with various social emotional needs that prevent them from attending school due to high anxiety and low engagement. We saw an increase in attendance school-wide post pandemic; however, we were able to increase the Expanded Learning program by opening a morning program to support late arrivals.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

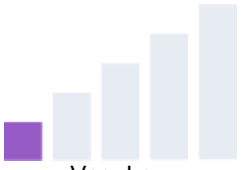
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	0	0	0	0

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	
82.7 points below standard	95.2 points below standard	
164 Students	84 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	No Performance Level
5 Students	93.0 points below standard	153.2 points below standard
	142 Students	21 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students	No Performance Level 1 Student	No Performance Level 1 Student	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 91.6 points below standard 135 Students	No Performance Level 2 Students		No Performance Level 32.1 points below standard 21 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
116.6 points below standard 63 Students	30.9 points below standard 21 Students	72.0 points below standard 76 Students

Conclusions based on this data:

1. Based on data, all sub groups show a very low scores in academic performance in English Language Arts. Students with disabilities is the subgroup is the largest number of points away from the standard; however, all subgroups are significantly below the standard. This data continues to point to a need to target students in primary grades with phonics and phonological awareness to build a strong foundation in reading.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

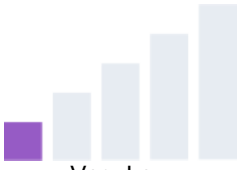
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	0	0	0	0

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	
107.5 points below standard	111.4 points below standard	
163 Students	83 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	No Performance Level
5 Students	118.3 points below standard	179.7 points below standard
	141 Students	21 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students	No Performance Level 1 Student	No Performance Level 1 Student	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 110.5 points below standard 134 Students	No Performance Level 2 Students		No Performance Level 97.3 points below standard 21 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
132.5 points below standard 62 Students	49.1 points below standard 21 Students	106.4 points below standard 76 Students

Conclusions based on this data:

1. The area of math shows the largest area of need. All subgroups have a very significant large number of points below standard with the students with disabilities and English learners showing the largest. Data suggests the need for additional professional development in math best practices, collaboration, and coaching support.
2. Students with disabilities decreased significantly by - 37.4 points from previous year.

School and Student Performance Data

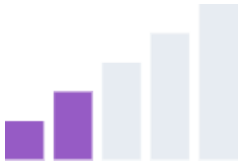
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

39.0 making progress towards English language proficiency

Number of EL Students: 100 Students

Performance Level: 2

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.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.0%	37.0%	0.0%	39.0%

Conclusions based on this data:

1. Our overall English Learner Progress Indicator (ELPI) progress that show 39% of students that progressed at least one level.
   Based on review of ELPAC assessment and new reclassification criteria, targeted focus must be made in increasing reading and writing achievement.

2. Data suggests that continued intervention and enrichment are necessary to support and engage our English learners. Teachers at grades 3-6 need additional professional development, coaching, and collaboration.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

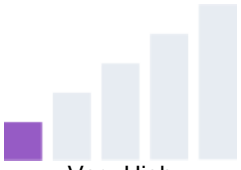
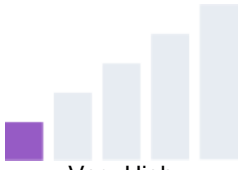
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
51.6% Chronically Absent	48.6% Chronically Absent	Less than 11 Students
339 Students	142 Students	3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	54.2% Chronically Absent	55.2% Chronically Absent
10 Students	288 Students	58 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	Less than 11 Students	
7 Students	1 Student	10 Students	

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level		Very High
51.1% Chronically Absent	Less than 11 Students		55.1% Chronically Absent
262 Students	10 Students		49 Students

Conclusions based on this data:

1. The data shows our chronic absenteeism continues to be a big struggle and our school records are very high. Our school's emphasis of informing parents of the importance of attendance via English Learner Advisory Committee (ELAC) meetings, phone calls, and 1-1 meetings, as well as student incentives aided to our overall improvement in this area.
2. The data suggests additional resources and supports are necessary for students with disabilities and socioeconomically disadvantaged.
3. The data suggests additional resources and supports continue to be necessary for our "English learners" as this population continues to increase absenteeism. These families and students need regular and consistent communication, resources, and support from our school and district team. (counselor, attendance liaison, CAFE specialist).

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
1	3	1	0	0

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	Medium	No Performance Level
5.3% suspended at least one day	2% suspended at least one day	Less than 11 Students
358 Students	147 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Very High
9.1% suspended at least one day	5% suspended at least one day	6.6% suspended at least one day
11 Students	301 Students	61 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 7 Students	No Performance Level Less than 11 Students 1 Student	No Performance Level 9.1% suspended at least one day 11 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
High 5.1% suspended at least one day 275 Students	No Performance Level 14.3% suspended at least one day 14 Students		High 4% suspended at least one day 50 Students

Conclusions based on this data:

1. Data suggests that improving our school's MTSS system has positively impacted school connectedness and reduced suspensions.
2. The data suggests that teachers supporting students with disabilities continue to need additional professional learning and support around effective behavior plans and strategies. Students with disabilities as a subgroup is the only subgroup with a very high level. Although this subgroup experienced the greatest decline in suspensions, it remains as the subgroup with the highest percentage of suspensions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Goal 1

Each student will meet the skills and competencies of the graduate profile in order to be college and career-ready through a rigorous, intellectually rich, and culturally relevant environment.

Identified Need

After reviewing our academic and school climate data during the needs assessment process, and in consideration of our district's graduate profile, our stakeholders identified a need to improve the student's feeling of connectedness and cultural relevance of a Dual Immersion program and to focus on the Graduate Profile competencies to be college and career ready since the elementary years.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in VAPA (Visual and Performing Arts).	43 students in band (5th and 6th) 48 students in strings (4th) 25 students in Folklorico (3rd-6th)	We were able to promote the Visual and Performing Arts programs to motivate students into become creative critical thinkers through their learning with the arts. This VAPA plan, was able to support students' college and career awareness, and we saw an increase band participation to 50% of students in 5-6 grades. Continue to offer strings to 100% of 4th graders Continue with a Folklorico club enrollment of a minimum of 25 students.
Number of Pathway awards for Bilteracy (Dual Immersion schools only).	17% meet or exceed on California Spanish Assessment (CSA)	Increase of 10% for both CAASPP ELA and CSA assessments.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	31% in Callifornia Assessment for Student Performance and Progreess (CAASPP) ELA (3-6) 9 students identified on the Pathway to Biliteracy	Increase students on the pathway to 20

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students with a focus on students with disabilities and English learners, and Socio-economically disadvantaged students.

Strategy/Activity

Students will be able to increase competencies in college and career readiness, communication and creativity through opportunities to present and showcase their academic and visual and performing arts understanding and learning. We create a yearlong calendar that provided events and opportunities for students to conduct oral presentations for their peers. We will also do a band concert to showcase all their learning to their parents and community.

To provide music lessons during the school day to students in 4th-6th grade.

To provide after school VAPA opportunities via student clubs. We will offer Folklorico to students in grades 3rd through 6th grade. Additionally we will provide Ceramics lessons to students in the same grade level span (3rd-6th) with Yolo Arts.

To provide every scholar the opportunity to create sugar skulls with the international Maestro Miguel Quintana from Puebla Mexico during Dia de los Muertos cultural events.

To plan a college and career fair/materials and college field trips for all students TK-6th grade.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,000	Title I Part A: Basic Grants Low-Income and Neglected

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with a focus on students with disabilities and English learners, and Socio-economically disadvantaged students.

Strategy/Activity

Students will increase competencies in college and career readiness, communication and creativity through opportunities to present and showcase their academic and visual and performing arts understanding and learning. Create and share clear pathways with teachers and stakeholders about the seal of biliteracy.

Provide collaboration time to the Dual Immersion (DI) team to understand the 3 pillars for Dual Language Education (1. Bilingualism/Biliteracy, 2. High Academic Achievement, 3. Socio Cultural Competencies).

To provide time as a DI team to know the criteria for the pathway to biliteracy which will consist of CAASPP ELA and CSA and ELPAC levels for all Dual Immersion scholars.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,768.00	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The overall goal for all Dingle scholars was to create a pathway to college and career, and the message to families that getting scholars ready for college and beyond starts in TK. One of the initiatives was to continue promoting grade level exposure to college campuses by doing field trips in all grade levels. Every Monday was college T-shirt day, as part of our school belief that all students prepare for college readiness and success to be positive community contributors in a global society. Additionally we held a career fair event to bring community volunteers to do presentations to all scholars at Dingle. This was a very successful event.

In order to support students develop their skills and competencies to be college and career ready, we were able to offer various modalities of the arts. Our scholars participated in different VAPA

programs to help develop their character, discipline and advocacy. We were able to offer to all student in grades 4-6 a strings class. Additionally, we were able to start our very own Folklorico after school class. Finally, we were able to offer one more year the opportunity for all students at Dingle to participate in the sugar skulls workshops conducted all in Spanish by an international maestro from Puebla Mexico. This year we were also able to extend his workshops to our families for a family night.

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

Rebuilding partnerships that were lost from the pandemic as well as from the change in administration, resulted in not having enough support staff for all programs from the original plan. For most of the year, I was not able to find a folklorico instructor until recently. The ceramics program with Yolo arts was another area unable to fulfill and therefore, students did not receive these VAPA supports.

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.

After a thoughtful analysis of this year's plan and considering students reactions to this goal, next year, we will revamp the current college and career plan so that it is more embedded in their learning. Next year, scholars will be given the opportunity to do more investigation projects and presentations about their college and career awareness. Furthermore, scholars and families will also be more knowledgeable about the "Pathway to Biliteracy" awards track. This will help us guide our students to the Seal of Biliteracy at the high school level.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Goal 2

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Identified Need

Through a comprehensive needs assessment process, and root cause analysis, stakeholders identified a need to increase academic rigor in mathematics, reading and writing for all students but with a specific emphasis in supporting students with special needs, English language learners and socioeconomically disadvantaged students from Dingle.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on English Language Arts (ELA) and Math Academic Indicator.	As measured by the California Assessment of Student Performance and Progress (CAASPP), Dingle is 82.7 points below in ELA and 107.5 points below in Mathematics	Dingle will improve distance from standard by 10-12 points in both subject areas of ELA and Math.
Performance level on English Learner Progress Indicator (ELPI)	Baseline: 39% making progress towards English proficiency.	Increase of ½ to a whole band/level based on: English Learner Progress Indicator - Schools Placement 6% expected growth to reach a 45% by next year.
Percentage of students in both the Meets and Exceeds Standards level on California Assessment and Student Performance and Progress (CAASPP) English Language Arts.	21% of all students that took the California Assessment of Student Performance and Progress (CAASPP) in 2022, either met or exceed standard in English Language Arts	Dingle will increase the amount of students meeting or exceeding standards in English language arts by 10%
Percentage of students in both the Meets and Exceeds Standards level on the	16% of all students that took the California Assessment of Student Performance and	Dingle will increase the amount of students meeting or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment and Student Performance and Progress (CAASPP) Math.	Progress (CAASPP) in 2022, either met or exceed standard in Math.	exceeding standards in Math by 10%
Percentage and number of students who are chronically absent	Chronically Absent 34.7%	Decrease by 10% so if our absenteeism rate is 30%, 10% of that is a 3% reduction.
Student sense of safety and school connectedness	School Site Student Survey 81% of student feeling very or mostly safe	Maintain 80% of students will feel safe and connected
Suspension rate	Suspension rate 5.3%	Decrease overall suspension rate by 10% (so if your suspension rate is 7%, 10% of that is a .7% reduction) with a reduction focus on students with disabilities and Hispanics.
Parent/family satisfaction on Healthy Kids Survey, on key indicators or Site Data	In collaboration with PTA, a survey was conducted 82% of our families provided responses	To keep parent engagement above 80%
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	In utilizing the Mid-Year Diagnostic Assessment, in iReady Reading, we had 26% of our students meeting their Typical Growth Target, which is a computerized improvement projection based on student performance. In iReady Math, we had 7% of students meeting their Typical Growth Target, which is a computerized improvement projection based on student performance. We also had 31% of our student with improved placement moving up at least one placement level.	Dingle will increase the percentage of students meeting their grade level data by 10% in Reading and 10% in Math for all grade levels.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with a focus on students with Disabilities, English Language Learners and Socioeconomically Disadvantaged students.

Strategy/Activity

Dingle will continue to improve quality first instruction in the classroom and continue to provide additional intervention resources school-wide for Language Arts, Math and writing. This is with the focus to support Dingle's learning targets that ensure all students are meeting grade-level expectations through research-based strategies, data-driven PLCs (professional learning communities) to address the school academic climate and culture.

Provide professional development with on-site coaching
Provide half day release time to data analysis and goal setting.
Provide collaboration time for Professional Learning Communities (PLCs) and frequent formative assessments, including the development of rubrics to effectively gauge implementation progress outputs.
Provide teacher planning time to score assessments and utilize a data-driven cycle of inquiry to create action plans for students needing intervention; specifically English learners (ELs), Special Education Students (SPED), and Reclassified Fluent English Proficient students (RFEP) Provide interventions to be implemented during the school day to support mastery of standards in both English Language Arts (ELA) and Math.
Provide release time to conduct instructional rounds to ensure fidelity of our 6 key instructional strategies.
Provide release time to conduct lesson studies with the support/coaching team.

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

Amount(s)	Source(s)
32,940	Title I Part A: Basic Grants Low-Income and Neglected
33,554	Supplemental/Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with a focus on students with Disabilities, English Language Learners and Socioeconomically Disadvantaged students.

Strategy/Activity

Dingle will continue to improve rigorous practices to support the Social Emotional Learning of all scholars to create a safe and caring learning environment to address school culture.

Provide a PBIS (Positive Behavior Intervention and Support) school wide implementation with an incentives program and a student store
Continue with full time counselor

Provide student clubs
Provide Sami's Circuit wellness lessons
Provide an attendance improvement plan. This plan will include, a tier system with three layers Tier 1 Universal Supports, these will be school wide positive recognition to classes with the most improved attendance. We will continue to have an attendance board to help students and families track attendance weekly. Tier 2 Early Interventions, these supports will be more targeted and specific to individual families struggling with attendance. These students will be monitored and tracked with the Wellness team and will be part of interventions such as tutoring, mentoring and home visits. Tier 3 Intensive Intervention, these students will be part of a case load with the site's social worker and attendance liaison.

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

Amount(s)	Source(s)
11,000	Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This year teachers have been collaborating with an intervention team to support the academic needs of students in the area of reading. The plan consisted of providing reading support to target groups of students. The intervention team was utilizing SIPPS as the supplemental reading curriculum to provide interventions. Small group instruction proved to be the most effective academic support approach. Students reported feeling more satisfied with their learning experience and their activities and skills also improved. After completing the first academic conferences round in October, teachers had sufficient data to support the need for Tier II pullout intervention services. This year, over 100 students in grades 1st-5th participated in a 3 day/week reading intervention program during the school year. These students received pull out reading support plus the additional intervention time in the classroom. This time in the class was identified with the name of WIN (What I Need).
Dingle teachers also begun the conversation of the need to implement Professional Learning Communities (PLC's). Five teachers will begin their PLCs journey this summer attending the Summer PLC Institute.

Dingle also had Positive Behavior Intervention and Support (PBIS) and worked towards strengthening the PBIS work. Tier II team provided support behaviorally to students with high needs. We will continue to strengthen the PBIS Rewards program and student store as well as continuing the implementation of the School Wide Information System (SWIS) tracking system.

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

The major implications of not meeting our expenditures came down to the additional funding that the school plan had from rollover and additional enrichment funds. The Title I budget that was allocated for professional development for staff and for additional resources for students was not all spent. It was difficult for teachers to attend after school trainings or provide additional tutoring services due to other obligations and teacher burnout.

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.

Based on our needs assessment, we will be shifting our goals in the current plan so that additional strategies to support teacher professional growth, collaboration, and coaching opportunities are reflected on goal 2. Additionally, as a school we will have a structured math support plan. Data will be used throughout the year to track student progress.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

Goal 3

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

Identified Need

After a thorough analysis of our schools Dashboard and iReady diagnostic data during the needs assessment process, our stakeholders identified a need to improve ELA and Math performance for our English Learners. Chronic absentee rate and lack of home and school connections were identifies as major causes for gaps in the achievement of our English Learners. Staff also identified a need to focus on engaging, rigorous curriculum and the alignment across grade levels as an area to improve.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	Reclassification rate 11.4% (36 students) reclassified in the 21-22 school year.	We will increase reclassification percentage by 10%.
English Learner Progress Indicator (ELPI)	The dashboard reflects 39% making progress towards English proficiency.	Students continue to make growth towards English proficiency by 6% to get to 45%.
Improve the school's rating of the English Learner Roadmap Principle 1 on the self- assessment.	Self-Reflection Scores 3.0: Language and cultures are assets 2.0: No Single EL Profile 2.5: School climate is affirming, inclusive, safe 2.5 -Strong family and school partnerships 2.0 : Supporting English Learners with disabilities	Increase Self Reflection Scores by .5 in the areas of "School climate is affirming, inclusive, and safe" and "Supporting English learners with disabilities"
Percentage of English Learner students who reach growth targets on iReady in Reading and Math (elementary only)	Reading- 37% Math 32%	Increase percentage of students meeting growth targets by 5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students with a focus on students who are English Learners and students with Disabilities

Strategy/Activity

With this goal, we want to accelerate the academic achievement and English proficiency of each English Learner through an asset oriented approach and rigorous instruction. The ultimate goal is to increase the performance across all content areas for scholars. We will begin by focusing attention to the designated ELD classes so they reflect a language rich environment and high expectations and supports for writing so that our scholars can reclassify to proficient levels of English. The EL specialist will help create a structured time to work on writing rubrics & grade-level calibration with teachers. We will continue with EL monitoring tools and reviews during academic conferences to keep track of EL language development across all domains.
Pending carryover funds we will allocate additional funds to support parent engagement and training with CABE and project Promesa.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Supplemental/Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with a focus on English Learners and students with Disabilities

Strategy/Activity

Provide professional learning and coaching by EL Specialist for teachers and paraprofessionals Identify students by language proficiency. EL specialist to collaborate and provide PD focused on intervention and differentiation to meet students' needs by proficiency level during content instruction.

Provide extra duty pay for teacher/para/tutor or outside vendor to provide after-school intervention and enrichment for English learners and English learners with disabilities with a targeted focus on STEAM (Science, Technology, Engineering, Arts, and Math).
Provide materials and supplies to support differentiated instruction, interventions, and enrichment to meet the needs of English learners and English learners with disabilities
Provide childcare for parent engagement activities on-site and translation.

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

Amount(s)	Source(s)
772	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We conducted two rounds of tracking our English Learners to make sure they received additional services with interventions through the EL Monitoring Tool. The Pathway to biliteracy will also improve with the tracking of English Learners in the Dual Immersion Program, which is a program with majority of our English Learners. The English Language Specialist provided designated ELD lessons to the target groups identified with the largest number of EL students during designated ELD time. The EL specialist (ELS) also conducted EL Shadowing to provide data and supports for teachers.
Our staff completed several professional development sessions working in the Roadmap principles along with the work done with the Promesa team. The EL plan was required to address the academic needs of EL's through at least one of the following strategies:
EL Shadowing/Empathy Interviews
Instructional Rounds
ELS Coaching
PLC - Data Analysis Protocols
EL Rise strategies Implementation

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

We did not meet our expenditures due to not starting the year with a full time EL specialist. Half way into to school year we got a full time EL Specialist. We were still not able to fulfill all the coaching sessions as planned.

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.

We will continue to create systems that work for our school and to make sure we are always tracking English Learners data and goal setting to provide additional supports.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Goal 4

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Identified Need

Student in grades 3-6 conducted a survey to identified areas of need at Dingle. 130 students completed the survey which represented 78% of the student population in grades 3-6. Based on Student Climate Survey, students need to have more opportunities to develop their self-advocacy and leadership skills as well as be active participants in decisions being made about their education in class and at the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	No community partnerships were created.	An increase of at least 2 partnership opportunities in the community. To invite more guest speakers to do school wide assemblies and also to provide small group presentations to the Youth Advisory Committee.
Number of extracurricular and co-curricular programs offered	Yearbook club, soccer club and yoga club	3 clubs (1 of which will be student led)
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	Students Surveyed = 130 3rd-6th grade students	Increase survey participation to a minimum of 80% of student participation.
Number and percent of students by representative demographic providing input to the SPSA through focus groups	14 students 42% males 58% females 28% white 58% Hispanic 7% Black 7% Asian	We will increase our total students involved in our focus groups to include students in grades 3-6 and carefully working with upper grades to avoid overlap with students from student council.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students with a focus on Students with special needs, students with socioeconomic disadvantaged, and English learners

Strategy/Activity

Dingle will increase student leadership opportunities and access to culturally relevant and inclusive environment in which students can exercise autonomy, practice decision making skills, and improve attendance. Teachers will hold students to high standards and collaboration. All student will be part of a structured recess programs that promotes additional scaffolding and instruction to deepen social skills. Student council will help to create student leadership on campus and conflict management and collaboration with peers. Budgeted out of site discretionary.
To extend the choices of after school clubs to those of high student preference, such as sports and arts.

To include field trips to the Youth Advisory Club.

To provide Gallup strengths finder quizzes for all Youth Advisory Committee scholars.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Dingle's Youth Advisory Committee remained consistent throughout the year. The committee was made up of students in grades 4-6. The Youth Advisory Committee met two times a month for one hours. The meetings were used to hold discuss of future plans and student engagement for the school year.

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

Most of the money allocated for this goal was spent with the exception of guest speakers. This year we were not able to fulfill this goal.

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.

Students provided input in the Youth Advisory Committee and in the focus groups that were created. We conducted Student surveys based on culture, climate and safety as well as college and career interests and actions and clubs they would like to see at Dingle.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$56,480
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$102,034.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Part A: Basic Grants Low-Income and Neglected	$55,708.00
Title I Part A: Parent Involvement	$772.00

Subtotal of additional federal funds included for this school: $56,480.00

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 ($)
Supplemental/Concentration	$45,554.00

Subtotal of state or local funds included for this school: $45,554.00

Total of federal, state, and/or local funds for this school: $102,034.00

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

Name of Members	Role
Laura Valencia	Principal
Marisa Garcia	Classroom Teacher
Vicki Fu	Classroom Teacher
Mayra Cortes	Classroom Teacher
Jessica Villanueva	Other School Staff
Miriam Arteaga	Parent or Community Member
Vicki Keith	Parent or Community Member
Adriana Garcia	Parent or Community Member
Juana Hernandez	Parent or Community Member
Nallely Castro	Parent or Community Member

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.

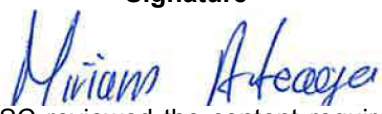
Recommendations and Assurances

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
	English Learner Advisory Committee

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 5/02/23.

Attested:

Principal, Laura Valencia on 5/02/23

SSC Chairperson, Vicki Keith on 5/02/23