



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dingle Elementary School	57727100000000	4/30/24	5/23/24

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

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

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

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement
- White, Students with Disabilities

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement.....	5
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	6
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	10
ELPAC Results	16
California School Dashboard	20
Goals, Strategies, & Proposed Expenditures.....	35
Goal 1.....	35
Goal 2.....	39
Goal 3.....	44
Goal 4.....	48
Budget Summary	51
Budget Summary	51
Other Federal, State, and Local Funds	51
Budgeted Funds and Expenditures in this Plan.....	52
Funds Budgeted to the School by Funding Source.....	52
Expenditures by Funding Source	52
Expenditures by Budget Reference	52
Expenditures by Budget Reference and Funding Source	52
Expenditures by Goal.....	52
School Site Council Membership	53
Recommendations and Assurances	54
Instructions.....	55
Appendix A: Plan Requirements	62
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	65
Appendix C: Select State and Federal Programs	68

Plan Description

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

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

Schoolwide Program
Additional Targeted Support and Improvement
White, Students with Disabilities

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

- A comprehensive needs assessment of the entire school that includes information on the academic achievement of students and the challenging state academic standards, particularly the needs of those students who are failing or are at risk of failing, to support students in meeting the standards. The comprehensive needs assessment included the voices and input of all stakeholders. The community partners included the English Learner Advisory Committee, the School Site Council, Staff, Teachers, Students, Site Administration, and District Office Administration. The process involved analyzing various data points from the California Dashboard and local site-level indicators. Stakeholders discussed the data and provided feedback on 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, particularly those 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, and socioeconomically disadvantaged students who need to improve their academic achievement. Students with Disabilities improve academic engagement as measured by attendance, and White students improve by reducing suspensions.
- 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 the implementation of its ATSI plan.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Dingle's School's Site Council holds monthly meetings, during which it reviews the school's plan and budget. The analysis includes the school's data and progress on goals within the School Plan for Student Achievement (SPSA). The council also participates in the needs assessment process and develops and approves the annual School Plan.

The principal is responsible for working with various educational partner groups to conduct needs assessments, root cause analysis, and develop change ideas.

At Dingle Elementary, community partners 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, and suspension rates. Additionally, informal needs assessments occurred frequently through conversations with administration, parents, staff, and students.

SSC Needs Assessment meeting was held on January 16, 2024, and February 13, 2024.

ELAC Needs Assessment meeting was held on February 21, 2024.

Staff Meeting was held on March 13, 2024.

YAC Needs Assessment meeting was conducted in focus student groups on February 29 and March 14, 2024.

STUDENT INPUT:

Student input was gathered through a survey focused on school culture and climate, to which 104 students responded. Student focus groups were created with a balanced representation of student groups. The Youth Advisory Committee meets, at a minimum, once per month to provide input on academic, social, and emotional local data. Our Youth Advisory Committee is comprised of scholars in grades 4th through 6th. The selected profiles reflected our school demographics and included 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 a lack of student engagement as a real problem at Dingle. Students with social-emotional needs also became a concern for academics. Students then provided an analysis of root causes and recommended clubs as a way of meeting this need. As a result, Dingle plans to offer sports and Folklorico clubs after school as enrichment activities. The students determined what clubs to implement. Our school culture needs to make decisions based on student interests. YAC Needs Assessment meetings were held on February 29 and March 14, 2024.

The site Leadership team reviewed the SPSA draft and provided additional feedback on April 10, 2024. The School Site Council will review the plan, consider recommendations and input from all groups, and finalize/approve the SPSA on May 14, 2024.

Resource Inequities

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

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

Dingle Elementary School is currently identified as an ATSI school in the district. The current school plan was created to provide all needed support for the student subgroups identified as needing support for inequities. Dingle has reviewed resource inequities and did not identify any disparities.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The following academic areas are highlighted in red or orange under the California Accountability System presented in the California Dashboard: English Language Arts and Mathematics.

English Language Arts shows a performance level in red. The current California Dashboard shows 88.1 points below the standard. This score shows a decline of 5.4 points from the previous year. The student sub-groups performing at a Very Low Level are English Learners, Hispanics, and Socioeconomically Disadvantaged students.

Mathematics shows a performance level in orange. The current California Dashboard shows a score of 101 points below the standard, reflecting an increase of 6.5 points from the previous year. The sub-groups performing at a Very Low Level are English Learners and Hispanics.

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

The following student groups were identified as focus groups in each academic performance area because they remained at the Very Low-Performance Level.

The English Language Arts Placement Report indicated 3 student groups' performance was at the Very Low Level. English Learners declined significantly, and Socioeconomically Disadvantaged students and Hispanics also declined. All other student groups maintained Very Low-Level status.

The Mathematics Placement Report indicated that 2 student groups performed at the red level. English Learners and Hispanics were the only student groups that maintained Red levels. All other student groups had increased to orange. Academic Engagement, as measured by the chronic absenteeism report, indicated one student group with a very high level: students with Disabilities.

Conditions and Climate, as measured by the Suspension Rate Placement Report, indicated that White was the only student group with a Very High-Risk Level.

Other Needs

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

None

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	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

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:

- The enrollment history at Dingle over the last three years is increasing. From the 20-21 school year to the 22-23 school year, we increased enrollment by 31 additional students. During the 22-23 school year, two additional classes were created. We added a TK and a 6th-grade Dual Immersion class, which increased enrollment. Dingle has now implemented all classes estimated to be added to the campus, and the goal is to maintain classes at full capacity.

2. Dingle's 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.
3. Non-Dual Immersion classroom have lower enrollment rates than Dual Immersion classrooms.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	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	10	12	9.6%	8.5%	9.9%

Conclusions based on this data:

1. The enrollment of English learners has increased in the last three years due to the overall increase in school enrollment. From the 20-21 school year to the 22-23 school year, we increased EL enrollment by 10 students. In percentage analysis, we have maintained a percentage of 39-41% of English Learners we serve at Dingle.
2. The 22-23 school year saw the highest number of fluent English proficient students classified as FEP compared to the previous two years. This is due to the alignment and fidelity of the designated ELD minutes, which teachers are held responsible for following.
3. In reviewing our reclassification data, we found that under 10% of students showing proficiency for reclassification in the past three years continue to be 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)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	47	0	45	47	0	45	47	0.0	100.0	100.0
Grade 4	50	43	48	0	43	48	0	43	48	0.0	100.0	100.0
Grade 5	36	50	44	0	50	43	0	50	43	0.0	100.0	97.7
Grade 6	34	34	45	0	31	44	0	31	44	0.0	91.2	97.8
All Grades	165	172	184	0	169	182	0	169	182	0.0	98.3	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2353.		6.67	8.51		11.11	10.64		20.00	21.28		62.22	59.57
Grade 4		2359.	2367.		0.00	4.17		11.63	6.25		13.95	14.58		74.42	75.00
Grade 5		2448.	2383.		10.00	4.65		28.00	4.65		14.00	13.95		48.00	76.74
Grade 6		2438.	2481.		0.00	11.36		9.68	18.18		32.26	34.09		58.06	36.36
All Grades	N/A	N/A	N/A		4.73	7.14		15.98	9.89		18.93	20.88		60.36	62.09

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	4.26		60.00	48.94		33.33	46.81
Grade 4		6.98	2.08		51.16	50.00		41.86	47.92
Grade 5		14.00	4.65		52.00	39.53		34.00	55.81
Grade 6		12.90	13.64		35.48	45.45		51.61	40.91
All Grades		10.06	6.04		50.89	46.15		39.05	47.80

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	4.26		26.67	44.68		68.89	51.06
Grade 4		0.00	4.17		20.93	25.00		79.07	70.83
Grade 5		8.00	2.33		40.00	39.53		52.00	58.14
Grade 6		0.00	9.09		25.81	52.27		74.19	38.64
All Grades		3.55	4.95		28.99	40.11		67.46	54.95

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	10.64		60.00	68.09		35.56	21.28
Grade 4		0.00	6.25		67.44	56.25		32.56	37.50
Grade 5		16.00	0.00		72.00	60.47		12.00	39.53
Grade 6		19.35	6.82		58.06	77.27		22.58	15.91
All Grades		9.47	6.04		65.09	65.38		25.44	28.57

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	8.51		51.11	57.45		42.22	34.04
Grade 4		0.00	6.25		60.47	54.17		39.53	39.58
Grade 5		8.00	4.65		58.00	32.56		34.00	62.79
Grade 6		0.00	13.64		61.29	68.18		38.71	18.18
All Grades		4.14	8.24		57.40	53.30		38.46	38.46

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. This data shows two years of state data to compare since the 21-22 school year was the first year post-pandemic when students took the state assessments. The overall ELA achievement shows a decline of 3.68% of students meeting or exceeding standards in the last two years. The 5th-grade group showed more regression throughout the domains than the other grades. Most mean scale scores increase in points, except in 5th grade. This establishes a clear need for ELA professional development, coaching, and collaboration. Reading intervention continues to be essential. The early intervention program should help get students at grade level in the primary grades.
2. Data suggests that students need early and targeted intervention in foundational reading skills and increased opportunities for writing throughout the content areas. We need a school-wide intervention plan to target Tier 1 intervention in the classroom, and teachers will need training to implement it.
3. Both Reading and Writing areas showed regression in the percentage of students above or at/near standards. This amplifies the need to create a comprehensive writing plan with articulation across the grades.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	47	0	45	47	0	45	47	0.0	100.0	100.0
Grade 4	50	43	48	0	43	48	0	43	48	0.0	100.0	100.0
Grade 5	36	50	44	0	49	43	0	49	42	0.0	98.0	97.7
Grade 6	34	34	45	0	31	44	0	31	43	0.0	91.2	97.8
All Grades	165	172	184	0	168	182	0	168	180	0.0	97.7	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2364.		2.22	2.13		15.56	17.02		24.44	21.28		57.78	59.57
Grade 4		2373.	2384.		0.00	2.08		4.65	10.42		25.58	22.92		69.77	64.58
Grade 5		2416.	2394.		2.04	2.38		8.16	0.00		26.53	16.67		63.27	80.95
Grade 6		2424.	2459.		0.00	4.65		3.23	18.60		25.81	25.58		70.97	51.16
All Grades	N/A	N/A	N/A		1.19	2.78		8.33	11.67		25.60	21.67		64.88	63.89

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	4.26		40.00	38.30		53.33	57.45
Grade 4		2.33	4.17		23.26	27.08		74.42	68.75
Grade 5		2.04	0.00		34.69	28.57		63.27	71.43
Grade 6		0.00	4.65		32.26	46.51		67.74	48.84
All Grades		2.98	3.33		32.74	35.00		64.29	61.67

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	8.51		35.56	42.55		62.22	48.94
Grade 4		2.33	6.25		27.91	27.08		69.77	66.67
Grade 5		2.04	2.38		40.82	23.81		57.14	73.81
Grade 6		0.00	6.98		32.26	39.53		67.74	53.49
All Grades		1.79	6.11		34.52	33.33		63.69	60.56

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	4.26		51.11	53.19		46.67	42.55
Grade 4		0.00	0.00		37.21	43.75		62.79	56.25
Grade 5		2.04	2.38		57.14	40.48		40.82	57.14
Grade 6		0.00	2.33		54.84	60.47		45.16	37.21
All Grades		1.19	2.22		50.00	49.44		48.81	48.33

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. This data collection shows the state assessment results from the last two school years. 21-22 was the first year students took the state exams post the COVID pandemic. The overall achievement in Math has slightly increased in the last two years. All grades' mean scale scores increased except 5th grade. During the 21-22 school year, 9.52% of students met or exceeded standards. In the 22-23 school year, 14.45% of students met or exceeded the standards. This establishes a clear need for mathematics professional development, coaching, and collaboration for teachers.

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

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1416.8	1444.4	1435.1	1430.7	1373.9	1375.5	1384.0	21	21	28
1	1441.5	1432.2	1432.8	1456.7	1456.8	1453.4	1425.8	1407.1	1411.7	24	19	19
2	1469.8	1439.1	1469.6	1483.4	1451.0	1498.6	1455.7	1426.7	1440.0	21	21	16
3	1479.4	1490.1	1483.5	1496.5	1502.8	1495.8	1461.9	1476.7	1470.7	23	19	20
4	1483.7	1494.9	1533.5	1487.1	1512.0	1553.3	1479.9	1477.3	1513.1	12	23	22
5	1517.9	1539.4	1549.8	1532.3	1545.9	1585.4	1502.9	1532.5	1513.6	17	12	21
6	1522.6	1518.5	*	1529.5	1516.7	*	1515.2	1519.8	*	16	13	7
All Grades										134	128	133

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	10.71	47.62	14.29	35.71	19.05	47.62	35.71	19.05	14.29	17.86	21	21	28
1	8.33	5.26	0.00	20.83	26.32	36.84	54.17	31.58	47.37	16.67	36.84	15.79	24	19	19
2	0.00	0.00	12.50	57.14	33.33	37.50	33.33	38.10	25.00	9.52	28.57	25.00	21	21	16
3	0.00	5.26	10.00	34.78	63.16	35.00	52.17	26.32	40.00	13.04	5.26	15.00	23	19	20
4	0.00	4.35	36.36	25.00	34.78	40.91	58.33	47.83	18.18	16.67	13.04	4.55	12	23	22
5	5.88	33.33	42.86	41.18	16.67	33.33	47.06	41.67	19.05	5.88	8.33	4.76	17	12	21
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	19.55	39.55	31.25	36.09	40.30	40.63	30.83	14.18	17.19	13.53	134	128	133

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	21.43	42.86	28.57	25.00	19.05	33.33	28.57	14.29	14.29	25.00	21	21	28
1	12.50	21.05	26.32	41.67	31.58	31.58	33.33	42.11	31.58	12.50	5.26	10.53	24	19	19
2	23.81	9.52	31.25	57.14	57.14	50.00	19.05	23.81	18.75	0.00	9.52	0.00	21	21	16
3	17.39	42.11	25.00	65.22	42.11	50.00	8.70	10.53	10.00	8.70	5.26	15.00	23	19	20
4	25.00	43.48	72.73	50.00	30.43	22.73	8.33	26.09	4.55	16.67	0.00	0.00	12	23	22
5	41.18	58.33	66.67	52.94	33.33	28.57	0.00	8.33	4.76	5.88	0.00	0.00	17	12	21
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	41.35	50.75	39.06	33.08	16.42	25.00	15.79	8.96	5.47	9.77	134	128	133

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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		0.00	3.57		33.33	14.29		47.62	64.29		19.05	17.86		21	28
1		5.26	0.00		5.26	10.53		31.58	36.84		57.89	52.63		19	19
2		0.00	6.25		28.57	25.00		28.57	25.00		42.86	43.75		21	16
3		0.00	0.00		26.32	20.00		36.84	45.00		36.84	35.00		19	20
4		4.35	13.64		0.00	36.36		52.17	13.64		43.48	36.36		23	22
5		16.67	4.76		16.67	14.29		41.67	52.38		25.00	28.57		12	21
6		7.69	*		7.69	*		53.85	*		30.77	*		13	*
All Grades		3.91	5.26		17.19	20.30		41.41	39.85		37.50	34.59		128	133

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	7.14	57.14	47.62	64.29	14.29	28.57	28.57	21	21	28
1	12.50	31.58	42.11	83.33	57.89	47.37	4.17	10.53	10.53	24	19	19
2	4.76	4.76	25.00	90.48	76.19	68.75	4.76	19.05	6.25	21	21	16
3	21.74	31.58	15.00	60.87	63.16	65.00	17.39	5.26	20.00	23	19	20
4	25.00	47.83	31.82	50.00	43.48	68.18	25.00	8.70	0.00	12	23	22
5	29.41	25.00	38.10	64.71	66.67	57.14	5.88	8.33	4.76	17	12	21
6	18.75	7.69	*	62.50	84.62	*	18.75	7.69	*	16	13	*
All Grades	19.40	25.78	25.56	68.66	60.94	62.41	11.94	13.28	12.03	134	128	133

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	35.71	61.90	61.90	42.86	19.05	14.29	21.43	21	21	28
1	29.17	5.26	31.58	62.50	89.47	52.63	8.33	5.26	15.79	24	19	19
2	52.38	9.52	50.00	47.62	80.95	50.00	0.00	9.52	0.00	21	21	16
3	56.52	68.42	55.00	30.43	26.32	40.00	13.04	5.26	5.00	23	19	20
4	50.00	34.78	86.36	33.33	65.22	13.64	16.67	0.00	0.00	12	23	22
5	76.47	75.00	85.71	23.53	25.00	14.29	0.00	0.00	0.00	17	12	21
6	62.50	46.15	*	37.50	53.85	*	0.00	0.00	*	16	13	*
All Grades	47.76	34.38	57.89	44.03	60.16	33.83	8.21	5.47	8.27	134	128	133

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	3.57	66.67	85.71	82.14	28.57	14.29	14.29	21	21	28
1	4.17	5.26	0.00	50.00	36.84	47.37	45.83	57.89	52.63	24	19	19
2	4.76	0.00	18.75	52.38	61.90	37.50	42.86	38.10	43.75	21	21	16
3	0.00	0.00	0.00	34.78	63.16	50.00	65.22	36.84	50.00	23	19	20
4	8.33	4.35	13.64	33.33	39.13	50.00	58.33	56.52	36.36	12	23	22
5	0.00	8.33	4.76	70.59	58.33	61.90	29.41	33.33	33.33	17	12	21
6	6.25	7.69	*	25.00	30.77	*	68.75	61.54	*	16	13	*
All Grades	3.73	3.13	6.77	48.51	54.69	56.39	47.76	42.19	36.84	134	128	133

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	39.29	38.10	47.62	35.71	47.62	23.81	25.00	21	21	28
1	8.33	0.00	0.00	62.50	52.63	68.42	29.17	47.37	31.58	24	19	19
2	4.76	9.52	6.25	61.90	52.38	56.25	33.33	38.10	37.50	21	21	16
3	0.00	5.26	10.00	56.52	63.16	70.00	43.48	31.58	20.00	23	19	20
4	0.00	4.35	27.27	58.33	60.87	45.45	41.67	34.78	27.27	12	23	22
5	0.00	33.33	14.29	76.47	50.00	66.67	23.53	16.67	19.05	17	12	21
6	13.33	0.00	*	73.33	92.31	*	13.33	7.69	*	15	13	*
All Grades	6.02	10.94	18.80	60.15	58.59	55.64	33.83	30.47	25.56	133	128	133

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- The overall mean scale scores of the English Learner Performance Assessment for California (ELPAC) showed an increase in the percentage of overall level 4 over the last 3 years. Level 3 decreased from 20-21 to 21-22 and increased from 21-22 to 22-23. Based on this data and new reclassification criteria, efforts to ensure students receive integrated and designated English Language Development (ELD) support are essential. Teachers will receive training on the implementation of both ELD teaching models.
- Writing continues to be the domain of high concern, with only 25.56% 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 for intervention in both domain areas.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
346	83.8	39	2
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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	135	39
Foster Youth	7	2
Homeless	7	2
Socioeconomically Disadvantaged	290	83.8
Students with Disabilities	48	13.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.4
American Indian	1	0.3
Asian	12	3.5
Filipino	1	0.3
Hispanic	261	75.4
Two or More Races	10	2.9
Pacific Islander	3	0.9
White	45	13

Conclusions based on this data:

1. Dingle serves 346 students. The largest student group by ethnic group is our Hispanic student group, with 75.4% of the student body, roughly 261 out of the 346 total enrollment.
2. According to Dataquest, Dingle has 83.8% socioeconomically disadvantaged students, a 5.5% increase from the previous year. We also serve 39% of English Language Learners and 13.9% 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Dingle only has one red area in the academics for ELA; this year, we declined by 5.4 points. The focus groups of students for ELA were English learners, Hispanics, and socioeconomically disadvantaged, which were our lowest-performing subgroups. Mathematics increased by 6.5 points, which moved our scores to the orange range. The main student subgroups underperforming are English Learners and Hispanics. The English Learners Progress Indicator showed a significant increase of 14% from the previous year. This area gave our school a solid green score.

Based on this data and the summary of our needs assessment by all educational partners, there is a significant need to support students with early intervention and targeted support in both reading and math. Our community partners are seeking ways to advocate for the students in Dingle and asking the school community to expect more and aim higher.

2. Dingle still has a high Suspension Rate. Although we declined by 1.4%, we still show a high percentage of students being suspended. White students were the subgroup with the highest suspension rates. Dingle needs to continue to 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 the best first instruction that increases student engagement and sense of school connectedness. Dingle also has a thoroughly trained PBIS team that completed the Yolo County PBIS consortium training.
3. Chronic absenteeism decreased by 13.5%. We continue to be yellow and need to reduce more. The specific subgroups continue to be students with disabilities as focus groups to support. Improved resources and support must be in place to help 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; however, we increased the Expanded Learning program by opening a morning program to support late arrivals.

School and Student Performance Data

Academic Performance English Language Arts

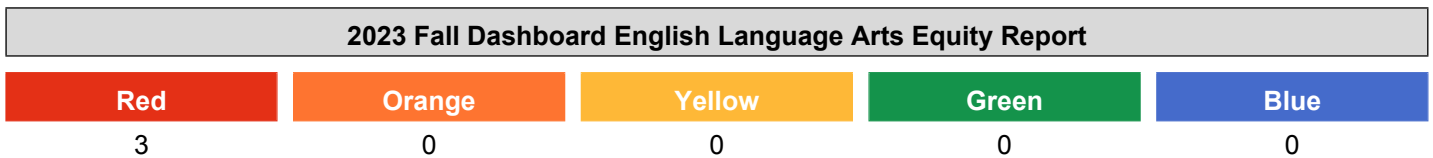
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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




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





This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Red 88.1 points below standard Decreased -5.4 points 179 Students	English Learners  Red 115.3 points below standard Decreased Significantly -20.1 points 81 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged  Red 97.8 points below standard Decreased -4.9 points 154 Students	Students with Disabilities 152.9 points below standard Maintained +0.4 points 29 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 97.4 points below standard Decreased -5.8 points 143 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student	17.9 points below standard Increased +14.2 points 18 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
135.1 points below standard Decreased Significantly -18.5 points 65 Students	34.8 points below standard Decreased -3.9 points 16 Students	70.6 points below standard Maintained +1.4 points 82 Students

Conclusions based on this data:

- English Language Arts continues to be an underperforming area. The subgroups that are identified as struggling the most are English learners. This group of students are 115 points below the standard, these scores show a regression of 20 points from previous year. ELs are the group of students with the lowest performance in ELA at Dingle. Another subgroup that showed a point regression was students identified as socioeconomically disadvantaged with 97 points below the standard, this was a 4.9 point regression from previous year. Hispanics scored 112 points below the standard, a slight regression of 1.5 points from last year.
- Based on the data, all subgroups show very low scores in academic performance in English Language Arts. English Language Learners are the subgroup with the most 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.
- Professional development to strengthen first-quality instruction is the best approach to meeting the needs of all learners. All staff have been provided with professional development and the partnership with CAFE Project Promesa to support instructional practices for all learners.

School and Student Performance Data

Academic Performance Mathematics

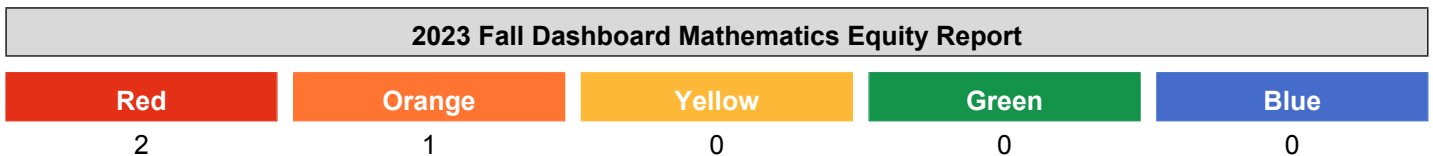
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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




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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 101 points below standard Increased +6.5 points 178 Students	English Learners  Red 109.1 points below standard Maintained +2.4 points 80 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Orange 108 points below standard Increased +10.3 points 153 Students	Students with Disabilities 176.1 points below standard Increased +3.6 points 28 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 112 points below standard Maintained -1.5 points 142 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student	26.6 points below standard Increased Significantly +70.8 points 18 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
124.3 points below standard Increased +8.3 points 64 Students	48.3 points below standard Maintained +0.9 points 16 Students	104.2 points below standard Maintained +2.3 points 82 Students

Conclusions based on this data:

- Overall, Dingle scored 101 points below the standard; we had an overall increase of 6.5 points. The two subgroups underperforming are English Learners, with 109 points below standards, and Hispanics, with 97 points below the standards. English Learners increased by 8.3 points; however, Hispanics decreased by 5 points.
- Data suggests additional professional development in math best practices, collaboration, and coaching support are needed.
- Professional development continues to be an essential area at Dingle, helping teachers improve first-quality instruction and partnering with CABE Promesa to support instructional practices for all learners.

School and Student Performance Data

Academic Performance English Learner Progress

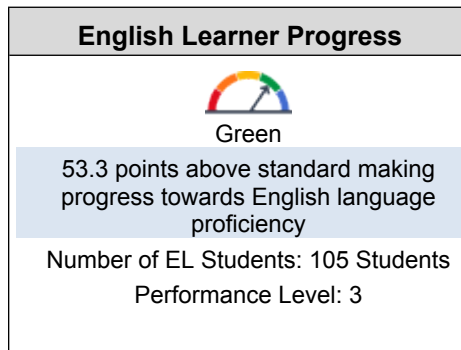
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 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
18	31	2	54

Conclusions based on this data:

1. Our overall English Learner Progress Indicator (ELPI) progress is reflects 53.3% which is a 14.3% increase from previous school year. 51% progressed at least 1 level, 29% maintained levels 2 and 3 and 17% decreased at least one ELPI levels. Based on a review of the ELPAC assessment and new reclassification criteria, a targeted focus to increase reading and writing achievement is critical to support students meeting the reclassification criteria.
2. Data suggests that continued intervention and enrichment are necessary to support and engage our English learners. Our current model of Writing PLC is supporting with the area of writing as this domain continues to be a critical step in the reclassification criteria. Based on the current plan, offerering targeted tutoring support in writing for students close to reclassification was very helpful.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 38.1% Chronically Absent Declined Significantly -13.5 357 Students	English Learners Orange 41.4% Chronically Absent Declined -7.2 140 Students	Foster Youth Less than 11 Students 8 Students
Homeless Less than 11 Students 10 Students	Socioeconomically Disadvantaged Yellow 41% Chronically Absent Declined Significantly -13.2 300 Students	Students with Disabilities Red 58.7% Chronically Absent Increased 3.6 63 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 1 Student	16.7% Chronically Absent 0 12 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 37.6% Chronically Absent Declined Significantly -13.6 266 Students	33.3% Chronically Absent 0 18 Students	Less than 11 Students 5 Students	 Orange 38.3% Chronically Absent Declined -16.8 47 Students

Conclusions based on this data:

1. The data shows Dingle declined significantly with the number of chronically absent students by 13.5%. The current percentage reflects 38.1% of students at Dingle chronically absent. Although, Dingle is moving in the right direction to improve attendance, chronic absenteeism continues to be a big struggle. Dingle will continue to reduce the number of students chronically absent by targeting the student groups most at risk. Our data shows the urgency to support students with disabilities as they reflect the highest percentages and also an increase. As school, we will emphasize on informing parents of the importance of attendance via parent Advisory Committee meetings, phone calls, 1-1 meetings, and student incentives aided our overall improvement in this area.
2. The data presents students with disabilities as the only group in red. This sub group has the highest percentage with 58.7% and data also reflects a 3.6% increase of students chronically absent.
3. The data suggests additional resources and support are necessary for our "Students with disabilities" 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. This group of students will be closely monitored by the wellness team, teachers and administrator.

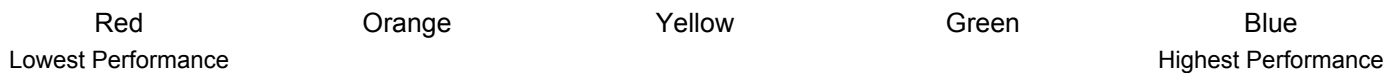
School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

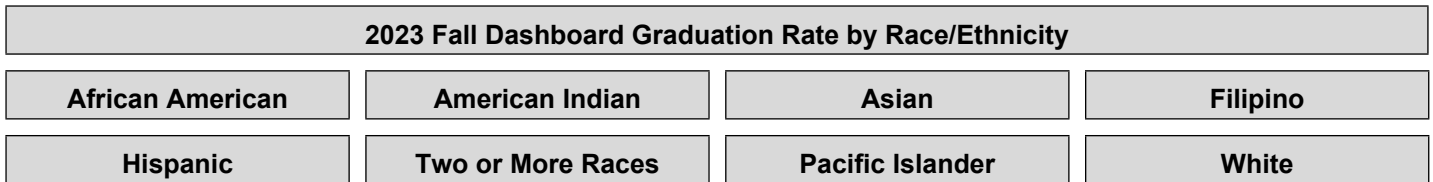
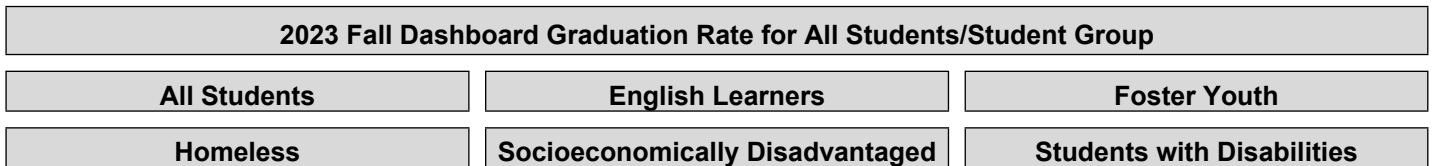
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

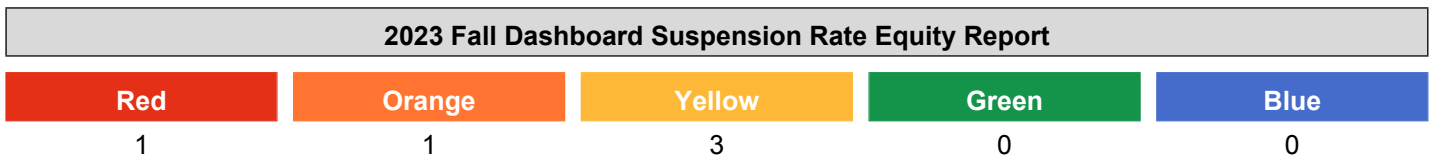
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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













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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group												
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">3.9% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -1.4 360 Students</td> </tr> </tbody> </table>	All Students	 Yellow	3.9% suspended at least one day	Declined Significantly -1.4 360 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">2.1% suspended at least one day</td> </tr> <tr> <td>Maintained 0.1 140 Students</td> </tr> </tbody> </table>	English Learners	 Yellow	2.1% suspended at least one day	Maintained 0.1 140 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 8 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 8 Students
All Students												
 Yellow												
3.9% suspended at least one day												
Declined Significantly -1.4 360 Students												
English Learners												
 Yellow												
2.1% suspended at least one day												
Maintained 0.1 140 Students												
Foster Youth												
Less than 11 Students 8 Students												
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 10 Students</td> </tr> </tbody> </table>	Homeless	Less than 11 Students 10 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">3.6% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -1.4 303 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Yellow	3.6% suspended at least one day	Declined Significantly -1.4 303 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">6.3% suspended at least one day</td> </tr> <tr> <td>Declined -0.3 64 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Orange	6.3% suspended at least one day	Declined -0.3 64 Students
Homeless												
Less than 11 Students 10 Students												
Socioeconomically Disadvantaged												
 Yellow												
3.6% suspended at least one day												
Declined Significantly -1.4 303 Students												
Students with Disabilities												
 Orange												
6.3% suspended at least one day												
Declined -0.3 64 Students												

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 1 Student	0% suspended at least one day Declined -9.1 12 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.4% suspended at least one day Declined Significantly -1.7 268 Students	11.1% suspended at least one day Declined -3.2 18 Students	Less than 11 Students 5 Students	 Red 6.3% suspended at least one day Increased 2.3 48 Students

Conclusions based on this data:

1. The overall suspension data declined significantly 1.4%. Dingle's current data for all students reflects 3.9% of students suspended at least one day. As a school, we will continue to improve in this area. Data suggests that improving our school's MTSS system has positively impacted school connectedness and reduced suspensions.
2. The data suggests that there is a need for professional learning and support around effective behavior plans and strategies to support student groups struggling the most. White students is the subgroup with the highest suspension percentage with 6.3%. This almost twice as high as the overall percentage. This sub group also shows an increase of 2.3%.
3. The data also presents the sub group of students with disabilities with 6.3% of students suspended at least one day. This data is very high as it almost doubles the overall suspension data for the site. Dada suggest that improving in the two highest subgroups, white students and students with disabilities, would drastically improve the overall suspension rates for Dingle.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

After reviewing our academic and school climate data during the needs assessment process and considering our district's graduate profile, our community partners identified a need to improve the students' feeling of connectedness and cultural relevance to 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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in VAPA (Visual and Performing Arts).	<p>21-22 7 students in band (4th-6th) 45 students in Yolo Arts 60 students Woodland Opera House</p> <p>22-23 43 students in band (5th and 6th) 48 students in strings (4th) 19 students in Folklorico (4th-6th)</p> <p>23-24 45 students in band (5th and 6th) 47 students in strings (4th and 5th)</p>	<p>We promoted the Visual and Performing Arts programs to motivate students to become creative, critical thinkers through their learning with the arts. This VAPA plan supported students' college and career awareness, and we saw an increase in band participation to 50% of students in 5-6 grades.</p> <p>The goal is to continue to have a minimum of 45 students participating in each band and string class in grades 4th through 6th. This will ensure that 50% of 4th through 6th grade scholars are enrolled in a music class. This enrollment plan will specifically focus on students with disabilities and English learners.</p> <p>Continue with a Folklorico club enrollment of a minimum of 30 students.</p>
Number of Pathway awards for Biliteracy (Dual Immersion schools only).	<p>21-22 No data available</p> <p>22-23 9 students identified on the Pathway to Biliteracy</p> <p>23-24 11 students identified on the Pathway to Biliteracy</p>	Dingle will increase the number of students identified on the pathway to biliteracy by at least 20 students.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Dingle will increase college and career readiness competencies, communication, and creativity through opportunities to present and showcase their academic visual and performing arts understanding and learning. Dingle will continue to follow a yearlong calendar that provides events and opportunities for students to conduct oral presentations for their peers. Dingle will also continue to promote the arts through music with lessons and two concerts per year to showcase all their learning to their parents and community.	All students with a focus on English Learners, Hispanics, and Economically disadvantaged students.	5000 Supplemental/Concentration

	<p>To provide music lessons during the school day to students in 4th-6th grade.</p> <p>To provide after-school VAPA opportunities via student clubs, Dingle will offer Folklorico to students in grades 1st through 6th.</p> <p>To plan a college and career fair/materials and college field trips for all students TK-6th grade.</p>		
1.2	<p>Students will increase their college and career readiness competencies, communication skills, and creativity through opportunities to present and showcase their academic visual and performing arts understanding and learning. Create and share clear pathways with teachers and stakeholders about the seal of biliteracy.</p> <p>Provide collaboration time to the Dual Immersion (DI) team to understand the three pillars of Dual Language Education (1. Bilingualism/Biliteracy, 2. High Academic Achievement, 3. Sociocultural Competencies).</p> <p>To provide time as a DI team to know the criteria for the pathway to biliteracy, which will consist of SBAC ELA and CSA, ELPAC levels, and iReady proficiency scores for all Dual Immersion scholars.</p>	All students with a focus on English Learners, Hispanics, and Economically disadvantaged students.	<p>9612 Supplemental/Concentration</p> <p>1300 Title I Part A: Basic Grants Low-Income and Neglected</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The overall goal for all Dingle scholars is to prepare for college and career and to support families understand that getting scholars ready for college and beyond starts in TK. Dingle promoted grade-level exposure to various college campuses by making field trips in all grade levels. Every Monday was designated a college day and encouraged staff and students to wear college shirts. The spring career fair event was also an excellent opportunity to bring community volunteers, create partnerships, and offer all scholars presentations about their careers at Dingle. This was a very successful event.

We offered various modalities of the arts to support students in developing their skills and competencies to be college—and career-ready. Our scholars participated in different VAPA programs to help build their character, discipline, and advocacy. We could offer all students in grades 4-6 a strings class. Additionally, we could start our Folklorico after the school class was offered to all students.

To continue to promote the pathway to biliteracy and the understanding of scholars and families about the Seal of Biliteracy, scholars need to be held to higher standards of Spanish language development. We had a small number of scholars showing up on the pathway, and we need to work towards improving that. Dingle's calendar of events will include formal presentations conducted by scholars to show their growth in skills in all language domains, such as listening, speaking, reading, and writing in both languages.

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 lost over the last few years to support the strategies and activities is a priority. For example, the ceramics program with Yolo Arts could not be fulfilled due to a lack of after-school instructors. Scholars 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.

Dingle will create a systematic plan to support strategy 1.2 to track all students in the Dual Immersion program by identifying which scholars are not on the pathway to biliteracy and, through cycles of inquiry, identify the areas of need for creating a support plan.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

Through a comprehensive needs assessment process and root cause analysis, community partners identified a need to increase academic rigor in mathematics, reading, and writing for all students but with a specific emphasis on supporting English Language Learners, Hispanics, and Socioeconomically Disadvantaged students from Dingle.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on English Language Arts (ELA) and Math Academic Indicator.	21-22:Dingle is in orange in ELA and orange in math 22-23: Dingle is in orange in ELA and orange in math 23-24: Dingle is red in ELA and orange in math.	Dingle will move to orange in ELA and yellow in math.
Performance Level on CSA	21-22: No data available 22-23: No data available 23-24: Baseline: Mean Scale Scores 3rd: 342.6 4th: 442.4 5th: 543.2 6th: 644.7 All Level 1	Dingle will increase the mean score by 10 points in all four grades, 3rd-6th to move to Level 2.
Percentage and number of students who are chronically absent	21-22: 50% students chronically absent	Dingle will reduce chronic absenteeism to under 30%

	<p>22-23: 37.60% students chronically absent 23-24: 24.29% students chronically absent</p> <p>Chronically Absent Percentage: 38.1%</p>	
Student sense of safety and school connectedness	<p>21-22: CHKS: 70% school connectedness; 83% feel safe at school SAEBRS: 90% Low Risk Student Survey: No Data Available</p> <p>22-23: CHKS: 50% school connectedness; 35% feel safe at school SAEBRS: 83% Low Risk Student Survey: 94% very safe or safe</p> <p>23-24 CHKS: 64% school connectedness; 65% feel safe at school SAEBRS: 86% Low Risk Student Survey: 71% very safe or safe</p> <p>At least two metrics (CHKS, SAEBRS, and School Site Student Survey) reflect 80% of students feeling safe, supported, and low risk.</p>	Maintain 85% of students' sense of safety and connectedness to school in at least 2 out of the 3 metrics and one of them being student generated.
Suspension rate	<p>Suspension rate 21-22: 5.3% (Red) 22-23: 3.9% (Yellow) 23-24: 29 suspensions for this current school year.</p> <p>3.9% California Dashboard Indicator</p>	Decrease suspension rate to under 3%, with a specific focus on White students.
Parent/family satisfaction on Healthy Kids Survey, on key indicators or Site Data	<p>In collaboration with PTA, a survey was conducted 21-22: Data not collected due to lack of responses 22-23: 89% school satisfaction on PTA survey; 37% Parental involvement at school according to the CHKS 23-24: 82% school satisfaction on PTA survey; 67% parental involvement at school according to CHKS</p>	To keep parent engagement above 80% in at least one of the indicators.
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	<p>In utilizing the Mid-Year Diagnostic Assessment:</p> <p>21-22: iReady Reading, 36% of students met their Typical Growth Target, a computerized improvement projection based on student performance. 20% were at grade level.</p>	80% or more of Dingle students will reach their Typical Growth Target , and at least 30% of the students will be at grade level.

	<p>iReady Math, 33% of students met their Typical Growth Target, a computerized improvement projection based on student performance. 8% were at grade level.</p> <p>22-23: iReady Reading, 45% of students met their Typical Growth Target, a computerized improvement projection based on student performance. 26% were at grade level.</p> <p>iReady Math, 28% of students met their Typical Growth Target, a computerized improvement projection based on student performance. 7% were at grade level.</p> <p>23-24: iReady Reading, 64% of students met their Typical Growth Target, a computerized improvement projection based on student performance. 24% were at grade level.</p> <p>iReady Math, 38% of students met their Typical Growth Target, a computerized improvement projection based on student performance. 12% were at grade level.</p>	
Self Evaluation for Professional Learning Community (PLC) Implementation (1-10), with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation	New Metric 23-24: 8.8 average on a 1-10 scale	Increase implementation score to 9.2

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Dingle will continue to improve quality first instruction in the classroom and will create an early intervention system to provide a safety net for students in grades K-2 to learn strong phonological awareness and early literacy skills.</p> <p>To accomplish these goals, Dingle teachers and staff will engage in the implementation of the following strategies: Implement the early literacy project in grades K-3. The Wonders Phonics Survey will frame this work as the metric to measure grade-level proficiency. The core curriculum and iReady Magnetic Reading</p>	All students with a focus on English Language Learners, Hispanics, and Socioeconomically Disadvantaged students.	<p>18000 Supplemental/Concentration</p> <p>44000 Title I Part A: Basic Grants Low-Income and Neglected</p>

	<p>and DRA2 intervention materials will support it in the classroom for running reading records in English and Spanish.</p> <p>Provide collaboration time for Professional Learning Communities (PLC) to work on essential standard unit planning and create smart goals with frequent formative assessments and cycles of inquiry for student data tracking purposes.</p> <p>Create an intervention schedule to be implemented in a small group setting during the school day. The teachers will support the students identified with the greatest needs in ELA and Math.</p> <p>Provide release time to conduct instructional rounds, ensuring the fidelity and improvement of the 6 highly functional instructional strategies identified by the PROMESA team.</p> <p>Provide a parent engagement plan, including an attendance improvement action plan and a yearly calendar of school events, including coaching sessions for families based on needs identified by family surveys.</p>		
<p>2.2</p>	<p>Dingle will continue to improve rigorous practices to support the Social-Emotional Learning of all scholars, creating a safe and caring learning environment that addresses school culture.</p> <p>Provide a PBIS (Positive Behavior Intervention and Support) school-wide implementation with an incentives program and a student store.</p> <p>Continue with a full-time counselor program to offer whole group life skills classes, small group sessions, and individual counseling sessions as reported by data.</p> <p>Provide student clubs during or after school.</p> <p>Provide Sami's Circuit weekly wellness lessons and school-wide assemblies.</p> <p>Implementation of an attendance improvement plan. This plan will include a tier system with three layers: Tier 1 Universal Supports, a 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 or at risk. The Wellness team will monitor and track these students and be part of interventions such as tutoring, mentoring, and home visits. Tier 3 Intensive Intervention: these students will be part of a caseload with the site's social worker and attendance liaison.</p>	<p>All students with a focus on English Language Learners, Hispanics, Socioeconomically Disadvantaged students, and Students with Disabilities.</p>	<p>11500 Supplemental/Concentration</p> <p>3750 Title I Part A: Basic Grants Low-Income and Neglected</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Dingle will continue to implement and work towards mastery of first-quality instruction in the classroom. With the support from the curriculum, teachers will base instruction on CCSS. Through PLCs, teachers will identify grade-level enduring standards that will become must-know and master in each grade level. Teachers will conduct cycles of inquiry to ensure the implementation of the enduring standards is tracked and supported through frequent formative assessments. Additionally, this year, Dingle will implement the Early Literacy Project to create a support system for primary grades to provide early intervention. Site data shows that without a specific system, students move through the grade without mastering essential standards to develop strong literacy skills. This has created significant academic gaps for students in the upper grades, making learning very difficult and promoting student disengagement. PLC and PROMESA strategic plan will continue to lead the work done at the site.

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

The most significant difference is the implementation of the Early Literacy Project, which will slightly modify the intervention support previously used at Dingle. With this project, we will focus all additional support interventions on the primary grades, with the goal of all students reading at grade level by 3rd grade.

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

The Early Literacy Project is a new strategy added to this goal. This project will be measured utilizing the iReady Typical Growth targets and grade-level percentages. Students in grades K-3 will be at grade level or a grade level below in iReady reading.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

After thoroughly analyzing our school's Dashboard and iReady diagnostic data during the needs assessment process, our community partners identified a need to improve ELA and Math performance for our English Learners. Chronic absenteeism and a lack of home and school connections were identified as significant causes of gaps in their achievement. 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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	21-22: Reclassification rate 8.5% (10 students) 22-23: Reclassification rate 9.9% (12 students) 23-24: Reclassification rate 13.2% (16 students)	We will increase reclassification percentage to at least 12%.
English Learner Progress Indicator (ELPI)	18-19 49.4% making progress towards English proficiency (Yellow) 21-22: 39% making progress toward English proficiency (no color indicator) 22-23:	Students continue to make growth towards English proficiency to maintain current percentage or increase to 55%.

	The dashboard reflects 53.3% making progress towards English proficiency. (Green)	
Improve the school's rating of the English Learner Roadmap Principle 1 on the self assessment.	<p>21-22: 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</p> <p>22-23: 3.0: Language and cultures are assets 2.0: No Single EL Profile 3.0: School climate is affirming, inclusive, safe 2.0 -Strong family and school partnerships 2.5: Supporting English Learners with disabilities</p> <p>23-24: 3.0: Language and cultures are assets 2.5: No Single EL Profile 2.5: School climate is affirming, inclusive, safe 2.5 -Strong family and school partnerships 2.5: Supporting English Learners with disabilities</p>	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)	<p>21-22: Reading- 27% Math- 21%</p> <p>22-23: Reading- 25% Math- 12%</p> <p>23-24: Reading- 29% Math 10%</p>	Increase percentage of students meeting Typical Growth targets by 5%.
Number of students identified as Long Term English Learners LTEL	New Metric 3 students identified as LTELs 28 students at Risk of becoming LTELs	Dingle will maintain a low number of LTELs of 3 or less. To reduce number of at-Risk students to no more than 25 students.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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 EL scholars' performance across all content areas. We will continue to strengthen designated ELD classes to reflect a language-rich environment, high expectations, and support for writing so that our scholars can reclassify to proficient levels of English. The work with the PROMESA 6 Key strategies will support this goal as the focus is to improve multiple opportunities for peer conversation about content. The EL specialist will continue to monitor the writing plan and ensure EL students have numerous opportunities to have authentic writing time and for students to be familiar with the writing rubrics. We will continue with EL monitoring tools and reviews during PLC data chats to keep track of EL language development across all domains.	All students with a focus on students who are English Learners and Hispanics	1000 Supplemental/Concentration
3.2	Provide professional learning and coaching by EL Specialist for teachers and paraprofessionals. Identify students by language proficiency. EL specialists 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 with a targeted focus on writing. Provide materials and supplies to support differentiated instruction, interventions, and enrichment to meet the needs of English learners. Provide childcare for parent engagement activities on-site and translation.	All students with a focus on English Learners and Hispanics	1000 Title I Part A: Basic Grants Low-Income and Neglected 665 Title I Part A: Parent Involvement
3.5			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The EL Specialist will continue to monitor the English language acquisition of all EL students. The teachers will carefully analyze EL data during PLC data chats using the EL monitoring tool. Dingle will continue to ensure that 30 minutes of

ELD instruction are dedicated to rigorous language instruction. The EL specialist will continue to monitor the writing performance of EL students and their knowledge of the writing rubrics. The teachers have completed several professional development sessions to deepen their knowledge about implementing the 6 PROMESA strategies. The instructional rounds support accountability in implementing these strategies.

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

The expenditure goals were not met due to a lack of clarity on the PD focus with our site coaching support. However, the ELPI goals were met, and we will continue to monitor and intervene to support English learners' language acquisition.

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 track data in cycles of inquiry to ensure all English learners continue to grow and that their performance improves in other assessments compared to non-EL peers.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Students in grades 3-6 were surveyed to collect data related to school engagement and identify areas of need at Dingle. 104 students completed the survey, representing 69% of the grades 3-6 student population. Based on the Student Climate Survey, students need more opportunities to develop their self-advocacy and leadership skills and be active participants in decisions about their education in class and at school.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	21-22: No data available 22-23: Douglass Middle School Mentorship Program Sami's Circuit 23-24 Douglass Middle School Mentorship Program Sami's Circuit Boys Scouts of America Lions and Elks Reading Program	To maintain at least four partnership opportunities with the community. These can be for academic participation, school-wide assemblies, or small group presentations to the Youth Advisory Committee, focusing on socioemotional and academic engagement.
Number of extracurricular and co-curricular programs offered	21-22: No data available 22-23: YAC Yearbook Club Soccer Club Yoga Club Floklorico Club	3 clubs (1 of which will be student led)

	<p>23-24: YAC Soccer Club Chess Club Floklorico Club</p>	
<p>Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys</p>	<p>21-22: No data available 22-23: 135 survey responses students 3rd-6th grade 20 students in focus groups 4th-6th 50% females 50% males 55% English Learners 1% SPED 70% hispanic 20% white 5% asian/indian 5% black</p> <p>23-24: Students Surveyed = 104 3rd-6th grade students; 69%</p>	<p>Increase survey participation to a minimum of 80% of student participation.</p>
<p>Number and percent of students by representative demographic providing input to the SPSA through focus groups</p>	<p>21-22: 17 students (grades 3-6) = 11% English Learner = 5 (29%) English Learner/Special Education = 2 (11.7%) Special Education= 3 (17.6%) Reclassified Fluent English Proficient = 2 (11.7%) English Only = 4 (23%) EL/GATE = 1 (5.8%)</p> <p>22-23: 20 students from grades 4-6 participated in Focus Groups 50% Females; 50% males 55% English Learners; 1% SPED 70% Hispanic, 20% White, 5% Asian Indian, 5% Black</p> <p>23-24: 15 students in focus groups 4th-6th grade 46% males 54% females 26% white 60% hispanic 7% Black 7% Asian</p>	<p>We will increase the number of students involved in our focus groups to include students in grades 3-6 and carefully work with upper grades to avoid overlap with students from the student council.</p>

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Dingle will increase student leadership opportunities and access to a culturally relevant and inclusive environment where students can exercise autonomy, practice decision-making skills, and improve attendance. Teachers will hold students to high standards and accountability. Staff will also provide opportunities for students to have choices during recess with structured activities such as an alternative recess room, arts, and chess. The Youth Advisory Committee will help create student leadership on campus, conflict management, and peer collaboration. To offer after-school clubs of high student preferences, such as sports, and include a college field trip to the Youth Advisory Committee. Budgeted out-of-site discretionary.	All Students with a focus on English Learners, Hispanics and Socioeconomically Disadvantaged students.	None Specified

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Dingle's Youth Advisory Committee remained consistent throughout the year. The students participating feel a strong sense of connectedness and always have ideas to share. The committee was made up of students in grades 4th through 6th. The Youth Advisory Committee met two times a month for one-hour sessions. The meetings were used to hold discussions and plans to improve the school climate at Dingle.

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 except for the strengths finder's quiz. This year, we were not able to fulfill this activity.

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 through various forms; the Youth Advisory Committee supported the created focus groups. We conducted student surveys based on culture, climate, safety, and college and career interests in clubs students would like to see at Dingle.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$50,715
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$95,827.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$50,050.00
Title I Part A: Parent Involvement	\$665.00

Subtotal of additional federal funds included for this school: **\$50,715.00**

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	\$45,112.00

Subtotal of state or local funds included for this school: **\$45,112.00**

Total of federal, state, and/or local funds for this school: **\$95,827.00**

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
Supplemental/Concentration	45,112.00
Title I Part A: Basic Grants Low-Income and Neglected	50,050.00
Title I Part A: Parent Involvement	665.00

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Supplemental/Concentration	45,112.00
	Title I Part A: Basic Grants Low-Income and Neglected	50,050.00
	Title I Part A: Parent Involvement	665.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,912.00
Goal 2	77,250.00
Goal 3	2,665.00

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
Faustino Ruiz	Classroom Teacher
Brenda Rojas	Classroom Teacher
Irene Difuntorum	Other School Staff
Adriana Garcia	Parent or Community Member
Andrea Nolasco	Parent or Community Member
Sarah Monley	Parent or Community Member
Juana Hernandez	Parent or Community Member
Gilberto De La Torre	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 04/30/24.

Attested:



Principal, Laura Valencia on 04/30/2024



SSC Chairperson, Andrea Nolasco on 04/30/2024