

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dingle Elementary School	57727100000000	September 29, 2020	

## Purpose and Description

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

Schoolwide Program  
Additional Targeted Support and Improvement  
Students with Disabilities

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

The School Wide Plan meets the ESSA requirements through:

- A comprehensive needs assessment of the entire schools that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards. The process consisted of a comprehensive needs assessment with all community stakeholders. The stakeholders involved included English Learner Advisory Committee, School Site Council, Staff, Teachers, Students, Site Administration, and District Office Administration. The process consisted of analysis of various data points from the California Dashboard, and local site level indicators. Stakeholders held dialogue around the data and provided feedback in terms of the root causes, and next steps (action items) 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:
  - strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards
  - 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 accelerated curriculum

- programs, activities, and courses necessary to provide a well rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.
- The school wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:
  - a school and family engagement policy
  - a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

This ATSI (Additional Targeted Support and Intervention) plan meets state and ESSA (Every Student Succeeds Act) 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 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 (Local Education Agency)- and school-level budgeting, which is addressed through implementation of its ATSI plan.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The school consulted with various stakeholder groups during the planning process for this SPSA (School Plan for Student Achievement)/Annual Review and Update. A team of Dingle teachers and specialists initially met with support staff from Ed Services department on January 22, 2020 to model how to go through the needs assessment protocol using our own data. This team then shared this needs assessment process with the Leadership Team on February 5, 2020. During the week of February 10th, Leadership team members met with their students to engage in the same needs assessment protocol. There were 97 students in grades 1st, 3rd, 5th, and 6th that participated. On February 4, 2020, School Site Council and PTA (Parent Teacher Association) participated in the needs assessment protocol. On February 5, 2020 our ELAC (English Learner Advisory Committee) participated in this needs assessment and identified change ideas that would support English learners. On February 19, 2020 the Dingle Leadership team conducted a needs assessment with the entire Dingle team. The Leadership team reviewed the needs assessment data generated by all stakeholder groups and identified change ideas. Our teachers participated in a survey to identify the top 5 change ideas for our school. Leadership team met on February 26th to identify key activities aligned to the top 5 change ideas.

## Resource Inequities

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

WJUSD and Dingle Elementary are currently in the process of identifying and addressing resource inequities including teacher ratios and experience, as well as materials, supplies, etc.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.28%	0.59%	0.31%	1	2	1
African American	1.66%	2.07%	1.23%	6	7	4
Asian	2.77%	1.78%	2.47%	10	6	8
Filipino	0.28%	0.3%	0.31%	1	1	1
Hispanic/Latino	78.12%	78.7%	79.32%	282	266	257
Pacific Islander	0.28%	%	0%	1		0
White	14.68%	13.31%	14.2%	53	45	46
Multiple/No Response	0.83%	2.07%	1.23%	3	7	3
<b>Total Enrollment</b>				361	338	324

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	89	71	64
Grade 1	48	46	51
Grade 2	44	51	49
Grade3	40	40	47
Grade 4	45	38	35
Grade 5	47	46	35
Grade 6	48	46	43
<b>Total Enrollment</b>	361	338	324

### Conclusions based on this data:

1. During the 18-19 school year, the total TK and Kindergarten enrollment declined because one TK classroom was eliminated.
2. Our dual immersion classrooms are at capacity, and as we continue to expand each year, we anticipate our enrollment will also increase. During the 18-19 school year, the inaugural Dual language immersion class entered 2nd grade, thus increasing our numbers in 2nd grade.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	171	151	144	47.4%	44.7%	44.4%
Fluent English Proficient (FEP)	35	41	46	9.7%	12.1%	14.2%
Reclassified Fluent English Proficient (RFEP)	18	15	30	10.8%	8.8%	19.9%

### Conclusions based on this data:

1. Since the inception of our Dual Immersion program in 16-17, we have experienced small incremental declines in our total English learner population. This is attributed to the required ratio of native English speakers to bilingual and to native Spanish speakers in a dual immersion classroom.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	43	40	39	41	40	38	41	40	38	95.3	100	97.4
Grade 4	47	48	36	47	46	35	47	46	35	100	95.8	97.2
Grade 5	45	51	43	45	51	43	45	51	43	100	100	100
Grade 6	50	46	44	49	45	43	49	45	43	98	97.8	97.7
All	185	185	162	182	182	159	182	182	159	98.4	98.4	98.1

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2395.	2357.	2361.	9.76	2.50	5.26	24.39	12.50	10.53	31.71	35.00	34.21	34.15	50.00	50.00
Grade 4	2410.	2410.	2391.	8.51	10.87	5.71	14.89	15.22	14.29	25.53	19.57	22.86	51.06	54.35	57.14
Grade 5	2435.	2451.	2442.	8.89	9.80	9.30	13.33	15.69	16.28	17.78	29.41	23.26	60.00	45.10	51.16
Grade 6	2472.	2469.	2489.	4.08	4.44	11.63	18.37	24.44	16.28	36.73	26.67	39.53	40.82	44.44	32.56
All Grades	N/A	N/A	N/A	7.69	7.14	8.18	17.58	17.03	14.47	28.02	27.47	30.19	46.70	48.35	47.17

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.07	5.00	5.26	53.66	40.00	34.21	29.27	55.00	60.53
Grade 4	8.51	13.04	8.82	44.68	52.17	41.18	46.81	34.78	50.00
Grade 5	11.11	9.80	16.28	42.22	37.25	37.21	46.67	52.94	46.51
Grade 6	8.16	11.11	6.98	44.90	40.00	51.16	46.94	48.89	41.86
All Grades	10.99	9.89	9.49	46.15	42.31	41.14	42.86	47.80	49.37

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.76	2.50	2.63	46.34	35.00	50.00	43.90	62.50	47.37
Grade 4	10.64	4.35	5.88	46.81	41.30	41.18	42.55	54.35	52.94
Grade 5	11.11	11.76	11.63	37.78	43.14	34.88	51.11	45.10	53.49
Grade 6	8.16	6.67	6.98	40.82	42.22	51.16	51.02	51.11	41.86
All Grades	9.89	6.59	6.96	42.86	40.66	44.30	47.25	52.75	48.73

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.76	5.00	7.89	63.41	50.00	65.79	26.83	45.00	26.32
Grade 4	6.38	10.87	0.00	42.55	63.04	62.86	51.06	26.09	37.14
Grade 5	8.89	9.80	13.95	44.44	64.71	46.51	46.67	25.49	39.53
Grade 6	10.20	11.11	16.28	57.14	57.78	60.47	32.65	31.11	23.26
All Grades	8.79	9.34	10.06	51.65	59.34	58.49	39.56	31.32	31.45

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.76	5.00	5.26	53.66	47.50	44.74	36.59	47.50	50.00
Grade 4	8.51	8.70	5.88	46.81	45.65	32.35	44.68	45.65	61.76
Grade 5	4.44	11.76	11.90	42.22	47.06	40.48	53.33	41.18	47.62
Grade 6	6.12	24.44	11.63	57.14	35.56	60.47	36.73	40.00	27.91
All Grades	7.14	12.64	8.92	50.00	43.96	45.22	42.86	43.41	45.86

**Conclusions based on this data:**

- 47.17% of students performed below standard in 18-19. A 3 year SBAC ELA analysis shows that this percentage has increased by .47%. Data suggests that students need early and targeted intervention in foundational reading skills as well as increased opportunities for writing throughout the content areas.
- Data suggests that targeted support in writing is necessary. During the 18-19 school year, 48.73% of students scored below standard in the sub domain of writing.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	43	40	39	41	40	38	41	40	38	95.3	100	97.4
Grade 4	47	48	36	47	46	35	47	46	34	100	95.8	97.2
Grade 5	45	51	43	45	51	43	45	51	42	100	100	100
Grade 6	50	46	44	50	45	44	49	45	44	100	97.8	100
All	185	185	162	183	182	160	182	182	158	98.9	98.4	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2397.	2349.	2344.	9.76	0.00	0.00	19.51	10.00	7.89	34.15	27.50	23.68	36.59	62.50	68.42
Grade 4	2429.	2430.	2399.	4.26	4.35	2.94	19.15	23.91	11.76	36.17	39.13	41.18	40.43	32.61	44.12
Grade 5	2439.	2445.	2439.	6.67	5.88	9.52	4.44	11.76	14.29	33.33	29.41	14.29	55.56	52.94	61.90
Grade 6	2451.	2458.	2488.	2.04	4.44	6.82	8.16	11.11	13.64	28.57	35.56	38.64	61.22	48.89	40.91
All Grades	N/A	N/A	N/A	5.49	3.85	5.06	12.64	14.29	12.03	32.97	32.97	29.11	48.90	48.90	53.80

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	14.63	0.00	5.26	41.46	32.50	5.26	43.90	67.50	89.47	
Grade 4	12.77	10.87	5.88	34.04	32.61	23.53	53.19	56.52	70.59	
Grade 5	8.89	5.88	14.29	26.67	27.45	19.05	64.44	66.67	66.67	
Grade 6	6.12	11.11	13.64	22.45	31.11	36.36	71.43	57.78	50.00	
All Grades	10.44	7.14	10.13	30.77	30.77	21.52	58.79	62.09	68.35	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.63	5.00	7.89	46.34	30.00	23.68	39.02	65.00	68.42
Grade 4	6.38	8.70	2.94	42.55	43.48	44.12	51.06	47.83	52.94
Grade 5	4.44	1.96	4.76	35.56	35.29	38.10	60.00	62.75	57.14
Grade 6	2.04	6.67	6.82	32.65	37.78	47.73	65.31	55.56	45.45
All Grades	6.59	5.49	5.70	39.01	36.81	38.61	54.40	57.69	55.70



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	17.07	5.00	2.63	48.78	35.00	47.37	34.15	60.00	50.00
<b>Grade 4</b>	10.64	8.70	5.88	38.30	45.65	38.24	51.06	45.65	55.88
<b>Grade 5</b>	2.22	7.84	9.52	37.78	39.22	26.19	60.00	52.94	64.29
<b>Grade 6</b>	4.08	0.00	4.55	36.73	35.56	54.55	59.18	64.44	40.91
<b>All Grades</b>	8.24	5.49	5.70	40.11	39.01	41.77	51.65	55.49	52.53

**Conclusions based on this data:**

1. 17.09% of students met or exceeded standard in 18-19. CAASPP Math data shows that overall all students declined in math. Grade 3 had the largest 3 year decline with 0% of students above the standard for the past two years.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>Grade K</b>	1421.1	1434.0	1432.3	1452.6	1395.0	1390.7	45	31
<b>Grade 1</b>	1463.1	1457.4	1465.4	1468.1	1460.4	1446.3	18	23
<b>Grade 2</b>	1471.1	1501.2	1476.5	1525.8	1465.0	1475.6	21	12
<b>Grade 3</b>	1486.5	1485.8	1481.3	1483.7	1491.5	1487.4	22	18
<b>Grade 4</b>	1500.8	1506.0	1491.1	1498.8	1510.3	1512.6	13	18
<b>Grade 5</b>	1516.4	1528.5	1504.2	1531.6	1528.0	1524.6	19	11
<b>Grade 6</b>	1521.8	*	1518.4	*	1524.5	*	16	8
<b>All Grades</b>							154	121

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	26.67	19.35	31.11	38.71	37.78	38.71	*	3.23	45	31
<b>1</b>	*	8.70	*	43.48	*	43.48		4.35	18	23
<b>2</b>	*	25.00	52.38	58.33	*	16.67		0.00	21	12
<b>3</b>		0.00	*	50.00	*	38.89	*	11.11	22	18
<b>4</b>		5.56	*	66.67	*	22.22	*	5.56	13	18
<b>5</b>	*	27.27	68.42	45.45		9.09	*	18.18	19	11
<b>6</b>	*	*	*	*	*	*	*	*	16	*
<b>All Grades</b>	22.73	14.05	46.10	47.11	24.03	32.23	7.14	6.61	154	121

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	35.56	25.81	31.11	38.71	26.67	29.03	*	6.45	45	31
<b>1</b>	*	21.74	*	47.83	*	30.43	*	0.00	18	23
<b>2</b>	*	66.67	71.43	25.00		8.33		0.00	21	12
<b>3</b>	*	16.67	50.00	61.11	*	16.67	*	5.56	22	18
<b>4</b>	*	22.22	*	55.56	*	16.67		5.56	13	18
<b>5</b>	*	54.55	*	27.27	*	18.18	*	0.00	19	11
<b>6</b>	*	*	*	*		*	*	*	16	*
<b>All Grades</b>	37.66	29.75	42.21	44.63	13.64	21.49	*	4.13	154	121

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
<b>K</b>	64.44	9.68	28.89	87.10	*	3.23	45	31	
<b>1</b>	83.33	47.83	*	52.17	*	0.00	18	23	
<b>2</b>	*	50.00	61.90	50.00		0.00	21	12	
<b>3</b>	*	11.11	68.18	72.22	*	16.67	22	18	
<b>4</b>	*	5.56	*	83.33		11.11	13	18	
<b>5</b>	*	18.18	57.89	72.73		9.09	19	11	
<b>6</b>	*	*	*	*	*	*	16	*	
<b>All Grades</b>	50.65	22.31	44.16	70.25	*	7.44	154	121	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
<b>K</b>	*	45.16	62.22	45.16	*	9.68	45	31	
<b>1</b>	*	4.35	*	95.65	*	0.00	18	23	
<b>2</b>	*	75.00	57.14	25.00		0.00	21	12	
<b>3</b>	*	61.11	54.55	38.89	*	0.00	22	18	
<b>4</b>	*	55.56	*	33.33	*	11.11	13	18	
<b>5</b>	78.95	72.73	*	27.27	*	0.00	19	11	
<b>6</b>	68.75	*	*	*	*	*	16	*	
<b>All Grades</b>	40.26	47.11	48.70	47.93	11.04	4.96	154	121	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	0.00	80.00	90.32	*	9.68	45	31
<b>1</b>	*	8.70	*	73.91	*	17.39	18	23
<b>2</b>	*	0.00	*	91.67	*	8.33	21	12
<b>3</b>		0.00	*	66.67	59.09	33.33	22	18
<b>4</b>	*	5.56	*	72.22	*	22.22	13	18
<b>5</b>	*	9.09	78.95	63.64	*	27.27	19	11
<b>6</b>	*	*	*	*	*	*	16	*
<b>All Grades</b>	17.53	4.13	55.84	74.38	26.62	21.49	154	121

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	40.00	45.16	33.33	25.81	26.67	29.03	45	31
<b>1</b>	*	0.00	72.22	82.61	*	17.39	18	23
<b>2</b>	*	0.00	80.95	91.67	*	8.33	21	12
<b>3</b>	*	0.00	63.64	94.44	*	5.56	22	18
<b>4</b>	*	5.56	*	94.44	*	0.00	13	18
<b>5</b>	*	9.09	57.89	72.73	*	18.18	19	11
<b>6</b>	*	*	81.25	*	*	*	16	*
<b>All Grades</b>	25.97	14.88	59.74	69.42	14.29	15.70	154	121

**Conclusions based on this data:**

1. In 17-18, 22.73% of English Learners (EL's) scored level 4 on ELPAC and in 18-19, 14.05% scored a level 4. A large percentage of ELs were reclassified last school year after October 2nd, which will be reported in the 19-20 reclassification data in Dataquest. Based on this data and new reclassification criteria, efforts to ensure students receive both integrated and designated ELD support are essential.
2. The domains of concern were reading (4.13 % scoring level 4) and writing (14.88% scoring level 4).

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
338	77.8	44.7	1.8

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	151	44.7
Foster Youth	6	1.8
Homeless	21	6.2
Socioeconomically Disadvantaged	263	77.8
Students with Disabilities	42	12.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	2.1
American Indian	2	0.6
Asian	6	1.8
Filipino	1	0.3
Hispanic	266	78.7
Two or More Races	4	1.2
White	45	13.3





### Conclusions based on this data:

1. Dingle has the second highest percentage of English learners in the district among elementary schools.
2. Dingle has 77.8% socioeconomically disadvantaged which is the highest in the district among elementary schools.
3. Dingle has 6.2% Homeless Youth which is the highest in the district among elementary schools.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

1. Dingle declined in ELA and Math but maintained its status in "Orange." It continues to be the school with the lowest academic achievement, the highest socioeconomically disadvantaged %, the highest homeless youth %, the 2nd highest % of English learners. During the 18-19 school year, Dingle reduced its chronic absenteeism and suspensions, moving into the "yellow." Based on this data, and the summary of our needs assessment by all stakeholders, there is a significant need to support the social emotional needs of our students, improve student connectedness and sense of safety. Additionally, there is an urgent need to ensure that all students receive early intervention and targeted support in both reading and math.
2. Dingle improved its status in Suspension Rate - from orange to green, with a decrease in total suspensions by .6%. The greatest decline of -3.6% was with the sub group of students with disabilities. Dingle needs to continue improve its MTSS (Multi Tiered Systems of Support) at all levels to ensure that students have clear behavioral expectations and teachers have the knowledge and support to implement best first instruction that increases student engagement and sense of school connectedness.
3. Dingle decreased chronic absenteeism by -2.6%. Students with disabilities increased chronic absenteeism from 12% and 6 students chronic in 17-18 to 21.6% and 11 students chronic in 18-19. Improved resources and supports must be in place to support students with various social emotional needs that prevent them from attending school due to high anxiety.

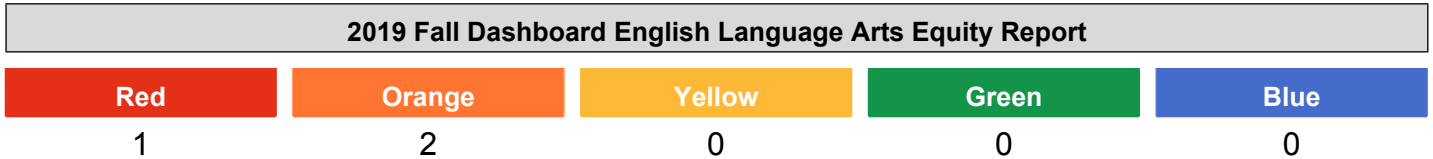
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 63.5 points below standard Declined -4 points 153	<p><b>English Learners</b></p>  Orange 66.7 points below standard Maintained ++0.4 points 99	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p><b>Socioeconomically Disadvantaged</b></p>  Red 71.8 points below standard Declined -3.1 points 131	<p><b>Students with Disabilities</b></p>  No Performance Color 156.2 points below standard Declined Significantly -26.9 points 19

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 65 points below standard Maintained ++0.3 points 133	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 54.2 points below standard Declined Significantly -46 points 12

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
117.9 points below standard Declined -10.7 points 52	10.1 points below standard Declined -7.4 points 47	69 points below standard Declined Significantly -19.6 points 46

**Conclusions based on this data:**

- Based on data, All sub groups, with the exception of English learners, declined in academic performance in English Language Arts. Total students declined by 4.6 points from prior year.
- Sub group - Students with disabilities declined significantly by -47.1 points.
- 10% of Students with disabilities (2 students) met or exceeded standards in ELA in 17-18 and 14.28% (3 students) met or exceeded standards in ELA in 18-19.



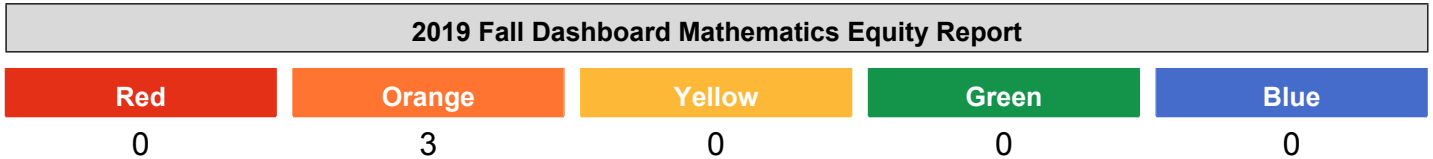
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 85 points below standard Declined -8 points 153	<p><b>English Learners</b></p>  Orange 86.7 points below standard Declined -4.1 points 99	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 91.8 points below standard Declined -6.5 points 131	<p><b>Students with Disabilities</b></p>  No Performance Color 185.6 points below standard Declined Significantly -37.4 points 19

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 86.1 points below standard Declined -5 points 133			 No Performance Color 85.1 points below standard Declined Significantly -53.6 points 12

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
132.5 points below standard Declined -11.5 points 52	36 points below standard Declined Significantly -15.3 points 47	94.4 points below standard Declined Significantly -22.7 points 46

#### Conclusions based on this data:

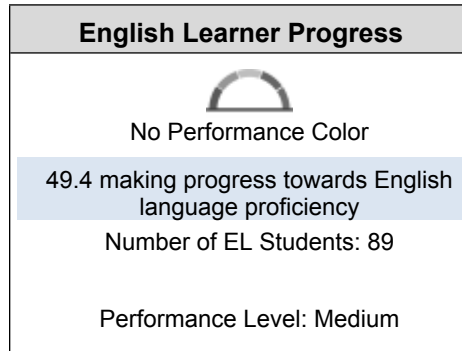
1. Based on data, All sub groups declined in academic performance in Math. Total students declined by 8 points from prior year.
2. Students with disabilities decreased significantly by - 37.4 points from previous year,
3. 10% of Students with disabilities (2 students) met or exceeded standards in Math in 17-18 and 10% (2 students) met or exceeded standards in Math in 18-19

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 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.

### 2019 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
17	28	2	42

#### Conclusions based on this data:

1. Based on review of ELPAC assessment and new reclassification criteria, targeted focus must be made in increasing reading and writing achievement.
2. From October 2, 2017 - October 2, 2018, a total of 15 students (8.8%) were reclassified. The majority of students reclassified at Dingle during the 18-19 school year, were reclassified after October 2, 2018 and will be reported in next year's reclassified data as reported by Dataquest.
3. 25% of English Learners are considered "at risk" with 4-5 years as EL and 11% are considered LTEL (Long Term English Learner).

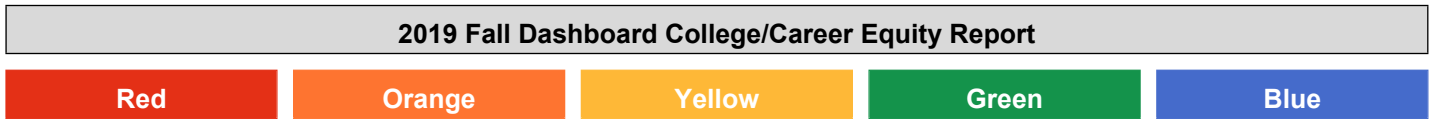
# School and Student Performance Data

## Academic Performance College/Career

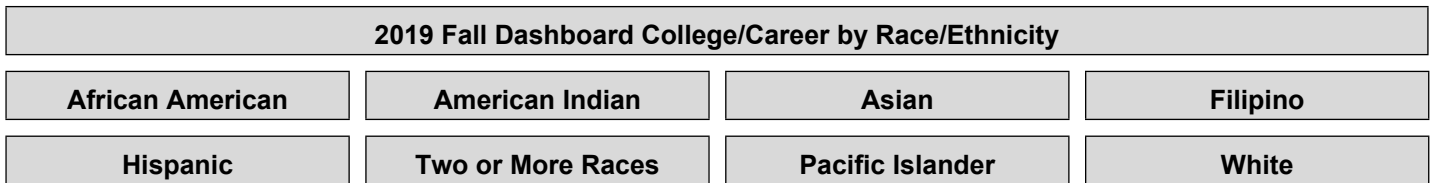
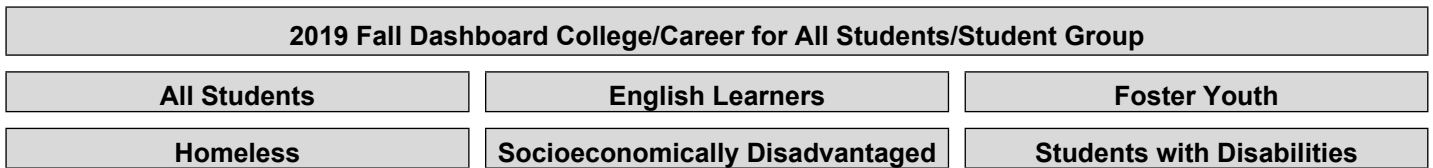
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

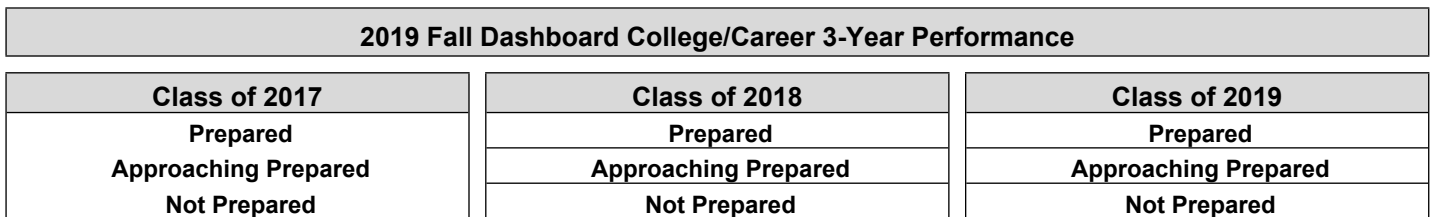
This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 13.4 Declined Significantly -3.4 352	<p><b>English Learners</b></p>  Green 7.7 Declined -2.6 155	<p><b>Foster Youth</b></p>  No Performance Color 27.3 11
<p><b>Homeless</b></p>  No Performance Color 33.3 Increased +2.1 21	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 14.5 Declined Significantly -3.7 276	<p><b>Students with Disabilities</b></p>  Red 21.6 Increased +9.6 51

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 12.3 Declined Significantly -3.4 277	 No Performance Color 16.7 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 18.8 Increased +1.8 48

**Conclusions based on this data:**

1. The data suggests that significant improvement was made for all students declining significantly by -3.4%; from 16.8% to 13.4%. This improvement moved our school in to the "yellow" designation with English Learners moving into "Green." Our school's emphasis of informing parents of the importance of attendance via ELAC meetings, phone calls, and 1-1 meetings, as well as student incentives aided to our overall improvement in this area.
2. The data suggests additional resources and supports are necessary for students with disabilities; which increased from 12% to 21.6%.
3. The data suggests additional resources and supports continue to be necessary for our "homeless population" this population continues to increase.

# School and Student Performance Data

## Academic Engagement Graduation Rate

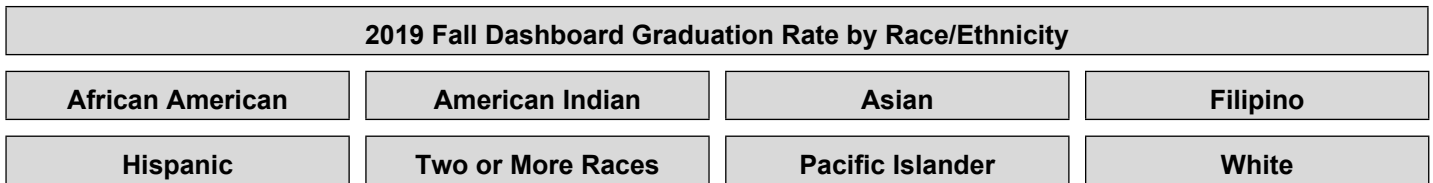
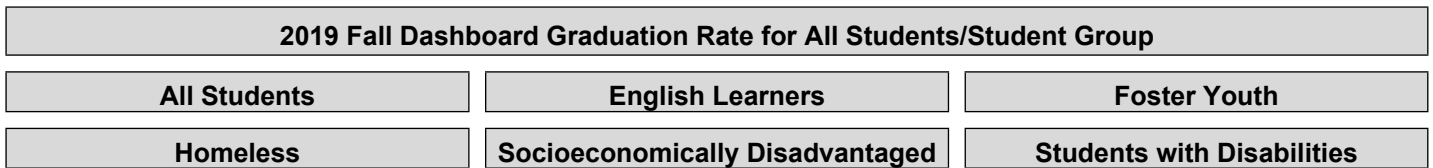
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

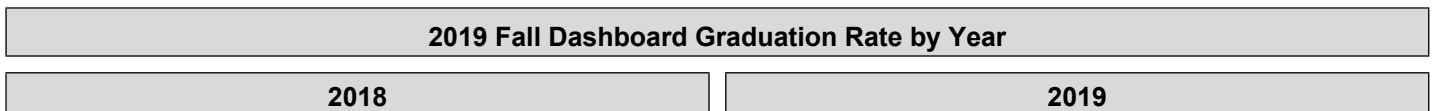
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

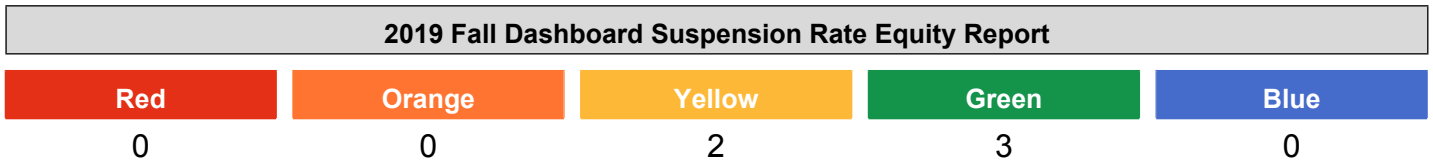
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>1.6</p> <p>Declined -0.6</p> <p>371</p>	<p><b>English Learners</b></p>  <p>Green</p> <p>1.3</p> <p>Declined -0.3</p> <p>158</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>7.1</p> <p>14</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>3.8</p> <p>Increased +3.8</p> <p>26</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>2.1</p> <p>Declined -0.4</p> <p>289</p>	<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>3.8</p> <p>Declined -3.8</p> <p>52</p>



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.4 Maintained -0.2 286	 No Performance Color 6.7 15	 No Performance Color 0.0 0	 Green 2 Declined -2.8 51

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
1.4	2.2	1.6

**Conclusions based on this data:**

1. Data suggests that improving our school's MTSS system has positively impact school connectedness and reduce suspensions. Overall, student suspensions decreased by .6%.
2. The data suggests that teachers supporting students with disabilities continue to need additional professional learning and support around effective behavior plans and strategies. Students with disabilities as a subgroup decreased by -3.8%. Although this subgroup experienced the greatest decline in suspensions, it remains as the subgroup with the highest percentage of suspensions.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 1

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

## Identified Need

After a thorough analysis of our schools Dashboard data during the needs assessment process, and our comprehensive needs assessment with school stakeholders and in consideration of our district's graduate profile, the school identified a need to focus on the competencies of "creative" and "communication", by increasing access to Visual and Performing Arts opportunities during the school day as well as after school.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students who are "Prepared" on the College/Career Indicator (high school only).	N/A	
Percentage of students completing UC/CSU a-g course requirements (high school only).	N/A	
Number of pathways that result in certification in high demand, local industry sectors (high school only).	N/A	
Increase opportunities for all students to have meaningful participation in the Visual and Performing Arts.	27 (8% of school) 2nd-6th grade student in Ballet Folklorico, and 20 5th & 6th grade students in Band	Increase Ballet Folklorico and VAPA experiences to 50 (15%) of K-6 grade students
Increase the number of State Seals of Biliteracy awarded to students (high school only).	N/A	
Improve the Pathway awards for Biliteracy (Dual Immersion schools only).	TBD	

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students with a focus on students with Disabilities

#### Strategy/Activity

Students will increase competencies in communication and creativity through opportunities to present and showcase their academic and visual and performing arts understanding and new learning.

Provide extra duty pay or sub release for common planning time and professional learning.

Provide materials and supplies to support enrichment activities

Provide technology hardware and software to support visual and performance art activities.

Provide Visual and Performing Arts (VAPA) enrichment; such as Ballet Folklorico, music, video editing, and theater.

Provide pathway awards in 3rd grade and 6th grade for students demonstrating biliteracy as measured by CSA (California Spanish Assessment) and CAASPP (California Assessment of Student Performance and Progress) or other local assessments.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7112.

Source(s)

Supplemental/Concentration

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 2

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

## Identified Need

Stakeholders identified a need to increase student engagement and access to relevant and personalized learning as well as to extracurricular activities that will best prepare them for 21st century learning.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Show growth on the ELA and math indicator.	Dingle is Orange on ELA and Orange on Math	Dingle will increase ELA by 3 points, and increase Math by 2 points
Percentage of students who reach growth targets on iReady in reading and Math.	29% of students met the Growth Target in Reading and 17% met the Growth Target in Math	35% of students will meet the Growth Target in Reading and 23% will meet in math by second diagnostic
Increase parent/family satisfaction to "high" on the Healthy Kids Survey, on key indicators.	44% parents strongly agree that "School allows input and welcomes parents' contributions" and 32% parents strongly agree that "School is a safe place for my child"	Increase to 55% parents strongly agree that "school allows input and welcomes parent contributions" and increase 42% parents strongly agree that "school is a safe place for my child."
Increase use of technology tools and applications by site staff to communicate with parents about student progress (Aeries Parent Portal).	15.11% of parents have Aeries Parent Portal accounts	30% of parents will have Aeries Parent Portal Accounts
Decrease the number of students who are chronically absent.	47 and 13.4% of students are chronically absent	Dingle will decrease chronic absenteeism by .3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase student sense of safety and school connectedness, as measured by the Healthy Kids survey.	36% of students feel safe most of the time at school and 49% feel connected to school.	Dingle students will increase their sense of safety and connection to school by 4%.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students with a focus on students with Disabilities

### Strategy/Activity

Provide professional learning and collaboration opportunities to support best first instruction through differentiation across all content areas to increase student engagement and achievement.

Build foundational skills in reading and math in primary grades through intervention services and differentiated small group instruction.

Provide professional learning and collaboration time for teachers to plan small group instruction and intervention with grade level team through a structured PLC (Professional Learning Community).

Substitute for teacher release time and extra duty pay for teachers to participate in professional learning, planning, assessment, data chats, PLC, and observation.

Materials and supplies to support differentiated instruction to support foundational skills, intervention, and content and technology integration.

Materials, professional learning, virtual field trips and extra duty pay to increase student access to school garden/science aligned to Next Generation Standards (NGSS)

Provide additional instructional services to provide targeted school intervention.

Provide updated technology to enhance student access to core content, increase student engagement, and improve home school partnership.

Provide materials and resources necessary to support best first instruction, copy costs, intervention, and enrichment activities

Provide materials and resources to support administrative duties including increasing home school connection and delivering professional learning to staff.

Strengthen and clearly define our MTSS (Multi Tiered Systems of Support) model in order to provide targeted tier 1 and tier 2 supports.

Provide additional training in restorative practices as a tier 1 strategy

Implement student leadership playground program and contract with service provider to coordinate program.

Provide mentor/coach to support teachers with trauma based practices and in class de-escalation strategies

Provide Sub/release time for teachers to participate in tier 2 meetings, SST meetings, and administrator release.

Provide common planning time for teachers to meet to plan universal tier 1 supports, and tier 2 strategies.

Provide professional learning for social emotional and mental health support for students

Materials and Supplies to support MTSS activities.

Provide additional counseling and mental health counseling for students

Provide additional noon supervision hours to increase student safety, support student leadership playground program and to implement restorative practices.

Provide school wide incentives and extra duty pay to staff to support and acknowledge academic achievement, positive behavior, enrichment and attendance efforts.

Provide academic and social emotional support and resources to increase parent engagement and student achievement; including parent liaison.

Provide extra duty pay for office duties that support student services that increase home school partnership and student attendance.

Provide updated technology to enhance student access to core content, increase engagement, and improve home school partnership.

Provide updated technology and online subscriptions for administration to support best first instruction and communication to families.

Latino Family Literacy project

Translation and childcare

Provide classroom furniture for technology integration

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
845.00	Title I Part A: Parent Involvement
40929.	Supplemental/Concentration
58726.	Title I Part A: Basic Grants Low-Income and Neglected

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 3

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

## Identified Need

After a thorough analysis of our schools Dashboard data during the needs assessment process, and our comprehensive needs assessment with school stakeholders, the school identified a need to improve ELA and Math performance overall (with a specific focus on English Learners and students with disabilities). A lack of knowledge of integrated English language development instructional strategies, and a more cohesive professional learning collaboration time, were identified as root causes for the gaps in student achievement among English learners, specifically English learners with disabilities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the reclassification rate for English Learners.	8.8% of students were reclassified in 2018-19	Increase at the same rate as State Reclassification rate
Show growth on the English Learner Progress Indicator.	49.4% of ELs are making progress towards English language proficiency	Increase by .5% of ELs making progress towards English language proficiency
Decrease the number of long term English Learners (middle and high school only).		
Improve the school's rating of the English Learner Roadmap Principle 1 on the self assessment.	Self Reflection Scores 3.0: Language and cultures are assets 2.0: No Single EL Profile 2.5: School climate is affirming, inclusive, safe 2.5 -Strong family and school partnerships 2.0 : Supporting English Learners with disabilities	Increase Self Reflection Scores by .5 in the areas of "School climate is affirming, inclusive, and safe" and "Supporting English learners with disabilities"

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students with a focus on students with Disabilities

### Strategy/Activity

Implement research based instructional strategies to improve English learner academic performance and reclassification rate.

Provide professional learning for teachers and paraprofessionals to meet the diverse instructional needs of English learners and English learners with disabilities.

Provide Substitute/Release time or extra duty pay for teachers to plan, administer assessments, and attend professional learning.

Provide extra duty pay for professional learning, planning

Provide materials and supplies to support differentiated instruction, interventions, and enrichment to meet the needs of English learners and English learners with disabilities.

Provide extra duty pay for teacher/para/tutor to provide intervention and enrichment for English learners and English learners with disabilities.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

14850.

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

3000.

Supplemental/Concentration



# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$74421
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$125,462.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$73,576.00
Title I Part A: Parent Involvement	\$845.00

Subtotal of additional federal funds included for this school: \$74,421.00

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	\$51,041.00

Subtotal of state or local funds included for this school: \$51,041.00

Total of federal, state, and/or local funds for this school: \$125,462.00

# 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
- 4 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Ursula Ruffalo	Principal
Mandy Dye	Classroom Teacher
Vicki Fu	Classroom Teacher
Brenda Rojas	Classroom Teacher
Dan Flores	Other School Staff
Naelly Castro	Parent or Community Member
Miriam Arteaga	Parent or Community Member
Beja Springer	Parent or Community Member
Teresa Huerta	Parent or Community Member
Juana Hernandez	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:

### Committee or Advisory Group Name

English Learner Advisory Committee *Rosa Rangel*

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 9/29/20.

Attested:

Principal, Ursula Ruffalo on 9/29/2020 *U. Ruffalo*

SSC Chairperson, Beja Springer on 9/29/20 *Beja Springer*