

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dingle Elementary School	57727100000000	5/23/22	

## 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 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 ATSI plan was informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable)
- The ATSI plan includes evidence-based interventions.

Additionally, the ATSI plan identified resource inequities, which included a review of LEA- and school-level budgeting, which is addressed through implementation of its ATSI plan .

## 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

Dingle's School's Site Council meets at least 5 times per year, and reviews: the school's data, the progress made on goals within the School Plan for Student Achievement (SPSA), as well as participates in the needs assessment process, and develops and approves the annual School Plan.

Principal is responsible for working with various stakeholder groups to conduct needs assessments, root cause analysis, and develop change ideas. At Dingle Elementary stakeholder groups included, ELAC (English Learner Advisory Committee), SSC (School Site Council), PTA (Parent Teacher Association), staff, and students. Each meeting included an in-depth review of the most recent California School Dashboard data for Dingle Elementary school students' academic performance, attendance, reclassification rate, and suspension rate. Additionally, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff, and students.

#### **STUDENT INPUT:**

Community partner input through our formal needs assessment protocol was conducted using the results from both the iReady mid-year math diagnostic data and Student Climate Survey results; of which 135 students in 3rd-6th grade responded. In reviewing this data, staff and Leadership (4/13/22) identified areas of strength, concern, root causes, and identified change ideas. Student focus groups in grades 4th-6th were created, with a balanced representation of student groups. A total of 17 students participated in the focus group process and met with Ms. Valencia on April 14,

2022. Student focus groups completed a needs assessment by reviewing the survey, academic, and local data. Students identified "Students feel like an important part of the school" as a concern; and identified the need for more recess activities, student leadership, and after-school clubs, which have been incorporated into the school plan. Students also identified the lack of hands-on math practice and experiences at the 4th-6th grade level. Students then provided an analysis of causes and collaborated to provide recommendations to improve outcomes for students, which included leadership opportunities, training for staff, and hands on math intervention.

ELAC's meeting on 4/6/22, and SSC's meeting on 4/11/22 participated in a similar needs assessment protocol, identifying areas of growth, areas of concern, root causes, and change ideas. Each group had an opportunity to prioritize their change ideas. The PTA also reviewed and provided feed back for the plan on 4/13/22.

Leadership reviewed the SPSA and provided additional feedback 5/4/22. The School Site Council will review the plan, considered recommendations and feedback from all groups, and finalize/approve the SPSA on May 23, 2022.

## 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 examining staffing.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	71	64	51
Grade 1	46	51	51
Grade 2	51	49	48
Grade3	40	47	47
Grade 4	38	35	47
Grade 5	46	35	36
Grade 6	46	43	35
<b>Total Enrollment</b>	<b>338</b>	<b>324</b>	<b>315</b>

### Conclusions based on this data:

1. Our enrollment has declined since the 18-19 school year. We had a bigger loss from the 18-19 to 19-20 school year than the 19-20 to 20-21 enrollment decline. Possible cause include that the TK classroom was eliminated at Dingle. Due to low enrollment, the district's TK classroom was removed in 20-21. The district placed a SDC TK - 1 grade classroom at Dingle, and in 20-21 and the program was expanded to TK-2 later in 21-22, however, due to low enrollment the class was relocated to a different site. I predict an increase of enrollment next year as a TK class will return to Dingle.
2. Our dual immersion classrooms are at capacity, and as we continue to expand each year, we anticipate our enrollment will also increase. Next year, the inaugural Dual language immersion class will enter 6th grade, thus increasing our numbers for students enrolled in DI. Dual Immersion classrooms continue to be at capacity, but we do constant weekly verifications of the DI waitlist to enroll any students as spaces become available.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	151	144	125	44.7%	44.4%	39.7%
Fluent English Proficient (FEP)	41	46	36	12.1%	14.2%	11.4%
Reclassified Fluent English Proficient (RFEP)	15	30	12	8.8%	19.9%	8.3%

### Conclusions based on this data:

1. The percentages of enrolled English Language Learners stayed consistent in the 18-19 to 19-20 school year by declining only by 0.3%. However, there was a more significant decrease in enrollment by the 20-21 school year with a decline of 4.7% of students enrolled.
2. The number of Fluent English Proficient students show a steady increase from 18-19 to 19-20, but a decline in the 20-21 school year by 10 students. This can be attributed to difference in instruction with distance learning during the pandemic.
3. In reviewing our reclassification data, the number of reclassified had a significant decrease from 19-20 to 20-21 with 18 students less being reclassified. This can be attributed to our need to focus on ELA (English Language Arts) instructions and interventions to support English language proficiency. Another possible reason for the significant decline is the impacts that the pandemic and distance learning and on the English language learners population.

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	40	39	45	40	38	0	40	38	0	100	97.4	0.0
Grade 4	48	36	50	46	35	0	46	35	0	95.8	97.2	0.0
Grade 5	51	43	36	51	43	0	51	43	0	100	100	0.0
Grade 6	46	44	34	45	43	0	45	43	0	97.8	97.7	0.0
All Grades	185	162	165	182	159	0	182	159	0	98.4	98.1	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2357.	2361.		2.50	5.26		12.50	10.53		35.00	34.21		50.00	50.00	
Grade 4	2410.	2391.		10.87	5.71		15.22	14.29		19.57	22.86		54.35	57.14	
Grade 5	2451.	2442.		9.80	9.30		15.69	16.28		29.41	23.26		45.10	51.16	
Grade 6	2469.	2489.		4.44	11.63		24.44	16.28		26.67	39.53		44.44	32.56	
All Grades	N/A	N/A	N/A	7.14	8.18		17.03	14.47		27.47	30.19		48.35	47.17	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	5.00	5.26		40.00	34.21		55.00	60.53	
Grade 4	13.04	8.82		52.17	41.18		34.78	50.00	
Grade 5	9.80	16.28		37.25	37.21		52.94	46.51	
Grade 6	11.11	6.98		40.00	51.16		48.89	41.86	
All Grades	9.89	9.49		42.31	41.14		47.80	49.37	

### 2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2.50	2.63		35.00	50.00		62.50	47.37	
Grade 4	4.35	5.88		41.30	41.18		54.35	52.94	
Grade 5	11.76	11.63		43.14	34.88		45.10	53.49	
Grade 6	6.67	6.98		42.22	51.16		51.11	41.86	
All Grades	6.59	6.96		40.66	44.30		52.75	48.73	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	5.00	7.89		50.00	65.79		45.00	26.32	
Grade 4	10.87	0.00		63.04	62.86		26.09	37.14	
Grade 5	9.80	13.95		64.71	46.51		25.49	39.53	
Grade 6	11.11	16.28		57.78	60.47		31.11	23.26	
All Grades	9.34	10.06		59.34	58.49		31.32	31.45	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	5.00	5.26		47.50	44.74		47.50	50.00	
Grade 4	8.70	5.88		45.65	32.35		45.65	61.76	
Grade 5	11.76	11.90		47.06	40.48		41.18	47.62	
Grade 6	24.44	11.63		35.56	60.47		40.00	27.91	
All Grades	12.64	8.92		43.96	45.22		43.41	45.86	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- 22.65% of students met or exceeded standard in ELA 18-19 which declined by -1.52% from 17-18 school year. Grade 3 students experienced the greatest three year decline by -18.36%. This establishes a clear need for ELA professional development, coaching and collaboration. Reading intervention will continue to be needed and incorporating a writing program can be beneficial.

2. A 3 year SBAC ELA analysis shows that this percentage has increased by 1.73%. Data suggests that students need early and targeted intervention in foundational reading skills as well as increased opportunities for writing throughout the content areas. We need a school wide intervention plan to target Tier 1 intervention in the classroom. Teacher will need training for the implementation of Tier 1 intervention.
3. English learners increased by .3% in 18-19. In 18-19, 14.28% students with disabilities met or exceeded standard, this was an increase of 4% from prior year. We will continue to monitor these special groups.



# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	40	39	45	40	38	0	40	38	0	100	97.4	0.0
Grade 4	48	36	50	46	35	0	46	34	0	95.8	97.2	0.0
Grade 5	51	43	36	51	43	0	51	42	0	100	100	0.0
Grade 6	46	44	34	45	44	0	45	44	0	97.8	100	0.0
All Grades	185	162	165	182	160	0	182	158	0	98.4	98.8	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2349.	2344.		0.00	0.00		10.00	7.89		27.50	23.68		62.50	68.42	
Grade 4	2430.	2399.		4.35	2.94		23.91	11.76		39.13	41.18		32.61	44.12	
Grade 5	2445.	2439.		5.88	9.52		11.76	14.29		29.41	14.29		52.94	61.90	
Grade 6	2458.	2488.		4.44	6.82		11.11	13.64		35.56	38.64		48.89	40.91	
All Grades	N/A	N/A	N/A	3.85	5.06		14.29	12.03		32.97	29.11		48.90	53.80	

### 2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	0.00	5.26		32.50	5.26		67.50	89.47	
Grade 4	10.87	5.88		32.61	23.53		56.52	70.59	
Grade 5	5.88	14.29		27.45	19.05		66.67	66.67	
Grade 6	11.11	13.64		31.11	36.36		57.78	50.00	
All Grades	7.14	10.13		30.77	21.52		62.09	68.35	

### 2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	5.00	7.89		30.00	23.68		65.00	68.42	
Grade 4	8.70	2.94		43.48	44.12		47.83	52.94	
Grade 5	1.96	4.76		35.29	38.10		62.75	57.14	
Grade 6	6.67	6.82		37.78	47.73		55.56	45.45	
All Grades	5.49	5.70		36.81	38.61		57.69	55.70	

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	5.00	2.63		35.00	47.37		60.00	50.00	
Grade 4	8.70	5.88		45.65	38.24		45.65	55.88	
Grade 5	7.84	9.52		39.22	26.19		52.94	64.29	
Grade 6	0.00	4.55		35.56	54.55		64.44	40.91	
All Grades	5.49	5.70		39.01	41.77		55.49	52.53	

2019-20 Data:

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**Conclusions based on this data:**

- 17.09% of students met or exceeded standard in 18-19. CAASPP Math data shows that overall all students declined in math by -1.05%. Third grade experienced the greatest decline in three years by -21.4% less students meeting or exceeding grade level standards. This establishes a clear need for mathematics professional development, coaching and collaboration.
- All student groups declined in math: RFEP students decreased by -15.3 points from distance from standard, English learners decreased by -11.5 points distance from standard. This shows a strong foundational gap in mathematical skills in all grade levels. The need to establish a mathematics intervention plan will be fundamental.
- In 17-18 and 18-19, 10% of students with disabilities met or exceeded standard. Consequently, 90% of students with disabilities were below standard.

# 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1421.1	1434.0	1423.3	1432.3	1452.6	1444.4	1395.0	1390.7	1373.9	45	31	21
<b>1</b>	1463.1	1457.4	1441.5	1465.4	1468.1	1456.7	1460.4	1446.3	1425.8	18	23	24
<b>2</b>	1471.1	1501.2	1469.8	1476.5	1525.8	1483.4	1465.0	1475.6	1455.7	21	12	21
<b>3</b>	1486.5	1485.8	1479.4	1481.3	1483.7	1496.5	1491.5	1487.4	1461.9	22	18	23
<b>4</b>	1500.8	1506.0	1483.7	1491.1	1498.8	1487.1	1510.3	1512.6	1479.9	13	18	12
<b>5</b>	1516.4	1528.5	1517.9	1504.2	1531.6	1532.3	1528.0	1524.6	1502.9	19	11	17
<b>6</b>	1521.8	*	1522.6	1518.4	*	1529.5	1524.5	*	1515.2	16	8	16
<b>All Grades</b>										154	121	134

### 2019-20 Data:

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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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	26.67	19.35	14.29	31.11	38.71	47.62	37.78	38.71	19.05	*	3.23	19.05	45	31	21
<b>1</b>	*	8.70	8.33	*	43.48	20.83	*	43.48	54.17		4.35	16.67	18	23	24
<b>2</b>	*	25.00	0.00	52.38	58.33	57.14	*	16.67	33.33		0.00	9.52	21	12	21
<b>3</b>		0.00	0.00	*	50.00	34.78	*	38.89	52.17	*	11.11	13.04	22	18	23
<b>4</b>		5.56	0.00	*	66.67	25.00	*	22.22	58.33	*	5.56	16.67	13	18	12
<b>5</b>	*	27.27	5.88	68.42	45.45	41.18		9.09	47.06	*	18.18	5.88	19	11	17
<b>6</b>	*	*	12.50	*	*	50.00	*	*	18.75	*	*	18.75	16	*	16
<b>All Grades</b>	22.73	14.05	5.97	46.10	47.11	39.55	24.03	32.23	40.30	7.14	6.61	14.18	154	121	134

### 2019-20 Data:

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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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	35.56	25.81	23.81	31.11	38.71	42.86	26.67	29.03	19.05	*	6.45	14.29	45	31	21
<b>1</b>	*	21.74	12.50	*	47.83	41.67	*	30.43	33.33	*	0.00	12.50	18	23	24
<b>2</b>	*	66.67	23.81	71.43	25.00	57.14		8.33	19.05		0.00	0.00	21	12	21
<b>3</b>	*	16.67	17.39	50.00	61.11	65.22	*	16.67	8.70	*	5.56	8.70	22	18	23
<b>4</b>	*	22.22	25.00	*	55.56	50.00	*	16.67	8.33		5.56	16.67	13	18	12
<b>5</b>	*	54.55	41.18	*	27.27	52.94	*	18.18	0.00	*	0.00	5.88	19	11	17
<b>6</b>	*	*	31.25	*	*	43.75		*	18.75	*	*	6.25	16	*	16
<b>All Grades</b>	37.66	29.75	23.88	42.21	44.63	50.75	13.64	21.49	16.42	*	4.13	8.96	154	121	134

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	64.44	9.68	28.57	28.89	87.10	57.14	*	3.23	14.29	45	31	21
<b>1</b>	83.33	47.83	12.50	*	52.17	83.33	*	0.00	4.17	18	23	24
<b>2</b>	*	50.00	4.76	61.90	50.00	90.48		0.00	4.76	21	12	21
<b>3</b>	*	11.11	21.74	68.18	72.22	60.87	*	16.67	17.39	22	18	23
<b>4</b>	*	5.56	25.00	*	83.33	50.00		11.11	25.00	13	18	12
<b>5</b>	*	18.18	29.41	57.89	72.73	64.71		9.09	5.88	19	11	17
<b>6</b>	*	*	18.75	*	*	62.50	*	*	18.75	16	*	16
<b>All Grades</b>	50.65	22.31	19.40	44.16	70.25	68.66	*	7.44	11.94	154	121	134

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	45.16	19.05	62.22	45.16	61.90	*	9.68	19.05	45	31	21
<b>1</b>	*	4.35	29.17	*	95.65	62.50	*	0.00	8.33	18	23	24
<b>2</b>	*	75.00	52.38	57.14	25.00	47.62		0.00	0.00	21	12	21
<b>3</b>	*	61.11	56.52	54.55	38.89	30.43	*	0.00	13.04	22	18	23
<b>4</b>	*	55.56	50.00	*	33.33	33.33	*	11.11	16.67	13	18	12
<b>5</b>	78.95	72.73	76.47	*	27.27	23.53	*	0.00	0.00	19	11	17
<b>6</b>	68.75	*	62.50	*	*	37.50	*	*	0.00	16	*	16
<b>All Grades</b>	40.26	47.11	47.76	48.70	47.93	44.03	11.04	4.96	8.21	154	121	134

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	0.00	4.76	80.00	90.32	66.67	*	9.68	28.57	45	31	21
<b>1</b>	*	8.70	4.17	*	73.91	50.00	*	17.39	45.83	18	23	24
<b>2</b>	*	0.00	4.76	*	91.67	52.38	*	8.33	42.86	21	12	21
<b>3</b>		0.00	0.00	*	66.67	34.78	59.09	33.33	65.22	22	18	23
<b>4</b>	*	5.56	8.33	*	72.22	33.33	*	22.22	58.33	13	18	12
<b>5</b>	*	9.09	0.00	78.95	63.64	70.59	*	27.27	29.41	19	11	17
<b>6</b>	*	*	6.25	*	*	25.00	*	*	68.75	16	*	16
<b>All Grades</b>	17.53	4.13	3.73	55.84	74.38	48.51	26.62	21.49	47.76	154	121	134

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	40.00	45.16	14.29	33.33	25.81	38.10	26.67	29.03	47.62	45	31	21
<b>1</b>	*	0.00	8.33	72.22	82.61	62.50	*	17.39	29.17	18	23	24
<b>2</b>	*	0.00	4.76	80.95	91.67	61.90	*	8.33	33.33	21	12	21
<b>3</b>	*	0.00	0.00	63.64	94.44	56.52	*	5.56	43.48	22	18	23
<b>4</b>	*	5.56	0.00	*	94.44	58.33	*	0.00	41.67	13	18	12
<b>5</b>	*	9.09	0.00	57.89	72.73	76.47	*	18.18	23.53	19	11	17
<b>6</b>	*	*	13.33	81.25	*	73.33	*	*	13.33	16	*	15
<b>All Grades</b>	25.97	14.88	6.02	59.74	69.42	60.15	14.29	15.70	33.83	154	121	133

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. There was a significant impact on the number of students scoring levels 4 in the 20-21 school year. The over all performance from the various language domains declined in percentages for levels 4 by 8.53% when compared to the 18-19 school year. Furthermore, the percentage of students scores in 1s overall increased by 7.53% when compared to the 18-19 school year.  
A large percentage of ELs were reclassified last school year after October 2nd, which will be reported in the 19-20 reclassification data in Datatquest. Based on this data and new reclassification criteria, efforts to ensure students receive both integrated and designated ELD support are essential. Teacher will receive training on the implementation of both.
2. The domains of high concern were reading (3.73 % scoring level 4) and writing (6.02% scoring level 4). Although, the pandemic played a significant role in these scores since students lacked direct language instructions, this indicates a strong need of intervention in both domain areas.
3. The number of English learners tested increased from the 18-19 school year to the 20-21 school year by 13 students more. All grade levels with the exception of 1st grade showed in EL student population. I anticipate a higher number of student next year with the addition of a TK class and expansion of the Dual Immersion program to the 6th grade.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>315</b>	<b>77.1</b>	<b>39.7</b>	<b>0.3</b>
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	125	39.7
Foster Youth	1	0.3
Homeless	9	2.9
Socioeconomically Disadvantaged	243	77.1
Students with Disabilities	44	14.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1.0
American Indian or Alaska Native	1	0.3
Asian	8	2.5
Filipino		
Hispanic	249	79.0
Two or More Races	5	1.6
Native Hawaiian or Pacific Islander		
White	45	14.3

### Conclusions based on this data:

1. At Dingle the largest student group by ethnic groups is our Hispanic student group with 79% of the student body roughly 249 out of 315 total enrollment.

2. According to DataQuest, Dingle has 77.1% socioeconomically disadvantaged which is the highest in the district among elementary schools. We also serve 39.7% of English Language Learners and 14% of Students with Disabilities.
3. According to DataQuest, Dingle has 2.9% Homeless Youth. 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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 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. During the 20-21 school year, a subcommittee to the School Site Council was developed to develop long-term learning targets and to meet regularly to review data necessary to report back to all stakeholders. This learning target committee developed 3-year goals for ELA and Math as well as iReady diagnostic learning targets. Our stakeholders are seeking out ways to advocate for the students in Dingle and are asking the school community to expect more and aim higher.
2. Dingle 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. Dingle participated in the Yolo County PBIS consortium Year 1 training in 2021-22 and will continue its participation in 2022-23. Due to virtual learning and hybrid learning in phase 3, there were no suspensions in 21-22.

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. During the 21-22 school year, we anticipate an increase in our chronic absenteeism, despite the outreach made by teachers, administration, SROs, and CAFE specialist, there were many families who could not support their child(ren) consistently at home with distance learning due to child care or work schedules. We saw an increase in attendance school-wide once we returned to hybrid learning and were able to open up ASES (after school program).

# School and Student Performance Data

## Academic Performance English Language Arts

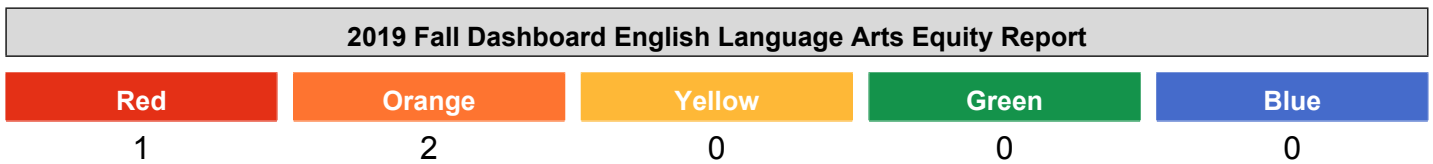
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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
<p><b>Homeless</b></p> No Performance Color Less than 11 Students	<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	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 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:**

1. 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. The 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. During the 20-21 school year, we offered virtual interventions from October through April. We are finishing the school year with in person interventions and look forward to seeing improved iReady spring diagnostic scores to demonstrate effectiveness of our intervention program for students who had consistent attendance.
2. Sub group - Students with disabilities declined significantly by -47.1 points. We had a significant number of special education students who were on our chronic absenteeism list in 2018-19 who missed a significant number of days of instruction which may have impacted this significant decline in points.
3. 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. The data identifies the number difference of students (1) that impacted our scores. Again, our high SPED chronic rate impacted academic outcomes.

# School and Student Performance Data

## Academic Performance Mathematics

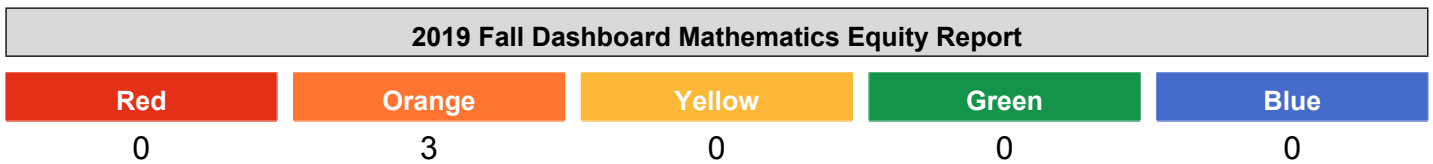
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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
<p><b>Homeless</b></p> No Performance Color Less than 11 Students	<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	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	
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. Data suggests the need for additional professional development in math best practices, collaboration, and coaching support. During the summer 2021, 6 teachers will participate in professional development in math.
2. Students with disabilities decreased significantly by - 37.4 points from previous year. There was an increase in chronic absenteeism for our special education population during the 18-19 school year which impacted the student achievement in math.
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. The data suggests the greatest change in student achievement resulted in students moving from standard nearly met to standard not met.

# School and Student Performance Data

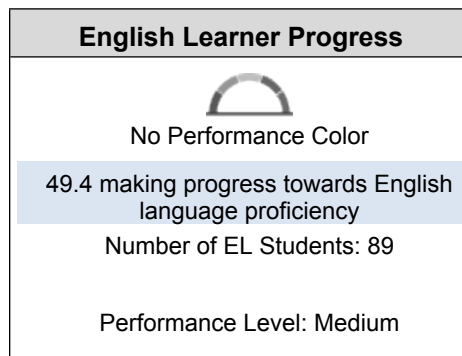
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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
19.1	31.4	2.2	47.1

#### Conclusions based on this data:

- Reclassification data shows that 8.8% of students were reclassified in 2018-19 and 19.9% (30 students) were reclassified in 2019-20. English learners made 49.4% which is considered "medium" growth. Dingle begin small group designated ELD in 18-19 which supported their English language development which resulted in a larger % of reclassified students.  
Based on review of ELPAC assessment and new reclassification criteria, targeted focus must be made in increasing reading and writing achievement.
- 25% of English Learners are considered "at risk" with 4-5 years as EL and 11% are considered LTEL (Long Term English Learner). Data suggests that continued intervention and enrichment are necessary to support and engage our English learners. Teachers at grades 3-6 need additional professional development, coaching, and collaboration.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		



**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students
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	 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" as this population continues to increase. Our homeless population often is also represented on our chronic absenteeism list. These families and students need regular and consistent communication, resources, and support from our school and district team. (counselor, attendance liaison, CAFE specialist, and homeless liaison).

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

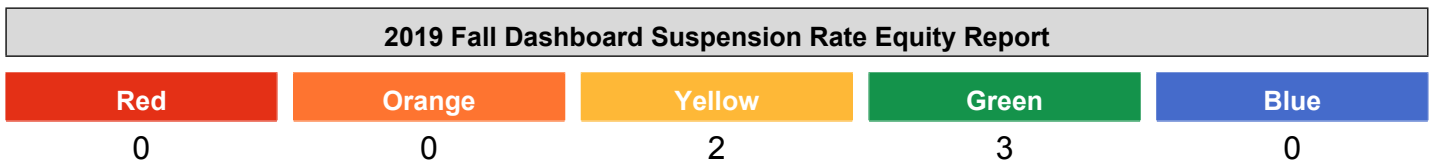
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students y
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.4 Maintained -0.2 286	 No Performance Color 6.7 15	 No Performance Color	 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
	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.
3. No suspension rate was available for the 19-20 school year, and no suspensions occurred during the 20-21 school year.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 1

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in Visual and Performing Arts (VAPA)	All students in grades 4-6 had the opportunity to participate in the band or strings classes this year. We had 45 students participating in the band and strings program from grades 4-6. After school Folklorico class was not available this school year.	All 4-6 grades will continue to have the opportunity to participate in instrumental band. A WIN (What I need) schedule will be created to help students that do not wish to miss class but want to participate in band. The goal is to increase participation to 30% for both band and strings. We will also increase participation from English Learning and special education SPED student population. All students in grades 4-6 will also have the opportunity to participate in the afterschool Folklorico dance class. The Dual Immersion classes will have 25% of the students in grades 4-6 participating in the afterschool class.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of dual immersion students meeting or exceeding standard on California Spanish Assessment CSA and the California Assessment of Student Performance and Progress CAASPP English Assessment.	At this point, we do not have a baseline as the students did not take the California Spanish Assessment CSA last year due to COVID.	33% of dual immersion students in 3rd grade will meet or exceed standard according to the California Spanish Assessment CSA and California Assessment of Student Performance and Progress CAASPP in the assessment of English Language Arts ELA.

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

### Strategy/Activity 1

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

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

All students with a focus on students with disabilities and English learners

#### Strategy/Activity

Students will increase competencies in college and career readiness, communication and creativity through opportunities to present and showcase their academic and visual and performing arts understanding and learning. Create a yearlong calendar that provides events and opportunities for students to conduct oral presentations for their peers, and band and dance (VAPA) presentations to the parents and community.

- Provide planning time for college and career fair/materials.
- Provide materials, resources, and technology to support VAPA enrichment activities
- 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)	Source(s)
15000	Title I Part A: Basic Grants Low-Income and Neglected
1500	Supplemental/Concentration

## Strategy/Activity 2

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

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

All students with a focus on students with Disabilities

### Strategy/Activity

Students will increase their sense of connectedness (as indicated on the CHKS- California Healthy Kids Survey- and Dingle's annual School Climate Survey) by providing students with more opportunities to be involved in decision making, leadership, involved in extracurricular activities inside their classrooms and at school.

- Provide materials, additional supervision, staff, and professional development to deliver our school's Positive Behavior Interventions and Supports (PBIS), increased activities at recess, afterschool clubs, and student leadership.

### 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)
4994	Supplemental/Concentration
5000	Title I Part A: Basic Grants Low-Income and Neglected

# Annual Review

## SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

Although we were not able to introduce Ballet Folklorico in person this school year, we were able to offer students a wide array of VAPA opportunities in collaboration with our ASES program. These included partnerships with Woodland Opera House to deliver acting and dancing classes; Yolo Arts

Foundation to deliver afterschool art club for students grades K-6. We were also not able to execute any college and career readiness program school wide, however, individual teachers were able to implement it at the classroom level.

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

One of the major implications of not meeting our expenditures came from a change in administration, SSC and School Leadership team from the previous school year to this one. I was able to adhere and provide support for most of the original plan; however, due to the pandemic restrictions I was not able to fulfill some of the goals that included after school activities for the VAPA programs. Most staff members were not able to be involved in the afterschool planning indicated for the DI pathway to biliteracy.

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

After being the site leader for a year, and with all the learning I now have, I have made some adjustments to the plan for next year. I have included a plan for college and career awareness week to the coming year along with the "Pathway to Biliteracy" awards track. This will help us guide our students to the Seal of Biliteracy at the high school level. We have increase some additional monies to cover the college and career week and to add more funds for our VAPA program.

# 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

After reviewing iReady and other internal data points during the needs assessment process, stakeholders identified a need to increase academic achievement in math and reading for all students. Stakeholders identified math as a central focus area, to set and monitor learning targets, and to ensure that all students receive the necessary social-emotional supports and services necessary to help them become master learners. The root cause to the deficit of proficiency in math and reading identified by staff is the lack of conceptual and foundational math and reading skills, and lack of calibration across grade levels as well as outdated assessments.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on English Language Arts (ELA) and Math Academic Indicator.	As measured by the California Assessment of Student Performance and Progress (CAASPP), Dingle is Orange on both English Language Arts (ELA) and Math	Dingle will increase English Language Arts (ELA) achievement by 23 points, and Math achievement by 20 points, with progress towards yellow in both ELA and math.
Performance level on English Learner Progress Indicator	49.4% (Medium) of English learners are making progress towards English language proficiency.	Dingle will increase 10.6% to 60% of English learners making progress toward English language proficiency.
Percentage of students in both the Meets and Exceeds Standards level on California Assessment and Student Performance and Progress (CAASPP) English Language Arts.	22.65% of all students that took the California Assessment of Student Performance and Progress (CAASPP) in 2019, either met or exceed standard in English Language Arts	Dingle will increase the amount of students meeting or exceeding standards in English language arts by 10% .
Percentage of students in both the Meets and Exceeds Standards level on the	17.09% of all students that took the California Assessment of Student Performance and	Dingle will increase the amount of students meeting or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment and Student Performance and Progress (CAASPP) Math.	Progress (CAASPP) in 2019, either met or exceed standard in Math.	exceeding standards in Math by 10%
Number of students who are chronically absent	15.1% of students at Dingle are chronically absent.	Dingle will decrease the number of students chronically absent by at least 5%.
Student sense of safety and school connectedness	Data unavailable to lack of responses	60% of students will feel safe and connected
Suspension rate	0%	Suspension rates will maintain at the minimal amount, and behavior intervention will continue to be in place to support students.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	Data unavailable to lack of responses	60% of parents will be satisfied with the school climate at Dingle
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	<p>In utilizing the Mid-Year Diagnostic Assessment, in iReady Reading, we had 24% of our students meeting their Typical Growth Target, which is a computerized improvement projection based on student performance. We also saw 28% of students with improved placement of at least one placement level higher.</p> <p>In iReady Math, we had 15% of students meeting their Typical Growth Target, which is a computerized improvement projection based on student performance. We also had 31% of our student with improved placement moving up at least one placement level.</p>	Dingle will increase the percentage of students meeting their grade level data by 15% in Reading and 10% in Math for all grade levels.

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



## Strategy/Activity 1

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

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

All students with a focus on students with Disabilities

### Strategy/Activity

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

Provide professional development with on-site coaching

Provide release time or compensation for classroom teachers

Provide sub-release for Professional Learning Communities (PLCs), assessments, and academic conferences.

Provide teacher planning time to score assessments and utilize a data-driven cycle of inquiry to create action plans for students needing intervention; specifically English learners (ELs), Special Education Students (SPED), and Reclassified Fluent English Proficient students (RFEP)

Provide interventions to be implemented during the school day to support mastery of standards in both English Language Arts (ELA) and Math.

Provide materials, resources, copies, technology, online resources, and supplemental intervention materials to support equitable access.

Provide materials, resources, and technology to support administrative duties to support home-school communication, and promote professional leadership development.

Provide release time or compensation for classroom teachers to provide families with timely progress checks after 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)

Source(s)

55,094

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

31,875

Supplemental/Concentration

951

Title I Part A: Parent Involvement

## Strategy/Activity 2

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

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

All students with a focus on students with Disabilities

### Strategy/Activity

Ensure that the social-emotional needs of all students are identified, monitored, and addressed in order for students to thrive academically in a safe and supported school community.

Provide sub-release time and hourly compensation for teachers to participate in professional development, collaboration, and planning, for activities associated with Social Emotional Learning (SEL) / Multiple Tier Systems of Support (MTSS).

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

Provide extra duty pay for clerical duties that support home school communication, safety, and student achievement.

Provide materials, resources, translation, childcare, technology, and hourly compensation/tutors/VSA/outside vendor for parent support and education related to student achievement and social-emotional learning.

Provide release time or compensation for classroom teachers to provide families with timely progress checks after 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)

Source(s)

6,000

Supplemental/Concentration

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

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

### **ANALYSIS**

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

Dingle will continue the work with Positive Behavior Intervention and Support (PBIS) and to strengthen the PBIS Tier 2 team to continue to provide support behaviorally and academic to students with high needs. We will continue to strengthen the PBIS Rewards program and student store as well as adding the implementation of the School Wide Information System (SWIS) tracking system. Academically we will continue implementing our Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPs) intervention program. This year, over 100 students in grades 1st-5th participated in a 3 day/week reading intervention program during the 21-22 school year. In addition, we will include Math intervention for students identified with significant mathematical gaps identified by the classroom teachers with local assessments. Classroom teachers will also be conducting Tier 1 intervention in the classroom providing differentiated learning for both Reading and Math.

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

The major implications of not meeting our expenditures came down to being in a pandemic. The Title I budget that was allocated for professional development for staff and for additional resources for students was not all spent. It was difficult for teachers to attend after school trainings or provide additional tutoring services due to other obligations and teacher burnout. We were able to offer 5 months of reading intervention for our 1st-5th grade students. We did not have enough intervention teachers to support math this year.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 3

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	8.8% of students were reclassified in 2018-19 19.9% (30 students) were reclassified in 2019-20. 11.4% (36 students) were reclassified in 21-22	There was a significant decrease when compared to previous years 19-20 and in comparison with the district. We will increase reclassification percentage by 10%.
English Learner Progress Indicator	49.4% of ELs are making progress towards English language proficiency	51.4%
School rating of EL (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 who are English Learners and students with Disabilities

#### Strategy/Activity

3.1: PD/coaching- EL specialist to model and collaborate with staff to implement research-based instructional strategies for integrated ELD (English Language Development) instruction in content areas, as well provide PD (professional development) to strengthen the implementation of the EL RISE (Roadmap Implementation for Systematic Excellence).

Provide extra duty pay/sub-release time for professional learning and collaboration.  
Provide materials to support PD and teacher collaboration  
Reading and Math Intervention (Goal 2) will serve 50% of English Learners  
Parent workshops with focus on literacy and math

#### 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)

4,874

Source(s)

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

### Strategy/Activity 2

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

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

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

#### Strategy/Activity

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

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

Provide childcare for parent engagement activities on-site and translation.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000

Supplemental/Concentration

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

We need to improve the tracking of our English Learner to make sure they receive additional services with interventions. The Pathway to billiteracy will also improve with the tracking of English Learners in the Dual Immersion Program, which has most of our English Learners. The English Language Specialist will continue to provide designated EL lessons to grades 1st and 2nd and provide more coaching to grades K and 3-6 with integrated EL strategies.

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

We did not meet our expenditures in this area due to the EL specialist being out on family leave and having to return during ELPAC (English Learner Proficiency Assessments for California) testing window.

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

We will continue to create systems that work for our school and to make sure we always tracking English Learners for additional supports. We will also improve the tracking of students who are long term English Learners LTELs (Long Term English Learners) or those at risk of becoming LTELs.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 4

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

## Identified Need

Student in grades 3-6 conducted a survey to identified areas of need at Dingle. 135 students completed the survey and the following were the results: 48% of students reported they feel "Sometimes Unsafe", 5% reported not feeling safe at school. 25% reported not enjoying recess; 23% reported lunch was not comfortable; 46% of student reported not know what their grades/scores in class were. Based on Student Climate Survey, students need to have more opportunities to develop their self-advocacy and leadership skills as well as be active participants in decisions being made about their education in class and at the school.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	We will continue the use of: Student Council will be strengthen and branched out so that students become campus leaders. We will be using PBIS Rewards Programs to create student officers. Little Heroes will return to provide structured activities during recess. More clubs will be offered as alternative recess options.	We will continue the use of: Student Council will be strengthen and branched out so that students become campus leaders. We will be using PBIS Rewards Programs to create student officers. Little Heroes will return to provide structured activities during recess. More clubs will be offered as alternative recess options.
Number of clubs offered during school lunches or after school	Book clubs, Chess club, Student Officers	3 clubs (1 of which will be student led)
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	Students Surveyed = 135 3rd-6th grade students	318
Number and percent of students by representative	20 students from grades 4-6 participated in Focus Groups	We will increase our total students involved in our focus

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
demographic providing input to the SPSA through focus groups	50% Females; 50% males 55% English Learners; 1% SPED 70% Hispanic, 20% White, 5% Asian Indian, 5% Black	groups to include students in grades 2-6 and carefully working with upper grades to avoid overlap with students from student council.

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

### Strategy/Activity 1

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

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

All Students with a focus on Special Education and English learners

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS



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

This year we were able to have student council serving students in grades 4-6. The student council met every Friday during lunch to discuss future plans and student engagement for the school year ahead.

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

Money allocated for guest speakers and outside vendors was not all spent. This was due in part to the COVID restrictions with outside visitors.

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 amount of money allocated was reduced this year to \$2,500 until a leadership plan is created.

# 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	\$80,919
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	\$126,288.00

## 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	\$79,968.00
Title I Part A: Parent Involvement	\$951.00

Subtotal of additional federal funds included for this school: \$80,919.00

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	\$45,369.00

Subtotal of state or local funds included for this school: \$45,369.00

Total of federal, state, and/or local funds for this school: \$126,288.00

# 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
Mandy Dye	Classroom Teacher
Vicki Fu	Classroom Teacher
Mayra Cortes	Classroom Teacher
Dan Flores	Other School Staff
Miriam Arteaga	Parent or Community Member
Beja Springer	Parent or Community Member
Teresa Huerta	Parent or Community Member
Juana Hernandez	Parent or Community Member
Nallely Castro	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

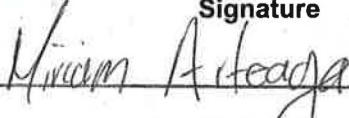
# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/23/21.

Attested:

	Principal, Laura Valencia on 5/23/22
	<del>SSC Chairperson, Beja Springer on 5/23/22</del> SSC Secretary, Mandy Dye