

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	5-18-21	June 3, 2021

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 (ATSI) (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.

Formal needs assessments were conducted with multiple stakeholder groups at Dingle Elementary (virtually) including ELAC (English Learner Advisory Committee), School Site Council, 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.

Stakeholder 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 139 students in 2nd-6th grade responded. In reviewing this data, staff and Leadership (2/24/21 & 3/24) identified areas of strength, concern, root causes, and identified change ideas. Student focus groups (3rd-6th) students were created, with a balanced representation of student groups. A total of 17 students participated in the focus group process and met with Ms. Ruffalo on March 16, 17, 18 2021. 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. 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. As a follow-up, student focus groups met again on March 24, 2021, reviewed the School Plan for Student Achievement (SPSA), reviewed their change ideas, and provided feedback on the strategies chosen for implementation. ELAC (2/3/21 & 3/17/21) and SSC (2/25/21 & 3/25/21) 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.

ELAC (5/13/21) and leadership reviewed the SPSA and provided additional feedback. The school Site Council reviewed the plan on April 15, 2021, considered recommendations and feedback from all groups, and finalized/approved the SPSA on May 18, 2021.

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

Student Enrollment Enrollment By Grade Level

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

Conclusions based on this data:

1. During the 18-19 school year, the total TK and Kindergarten enrollment declined because one TK classroom was eliminated. 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 in 20-21.
2. Our dual immersion classrooms are at capacity, and as we continue to expand each year, we anticipate our enrollment will also increase. During the 18-19 school year, the inaugural Dual language immersion class entered 2nd grade, thus increasing our numbers in 2nd grade. As of 20-21, all Dual Immersion classrooms are at capacity, with a district wide wait list for most all grade levels.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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

Conclusions based on this data:

1. Since the inception of our Dual Immersion program in 16-17, we have experienced small incremental declines in our total English learner population. This is attributed to the required ratio of native English speakers to bilingual and to native Spanish speakers in a dual immersion classroom.
2. In 18-19, 49.4% of English learners made progress towards English Language proficiency, this is over the state average by 1.1%
3. In 19-20, 30 students (19.9%) were reclassified. This was a 100% increase from the prior year. The 19-20 school year, was Dingle's second year of providing protected designated ELD (English Language Development) in small groups. Previously, teachers pulled ELs (English Learners) during class time to deliver ELD.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

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

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

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

Conclusions based on this data:

- 22.65% of students met or exceeded standard in ELA (English Language Arts) 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.
- A 3 year SBAC (Smarter Balanced Assessment Consortium) 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.
- 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.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.63	5.00	7.89	46.34	30.00	23.68	39.02	65.00	68.42
Grade 4	6.38	8.70	2.94	42.55	43.48	44.12	51.06	47.83	52.94
Grade 5	4.44	1.96	4.76	35.56	35.29	38.10	60.00	62.75	57.14
Grade 6	2.04	6.67	6.82	32.65	37.78	47.73	65.31	55.56	45.45
All Grades	6.59	5.49	5.70	39.01	36.81	38.61	54.40	57.69	55.70

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

Conclusions based on this data:

1. 17.09% of students met or exceeded standard in 18-19. CAASPP (California Assessment of Student Performance and Progress) 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.
2. All student groups declined in math: RFEP (Reclassified Fluent English Proficient) students decreased by -15.3 points from distance from standard, English learners decreased by -11.5 points distance from standard
3. 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	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1421.1	1434.0	1432.3	1452.6	1395.0	1390.7	45	31
Grade 1	1463.1	1457.4	1465.4	1468.1	1460.4	1446.3	18	23
Grade 2	1471.1	1501.2	1476.5	1525.8	1465.0	1475.6	21	12
Grade 3	1486.5	1485.8	1481.3	1483.7	1491.5	1487.4	22	18
Grade 4	1500.8	1506.0	1491.1	1498.8	1510.3	1512.6	13	18
Grade 5	1516.4	1528.5	1504.2	1531.6	1528.0	1524.6	19	11
Grade 6	1521.8	*	1518.4	*	1524.5	*	16	8
All Grades							154	121

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.67	19.35	31.11	38.71	37.78	38.71	*	3.23	45	31
1	*	8.70	*	43.48	*	43.48		4.35	18	23
2	*	25.00	52.38	58.33	*	16.67		0.00	21	12
3		0.00	*	50.00	*	38.89	*	11.11	22	18
4		5.56	*	66.67	*	22.22	*	5.56	13	18
5	*	27.27	68.42	45.45		9.09	*	18.18	19	11
6	*	*	*	*	*	*	*	*	16	*
All Grades	22.73	14.05	46.10	47.11	24.03	32.23	7.14	6.61	154	121

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.56	25.81	31.11	38.71	26.67	29.03	*	6.45	45	31
1	*	21.74	*	47.83	*	30.43	*	0.00	18	23
2	*	66.67	71.43	25.00		8.33		0.00	21	12
3	*	16.67	50.00	61.11	*	16.67	*	5.56	22	18
4	*	22.22	*	55.56	*	16.67		5.56	13	18
5	*	54.55	*	27.27	*	18.18	*	0.00	19	11
6	*	*	*	*		*	*	*	16	*
All Grades	37.66	29.75	42.21	44.63	13.64	21.49	*	4.13	154	121

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

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

This is the total number of students enrolled.

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

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

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

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

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

Conclusions based on this data:





1. Dingle has the second highest percentage of English learners in the district among elementary schools. During the 19-20, Dingle's EL population was 44.4%. This data suggests that we need to continue our focus on supporting English learners (EL's) and dually identified SPED (Special Education)/EL's as this population is a significant sub
2. According to DataQuest 18-19 data, Dingle has 77.8% socioeconomically disadvantaged (SED). In 19-20, it was 76.2%. Although this percentage declined slightly, Dingle has a large SED population and must consider the need to increase services that support this population (nurses, counselors, and Community and Family Engagement Specialist (CAFE) at our school.
3. According to DataQuest 18-19, Dingle has 6.2% Homeless Youth, which dropped to 1.2% in 19-20. During the pandemic, we saw 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 and our CAFE Specialist to support these families and students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Dingle declined in ELA and Math but maintained its status in "Orange." 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 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 (Positive Behavior Intervention and Support) 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 (School Resource Officers), 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).

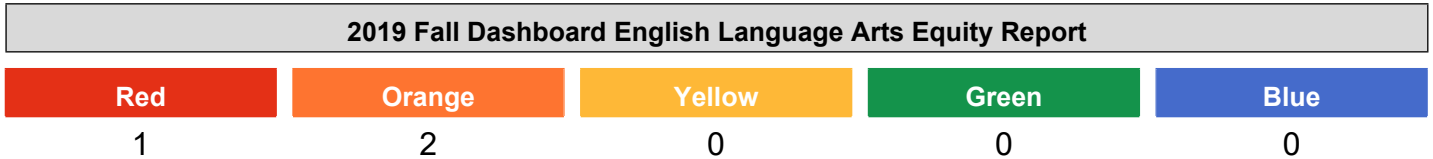
School and Student Performance Data

Academic Performance English Language Arts







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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

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.

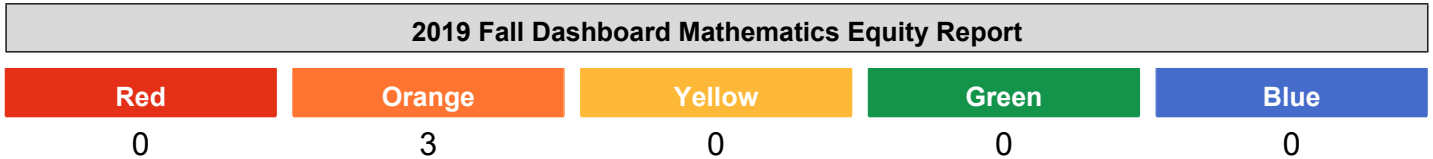
School and Student Performance Data

Academic Performance Mathematics







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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

Conclusions based on this data:

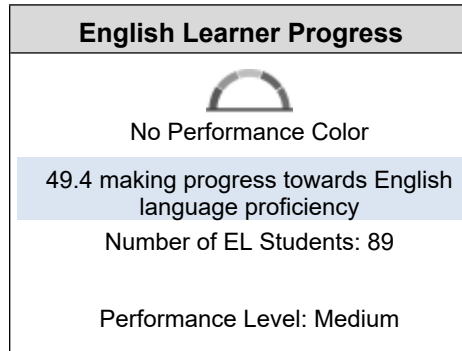
1. Based on data, All sub groups declined in academic performance in Math. Total students declined by 8 points from prior year. Data suggests the need for additional professional development in math best practices, collaboration, and coaching support. During the summer 2021, 6 teachers will participate 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

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:

1. 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.
2. 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.

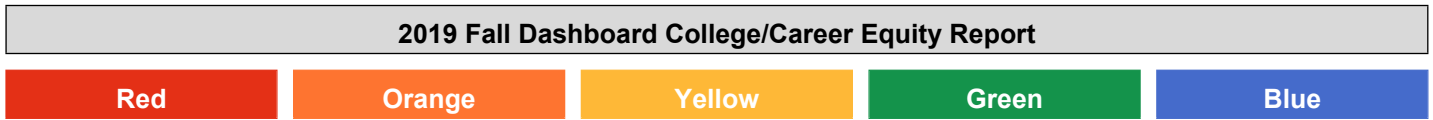
School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

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

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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

1. The data suggests that significant improvement was made for all students declining significantly by -3.4%; from 16.8% to 13.4%. This improvement moved our school in to the "yellow" designation with English Learners moving into "Green." Our school's emphasis of informing parents of the importance of attendance via ELAC (English Learner Advisory Committee)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

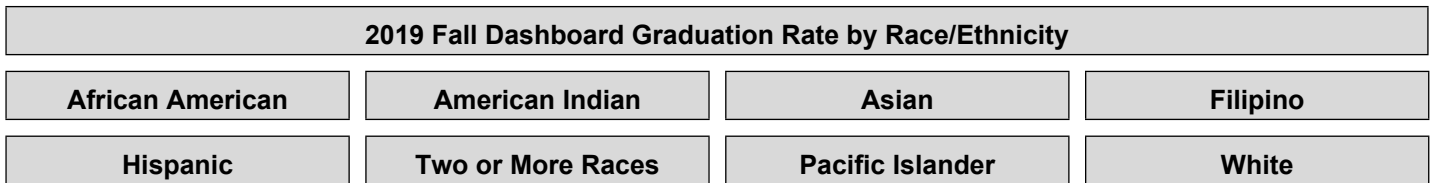
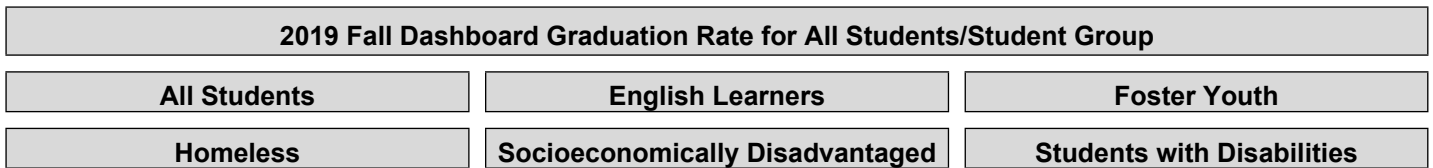
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

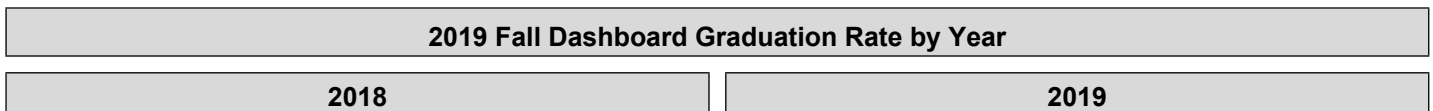
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

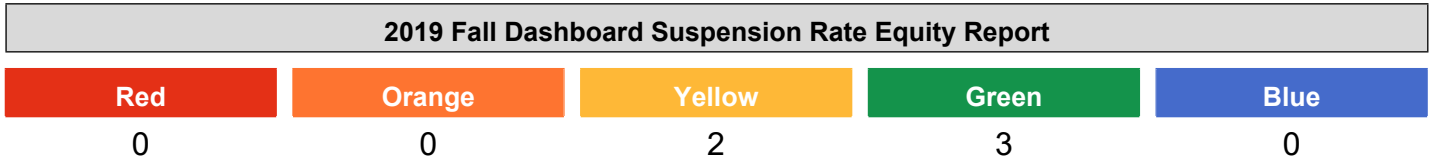
School and Student Performance Data

Conditions & Climate Suspension Rate







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










This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data not displayed for privacy	 No Performance Color Less than 11 Students - Data not displayed for privacy	 No Performance Color Less than 11 Students - Data not displayed for privacy	 No Performance Color Less than 11 Students - Data not displayed for privacy
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">1.4</div> Maintained -0.2 286	 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">6.7</div> 15	<div style="background-color: #e6f2ff; padding: 5px; text-align: center;">  Green 2 </div> 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 (Multi- Tiered Systems of Support) 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 to school and to focus on the Graduate Profile competencies of "creative" and "communication", by increasing access to Visual and Performing Arts experiences and opportunities for students to build leadership, problem-solving, and self-advocacy skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in Visual and Performing Arts (VAPA)	VAPA Yolo Arts = 45 Woodland Opera House = 60 Ballet Folklorico = 0 Total = 33% of students	Increase VAPA participation = 75% of students Increase Band participation = 25% of students 4th- 6th grade
	Band = 7 (.5% of total 4-6 grade students)	
Number of Pathway awards for Biliteracy (Dual Immersion schools only).	N/A- program criteria to be established	33% of dual immersion students in 3rd grade will meet or exceed standard according to the California Spanish

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students with a focus on students with Disabilities

Strategy/Activity

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

- Provide extra duty pay or sub-release for common planning time and professional learning.
- Provide materials, resources, and technology to support VAPA enrichment activities
- Provide Visual and Performing Arts (VAPA) including hourly compensation/tutor/VSA (Variable Service Agreement)/ outside vendor
- 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)
10,000	Title I Part A: Basic Grants Low-Income and Neglected

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with a focus on students with Disabilities

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)
4,000	Supplemental/Concentration
2,000	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2020-21

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 ASSES 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; art/painting classes during our

winter break, spring break, Saturday sessions, and summer school ASES programs, and school-wide assemblies with the digital performance hybrid programs - TAIKO PROJECT and Pacifico Dance Company.

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

All expenditures identified for goal 1 were allocated for their intended purpose in supporting students in developing their competencies of "creative" and "communication." English learners and Special educations students were targeted for our extended school day VAPA programs.

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.

Additional monies will be added to this goal to expand 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

Stakeholders identified a need to increase academic achievement for all students; with a focus on math, 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. Dingle has identified a rigorous 3 year goal to close the achievement gap.

ELA will increase + 23 Annually

Year 1 (2021-22) = -40.5

Year 2 (2022-23) = -17.5

Year 3 = (2023-24) = +5.5 (Blue)

Math will increase +20 Annually

Year 1 (2021-22) = -65

Year 2 (2022-23) = -45

Year 3 (2023-24) = -25 (Green)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA (English Language Arts) and Math Academic Indicator.	Dingle is Orange on ELA and Orange on Math	Dingle will increase 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)	51.4%
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced	22.65%	32%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Assessment Consortium) English Language Arts.		
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	17.09%	29%
Number of students who are chronically absent	13.4% (Yellow)	12.4%
Student sense of safety and school connectedness	36% of students feel safe, and 49% of students feel connected	Increase each by 5%
Suspension rate	1.6% (Green)	1.2%
Parent/family satisfaction on Healthy Kids Survey, on key indicators	44% parents strongly agree that "School allows input and welcomes parents' contributions" and 32% parents strongly agree that "School is a safe place for my child"	Increase to 55%
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	2019 Data Reading 29% Math 17%	Reading 49% Math 35%

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

School-wide Language Arts and math focus to support Dingle's learning targets that ensure all students are meeting grade-level expectations through research-based strategies and data-driven inquiry cycles.

Provide professional development with on-site coaching

Provide release time or compensation for classroom teachers to meet and plan with ASES tutors

Provide teacher collaboration and planning time

Provide sub-release for data chats, 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.

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.

2. 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 SEL (Social Emotional Learning)/MTSS (Multiple Systems of support).

Provide additional counseling and mental health supports for students.

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 (Variable Service Agreement) /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)
52,000	Title I Part A: Basic Grants Low-Income and Neglected
35000	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

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 SEL (Social Emotional Learning)/MTSS (Multi-Tiered Systems of Support).

Provide additional counseling and mental health supports for students.

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 (Variable Service Agreements)/outside vendor for parent support and education related to student achievement and social-emotional learning.

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)
7,500	Supplemental/Concentration
11,000	Title I Part A: Basic Grants Low-Income and Neglected
500	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2020-21

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 is our second year 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 4 day/week virtual reading intervention program during the 20-21 school year. After 6 weeks of intervention, over 25% exited after the first cycle; the majority were in 1st grade and were demonstrating grade level proficiency. Our current first grade students demonstrated an increase in proficiency in the domain of phonological awareness according to the mid-year i-Ready diagnostic comparison as a result of our implementation of SIPPs in kindergarten during the 19-20 school year. Next year, our focus will lie heavily on creating "master teachers" who will have time to plan, teach, and reflect collaboratively alongside an academic support coach.

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 spent the beginning of our school year in a distance learning model which prevented us from using all of our allocated funds for professional development and intervention. Many teachers will be taking advantage of summer professional development. We were able to offer 2 months of intervention for our 4th-5th grade students, and 3 months for our 1st- 3rd grades students. We did not have enough intervention teachers to support kindergarten 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, additional strategies to support teacher professional growth, collaboration, and coaching opportunities have been added to goal 2. Additionally, student stakeholders have identified a need to "practice more hands on math." We will continue to provide additional extended learning opportunities through ASES (After School program) that will be STEAM (Science, Technology, Engineering, Art, and Math) focused.

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 (English Language Arts) and Math performance overall with a specific focus on math.

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.	Exceed the district's reclassification rate by .5%
English Learner Progress Indicator (ELPI)	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 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).

Provide extra duty pay/sub-release time for professional learning and collaboration.
Provide materials to support PD and teacher collaboration

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)

2000

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 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)
6,000	Title I Part A: Basic Grants Low-Income and Neglected
546	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2020-21

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.

Our English Learner Specialist supports our teachers during our academic conference time, sharing English Learner data, identifying needs, and creating an action plan. She is also available to coach teachers needing additional support in teaching English Language Development effectively, and/or integrating English Language Development standards across other contents.

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

There were no differences in what was allocated and spent in this goal. Our English Learner Specialist was able to deliver additional STEAM based ELD support in collaboration with our ASES program.

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.

Due to our success in increasing our reclassification rate from 8.8% to 19%, we will continue to offer our English learners STEAM based enrichment to improve their language and critical thinking skills across science, technology, engineering, arts, and mathematics (STEAM).

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

Identified Need: Based on Student Climate Survey, 38.1% of students say they sometimes or never feel like they are an important part of school. 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	Bike Campaign, Yolo Farm to Fork, Yolo Food Bank, Citizen Science, Sierra Nevada Journey, Yolo Arts Foundation, GREAT Program	6
Number of extracurricular programs offered	Cross Country/Running Club, Spring soccer	10
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	Student Focus Groups Students Surveyed = 139 2nd-6th grade students (72%)	315
Number and percent of students by representative demographic providing input to the SPSA through focus groups	17 students (grades 3-6) = 11% English Learner = 5 (29%) English Learner/Special Education = 2 (11.7%) Special Education = 3 (17.6%) Reclassified Fluent English Proficient = 2 (11.7%) English Only = 4 (23%) EL/GATE = 1 (5.8%)	All 2nd- 6th graders will participate in school survey(s). All K-1 students will participate in a class based survey. 10% of students will participate in focus groups which equitably represent our major student groups

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

1. Increase student leadership opportunities and access to culturally relevant and inclusive enrichment and volunteer opportunities and experiences.

Provide student leadership opportunities, materials, resources, and staff/outside vendors to support student leadership programs, including recess and afterschool enrichment, guest speakers, field trips, and student-led assemblies.

Provide professional learning, materials, and technology for teachers and staff to engage students in student-led goal-setting, conferences, self-advocacy, and community outreach and volunteerism. Provide hourly pay for staff to facilitate student leadership and advocacy group.

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)

2182

Source(s)

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

3649

Supplemental/Concentration

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$86,228
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	\$136,377.00

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	\$85,182.00
Title I Part A: Parent Involvement	\$1,046.00

Subtotal of additional federal funds included for this school: **\$86,228.00**

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	\$50,149.00

Subtotal of state or local funds included for this school: **\$50,149.00**

Total of federal, state, and/or local funds for this school: **\$136,377.00**

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
Ursula Ruffalo	Principal
Mandy Dye	Classroom Teacher
Vicki Fu	Classroom Teacher
Brenda Rojas	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:

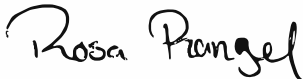
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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 5/18/21.

Attested:



Principal, Ursula Ruffalo on 5/18/21

SSC Chairperson, Beja Springer on 5/18/21