



School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

- Schoolwide Program
- English Language Learners and Socioeconomically Disadvantaged Students

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

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Plan Description

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

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

Schoolwide Program

English Language Learners and Socioeconomically Disadvantaged Students

Dingle Elementary's School Plan for Student Achievement (SPSA) is designed to meet the requirements of the Every Student Succeeds Act (ESSA) through a comprehensive, data-driven approach that addresses both the academic and social-emotional needs of all students. The plan serves as a strategic roadmap for continuous improvement, ensuring that all students have access to high-quality instruction, equitable resources, and the supports necessary to succeed.

This plan is intentionally aligned with ESSA planning requirements, the district's Local Control and Accountability Plan (LCAP) goals, and other federal, state, and local initiatives. By integrating these frameworks, Dingle Elementary ensures a coherent, strategic, and equity-centered approach to improving student outcomes. This alignment allows the school to maximize resources, maintain focus on shared priorities, and implement systems that promote long-term student success.

A comprehensive needs assessment was conducted to examine the strengths and areas of growth within the school community. This process included meaningful input from multiple partner groups, including staff, students, and families. The assessment involved a thorough review of multiple data sources such as academic achievement data, attendance rates, behavior and social-emotional indicators, student perception surveys, and family feedback. Through this analysis, the school developed a clear understanding of current performance trends and identified priority areas for improvement to ensure that the SPSA is both targeted and responsive.

Particular attention was given to student groups demonstrating limited growth or regression. These groups include students with disabilities, English learners, and students from low socioeconomic backgrounds. The SPSA prioritizes evidence-based strategies and differentiated supports designed to address the unique needs of these student populations, accelerate learning, and close persistent achievement gaps. Progress monitoring systems will be used to ensure that interventions are effective and adjusted as needed.

As Dingle continues to grow as a Community School, the site remains committed to strengthening the four core pillars of the Community School model: expanded access to mental health and wellness services, increased connection to community-based resources, meaningful and authentic family engagement, and expanded learning opportunities for students. These efforts are designed to remove barriers to learning, support the whole child, and create a more inclusive and supportive school environment.

Additionally, Dingle Elementary will begin the process of expanding as a Dual Immersion school. This initiative will further unify the school's mission and vision around the core principles of Dual Language education: bilingualism and biliteracy, high academic achievement for all students, and the development of strong sociocultural competence. Through this work, students will be better prepared to thrive in a diverse and multilingual society while strengthening their academic and cultural identities.

To foster meaningful parent and family engagement, the SPSA includes several key components. These include a clearly defined School and Family Engagement Policy, as well as a School-Parent Compact that outlines shared responsibilities and empowers families to actively support their children's learning. The plan also provides ongoing opportunities for parent input through tools such as the California Healthy Kids Survey and the PBIS Parent Survey. In addition, parent workshops and engagement opportunities will be offered to build families' capacity to support academic success at home and strengthen the home-school connection.

Finally, Dingle's SPSA emphasizes the implementation of a Multi-Tiered System of Supports (MTSS). The plan prioritizes rigorous, standards-based Tier 1 instruction that is inclusive, engaging, and responsive to the diverse needs of all learners. In addition, targeted Tier 2 interventions will provide structured, data-informed support for students requiring additional academic or behavioral assistance. Investment in Professional Learning Communities (PLCs) will further strengthen instructional practices by promoting collaborative inquiry, ongoing data analysis, and intentional lesson design. Through these systems, Dingle Elementary is committed to building educator capacity, refining instructional practices, and ensuring improved outcomes for every student.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The development of the School Plan for Student Achievement (SPSA) at Dingle Elementary is an ongoing, collaborative process that actively engages staff, families representing diverse parent groups, and students throughout the school year. Multiple stakeholder groups participate in reviewing data, identifying school needs, and monitoring the implementation and effectiveness of the strategies included in the SPSA.

Dingle's School Site Council (SSC) plays a central role in this process. The SSC meets monthly to review schoolwide data, monitor progress toward SPSA goals, and oversee budget allocations that support the implementation of the plan. During each meeting, members review the SPSA monitoring tool to evaluate whether strategies are being implemented as planned and whether they are producing the intended results. This ongoing monitoring process allows the council to make informed adjustments and ensure that resources are aligned with the school's improvement priorities.

The English Learner Advisory Committee (ELAC) also meets monthly and serves as an important advisory body representing the needs of English Learner students and their families. During these meetings, parents participate in data sessions where they review information related to English Learner progress, including language development and academic performance. ELAC members are informed about the goals and strategies outlined in the SPSA and regularly review progress monitoring data to ensure that support for English Learners are effective and aligned with student needs.

Teachers are essential partners in the analysis of school data and in identifying effective instructional strategies. The school's Professional Learning Community (PLC) Guiding Coalition plays a key role in initiating the needs assessment process each year. This team begins by conducting a thorough analysis of schoolwide data, including results from the California School Dashboard and other academic indicators. The PLC Guiding Coalition presents the data to the full staff, facilitating discussions to identify strengths, areas of need, and priority areas for improvement.

Similarly, the school's Wellness Team reviews data related to attendance, student behavior, and school climate to identify trends and areas where additional support may be needed. The team shares its findings with staff to engage in collaborative problem solving and to develop strategies that strengthen student engagement and improve overall school culture.

In addition, Dingle's leadership team has participated in the PROMESA Project, which focuses on improving instructional practices across the school. As part of this work, the leadership team conducts instructional rounds three times per year. During these rounds, classroom observations are conducted to gather evidence of the implementation of agreed-upon high-leverage instructional strategies. The data collected during instructional rounds is later shared with staff to reflect on instructional practices, celebrate successes, and identify next steps for improvement. These ongoing data conversations contribute significantly to the school's needs assessment and continuous improvement efforts.

Family voice is also an important component of the SPSA development process. Each year, Dingle families participate in the California Healthy Kids Survey (CHKS), which provides valuable feedback on school climate, safety, bullying prevention, academic support, and family engagement. The feedback gathered from families helps the school better understand parent perspectives and informs decisions about school improvement priorities and strategies.

Student voice is incorporated through the work of the Youth Advisory Committee (YAC). This group consists of students in grades 4 through 6 who meet regularly with the principal to discuss school climate, student experiences, and other school-related topics. Members of the Youth Advisory Committee review schoolwide data, including i-Ready Diagnostic results and attendance data, and share their insights regarding possible factors contributing to the results. Students collaborate with the principal to identify potential strategies that could help improve student outcomes.

In partnership with school leadership, the Youth Advisory Committee also reviews school climate survey data and helps encourage student participation in surveys administered to grades 3 through 6 during the fall and spring. Students later participate in focus groups to further analyze the survey results and provide additional feedback. Their perspectives are shared with the SSC and ELAC committees to ensure that SPSA strategies reflect student experiences and remain student-centered.

Additionally, fifth-grade students contribute to the needs assessment process by participating in the California Healthy Kids Survey, providing meaningful feedback about school climate, safety, and student well-being. This information further informs the school's efforts to create a positive and supportive learning environment for all students.

Through the collective efforts of staff, families, and students, Dingle Elementary is able to develop a comprehensive and responsive SPSA that reflects the voices of the entire school community and supports continuous improvement in both academic achievement and student well-being.

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

According to the 2025 California School Dashboard, Dingle Elementary has several critical areas in need of improvement across both academic performance and student engagement, including conditions and school climate. An overall review of the academic indicators reflects two orange ratings and one red, signaling the need for targeted and sustained intervention.

In English Language Arts (ELA), Dingle is rated orange, with overall performance at 73.8 points below standard, reflecting an improvement of 6.9 points from the prior year. While this growth is a positive indicator, performance remains significantly below standard. The lowest-performing subgroup continues to be Socioeconomically Disadvantaged students, who are 88.3 points below standard, with only a modest improvement of +1.2 points. Notably, several subgroups demonstrated meaningful gains, including English Learners (+9.8 points), Hispanic students (+7.8 points), and Students with Disabilities, who showed a significant improvement of +49 points. These gains suggest that targeted supports and interventions are beginning to have a positive impact, though continued focus is necessary to accelerate progress and close achievement gaps.

The English Learner Progress Indicator (ELPI) is also rated orange. Currently, 43% of English Learners are making progress toward reclassification, representing a decline of 8.1 percentage points from the previous year. While there was no increase in the percentage of students regressing, a concerning 36% of English Learners maintained their prior ELPI level, indicating limited or no progress toward reclassification. This highlights the need for more intentional and effective designated and integrated English Language Development (ELD) instruction, as well as consistent progress monitoring.

In Mathematics, Dingle is rated red, with students performing 105.6 points below standard, reflecting a slight decline of 1.3 points from the previous year. Performance remains a significant area of concern. The lowest-performing subgroups include Hispanic students, who are 111.8 points below standard (with a minimal increase of +0.2 points), and Socioeconomically Disadvantaged students, who are 115.8 points below standard, representing a decline of 5.7 points. These results indicate a need for stronger Tier 1 instruction, targeted interventions, and increased coherence in mathematics instruction across grade levels.

Student engagement data further reflects areas of concern. Chronic Absenteeism is rated red, with 28.2% of students chronically absent, an increase of 3.6 percentage points from the prior year. Disproportionate impact is evident across multiple student groups. Students with Disabilities had the highest rate at 33.8% (an increase of 8.8 points), followed by Socioeconomically Disadvantaged students at 31.9% (up 4 points), English Learners at 29.1% (up 7.6 points), and Hispanic students at 28.7% (up 5.4 points). These trends indicate systemic barriers to consistent attendance and highlight the need for stronger family outreach, attendance monitoring systems, and wraparound supports.

Similarly, the Suspension Rate has risen to 7%, the highest level recorded since the pandemic, reflecting an increase of 2.3 percentage points. The same student groups identified in chronic absenteeism are disproportionately impacted. English Learners have the highest suspension rate at 11.9% (an increase of 7.7 points), followed by Students with

Disabilities at 8.7% (up 7.2 points), Socioeconomically Disadvantaged students at 8.1% (up 2.9 points), and Hispanic students at 6.2% (up 2 points). These data points underscore the urgent need to strengthen schoolwide systems such as Positive Behavior Intervention System (PBIS), restorative practices, and social-emotional supports to create a more inclusive and supportive school climate.

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

Based on the data you provided, the most consistently struggling student subgroups across academics, attendance, and school climate are:

Students with Disabilities.

This group shows the most significant challenges overall: Highest chronic absenteeism rate (33.8%, +8.8 increase), High suspension rate (8.7%, +7.2 increase). Although ELA showed a strong improvement (+49 points), performance levels remain low overall. Despite academic growth in ELA, this group continues to face major barriers in attendance and behavior, indicating a need for integrated academic and social-emotional supports.

Socioeconomically Disadvantaged Students

This group demonstrates persistent challenges across all indicators: Lowest ELA performance (88.3 points below standard). Lowest Math performance (115.8 points below standard, declined -5.7). High chronic absenteeism (31.9%, +4 increase). Elevated suspension rate (8.1%, +2.9 increase). This subgroup is consistently underperforming across academics and engagement, making them a critical priority for targeted intervention and resource allocation.

English Learners (ELs)

This group shows mixed academic progress but concerning engagement trends: Positive growth in ELA (+9.8 points). ELPI decline (-8.1), with 36% not making progress. High chronic absenteeism (29.1%, +7.6 increase). Highest suspension rate (11.9%, +7.7 increase). While academic gains are emerging, lack of progress toward reclassification and high suspension rates signal a need for stronger instructional and behavioral supports.

Hispanic Students

As the largest student group, trends here significantly impact overall school performance: Low Math performance (111.8 points below standard). Moderate ELA improvement (+7.8 points). High chronic absenteeism (28.7%, +5.4 increase). Increased suspension rate (6.2%, +2 increase). This group reflects schoolwide trends and continues to require support in both academics and engagement.

Other Needs

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

None

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	2.03%	0.89%	0.65%	7	3	2
Asian	2.91%	3.55%	3.88%	10	12	12
Hispanic/Latino	79.36%	79.29%	83.17%	273	268	257
Pacific Islander	2.03%	1.78%	0.97%	7	6	3
White	9.88%	10.36%	9.39%	34	35	29
Two or More Races	2.62%	3.25%	1.62%	9	11	5
Not Reported	1.16%	0.89%	0.32%	4	3	1
Total Enrollment				344	338	309

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		20	20
Kindergarten	47	36	36
Grade 1	51	46	38
Grade 2	38	53	51
Grade3	46	40	42
Grade 4	50	49	41
Grade 5	52	42	42
Grade 6	43	52	39
Total Enrollment	344	338	309

Conclusions based on this data:

- Over the past three years, Dingle Elementary has experienced a consistent decline in student enrollment. Overall enrollment has gradually decreased from 346 students in the 2022–2023 school year to 344 students in 2023–2024, followed by a more notable decline to 338 students in 2024–2025. While the decrease has been modest overall, the trend warrants close monitoring, particularly as it impacts staffing, program planning, and resource allocation. The most significant enrollment reductions have occurred in the primary grades, particularly Kindergarten and first grade, as well as in fifth grade. Declines in the early grades may indicate reduced incoming enrollment trends, which could affect future overall school enrollment if the pattern continues.

This enrollment trend highlights the importance of continued outreach and recruitment efforts, strengthening transitional supports for incoming students and families, and maintaining programs that attract and retain students. Ongoing analysis of enrollment patterns, attendance boundaries, and demographic shifts will be important to inform staffing decisions, preserve program offerings, and support long-term planning. Despite the decline, Dingle remains committed to providing high-quality instruction, maintaining strong student supports, and leveraging resources strategically to meet the needs of all students.

2. As a result of this enrollment trend, Dingle has experienced significant organizational and instructional changes, including the creation of combination classrooms. Due to declining enrollment, the school implemented a Kindergarten/First Grade combination class this school year to balance class sizes and maintain efficient use of staffing allocations. This shift has required thoughtful adjustments in staffing structures, classroom organization, and instructional planning.

The implementation of combination classrooms impacts both staffing and instructional practices, requiring teachers to differentiate instruction across grade-level standards, adapt pacing and curriculum delivery, and provide targeted support to meet a broader range of student needs within one classroom setting. These changes also influence scheduling, resource allocation, and collaborative planning among staff.

3. Further analysis of program enrollment trends indicates that the decline in enrollment has been concentrated primarily in the English strand of the school, while the Dual Immersion program has continued to demonstrate strong demand, particularly in the primary grades, where waitlists remain in place for students seeking entry into the program. This contrast in enrollment patterns highlights a growing family interest in bilingual education and suggests that the Dual Immersion model is a strong and sustainable programmatic asset for the school.

As a result of these trends, the decision was made to transition Dingle into a full Dual Immersion school. This shift is intended to stabilize enrollment across classrooms, align programming with demonstrated community demand, and strengthen the school's long-term sustainability. By moving to a full Dual Immersion model, the school aims to maximize enrollment capacity while expanding access to high-quality bilingual and biliteracy instruction for all students since the early grades.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	143	125	124	41.6%	37.0%	40.1%
Fluent English Proficient (FEP)	41	43	35	11.9%	12.7%	11.3%
Reclassified Fluent English Proficient (RFEP)		24				

Conclusions based on this data:

1.

The percentage of English Learners at Dingle Elementary has declined over the past three years. During the 2024–2025 school year, 37% of the student population was identified as English Learners, representing a 4.6% decrease from the previous year. This decline reflects the broader trend of decreasing overall enrollment at the school. As total student numbers have dropped, there has been a corresponding reduction in the number and proportion of English Learners. This shift in demographics has important implications for program planning, resource allocation, and the delivery of targeted supports for English Learners.

Dingle will continue to monitor these trends closely to ensure that, despite the decline in numbers, English Learners receive high-quality designated and integrated ELD instruction, as well as the necessary academic and linguistic supports to promote progress toward reclassification and overall academic success.
2.

In the 2024–2025 school year, the percentage of students classified as Fluent English Proficient (FEP) was 12.7%, representing the highest rate recorded over the past three years. While this increase is modest, it reflects a positive trend and indicates progress in supporting students toward English proficiency. This upward trajectory suggests that current instructional practices and supports are beginning to have a meaningful impact on students' language development and reclassification outcomes.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	47	48	42	47	46	38	47	46	38	100.0	95.8	90.5
Grade 4	48	49	49	48	47	46	48	47	46	100.0	95.9	93.9
Grade 5	44	54	41	43	47	41	43	47	41	97.7	87	100
Grade 6	45	44	50	44	40	49	44	40	49	97.8	90.9	98
All Grades	184	195	182	182	180	174	182	180	174	98.9	92.3	95.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2353.	2370.	2363.	8.51	6.52	5.26	10.64	13.04	13.16	21.28	34.78	26.32	59.57	45.65	55.26
Grade 4	2367.	2414.	2397.	4.17	14.89	4.35	6.25	8.51	8.70	14.58	17.02	30.43	75.00	59.57	56.52
Grade 5	2383.	2396.	2465.	4.65	4.26	12.20	4.65	10.64	21.95	13.95	12.77	29.27	76.74	72.34	36.59
Grade 6	2481.	2440.	2424.	11.36	0.00	0.00	18.18	15.00	14.29	34.09	30.00	24.49	36.36	55.00	61.22
All Grades	N/A	N/A	N/A	7.14	6.67	5.17	9.89	11.67	14.37	20.88	23.33	27.59	62.09	58.33	52.87

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.26	6.52	7.89	48.94	60.87	60.53	46.81	32.61	31.58
Grade 4	2.08	17.02	4.35	50.00	44.68	58.70	47.92	38.30	36.96
Grade 5	4.65	2.13	9.76	39.53	44.68	51.22	55.81	53.19	39.02
Grade 6	13.64	2.50	6.12	45.45	57.50	36.73	40.91	40.00	57.14
All Grades	6.04	7.22	6.90	46.15	51.67	51.15	47.80	41.11	41.95

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.26	6.82	5.41	44.68	45.45	40.54	51.06	47.73	54.05
Grade 4	4.17	4.26	2.17	25.00	55.32	56.52	70.83	40.43	41.30
Grade 5	2.33	2.13	12.20	39.53	29.79	58.54	58.14	68.09	29.27
Grade 6	9.09	2.50	0.00	52.27	37.50	33.33	38.64	60.00	66.67
All Grades	4.95	3.93	4.65	40.11	42.13	47.09	54.95	53.93	48.26

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.64	10.87	5.26	68.09	60.87	76.32	21.28	28.26	18.42
Grade 4	6.25	8.51	6.52	56.25	68.09	60.87	37.50	23.40	32.61
Grade 5	0.00	8.51	14.63	60.47	63.83	75.61	39.53	27.66	9.76
Grade 6	6.82	10.00	4.08	77.27	65.00	61.22	15.91	25.00	34.69
All Grades	6.04	9.44	7.47	65.38	64.44	67.82	28.57	26.11	24.71

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.51	6.52	5.26	57.45	65.22	65.79	34.04	28.26	28.95
Grade 4	6.25	19.15	6.52	54.17	46.81	71.74	39.58	34.04	21.74
Grade 5	4.65	2.13	19.51	32.56	42.55	48.78	62.79	55.32	31.71
Grade 6	13.64	2.50	2.04	68.18	65.00	51.02	18.18	32.50	46.94
All Grades	8.24	7.78	8.05	53.30	54.44	59.20	38.46	37.78	32.76

Conclusions based on this data:

1. A total of 182 students were enrolled in the tested grade levels, of which 174 students completed assessments and received scores. The completion rate of the ELA assessment reflects 95%, which indicates a 3.3% increase in assessment completion from the previous year, demonstrating growth in testing participation and strengthened efforts to support student engagement in this state assessments.

While overall participation rates improved, third and fourth grade had the lowest completion percentages, with third grade showing the lowest rate at 90%. This trend warrants attention and ongoing monitoring. For all third-grade students, this is their first experience taking the CAASPP assessments, which can present challenges related to testing stamina, familiarity with the assessment platform, and overall comfort with the testing process. Additionally, students in the Dual Immersion program participate in an additional state assessment, the California Spanish Assessment (CSA), increasing overall testing demands for these students. One possible contributing factor to lower completion rates may be test fatigue associated with multiple assessments and extended testing sessions.

These findings suggest the need for targeted planning and support, particularly in third and fourth grade, to improve participation and completion rates. Areas for consideration include strengthening test readiness practices, building student stamina through exposure to testing formats, reviewing scheduling to minimize fatigue, and ensuring appropriate supports for students participating in multiple assessments. Given these factors, both grade levels will be identified for close monitoring during the current school year, with a focus on improving completion rates while supporting students' overall testing experience.

2. During the 2024–2025 school year, 5th grade emerged as the highest-performing grade level in English Language Arts (ELA) when compared to other grades at Dingle Elementary. In this grade level, 12% of students exceeded standards and 21% met standards, resulting in a combined 33% of students meeting or exceeding ELA expectations overall. Across the school as a whole, Dingle demonstrated overall growth in ELA achievement. 19.54% of students met or exceeded ELA standards, reflecting a 12% increase compared to the 2023–2024 school year. This upward trend indicates positive momentum in student achievement and suggests that instructional shifts and targeted supports are beginning to show impact.

While this growth is encouraging, overall proficiency levels remain below desired benchmarks, highlighting the need to continue strengthening Tier 1 instruction, increasing academic rigor, and expanding targeted interventions. The strong performance in 5th grade also provides an opportunity to identify effective instructional practices that can be replicated across grade levels to support improved outcomes schoolwide.

3. Student writing performance showed overall improvement across all grade levels. The percentage of students scoring at or near standard increased from 42.13% to 47.09%, while the percentage of students scoring above standard increased from 3.93% to 4.65% from the 2023–2024 to the 2024–2025 school year. Combined, this reflects a total of 51.74% of students performing at or above standard in writing, indicating meaningful progress in student writing achievement across the school. This upward trend suggests that instructional efforts in writing are beginning to have a positive impact on student outcomes.

These gains also serve as an encouraging indicator that PLC collaboration and vertical articulation in writing instruction are supporting more consistent expectations and stronger instructional practices across grade levels. Continued focus on aligning writing instruction, strengthening feedback practices, and sharing effective strategies across grade levels will be important to sustain and further accelerate this growth.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	47	48	42	47	47	41	47	47	41	100.0	97.9	97.6
Grade 4	48	49	49	48	49	47	48	49	47	100.0	100	95.9
Grade 5	44	54	41	43	49	41	42	49	41	97.7	90.7	100
Grade 6	45	44	50	44	43	50	43	43	50	97.8	97.7	100
All Grades	184	195	182	182	188	179	180	188	179	98.9	96.4	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2364.	2367.	2349.	2.13	2.13	2.44	17.02	14.89	9.76	21.28	25.53	19.51	59.57	57.45	68.29
Grade 4	2384.	2409.	2398.	2.08	6.12	0.00	10.42	12.24	8.51	22.92	30.61	31.91	64.58	51.02	59.57
Grade 5	2394.	2385.	2439.	2.38	0.00	4.88	0.00	8.16	9.76	16.67	10.20	36.59	80.95	81.63	48.78
Grade 6	2459.	2410.	2399.	4.65	2.33	0.00	18.60	0.00	4.00	25.58	25.58	18.00	51.16	72.09	78.00
Grade 11															
All Grades	N/A	N/A	N/A	2.78	2.66	1.68	11.67	9.04	7.82	21.67	22.87	26.26	63.89	65.43	64.25

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.26	4.26	2.44	38.30	42.55	34.15	57.45	53.19	63.41
Grade 4	4.17	6.12	2.13	27.08	42.86	34.04	68.75	51.02	63.83
Grade 5	0.00	0.00	2.44	28.57	20.41	46.34	71.43	79.59	51.22
Grade 6	4.65	2.33	0.00	46.51	30.23	18.00	48.84	67.44	82.00
Grade 11									
All Grades	3.33	3.19	1.68	35.00	34.04	32.40	61.67	62.77	65.92

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.51	6.38	0.00	42.55	48.94	41.46	48.94	44.68	58.54
Grade 4	6.25	8.16	4.26	27.08	38.78	38.30	66.67	53.06	57.45
Grade 5	2.38	0.00	9.76	23.81	30.61	43.90	73.81	69.39	46.34
Grade 6	6.98	0.00	0.00	39.53	34.88	38.00	53.49	65.12	62.00
All Grades	6.11	3.72	3.35	33.33	38.30	40.22	60.56	57.98	56.42

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.26	2.13	2.44	53.19	57.45	46.34	42.55	40.43	51.22
Grade 4	0.00	6.12	2.13	43.75	46.94	57.45	56.25	46.94	40.43
Grade 5	2.38	2.04	4.88	40.48	44.90	51.22	57.14	53.06	43.90
Grade 6	2.33	0.00	0.00	60.47	39.53	40.00	37.21	60.47	60.00
All Grades	2.22	2.66	2.23	49.44	47.34	48.60	48.33	50.00	49.16

Conclusions based on this data:

- During the 2024-2025 school year, 182 students were enrolled in the tested grade levels, and 179 students participated in the Mathematics CAASPP assessment, resulting in an overall participation rate of 98.4%. This reflects strong assessment participation across grade levels and demonstrates a 2% increase from the previous year, indicating continued improvement in testing completion rates.

Participation rates were especially strong in fifth and sixth grade, with both grade levels achieving 100% testing participation. Fourth grade had the lowest participation rate at 95%; however, this still reflects a high level of student participation overall. These results suggest that systems and supports for assessment administration were largely effective across grade levels.

The overall mathematics participation rate of 98.4% was higher than the participation rate in English Language Arts, indicating stronger completion rates in math assessments. This difference may warrant further analysis to better understand factors contributing to higher participation in mathematics and to identify practices that could be leveraged to support improved completion rates in ELA.
- Despite the strong assessment completion rate achieved last year, overall performance data indicate a decline in mathematics mean scale scores across all grade levels except fifth grade. Fifth grade was a notable bright spot,

demonstrating a significant 54-point increase in mean scale score, suggesting strong instructional outcomes and growth within that cohort. This positive trend in fifth grade should be examined further to identify effective practices that may be replicated across other grade levels.

At the performance level, results indicate a decline in overall achievement compared to the previous year. The percentage of students Exceeding Standard was 1.6%, reflecting a decrease in the number of students performing at the highest achievement level. Similarly, the percentage of students Meeting Standard declined by 2%, ending at 7.2%. These decreases suggest a reduction in the proportion of students achieving proficiency and above.

At the same time, the percentage of students Nearly Meeting Standard increased to 26.2%, which may indicate that a significant group of students are approaching proficiency but require targeted instructional support to move into the “met standard” category. While this increase may reflect some positive movement for students near proficiency, it also highlights the need for focused acceleration strategies to close achievement gaps.

Most notably, 64.2% of students scored in the Not Met Standard category, signaling that a substantial proportion of students continue to perform below grade-level expectations in mathematics. This trend points to persistent challenges in foundational skills, conceptual understanding, and grade-level mastery that require strategic attention.

In summary these results suggest the need for a comprehensive response focused on strengthening Tier I instruction, increasing intervention supports, and using data-driven practices to address unfinished learning. Particular attention should be given to moving students from “Nearly Met” to “Met” through targeted small-group instruction, progress monitoring, and standards-aligned intervention. In addition, analyzing the success seen in fifth grade may provide valuable insights into instructional practices, curriculum implementation, or supports that contributed to growth.

3. When examining performance by test claim categories, the data provide a more detailed picture of student strengths and areas of need. In the area of Concepts and Procedures, which measures students’ understanding and application of core mathematical concepts and procedural fluency, fifth grade demonstrated significant growth. The percentage of students performing at or near standard more than doubled, increasing from 20% to 46%. This substantial gain reflects meaningful improvement in students’ conceptual understanding and suggests that instructional practices in fifth grade may be positively impacting student outcomes. This growth should be further analyzed to identify successful strategies that may be replicated across other grade levels.

In contrast, all other grade levels showed regression in the percentage of students performing at or near standard in this claim area. This decline indicates an urgent need to strengthen Tier I core instruction in mathematics, particularly around the direct teaching of essential grade-level concepts, procedural fluency, and opportunities for students to apply mathematical thinking in meaningful ways. These results suggest a need to prioritize standards-based instruction, increase the use of formative assessment to monitor understanding, and provide consistent opportunities for reteaching and targeted support within the core instructional program.

In the area of Communicating Reasoning, which measures students’ ability to justify mathematical thinking, construct arguments, and apply reasoning to solve problems, results were more encouraging. All grade levels, with the exception of third grade, demonstrated growth in the percentage of students performing at or near standard. This upward trend suggests progress in students’ mathematical discourse, reasoning skills, and opportunities to explain and defend their thinking.

Growth in this claim area may reflect increased emphasis on mathematical discussions, use of academic language, and instructional practices that promote reasoning and problem solving. These are important strengths to continue building upon. However, the lack of growth in third grade signals a need for closer analysis and support, particularly as third grade students are often developing these academic reasoning skills while also adjusting to more rigorous assessment expectations for the first time.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1416.8	1408.2	1440.1	1430.7	1430.0	1450.3	1384.0	1356.9	1416.2	28	29	15
1	1432.8	1439.4	1429.4	1453.4	1452.4	1435.0	1411.7	1425.8	1423.3	19	23	19
2	1469.6	1454.2	1483.7	1498.6	1476.0	1486.7	1440.0	1431.8	1480.2	16	19	23
3	1483.5	1478.2	1465.2	1495.8	1489.0	1462.6	1470.7	1466.6	1467.2	20	16	21
4	1533.5	1489.7	1502.3	1553.3	1514.4	1489.6	1513.1	1464.4	1514.5	22	17	19
5	1549.8	1497.3	1545.3	1585.4	1499.4	1545.7	1513.6	1494.8	1544.3	21	16	13
6	*	1529.9	1496.6	*	1541.6	1491.4	*	1517.5	1501.6	7	16	14
All Grades										133	136	124

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	10.71	13.79	26.67	35.71	34.48	46.67	35.71	37.93	6.67	17.86	13.79	20.00	28	29	15
1	0.00	0.00	5.26	36.84	43.48	36.84	47.37	34.78	31.58	15.79	21.74	26.32	19	23	19
2	12.50	5.26	17.39	37.50	42.11	43.48	25.00	47.37	30.43	25.00	5.26	8.70	16	19	23
3	10.00	0.00	0.00	35.00	37.50	38.10	40.00	43.75	38.10	15.00	18.75	23.81	20	16	21
4	36.36	11.76	5.26	40.91	47.06	63.16	18.18	23.53	10.53	4.55	17.65	21.05	22	17	19
5	42.86	18.75	38.46	33.33	31.25	38.46	19.05	18.75	23.08	4.76	31.25	0.00	21	16	13
6	*	31.25	14.29	*	31.25	28.57	*	25.00	14.29	*	12.50	42.86	*	16	14
All Grades	19.55	11.03	13.71	36.09	38.24	42.74	30.83	33.82	23.39	13.53	16.91	20.16	133	136	124

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	21.43	17.24	26.67	25.00	37.93	46.67	28.57	31.03	6.67	25.00	13.79	20.00	28	29	15
1	26.32	21.74	36.84	31.58	43.48	10.53	31.58	13.04	36.84	10.53	21.74	15.79	19	23	19
2	31.25	36.84	30.43	50.00	47.37	47.83	18.75	10.53	21.74	0.00	5.26	0.00	16	19	23
3	25.00	31.25	9.52	50.00	43.75	52.38	10.00	18.75	19.05	15.00	6.25	19.05	20	16	21
4	72.73	64.71	42.11	22.73	17.65	21.05	4.55	5.88	21.05	0.00	11.76	15.79	22	17	19
5	66.67	50.00	61.54	28.57	18.75	38.46	4.76	6.25	0.00	0.00	25.00	0.00	21	16	13
6	*	50.00	35.71	*	37.50	21.43	*	0.00	7.14	*	12.50	35.71	*	16	14
All Grades	41.35	36.03	33.06	33.08	36.03	34.68	15.79	13.97	17.74	9.77	13.97	14.52	133	136	124

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	4.76	0.00	13.33	14.29	20.69	40.00	42.86	48.28	33.33	38.10	31.03	13.33	21	29	15
1	4.17	4.35	0.00	16.67	26.09	26.32	37.50	30.43	42.11	41.67	39.13	31.58	24	23	19
2	0.00	0.00	8.70	38.10	26.32	39.13	28.57	36.84	26.09	33.33	36.84	26.09	21	19	23
3	0.00	0.00	0.00	4.35	12.50	14.29	34.78	37.50	42.86	60.87	50.00	42.86	23	16	21
4	0.00	5.88	0.00	16.67	11.76	57.89	33.33	23.53	21.05	50.00	58.82	21.05	12	17	19
5	0.00	0.00	15.38	5.88	18.75	38.46	64.71	37.50	30.77	29.41	43.75	15.38	17	16	13
6	*	0.00	0.00	*	25.00	21.43	*	50.00	28.57	*	25.00	50.00	*	16	14
All Grades	5.26	1.47	4.84	20.30	20.59	33.87	39.85	38.24	32.26	34.59	39.71	29.03	133	136	124

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.14	17.24	20.00	64.29	62.07	73.33	28.57	20.69	6.67	28	29	15
1	42.11	30.43	33.33	47.37	47.83	44.44	10.53	21.74	22.22	19	23	18
2	25.00	31.58	52.38	68.75	57.89	42.86	6.25	10.53	4.76	16	19	21
3	15.00	12.50	15.00	65.00	68.75	50.00	20.00	18.75	35.00	20	16	20
4	31.82	47.06	29.41	68.18	35.29	58.82	0.00	17.65	11.76	22	17	17
5	38.10	18.75	41.67	57.14	56.25	50.00	4.76	25.00	8.33	21	16	12
6	*	43.75	0.00	*	43.75	71.43	*	12.50	28.57	*	16	14
All Grades	25.56	27.94	28.21	62.41	53.68	54.70	12.03	18.38	17.09	133	136	117

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	35.71	37.93	46.67	42.86	44.83	26.67	21.43	17.24	26.67	28	29	15
1	31.58	17.39	15.79	52.63	78.26	63.16	15.79	4.35	21.05	19	23	19
2	50.00	47.37	26.09	50.00	47.37	73.91	0.00	5.26	0.00	16	19	23
3	55.00	56.25	28.57	40.00	37.50	47.62	5.00	6.25	23.81	20	16	21
4	86.36	70.59	42.11	13.64	17.65	36.84	0.00	11.76	21.05	22	17	19
5	85.71	75.00	84.62	14.29	0.00	15.38	0.00	25.00	0.00	21	16	13
6	*	68.75	50.00	*	18.75	14.29	*	12.50	35.71	*	16	14
All Grades	57.89	50.00	38.71	33.83	38.24	43.55	8.27	11.76	17.74	133	136	124

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	3.57	0.00	13.33	82.14	68.97	80.00	14.29	31.03	6.67	28	29	15
1	0.00	4.35	5.56	47.37	56.52	38.89	52.63	39.13	55.56	19	23	18
2	18.75	0.00	0.00	37.50	57.89	71.43	43.75	42.11	28.57	16	19	21
3	0.00	0.00	0.00	50.00	31.25	42.11	50.00	68.75	57.89	20	16	19
4	13.64	0.00	0.00	50.00	41.18	78.57	36.36	58.82	21.43	22	17	14
5	4.76	12.50	30.00	61.90	37.50	60.00	33.33	50.00	10.00	21	16	10
6	*	0.00	7.69	*	50.00	15.38	*	50.00	76.92	*	16	13
All Grades	6.77	2.21	6.36	56.39	51.47	55.45	36.84	46.32	38.18	133	136	110

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	39.29	13.79	53.33	35.71	51.72	33.33	25.00	34.48	13.33	28	29	15
1	0.00	0.00	5.26	68.42	82.61	68.42	31.58	17.39	26.32	19	23	19
2	6.25	0.00	26.09	56.25	63.16	52.17	37.50	36.84	21.74	16	19	23
3	10.00	6.25	0.00	70.00	75.00	80.95	20.00	18.75	19.05	20	16	21
4	27.27	11.76	10.53	45.45	58.82	78.95	27.27	29.41	10.53	22	17	19
5	14.29	0.00	7.69	66.67	56.25	84.62	19.05	43.75	7.69	21	16	13
6	*	6.25	14.29	*	81.25	64.29	*	12.50	21.43	*	16	14
All Grades	18.80	5.88	16.13	55.64	66.18	66.13	25.56	27.94	17.74	133	136	124

Conclusions based on this data:

1. The number of students participating in the English Language Proficiency Assessments for California (ELPAC) at Dingle has declined from 136 to 124 students over the past two years. This decrease may be attributed, in part, to

the school's overall enrollment decline, particularly in grade levels where enrollment reductions have been most significant. As overall student enrollment decreases, a corresponding reduction in the number of English Learners assessed through ELPAC may be expected.

This decline may also reflect additional factors worth monitoring, such as student reclassification rates, mobility trends, and shifts in the linguistic demographics of the school community. While the decrease in ELPAC participation aligns with broader enrollment patterns, continued analysis is important to better understand whether the decline is primarily enrollment-driven or also reflective of changes in student demographics and program outcomes. Monitoring these trends will help ensure the school continues to plan appropriately for English Learner services, instructional supports, and program implementation.

As Dingle transitions to a full Dual Immersion model, ongoing review of ELPAC participation and English Learner data will be especially important. The school's bilingual instructional model presents strong opportunities to support language development and biliteracy, and maintaining close attention to English Learner enrollment trends and progress data will help ensure students continue to receive the supports necessary to achieve both language proficiency and academic success.

2. The English Learner Progress Indicator (ELPI) data showed that 43% of students made progress toward English language proficiency, representing an 8.1% decline from the previous year. While this decrease in overall progress is an area of concern and suggests a need for closer examination of language development supports, a deeper analysis of performance by language proficiency levels reveals some encouraging shifts in student movement toward higher proficiency levels.

The distribution of students across English language proficiency levels shows a gradual movement out of the intermediate levels and into more advanced levels of proficiency. The percentage of students at Level 1 increased from 16% to 20%, which is the result of an increase in students entering with emerging English proficiency and a group of newcomers requiring foundational language support.

At Level 2, the percentage of students declined significantly from 33.8% to 23.3%. While a decrease at this level may initially appear concerning, it may also suggest movement of students into higher proficiency bands, particularly Levels 3 and 4, which showed growth.

Most notably, Level 3 increased from 38.8% to 42.7%, representing growth in the percentage of students developing stronger command of academic English. In addition, Level 4 increased from 11.3% to 13.7%, indicating a greater proportion of students reaching well-developed levels of English proficiency. These increases in Levels 3 and 4 are promising and may reflect progress in moving students toward long-term language proficiency and eventual reclassification.

In summary, the data present a mixed picture. Although the overall ELPI progress rate declined, the increase in students at higher proficiency levels suggests movement in a positive direction for some English Learners. This may indicate that while fewer students met annual growth targets, some students are progressing into more advanced language levels, which is an important outcome.

These results highlight the need for continued focus on strengthening English Learner supports, particularly accelerating progress for students in Levels 1 and 2 while sustaining growth for students approaching proficiency. Priorities moving forward may include strengthening designated ELD instruction, increasing opportunities for academic language development across content areas, analyzing reclassification pathways, and using student-level data to target supports more effectively.

3. The ELPAC assessment is divided into two main components: the oral domain and the written domain. The oral portion assesses students' listening and speaking skills, while the written portion measures performance in reading and writing. Analyzing these domains separately provides important insight into specific areas of strength and need within English language development.

In the oral domain (listening and speaking), data from the two-year comparison indicates an increase in the percentage of students performing at Levels 1 and 2, alongside a decrease in the percentage of students at Levels 3 and 4. This shift suggests that a larger proportion of students are demonstrating emerging or early developing oral language skills, while fewer students are reaching or maintaining higher levels of oral proficiency. This trend may point to a need for increased intentional focus on structured academic conversations, oral language development strategies, and consistent opportunities for students to practice listening comprehension and expressive speaking across instructional settings.

In contrast, the written domain (reading and writing) shows a more positive trend over the same two-year period. Data indicate a decrease in the percentage of students performing at Levels 1 and 2, accompanied by an increase in the percentage of students performing at Levels 3 and 4. This suggests that more students are developing stronger literacy skills and moving toward higher levels of proficiency in reading comprehension and written expression.

One possible explanation for this improvement in the written domain may be the schoolwide emphasis on literacy instruction, including targeted focus on reading strategies and the implementation of writing-focused Professional Learning Communities (PLCs). These initiatives may be contributing to stronger student outcomes in reading and writing by increasing instructional coherence, strengthening grade-level expectations, and providing more consistent opportunities for students to engage in structured literacy tasks.

Overall, this two-year comparison highlights a divergence in student progress across the two ELPAC domains. While written language skills appear to be strengthening, oral language development shows a need for renewed attention and instructional support. Moving forward, balancing instructional focus across both domains will be essential. Strengthening oral language opportunities through academic discourse, collaborative learning structures, and intentional speaking and listening practice, will be critical in supporting balanced language development and improving overall ELPAC outcomes.

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
338	83.1%	37%	1.5%
Total Number of Students enrolled in Dingle Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	125	37%
Foster Youth	5	1.5%
Homeless	10	3%
Socioeconomically Disadvantaged	281	83.1%
Students with Disabilities	52	15.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.9%
American Indian	0	0.0%
Asian	12	3.6%
Filipino	0	0.0%
Hispanic	268	79.3%
Two or More Races	11	3.3%
Pacific Islander	6	1.8%
White	35	10.4%

Conclusions based on this data:

1. Dingle's student population data reflects a total enrollment of 338 students. Within this enrollment, several student subgroup percentages highlight the diverse needs present across the school community. Specifically, 83% of

students are identified as socioeconomically disadvantaged, 37% are English Learners, 1.5% are Foster Youth, 3% are classified as Homeless, and 15% of students receive special education services under an Individualized Education Program (IEP).

These subgroup populations represent a significant portion of the student body and collectively point to a high level of need across academic, linguistic, social-emotional, and support service domains. Each subgroup brings distinct strengths and challenges that must be thoughtfully addressed through targeted instructional practices, differentiated supports, and coordinated systems of care.

Collectively, these data points show that Dingle serves a highly diverse student population with layered and intersecting needs. As a result, schoolwide systems must remain responsive and intentional in addressing academic achievement while also supporting the social-emotional well-being of students. This includes ensuring equitable access to Tier I instruction, strengthening intervention systems, and maintaining a coordinated approach to meeting the needs of all student groups. Understanding and responding to these demographics is essential for effective school planning, resource allocation, and instructional decision-making, ensuring that all students have the opportunity to succeed academically and thrive within a supportive learning environment.

2. Dingle's demographic composition is predominantly Hispanic, with 79% of students identifying as Hispanic. The remaining student population includes 10% White, 3.6% Asian, 1.8% Pacific Islander, and 0.9% African American students. This demographic profile reflects a diverse school community, with a strong majority representation of Hispanic students.

This distribution highlights the importance of ensuring that school practices, curriculum, and instructional materials are both culturally responsive and asset-oriented. An asset-based approach recognizes and builds upon the strengths, experiences, and cultural knowledge that students bring to the classroom, rather than focusing solely on perceived deficits. For Dingle, this means intentionally designing learning environments that validate students' identities and incorporate culturally relevant content, especially in ways that reflect and honor the Hispanic community, which represents the largest student group served by the school.

At the same time, the presence of smaller demographic groups, including Asian, Pacific Islander, African American, and White students, underscores the importance of fostering an inclusive school culture where all students feel seen, valued, and represented. It is essential that schoolwide practices, classroom instruction, and school climate initiatives ensure that these populations are meaningfully included and that their identities and experiences are reflected in curriculum, school events, and daily interactions.

This demographic data also presents an opportunity to strengthen culturally responsive teaching practices and to ensure that diversity is viewed as a strength within the school community. Celebrating the Hispanic community in particular is essential, not only because it represents the majority population, but also because it provides a foundation for culturally sustaining practices that benefit all learners. Our demographics reinforce the need for intentional efforts to promote equity, inclusion, and representation across all aspects of the school experience.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The California School Dashboard indicates that Dingle has two performance indicators in the orange category and three indicators in the red category, reflecting continued areas of need alongside some emerging growth. While several outcomes remain below state standards, the data also show signs of progress in key areas, particularly in English Language Arts (ELA), which continues to demonstrate year-over-year improvement.

In English Language Arts (ELA), students scored 73.8 points below standard, representing a 6.9-point improvement from the previous year. Although performance remains below grade level expectations, this upward trend indicates that current literacy strategies are having a positive impact on student learning. The consistent year-over-year growth in ELA suggests that instructional focus on foundational reading and writing skills, including comprehension strategies, text analysis, and structured writing instruction, is contributing to improved student outcomes. Continued emphasis on strengthening Tier 1 literacy instruction, along with targeted intervention for students below proficiency, will be important in sustaining and accelerating this growth.

The English Learner Progress Indicator (ELPI) shows that 43% of English learners are making progress toward English language proficiency, reflecting an 8.1% decrease from the prior year. This decline signals a need to strengthen both designated and integrated English Language Development (ELD) instruction across grade levels. However, deeper analysis of the data provides additional context. The school has experienced a recent increase in newcomer students, which has contributed to a rise in students at ELPI Levels 1 and 2, and consequently impacted overall progress percentages. At the same time, Levels 3 and 4 show movement in a positive direction, with increases in the proportion of students reaching higher levels of proficiency. This suggests that while new students are entering at lower proficiency levels, students who are further along in their English development are continuing to make progress toward reclassification. These trends highlight the importance of providing differentiated support that addresses the full continuum of English Learner needs, with particular attention to accelerating language development for newcomer and early-stage learners.

In Mathematics, performance remains a critical area of concern, with students scoring 105.6 points below standard, representing a 1.3-point decline from the previous year. Although the decrease is relatively small, it continues a pattern of underperformance in mathematics and reinforces the need for sustained, intentional improvement efforts. This trend underscores the importance of strengthening Tier 1 instruction, increasing the consistency and quality of standards-based math instruction, and expanding targeted intervention supports for students who are below grade level. In addition, ongoing professional development focused on mathematical content knowledge, instructional strategies, and student discourse in math will be essential to improving outcomes.

Overall, the California Dashboard data reflect a mixed performance profile for Dingle. Gains in ELA demonstrate steady and promising progress, indicating that current literacy initiatives are moving instruction in a positive direction. However, continued challenges in mathematics and the need for more effective support for novice English Learners highlight critical areas for growth. Strengthening instruction in these areas, while building on existing successes, will be essential to improving overall performance indicators and moving outcomes from red and orange toward greater levels of proficiency and student success.

2. Dingle's school climate indicators on the California School Dashboard, specifically Chronic Absenteeism and Suspension Rate, are both identified in the red performance category, indicating significant areas of concern that require targeted attention and system-wide intervention.

Chronic Absenteeism is currently at 28.2%, reflecting a 3.6% increase from the previous year. This upward trend is particularly concerning, as it indicates that more than one in four students are missing a substantial amount of instructional time. Chronic absenteeism can have a direct and negative impact on student academic achievement, language development, and overall school engagement. The increase suggests that existing attendance supports and interventions may not yet be sufficient to address underlying barriers such as health-related absences, family circumstances, transportation challenges, or student disengagement. This data highlights the urgent need to strengthen attendance monitoring systems, improve early outreach to families, and implement more proactive and consistent attendance intervention strategies.

The Suspension Rate is reported at 7%, representing a 2.3% increase from the previous year. This rate is notably high when compared to state norms and indicates a significant rise in student disciplinary removals from the instructional environment. An increase of this magnitude suggests a need to closely examine schoolwide behavioral systems, consistency of expectations, and the effectiveness of restorative and preventative practices. High suspension rates can contribute to lost instructional time, widened achievement gaps, and reduced student connectedness to school.

Together, these two indicators provide important insight into the overall school climate and student engagement at Dingle. The increases in both chronic absenteeism and suspensions suggest that students are experiencing barriers that impact both their physical presence in school and their ability to remain successfully engaged in the learning environment. These trends may also be interconnected, as increased disengagement can contribute to both attendance concerns and behavioral challenges. Addressing these areas will require a comprehensive and coordinated approach that includes strengthening positive behavior supports, increasing the use of restorative practices, enhancing family engagement strategies, and ensuring early identification of students at risk for chronic

absenteeism. Additionally, implementing consistent attendance interventions, building strong relationships between staff and students, and reinforcing a positive and inclusive school culture will be critical in reversing these trends.

3. The data show that the following student subgroups are consistently identified in the red performance category in one or more indicators: English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities.

Among these groups, the Socioeconomically Disadvantaged student subgroup is the most significantly overrepresented across all academic and school climate indicators. This includes performance in English Language Arts, Mathematics, English Learner Progress, as well as indicators related to Chronic Absenteeism and Suspension. This pattern suggests that students facing socioeconomic barriers are experiencing compounded challenges that impact both academic achievement and school engagement outcomes.

The overrepresentation of multiple student subgroups in the red performance category highlights persistent equity gaps within the current system. In particular, it suggests that certain groups of students are not yet receiving sufficient levels of targeted support to fully access grade-level standards or consistently engage in school. Factors such as access to resources, attendance stability, language development needs, and behavioral or social-emotional supports may all be contributing to these outcomes.

Additionally, the overlap between English Learners, Hispanic students, and Socioeconomically Disadvantaged students indicates that many students are experiencing intersecting needs that require coordinated and responsive instructional and support systems. Students with Disabilities also appear within red indicators, reinforcing the need for strong implementation of individualized supports, inclusive practices, and consistent access to high-quality Tier 1 instruction.

These findings underscore the importance of an intentional, equity-focused response. Moving forward, it will be critical to strengthen targeted academic interventions, improve Tier 1 instructional practices, and expand supports that address both academic and non-academic barriers to learning. In addition, enhancing culturally responsive teaching practices, strengthening family engagement, and ensuring consistent access to interventions and support services will be essential in addressing these disparities. Overall, the data clearly indicate that while schoolwide performance trends provide important context, student subgroup performance reveals deeper inequities that must be addressed to ensure all students have the opportunity to succeed academically and thrive within a supportive school environment.

School and Student Performance Data

Academic Performance English Language Arts

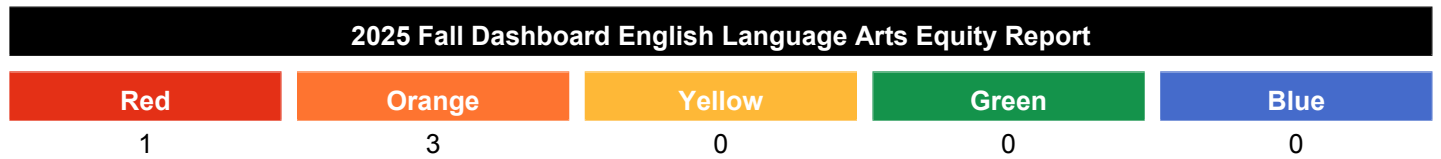
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 73.8 points below standard Increased 6.9 points 167 Students	English Learners  Orange 101.9 points below standard Increased 9.8 points 85 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Red 88.3 points below standard Maintained 1.2 points 142 Students

Students with Disabilities  Orange 105.2 points below standard Increased 49 points 31 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 84.9 points below standard Increased 7.8 points 135 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  No Performance Color 14.1 points above standard Increased 38 points 15 Students

Conclusions based on this data:

- English Language Arts remains an underperforming area at Dingle, with an overall score of 73.8 points below standard, an improvement of 6.9 points that kept the indicator in orange. The most impacted subgroups are Socioeconomically Disadvantaged students: Socioeconomically Disadvantaged: 88.3 points below standard (+1.2)

Despite modest gains, these groups continue to face significant academic challenges in ELA.
- To improve English Language Arts outcomes, Dingle will implement a multi-tiered approach emphasizing strong Tier 1 instruction, foundational literacy, and enhanced writing across grade levels. A consistent schoolwide literacy framework will guide daily instruction in phonics, fluency, comprehension, and structured writing.

In the primary grades, explicit phonics instruction and early literacy screeners will help identify students needing support, with targeted small-group interventions provided. Writing will be integrated across subjects using scaffolded routines and common rubrics to ensure vertical alignment. Instruction will be data-driven, with grade-level PLCs using formative assessments to plan targeted mini-lessons and monitor student progress.
- English Learners will receive scaffolded support through designated ELD strategies embedded in the ELA block, including vocabulary development, sentence frames, and writing supports, key practices emphasized in PROMESA professional development. Instructional rounds and coaching will promote consistent implementation of best practices, while benchmark assessments and student work analysis will guide ongoing progress monitoring and instructional adjustments. To strengthen family engagement, the school will offer literacy workshops and provide take-home resources to support reading at home.

School and Student Performance Data

Academic Performance Mathematics

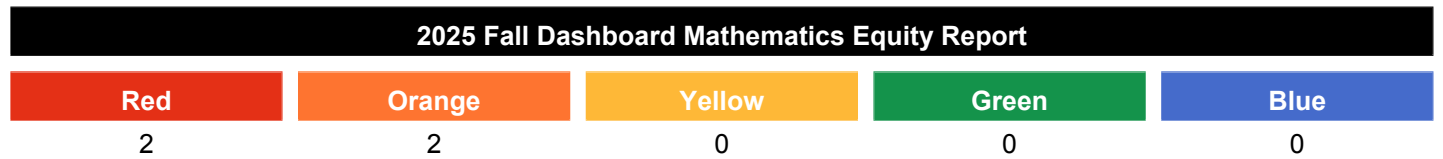
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 105.6 points below standard Maintained -1.3 points 167 Students	English Learners  Orange 118.8 points below standard Increased 4.9 points 85 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Red 115.4 points below standard Declined 5.7 points 142 Students

Students with Disabilities  Orange 144 points below standard Increased 13.4 points 32 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 111.8 points below standard Maintained 0.2 points 135 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  No Performance Color 48.9 points below standard Increased 11.5 points 15 Students

Conclusions based on this data:

1. Dingle scored 105.6 points below the standard in Math, reflecting a 1.3 point decline keeping the performance level in red. Underperforming subgroups include:

Socioeconomically Disadvantaged Students: 115.4 points below standard (-5.4)

Hispanic Students: 111.8 points below standard (no change)

These results highlight the need for direct and strong tier 1 instruction at grade level standards as well as targeted support and intervention in mathematics.
2. To address the significant need in mathematics, Dingle Elementary will partner with the UC Davis Math Project to provide targeted professional development. Teachers will participate in workshops to deepen their understanding of the math framework and effective pedagogy. The focus will be on strengthening Tier 1 instruction through consistent use of high-quality, standards-aligned curriculum and evidence-based math practices.
3. Grade-level teams will engage in data-driven PLCs to analyze student performance and plan differentiated lessons based on identified needs. Foundational gaps will be addressed through targeted small-group interventions and scaffolded supports, especially for students performing well below grade level. To support English learners and struggling students, teachers will incorporate visual models, math language sentence frames, and hands-on learning opportunities.

School and Student Performance Data

Academic Performance Science

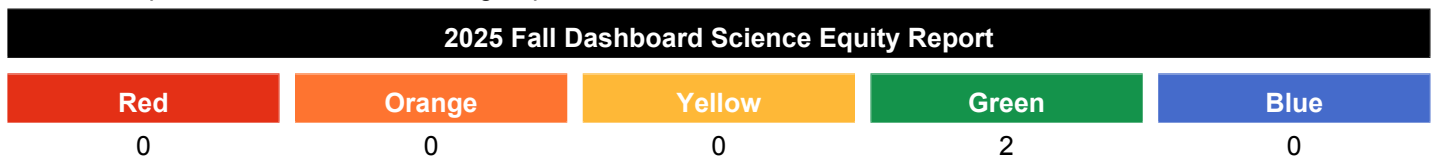
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 51.9 science points Increased 20.2 points 39 Students	English Learners  No Performance Color 45.9 science points Increased 19.5 points 19 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Green 48.8 science points Increased 17.2 points 35 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Green 50 science points Increased 21.1 points 30 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

- Fifth grade students participated in the California Science Test (CAST), and the resulting state indicator is classified as green, reflecting a strong overall performance in science compared to other subject areas. Students scored 51.9 points below the standard, which represents a significant improvement of 20.2 points from the previous year. This level of growth indicates meaningful gains in student understanding of science content, disciplinary concepts, and scientific reasoning skills.

This upward trend suggests that instructional practices in fifth grade science have been effective in supporting student learning and engagement. The improvement also reflects increased student readiness in applying cross-cutting scientific concepts, analyzing data, and demonstrating understanding of grade-level standards. Continued progress at this rate indicates that current instructional approaches are having a measurable positive impact on student outcomes in science.
- A particular aspect of this data is that no student subgroup performed below the green performance level, including both Hispanic students and Socioeconomically Disadvantaged students. This is significant because it demonstrates a level of equity in science achievement that is not consistently reflected in other academic areas. It suggests that instructional strategies and supports in fifth grade science are effectively reaching all student groups and providing access to grade-level content in a more equitable manner.
- When compared to performance patterns in other academic areas, this outcome stands out as a clear strength for the school. It highlights the potential effectiveness of instructional practices used in fifth grade science and suggests that similar strategies, such as hands-on learning, inquiry-based instruction, academic discourse, and scaffolded support, may be contributing to more equitable outcomes.

Moving forward, it will be important to analyze the specific instructional practices, curriculum implementation, and student engagement strategies used in fifth grade science to identify successful elements that can be replicated

across other grade levels and subject areas. Leveraging these strengths may support broader efforts to improve academic performance and close achievement gaps in ELA and mathematics while sustaining strong outcomes in science.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange 43 making progress. Number Students: 100 Students	 No Performance Color making progress. Number Students: 2 Students

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.

2025 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
21%	36%	0%	43%

Conclusions based on this data:

- Dingle's overall English Learner Progress Indicator (ELPI) is 43%, reflecting a 8.1% decrease from the previous year. Data show 21% of students decreased one ELPI level, 36% maintained levels 1–3, 0% maintained level 4, and 43% progressed at least one level. Based on ELPAC results and updated reclassification criteria, a targeted focus on improving reading and writing achievement is essential to support students in meeting reclassification requirements.
- Dingle's data reveals an interesting pattern of growth in the written domains alongside a decline in the oral domains of the ELPAC assessment. This trend is important to analyze in greater depth, particularly in light of the recent increase in students classified as newcomers or novice English Learners.

The improvement observed in the written domains, which include reading and writing, suggests that students are making progress in literacy development and academic language processing. However, the decline in the oral domains, which assess listening and speaking skills, indicates a growing need to intentionally strengthen students' oral language development. This is especially critical for newcomer students, who often require explicit support in building foundational vocabulary, listening comprehension, and spoken language confidence.
- The development of oral language skills will require greater alignment and consistency in instructional practices to ensure students continue to grow in overall language acquisition. Strengthening these skills is essential, as oral language serves as the foundation for both academic engagement and literacy development. Without strong listening

and speaking abilities, students may struggle to fully access grade-level content and participate meaningfully in classroom learning.

Continued implementation of research-based instructional strategies such as PROMESA strategies and Project GLAD will be key components in addressing this need. These approaches support the development of rich, structured language environments where students are provided with frequent opportunities for meaningful academic discourse, vocabulary development, and collaborative learning experiences. Ensuring consistent use of these strategies during designated ELD instruction, as well as within integrated ELD across content areas, will be essential.

Moving forward, strengthening oral language development through intentional planning, consistent instructional practices, and high-quality language-rich environments will be critical to supporting newcomer and novice English Learners. At the same time, maintaining progress in the written domains will help ensure balanced language development that supports both academic achievement and long-term English proficiency.

School and Student Performance Data

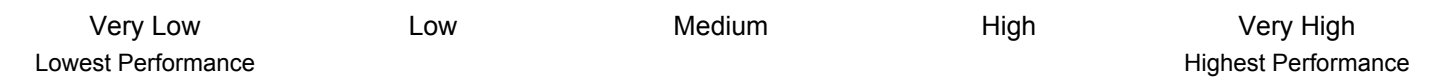
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Red

28.2% Chronically Absent

Increased 3.6

362 Students

English Learners



Red

29.1% Chronically Absent

Increased 7.6

141 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

Homeless



No Performance Color

70.6% Chronically Absent

Declined 29.4

17 Students

Socioeconomically Disadvantaged



Red

31.9% Chronically Absent

Increased 4

301 Students

Students with Disabilities  Red 33.8% Chronically Absent Increased 8.8 68 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 17.6% Chronically Absent Increased 17.6 17 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 28.7% Chronically Absent Increased 5.4 286 Students
Two or More Races  No Performance Color 14.3% Chronically Absent Declined 10.7 14 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Yellow 19.4% Chronically Absent Declined 2.8 36 Students

Conclusions based on this data:

- Dingle's chronic absenteeism rate is 28.2%, reflecting a 3.6% increase from the previous year. This upward trend indicates a growing concern regarding student attendance and highlights the need for strengthened attendance monitoring and intervention systems to ensure students are consistently accessing instructional time.

A review of student subgroup data shows that several groups are at higher risk for chronic absenteeism:

Hispanic students: 28.7%, an increase of 5.4%
Students with Disabilities: 33.8%, an increase of 8.8%
Socioeconomically Disadvantaged students: 31.9%, an increase of 4%
English Learners: 29.1%, an increase of 7.6%

These subgroup trends indicate that chronic absenteeism is disproportionately impacting historically underserved student populations. In particular, Students with Disabilities and English Learners show the highest increases, suggesting a need for more targeted, individualized attendance supports and stronger collaboration between families, school staff, and support services.
- Efforts will continue to focus on the most at-risk groups. To further reduce absences, the school will emphasize the importance of attendance through parent advisory meetings, phone calls, one-on-one conferences, parent surveys, and student incentive programs.
- The data indicates a need for increased support for Students with Disabilities and White students, as absenteeism continues to rise in these groups. Regular communication, resources, and consistent support from the school and district will be essential. These students will be closely monitored by the wellness team, teachers, and administration to ensure timely intervention.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

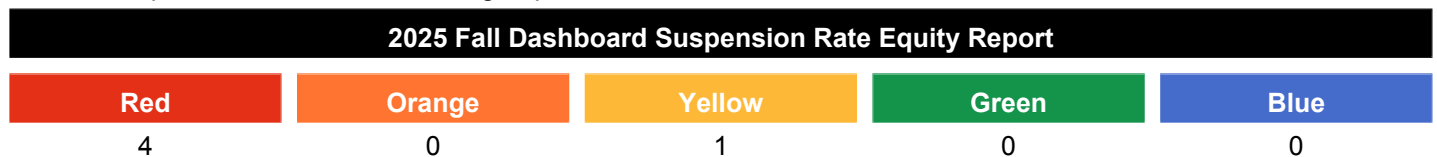
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Red 7% suspended at least one day Increased 2.3% 373 Students	English Learners Red 11.9% suspended at least one day Increased 7.7% 143 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless No Performance Color 0% suspended at least one day Maintained 0% 19 Students	Socioeconomically Disadvantaged Red 8.1% suspended at least one day Increased 2.9% 310 Students

Students with Disabilities  Red 8.7% suspended at least one day Increased 7.2% 69 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 11.8% suspended at least one day Increased 11.8% 17 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 6.2% suspended at least one day Increased 2% 290 Students
Two or More Races  No Performance Color 25% suspended at least one day Increased 1.9% 16 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Yellow 2.6% suspended at least one day Maintained 0% 38 Students

Conclusions based on this data:

1. Dingle's overall suspension rate increased by 2.3%, with 7% of students suspended at least once, placing the school in the red performance band. While this remains an area for improvement, data suggests that enhancements to the Multi Tier Systems of Support (MTSS) framework have positively impacted school connectedness and contributed to a reduction in suspensions. Continued focus on strengthening MTSS will be key to further progress.
2. Data indicates a need for professional learning focused on effective behavior plans and strategies to support student groups with the highest suspension rates. Hispanic students, English Learners, and Socioeconomically Disadvantaged students are all in the red performance band, each showing up to 7% increase in suspensions. Targeted support for these groups is essential to improving outcomes.
3. To reduce suspensions and support high-need subgroups, Dingle will implement preventative and intervention strategies aligned with Positive Behavior Intervention System (PBIS), restorative practices, and social-emotional learning (SEL) to promote positive behavior and conflict resolution. Staff will receive training in with the Positive School Discipline program to learn and align de-escalation and trauma-informed practices, and behavior intervention teams will be established to address behavior patterns and individual needs through Wellness meetings.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Each student will meet the skills and competencies of the graduate profile in order to be college and career-ready through a rigorous, intellectually rich, and culturally relevant environment that fosters the three guiding principles of dual language education, bilingualism and biliteracy, high academic achievement, and sociocultural competencies.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Based on 2025 assessment results and school climate data, several critical areas of need have been identified that directly impact students' readiness for college and career pathways. These needs fall into two primary categories: academic achievement and school culture/climate. If not addressed with urgency and intentionality, these challenges may limit students' access to post-secondary opportunities. The California Smarter Balanced Assessments administered in spring 2025, with results reported in December 2025, highlight significant gaps in student performance.

In English Language Arts (ELA), although there was a slight increase from the previous year, achievement remains low. Only 19.54% of students met or exceeded state standards, while 80.46% did not meet standards. This indicates a continued need to strengthen Tier 1 core literacy instruction, increase opportunities for structured writing, language development, and comprehension, and provide targeted supports for English Learners and students performing below grade level. Mathematics performance presents an even greater concern, with only 9.5% of students meeting or exceeding standards and 90.51% not meeting standards, reflecting a decline of 2.2% from the previous year. This underscores an urgent need to strengthen rigorous, standards-aligned Tier 1 math instruction, increase mathematical discourse and academic language development, and expand the use of scaffolds, visuals, and differentiated small group instruction.

In addition to academic needs, school climate data reflects concerning trends that impact student success. According to the California School Dashboard, 28% of students are chronically absent, representing an increase of 3.6%. Chronic absenteeism significantly limits instructional access and negatively affects long-term outcomes, signaling a need to strengthen attendance systems, implement early intervention practices, and increase family engagement and communication. Furthermore, suspension rates have risen to 7%, an increase of 2.3% from the previous year, indicating a need to strengthen Tier 1 behavior supports, improve classroom management practices, increase the use of restorative approaches, and provide ongoing professional development in Positive Behavioral Interventions and Supports (PBIS).

Overall, to improve college and career preparedness, Dingle Elementary must focus on strengthening Tier 1 instruction in both ELA and mathematics, supporting academic language development, particularly for multilingual learners, addressing attendance and engagement barriers, improving school climate systems, and ensuring consistent implementation of research-based instructional strategies.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Pathway Awards for Music Program	New 25-26 7 -6th grade students	By the end of the 2026–2027 school year, Dingle Elementary will increase the Pathway Awards for Music to at least 10 6th grade students.
Number of Pathway awards for Biliteracy (Dual Immersion schools only).	23-24 11 students identified on the Pathway to Biliteracy 24-25 11 students identified on the Pathway to Biliteracy 25-26 14 students identified on the Pathway to Biliteracy	By the end of the 2026–2027 school year, Dingle Elementary will increase the number of students recognized on the Pathway to Biliteracy to at least 15 students from grades 4th and 6th by strengthening language development supports and enhancing recognition systems for bilingual learners.
Field trip opportunities that enrich student experiences and extend learning beyond the classroom	25-26: TK and K - 3 field trips 1 - 3 field trips 2 - 1 field trip 3 - 2 field trips 4 - 2 field trips 5 - 4 field trips 6 - 2 field trips	By the end of the 2026–2027 school year, Dingle Elementary will participate in a minimum of two field trips per year for each grade level. At least one field trip will serve as a unit of study extension of a unit of study. This approach will ensure meaningful and purposeful expanded learning experiences for students while minimizing repetition of field trip locations and strengthening connections to classroom instruction.
College and career readiness experiences that build awareness, skills, and pathways for students' future success	Career Fair 25-26 Baseline All 4-6 participated in My future college project	By the end of the 2026-2027 school year, Dingle Elementary will expand the career fair plan to include lessons about various colleges and trade schools. Additionally 4-6 grade will do a College field trip.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Visual and Performing Arts at Dingle Dingle Elementary is committed to providing a comprehensive Visual and Performing Arts (VAPA) program that enriches the educational experience of all students. Through a variety of artistic disciplines, we aim to increase student engagement, foster a strong sense of belonging, and support the development of the whole child. Participation in the arts allows students to build essential life skills such as punctuality, time management, collaboration, creativity, and perseverance, all within a rich, intellectually stimulating, and structured environment. For the 2026–2027 school year, Dingle will continue to expand and strengthen its VAPA offerings through strategic partnerships with four	All students with a focus on English Learners, Hispanics, and Economically disadvantaged students.	57954 Arts and Music in Schools None Specified

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	other schools to create a rotation cycle of four VAPA disciplines. These collaborations ensure that students have access to high-quality, diverse artistic experiences that may not otherwise be available within a single school site. The cycle VAPA program consists of all students participating in a six week rotation that includes visual arts, ceramics, music and theatre. This rotational model ensures equitable access and consistent exposure to multiple art forms throughout the school year. Each discipline is intentionally designed to build both technical skills and creative expression, while also reinforcing cross-curricular connections. In addition, students in Transitional Kindergarten through 3rd grade will receive dedicated music instruction. As part of this progression, all 3rd grade students will learn to play the recorder. After-School VAPA Opportunities Dingle will offer after-school VAPA clubs that provide additional opportunities for students to explore their interests and talents. One of the cornerstone programs is Folklórico, available to students in grades 1–6. This culturally rich program promotes appreciation of heritage while developing students’ skills in dance, coordination, and performance. Students will engage in learning choreography, practicing routines, and building confidence as performers, culminating in opportunities to showcase their learning in front of an audience. Theatre and Drama Dingle is proud to partner with Missoula Children’s Theatre to bring high-quality theatre experiences to our students. Through this partnership, students in grades K–6 will have the opportunity to participate in drama productions, gaining hands-on experience in acting, stage presence, and storytelling. These experiences not only nurture creativity but also support public speaking skills, teamwork, and self-confidence. Performances provide meaningful opportunities for students to shine and for the school community to come together in celebration of the arts.		
1.2	Strengthening Awareness and Implementation of the Pathway to Biliteracy As part of Dingle Elementary’s transition to a full Dual Immersion (DI) campus, the school will prioritize building a shared understanding among staff, students, and families regarding the Pathway to Biliteracy and its long-term connection to the Seal of Biliteracy at the secondary level.	All students who participate in the Dual Immersion program with a focus on 4th and 6th grade students as these are the grade levels being tracked for the pathway to biliteracy.	1500 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Dingle will continue to strengthen communication systems to ensure that teachers, students, and parents clearly understand the expectations, benchmarks, and benefits associated with the Pathway to Biliteracy. This includes providing accessible and consistent messaging through family workshops, classroom discussions, school events, and multilingual communication platforms. By building this shared understanding, the school aims to foster a culture where biliteracy is valued, celebrated, and intentionally developed from the earliest grades. To support this effort, all teachers will participate in ongoing professional learning focused on the state-adopted criteria and assessment measures that contribute to the Pathway to Biliteracy during extended Dual Immersion staff meetings. Teachers will deepen their understanding of how multiple data points, including performance on SBAC ELA, the California Spanish Assessment (CSA), ELPAC proficiency levels, and i-Ready diagnostic results, serve as indicators of student progress toward biliteracy. This additional Dual Immersion Professional development will emphasize how to interpret this data, set goals, and adjust instruction to ensure that students are meeting or exceeding grade-level expectations in both languages. In addition, the Dual Immersion (DI) team will engage in targeted collaboration sessions to analyze student data, monitor progress, and refine instructional practices. These sessions will occur at least once per trimester and will provide structured time for teachers to engage in meaningful dialogue around student outcomes, instructional strategies, and alignment to the Pathway criteria. Furthermore, the principal will develop workshops for families to further understand the language acquisition process towards biliteracy. This includes outlining grade-level expectations, key milestones, and the role of assessments in measuring progress. The principal will share this information with families and community partners through meetings, presentations, and school-wide communications to promote transparency, alignment, and shared responsibility.		
1.3	Field Trips and Expanded Learning Opportunities Dingle Elementary is committed to providing students with meaningful learning experiences that extend beyond the classroom. We recognize that authentic, hands-on learning opportunities play a critical role in deepening student understanding, increasing engagement, and making learning relevant. Field trips and expanded learning	All students with a focus on English Learners, Hispanics, and Economically disadvantaged students	3000 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	experiences allow students to connect academic content to real-world contexts, fostering curiosity, critical thinking, and a lifelong love of learning. This strategy is especially important given that approximately 83% of Dingle's student population is identified as socioeconomically disadvantaged. For many of our families, daily priorities are centered around essential needs such as housing, food, and financial stability. As a result, opportunities to visit museums, cultural institutions, science centers, and other enriching learning environments may not be accessible outside of school. Dingle views these experiences not as extras, but as essential educational equity tools that help close opportunity gaps and ensure all students have access to a well-rounded education. To support this commitment, all students will participate in a minimum of two field trip experiences per school year, one of which directly aligns to grade-level standards and curricular units. Teachers will collaborate across grade levels to develop a field trip calendar that ensures a variety of experiences and avoids duplication of locations across grades, maximizing the breadth of student exposure over time. Dingle will leverage the resources available within the local community, to provide accessible and meaningful learning opportunities. Staff will incorporate walking field trips, allowing students to explore nearby community assets such as local parks, libraries, cultural centers, and businesses. These experiences not only support academic learning but also help students build a stronger connection to their community and develop a sense of belonging.		

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

During the 2025–2026 school year, Dingle Elementary made significant progress in implementing key strategies designed to increase student engagement, expand access to enrichment opportunities, and strengthen instructional programming.

Dingle successfully implemented its VAPA rotation model, with 100% of students participating in a structured rotation that included ceramics, visual arts, theatre, and music. This ensured that all students had equitable access to a wide range of artistic disciplines. Student feedback indicated overwhelmingly positive responses, with many students expressing high levels of enjoyment and engagement in the program. This confirms that the integration of the arts

continues to be a powerful lever for increasing student motivation and connection to school. A key factor in the program's success was the strategic sharing of resources and funding with neighboring schools, which allowed Dingle to expand its VAPA offerings beyond what would have been possible independently. This collaborative approach enabled the school to introduce additional disciplines and strengthen the overall quality of instruction. Notably, the school invested in a new ceramics kiln, significantly enhancing the ceramics program and allowing for more robust, hands-on artistic experiences. To further maximize the impact of the VAPA program, Dingle will explore the implementation of a VAPA gallery or showcase event. This would provide students with an authentic audience to present their work, celebrate their creativity, and strengthen school-to-home connections by inviting families and the community to engage in student learning.

Music Program (Band and Strings)

The music program, including both band and strings, successfully served students in grades 4–6. The culminating concert was highly attended, reflecting strong family engagement and community interest. This event highlighted students' growth, discipline, and performance skills, and served as an important milestone in their artistic development. Looking ahead, Dingle is considering opportunities to expand performance capacity, including securing a larger venue when collaborating with other schools or hosting a dedicated, site-based concert that allows all participating grade levels to perform for families. These performances not only celebrate student achievement but also expose students to pathways in music that extend into middle school and high school. At the same time, the school recognizes a need to refine program structures to ensure equitable access without compromising core academic instruction. Currently, participation in band and strings can result in students missing foundational classroom instruction, creating scheduling challenges. Moving forward, Dingle will explore alternative scheduling models or expanded-day opportunities to maintain program access while protecting instructional time.

Theatre Partnership

The partnership with Missoula Children's Theatre continued to be a highlight of the school year. A total of 49 students participated in the intensive five-day residency, culminating in a formal theatrical performance. This program provided students with valuable opportunities to develop confidence, collaboration, and performance skills. In the previous year, the school observed a notable increase in attendance during the theatre week, suggesting high levels of student engagement. While this year's attendance data did not show a similarly significant increase, an important contributing factor may have been the alignment of the theatre residency with the VAPA rotation, during which all students were already engaged in theatre-related instruction. This alignment strengthened students' stage skills and deepened their understanding of performance, indicating a strong instructional connection even if attendance gains were not evident this year.

Dual Immersion and Pathway to Biliteracy

Dual Immersion (DI) team meetings were held throughout the year; however, the primary focus of these meetings shifted toward assessment alignment and Spanish language instruction. While these are important priorities, this shift resulted in less dedicated attention to the Pathway to Biliteracy criteria and systematic data tracking. Moving forward, Dingle recognizes the need to rebalance the focus of DI collaboration time to ensure that the Pathway to Biliteracy remains a central component. This includes strengthening staff understanding of criteria, monitoring student progress through multiple data points, and ensuring that instructional practices are aligned with long-term biliteracy goals.

Field Trips and Expanded Learning Opportunities

Most grade levels successfully met the goal of providing at least two field trip experiences, reinforcing the school's commitment to extending learning beyond the classroom. However, one grade level only participated in a single field trip, highlighting an area for improvement in consistency across the school. As teachers continue to refine and develop their units of study, there is a growing opportunity to more intentionally align field trips as culminating or anchoring experiences within instructional units. By embedding field trips into long-term planning, teachers will be better positioned to ensure that these experiences are meaningful, standards-aligned, and instructionally relevant. Additionally, earlier planning will allow for improved logistics, scheduling, and equitable access for all students.

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

Reflections on Implementation and Budget Alignment.

Overall, the strategies outlined under this goal were successfully implemented during the 2025–2026 school year. Dingle Elementary was able to execute all major program components, including Dual Immersion collaboration, field trips, and the Visual and Performing Arts (VAPA) rotation. While implementation was strong, a review of the budget reveals notable differences between the original plan and actual expenditures, providing important insights for future planning and resource alignment.

Dual Immersion (DI) Collaboration and Funding

The original plan allocated funds to support ongoing Dual Immersion teacher collaboration, with the intent of providing structured time for data analysis, alignment to the Pathway to Biliteracy, and instructional planning. While these meetings did occur, the actual structure differed from what was initially envisioned. Collaboration sessions were typically one hour in length and scheduled periodically rather than requiring extended or more frequent release time. As a result, the funds allocated for teacher compensation exceeded the actual need.

Field Trips and Expanded Learning Opportunities

The school prioritized providing all students with at least two field trip experiences aligned to grade-level standards. While most grade levels met this expectation, one grade level only scheduled and attended a single field trip. This resulted in a portion of the allocated field trip funds not being utilized. The discrepancy between planned and actual expenditures highlights a need for more intentional long-term planning at the grade level. This reflection suggests that future planning should include clearer expectations, earlier scheduling timelines, and stronger alignment between instructional units and field trip experiences. By doing so, the school can ensure both full implementation of the strategy and more accurate use of allocated funds.

Visual and Performing Arts (VAPA) Program

The VAPA program represents an area where differences between projected and actual expenditures resulted in a positive outcome for the school. Through collaboration and shared funding with partner schools, Dingle was able to offer a broader range of artistic disciplines than originally anticipated. However, the final costs of program implementation were lower than projected, resulting in additional available funds within the VAPA budget. This surplus funding created an opportunity to address an unexpected but critical need: the replacement of the school's ceramics kiln. During program implementation, it became clear that the existing kiln was no longer fully functional and needed replacement to sustain and expand the ceramics program. The availability of additional funds allowed the school to make this investment without disrupting other planned activities.

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 analysis of the 2025–2026 implementation data, the strategies outlined under this goal are effectively responding to the identified needs of the school. Student feedback, including results from school climate surveys and the California Healthy Kids Survey, indicates that school engagement was an area of need. The expansion of Visual and Performing Arts (VAPA) opportunities has shown a positive impact in addressing this need, as students consistently reported high levels of interest and enthusiasm for participating in art, ceramics, theatre, and music. Dingle will continue to prioritize and strengthen its VAPA programming. Next steps include creating more opportunities for students to showcase their learning, such as school-wide performances, exhibitions, and a VAPA gallery night for families. These events will not only celebrate student achievement but also further increase engagement, motivation, and pride in learning. Additionally, the school will continue refining the rotation model to ensure all students have equitable and consistent access to high-quality arts instruction.

Streamlining Field Trips for Greater Impact

While field trips were largely implemented successfully, the next step is to make these experiences more intentional, coherent, and instructionally aligned. Teachers will work collaboratively to streamline field trip planning by embedding these experiences directly into units of study as culminating or anchor activities. This approach will ensure that field trips are not isolated events, but rather meaningful extensions of classroom learning. In addition, Dingle will establish clearer expectations and timelines for field trip planning to ensure consistency across all grade levels. By doing so, all students will benefit from multiple, well-planned experiences that strengthen their sense of belonging, connection to the school, and engagement in learning. Increased opportunities for reflection and connection to classroom content will further deepen the impact of these experiences.

Expanding Dual Immersion Family Engagement and Awareness

To strengthen the Dual Immersion (DI) program and ensure alignment with long-term biliteracy goals, Dingle will expand its approach to include intentional family engagement. In addition to ongoing staff collaboration, DI meetings will now be complemented by parent workshops designed to build understanding of the Pathway to Biliteracy. These workshops will provide families with clear information about program expectations, key milestones, and assessment indicators such as ELPAC, SBAC, and Spanish language proficiency measures. By increasing transparency and communication, families will be better equipped to support their children's progress toward biliteracy. This shift reflects a commitment to building a strong home-school partnership and ensuring that families are active participants in their child's educational journey.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Dingle Elementary has identified several critical areas in need of improvement through a comprehensive review of academic and school climate data. Current data indicates an increase of approximately 4% in chronic absenteeism, highlighting a significant barrier to student success. When students are not consistently present at school, it becomes increasingly difficult to accelerate learning, close achievement gaps, and ensure meaningful engagement. Addressing attendance will remain a key priority moving forward.

Analysis of student subgroup data reveals that the same groups demonstrating the greatest needs in academic performance are also those experiencing lower levels of engagement. Socioeconomically disadvantaged students, students with disabilities, and Hispanic students continue to represent the most vulnerable populations at Dingle. This alignment between academic outcomes and engagement data underscores the need for targeted, cohesive strategies that address both instructional quality and student connectedness.

In English Language Arts (ELA), Dingle has shown modest growth over recent years. According to the California School Dashboard, the school is currently 73.8 points below standard, reflecting one of its strongest performance post pandemic. While this progress is encouraging, continued focus is needed to meet the goal of reducing this gap to within 60 points below standard in the upcoming year.

In contrast, Mathematics remains an area of significant concern. Data trends show a continued decline in performance, with the California School Dashboard indicating an increase in distance from standard each year. Most recently, Dingle reached a low of 105 points below standard, representing a substantial and urgent challenge that will require intensified instructional focus and strategic intervention.

Through a comprehensive needs assessment and root cause analysis, Dingle Elementary identified a need to strengthen academic rigor and, more critically, to support teachers in consistently delivering high-quality, standards-based Tier 1 instruction. This includes ensuring that instruction effectively meets the needs of all learners, particularly multilingual students, across all content areas. These findings were informed by multiple data sources, including the California School Dashboard, i-Ready benchmark assessments, and structured teacher discussions during Professional Learning Communities (PLCs).

Additionally, parent feedback gathered through engagement sessions highlighted a need for greater clarity and understanding of grade-level expectations. Families expressed a desire for more support in understanding how to help their children succeed academically, reinforcing the importance of strong home-school partnerships.

To address these identified needs, Dingle's plan for the upcoming year will focus on maximizing the effectiveness of Tier 1 instruction through the consistent implementation of Dual Immersion strategies, in which all staff have been trained. The school will strengthen systematic cycles of inquiry within PLCs, promoting deeper data analysis, instructional alignment, and shared accountability. Increased collaboration among teachers will be prioritized to build collective teacher efficacy and ensure that all students receive rigorous, high-quality instruction.

As Dingle continues its transition to a full Dual Immersion program, the school remains committed to promoting bilingualism, biliteracy, high academic achievement, and sociocultural competence. This work will be driven through a collaborative and reflective staff culture, ensuring that instructional practices are inclusive, responsive, and aligned to the diverse needs of our student population.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard on English Language Arts (ELA) and Math Academic Indicator.	22-23: Dingle is in orange in ELA and orange in math 23-24: Overall academic performance ELA in Orange 80.7 points from the standard, which is an increase of 7.4 points Math in Red 104 points, points from standard, which is a decline of 3.4 points 24-25: Overall academic performance ELA in orange, 73.8 points from the standard and increase of 6.9 points Math in red, 105.6 points from the standard a decline of 1.3 points	By the end of the 2026–2027 school year, Dingle Elementary will improve academic performance as measured by the California School Dashboard through the following targets: English Language Arts: Reduce the Distance from Standard (DFS) by at least 5%, improving from 73.8 to approximately 69.8 points below the standard. Mathematics: Reduce the DFS by at least 5%, improving from 105.6 to approximately 99.72 points below the standard. These gains will be driven by strengthen rigorous Tier 1 instruction, the implementation of WIN (What I Need) intervention blocks, and regular data-informed instructional planning through Professional Learning Communities (PLCs).
Performance Level on CSA	2023: Baseline: Mean Scale Scores 3rd: 342.6 4th: 442.4 5th: 543.2 6th: 644.7 2024: Mean Scale per grade level and % per level 3rd: 340 (level 1=79%, level 2= 11%, level 3= 10%) 4th: 445 (level 1=63%, level 2= 30%, level 3= 7%) 5th: 543 (level 1=78%, level 2= 11%, level 3= 11%) 6th: 642 (level 1=75%, level 2= 21%, level 3= 4%) 2025: Mean Scale per grade level and % per level 3rd: 239 (level 1=73%, level 2= 27%, level 3= 0%) 4th: 247 (level 1=43%, level 2= 47%, level 3= 10%) 5th: 247 (level 1=56%, level 2= 35%, level 3= 9%) 6th: 239 (level 1=80%, level 2= 17%, level 3= 3%)	By the end of the 2026–2027 school year, Dingle Elementary aims to improve student performance on the California Summative Assessments for grades 3 through 6 by achieving the following goals: Increase mean scale scores by at least 10 points per grade level. Reduce the percentage of students performing at Level 1 by 10 percentage per grade level, while proportionally increasing the percentages of students performing at Levels 2 and 3. Progress toward these goals will be supported through intentional and ongoing monitoring of multiple assessments, including updated reading fluency measures, the Foreign Language Oral Skills Evaluation Matrix (FLOSEM), and i-Ready assessments in Spanish.
California Dashboard on Chronic Absenteeism	22-23: 38.60% of students are chronically absent	By the end of the 2026–2027 school year, Dingle Elementary will reduce its overall chronic absenteeism rate to below 20%

	23-24: 24.6% of students are chronically absent, which reflects a 13.5% decline from the previous year, which made us move from orange to yellow. The specific focus groups are students with disabilities and White students. 24-25: Performance Level Red: 28.2% of students chronically absent, which reflects an increase of 3.6% from previous year. Notable Subgroups: 29% English Learners 28% Hispanics 31% Socioeconomically Disadvantaged 33% Students with Disabilities	In addition, the school will demonstrate measurable reductions in chronic absenteeism among identified student groups, Socioeconomically Disadvantaged, Students with Disabilities, Hispanics and English Learners. This goal will be supported by the implementation of a multi-tiered attendance improvement plan that includes schoolwide recognition systems, targeted family outreach, and more strategic case management facilitated by the school's Wellness Team.
California Dashboard on Suspension rate	Suspension rate 22-23: 3.9% (Yellow) 23-24: 4.6% (Orange) 24-25: Performance Level Red: 7% of students suspended at least one day. This reflects an increase of 2.3% from the previous year. State level is 2.9% Notable Subgroups: 11% English Learners 6% Hispanics 8% Socioeconomically Disadvantaged 8% Students with Disabilities	By the end of the 2026–2027 school year, Dingle Elementary will reduce its overall suspension rate to below 4%, achieving progress from Red to Orange on the California School Dashboard. This goal includes a targeted effort to reduce suspension rates among key student groups, including Hispanic students, English Learners (ELs), Socioeconomically Disadvantaged, and Students with Disabilities. Progress will be supported through training all staff on Positive Schools Discipline project, as well as continued implementation of schoolwide Positive Behavioral Interventions and Supports (PBIS), the expansion of social-emotional learning (SEL) supports, and increased access to counseling, mentoring, and culturally responsive behavior interventions.
California Healthy Kids Survey CHKS - Student sense of safety, school connectedness, Prevalence of Bullying	23-24 CHKS: 64% school connectedness; 65% feel safe at school 24-25: CHKS: 71% school connectedness; 68% feel safe at school 25-26: % include responses of "Yes, most of the time" or "Yes, all of the time" 79% Sense of Safety 81% School connectedness 83% Antibullying Climate	By the end of the 2026–2027 school year, Dingle Elementary will enhance students' sense of safety, connectedness, and social-emotional well-being, as measured by the California Healthy Kids Survey CHKS. CHKS results will show that at least 85% of students report strong school connectedness and feeling safe at school. These outcomes will be supported through consistent social-emotional learning (SEL) instruction, continues counseling services, ongoing implementation of PBIS, and increased opportunities for student voice and

		engagement in shaping a positive school culture.
SEL Screener (The difference between the percentage of students identified as having a concerning level of internalized behavior in Fall vs. Spring)	New Metric: 25-26: Fall: 9.73% concern, 9.29% possible concern, 80.97% no concern Spring: 7.69 concern, 9.62% possible concern, 82.69% no concern	By the end of the 2026–2027 school year, Dingle Elementary will increase the percentage of students showing no concern to at least 85%. These outcomes will be supported through consistent and aligned used of possitive school discipline strategies, social-emotional learning (SEL) instruction, counseling services, ongoing implementation of PBIS, and increased opportunities for student voice and engagement in shaping a positive school culture.
School Climate Student Survey -	23-24 Student Survey: 71% very safe or safe 24-25: Student Climate Survey: 75% always and most of the time combined 25-26: 135 responses from grades 3-6. % of responses include "Always" and "Most of the time" 80% feel safe at school 79% feel there is an adult at school who will help them solve conflicts	By the end of the 2026–2027 school year, Dingle Elementary will enhance students' sense of safety, connectedness, and social-emotional well-being, as measured by the School climate student survey. Student Climate Survey results will show that at least 85% of students report feeling safe "always" or "most of the time." These outcomes will be supported through consistent social-emotional learning (SEL) instruction, full-time counseling services, ongoing implementation of PBIS, and increased opportunities for student voice and engagement in shaping a positive school culture.
Parent/family satisfaction on Healthy Kids Survey, on key indicators or Site Data	23-24: 82% school satisfaction on PTA survey; 67% parental involvement at school according to CHKS 24-25: Data collected by the California Healthy Kids Survey. Small sample of 20 parents. 72% considered parent involvement to be strong 33% feel that school is a safe place for their students. 37% feel students are motivated to learn at school 25-26: Data collected by the CHKS included a total of 31 parent respondents. Responses percentage included "Agree" or "Strongly agree" 73% Parental involvement in school 45% Feel school is a safe place for their students 31% Feel school motivates students to learn	By the end of the 2026–2027 school year, Dingle Elementary will strengthen family engagement and improve parent perceptions of school climate and student motivation by achieving the following goals: Increase the parent survey response rate to at least 40 parental responses to ensure more representative and actionable feedback. At least 75% of parents will report that parent involvement at the school is strong. At least 60% of parents will report that the school is a safe environment for their children. At least 60% of parents will report that students are motivated to learn. To support these outcomes, the school will implement a structured parent

		engagement plan that includes regularly scheduled family events, grade-level expectation workshops, data-sharing opportunities, and skills-based learning sessions. These events will be organized by trimester and designed to build community and strengthen partnerships between families and the school.
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	23-24: iReady Reading, 64% of students met their Typical Growth Target, a computerized improvement projection based on student performance. 24% were at grade level. iReady Math, 38% of students met their Typical Growth Target, a computerized improvement projection based on student performance. 12% were at grade level. 24-25: i-Ready Reading: 46% of students met their Typical Growth Target, a computerized improvement projection based on student performance. 34% were at grade level by the third diagnostic. I-Ready Math: 33% of students met their Typical Growth Target, a computerized improvement projection based on student performance. By the third diagnostic, 26% were on grade level. 25-26: i-Ready Reading: 37% of students met their Typical Growth Target, a computerized improvement projection based on student performance. 42% were at grade level by the third diagnostic. I-Ready Math: 29% of students met their Typical Growth Target, a computerized improvement projection based on student performance. By the third diagnostic, 26% were on grade level.	By the end of the 2026–2027 school year, Dingle Elementary will significantly improve student performance on the i-Ready End-of-Year Diagnostic Assessments in both Reading and Math by meeting the following targets: At least 50% of students will meet their Typical Growth Target in both Reading and Math. At least 50% of students will perform at or above grade level in both subject areas. These targets build on recent gains and address prior inconsistencies in student growth, reflecting the school's commitment to rigorous Tier 1 instruction, consistent progress monitoring, and responsive intervention through WIN (What I Need) time. Achievement of these goals will be supported by the strategic use of i-Ready data within Professional Learning Communities (PLCs) to inform instruction, targeted intervention during WIN blocks, and ongoing formative assessment and progress tracking to adjust instructional practices in real time.
Self Evaluation for Professional Learning Community (PLC) Implementation (1-10), with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation	New Metric 23-24: 8.8 average on a 1-10 scale 24-25: 7.9 average on a 1-10 scale 25-26: Grade level evaluation for Professional Learning Community (PLC) implementation given in spring	By the end of the 2026–2027 school year, Dingle Elementary will improve teachers' perceptions of Professional Learning Community (PLC) effectiveness, as measured by the 1–10 scale. The goal is to achieve an average rating of 9 out of 10, reflecting

	1-10 scale (1=No True of our team and 10= True of our team) The average score from 18 questions is 8.5	strengthened collaborative practices and a direct positive impact on student learning experiences and outcomes, in alignment with the PLC effectiveness metric.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	High-Quality Tier 1 Instruction: Dingle Elementary remains committed to strengthening high-quality Tier 1 instruction. Teachers will continue to refine their instructional practices through the ongoing implementation of dual immersion strategies, which emphasize research-based approaches that increase student engagement, academic discourse, and meaningful access to grade-level content for all learners, particularly multilingual students. Through the previous PROMESA grant, all teachers at Dingle have received professional development in high-impact instructional strategies designed to support rigorous and inclusive classroom environments. Moving forward, the school's Guiding Coalition Team will continue to lead instructional rounds to monitor and support schoolwide implementation of these strategies. Using a shared rubric, the team will assess levels of implementation and identify trends, strengths, and areas for growth. Staff will receive regular monthly updates on collected data, ensuring transparency and fostering a culture of continuous improvement. Dingle will continue to strengthen early literacy practices through the implementation of the ABC/OLE framework. Data consistently demonstrates that strong early literacy skills are critical to long-term academic success and closing achievement gaps. Teachers in the primary grades will maintain a strong focus on foundational literacy skills, including phonemic awareness strategies such as sound deletion, substitution, and segmentation. Instructional practices will also incorporate key components of lecto-escritura, including daily news and interactive journals, to promote reading, writing, and language development in both languages of instruction. Dingle will also expand the use of Guided Language Acquisition Design (GLAD) strategies as a core component of Tier 1 instruction. GLAD strategies are designed to support language development, comprehension, and academic achievement through the use of visuals, structured interaction, and intentional vocabulary	All students with a focus on English Language Learners, Hispanics, Socioeconomically Disadvantaged students and Students with disabilities.	38834 Title I Part A: Basic Grants Low-Income and Neglected ABC Ole, dual immersion, GLAD Training, PLC 1000 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	development. The school is committed to ensuring that all teachers receive training in GLAD methodologies, building collective capacity to deliver instruction that is accessible, engaging, and responsive to the needs of multilingual learners. Structured Professional Learning Community (PLC) time will remain a priority as a key driver of instructional improvement. Teachers will engage in collaborative planning centered on essential standards, the development of SMART goals, and ongoing cycles of inquiry. PLC teams will analyze formative assessment data to inform instruction, differentiate support, and monitor student progress. Research supports that when teachers engage in consistent, data-driven collaboration, they are more effective in meeting diverse student needs, improving instructional practices, and accelerating student learning outcomes. Through these coordinated efforts, Dingle Elementary aims to build a strong, cohesive instructional program that ensures all students have access to rigorous, engaging, and high-quality Tier 1 instruction every day.		
2.2	MTSS and Academic Interventions Dingle Elementary School will strengthen its proactive system of academic support to ensure all students receive timely, targeted, and data-driven interventions. A primary area of focus will be early identification and support in foundational literacy, particularly in grades TK–2, where phonological awareness, phonemic awareness, and early reading skills are critical to long-term academic success. Teachers in the primary grades will utilize the BPST/Phonics Survey as a diagnostic assessment tool to monitor students’ mastery of foundational literacy skills, including phonics, phonemic awareness, decoding, and other grade-level reading competencies. Assessment data will be reviewed regularly through Professional Learning Community (PLC) cycles of inquiry to guide instructional decisions, analyze student progress, and determine appropriate intervention groupings. During the 2026–27 school year, the English Learner (EL) Specialist position at Dingle Elementary will be reduced to 80%, significantly impacting the additional instructional coaching and intervention support previously available to staff. As a result, collaborative PLC structures will play a critical role in ensuring teachers have dedicated time for data analysis, instructional planning, and progress monitoring. In addition, the Student Study Team (SST) process will continue to support data	All students with a focus on English Language Learners, Hispanics, Socioeconomically Disadvantaged students and Students with disabilities.	11000 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	review and intervention planning through collaborative meetings with staff and families to determine appropriate academic supports and next steps for students. Data collected from phonics assessments, running records, classroom performance, and benchmark assessments will be used collectively to identify students requiring additional support and to design interventions aligned to their specific learning needs. Targeted Intervention – WIN Time Dingle Elementary will continue to strengthen implementation of a schoolwide WIN (“What I Need”) intervention block embedded within the instructional day. This dedicated time will provide structured opportunities for differentiated, small-group instruction based on ongoing student data and identified academic needs. To enhance intervention services in the primary grades, literacy paraprofessionals will support targeted small-group instruction focused on foundational reading skills. Additionally, an intervention support teacher funded through Variable Staffing will provide supplemental academic intervention and support for students requiring intensive instruction.		
2.3	Mathematics Instruction and Strategic Plan: Mathematics Instruction and Strategic Plan: Mathematics performance at Dingle Elementary has shown a consistent decline over recent years, indicating a critical need for targeted and systemic improvement. To support the improvement of Math, a cohort of five teachers will continue to participate in the UC Davis Math Project Saturday Series. This professional learning opportunity focuses on developing conceptual understanding, strengthening number sense, and promoting equitable and engaging mathematics instruction. Participating teachers will deepen their instructional expertise and serve as leaders in bringing effective math practices back to the school site. The goal is to develop our own trainer at Dingle A math coach will provide targeted support for teachers in grades 4– 6, particularly at the beginning of the school year. The math coach will assist with long-term unit planning, alignment to grade-level standards, and the integration of strategies that promote problem- solving, mathematical discourse, and student- centered learning. Dingle will host a Family Math Night. This event will aim to build awareness within the school	All students with a focus on English Language Learners, Hispanics, Socioeconomically Disadvantaged students and Students with disabilities.	4402 Supplemental/Concentration 1761.28 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	community about the importance of critical thinking and mathematical reasoning, while also providing families with practical strategies to support their children's learning at home. Family Math Night will be supported through Community Schools funding and will serve as an opportunity to strengthen the home-school connection around mathematics. Through these combined efforts, focused professional development, instructional coaching, collaborative planning, and family engagement, Dingle Elementary aims to reverse current trends in mathematics achievement and create a more equitable, engaging, and effective math program for all students.		
2.4	Love for Reading Campus Dingle Elementary recognizes that improving reading achievement requires not only strong instruction, but also a shift in students' reading habits and attitudes toward reading. To support this, the school will continue to build a culture that fosters a genuine love for reading across the entire campus. This year's Read Across America Week served as a strong foundation, as students participated in a variety of engaging literacy activities that increased motivation and excitement around reading. Building on this success, Dingle will expand these efforts into a schoolwide, year-long initiative designed to consistently promote reading engagement for all students. The school library will play a central role in this effort by continuing to offer book clubs during recess, providing students with opportunities to read, discuss, and connect with peers around shared texts. In addition, students will participate in reading challenges and friendly competitions that encourage consistent reading habits. Each grade level will also implement at least one annual book recommendation project, allowing students to share their reading experiences and inspire others. To further embed reading into the daily routine, Dingle will implement a schoolwide DEAR (Drop Everything and Read) time as a transition following the lunch period. During this dedicated 15-minute block, all students and teachers will engage in independent reading. This consistent practice will help build stamina, reinforce the importance of reading, and create a calm and focused transition back into instructional time. The school will also utilize the Accelerated Reader (AR) program to promote reading engagement through goal-setting, challenges, and recognition.	All students with a focus on English Language Learners, Hispanics, Socioeconomically Disadvantaged students and Students with disabilities.	18795 Supplemental/Concentration Classroom library books, Renaissance Accelerated Reader (AR), Library books and supplies 4190 Title I Part A: Basic Grants Low-Income and Neglected 8589 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	In grades 4–6, students will participate in structured reading competitions, such as “Who Can Read the Most,” designed to encourage volume reading in a fun and motivating way. The AR program will also provide teachers with valuable data to monitor student progress, set individualized goals, and adjust instruction as needed. Additionally, the integration of AR and STAR assessments will support students in both English and Spanish, aligning with Dingle’s dual immersion model. This will ensure that students are developing literacy skills in both languages while having access to meaningful and engaging reading opportunities. Through these coordinated efforts, Dingle Elementary aims to cultivate a strong reading culture where students are motivated to read regularly, develop lifelong literacy habits, and ultimately improve their reading achievement.		
2.5	Positive Behavior Interventions and Social-Emotional Support: Multiple data sources indicate a need to strengthen Dingle Elementary’s systems for behavior support and school climate. Suspension data from the California Dashboard reflects a rate of 7%, which not only represents an increase from the previous year, but is also significantly higher than the state average. This highlights the need for more proactive, preventative approaches to behavior and conflict resolution. At the same time, perception data presents a more nuanced picture. Results from the California Healthy Kids Survey (CHKS) indicate that 79% of 5th grade students report feeling safe at school, while local school climate surveys show that approximately 80% of students in grades 3–6 share this perception. While these results are positive, they also reveal that a notable percentage of students do not consistently feel safe, signaling an opportunity for growth. Further insights gathered through student focus groups, particularly with the Youth Advisory Committee, identified specific areas of concern. Students consistently reported that bathrooms are perceived as the least safe areas on campus. Additionally, students shared that peer-to-peer conflicts are often difficult to resolve and can escalate over time. A recurring theme in student feedback is the perception that adults do not always intervene or support conflict resolution at the level needed, leading to a loss of trust and confidence in adults’ ability to help address problems effectively. To address these concerns, Dingle will implement a comprehensive and aligned approach to behavior and social-emotional support:	All students with a focus on English Language Learners, Hispanics, Socioeconomically Disadvantaged students and Students with disabilities.	13500 Supplemental/Concentration Conflict Managers, Peace Path, PBIS, Campus Noon Duty Supervisors

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Positive Discipline Training: All staff, including teachers, classified staff, noon duty supervisors, and after-school program staff, will participate in Positive Discipline training. The goal is to create a consistent, schoolwide approach to behavior expectations, responses to student behavior, and relationship-building practices. This alignment will ensure that students experience predictable, fair, and supportive interactions across all settings on campus. Conflict Managers Program: With the support of the school counselor, Dingle will implement a student-led Conflict Managers Program. Students will be trained to guide their peers through the Peace Path, a structured process for resolving conflicts through respectful communication and restorative practices. This initiative empowers students as leaders while promoting a culture of accountability, empathy, and problem-solving. PBIS Implementation: The school will continue strengthening its Positive Behavioral Interventions and Supports (PBIS) system, including the use of incentives and a student store to reinforce positive behaviors. This system is designed to recognize student growth, promote positive choices, and build a strong sense of belonging and motivation across the school community. Increased Supervision and Safe Spaces: Based on student feedback, additional attention will be given to areas identified as less safe, particularly restrooms and other unstructured spaces. Increased adult supervision and clear expectations will be implemented to improve safety and student confidence in these areas. Student Engagement Through Clubs: To further strengthen connection and belonging, Dingle will continue offering a variety of student clubs during and after school. These enrichment opportunities will reflect student interests, promote positive peer relationships, and support identity development, ensuring that every student has access to a space where they feel valued and included. Wellness Team Support: The school will continue to implement its Wellness Team, a multidisciplinary group that provides tiered support for students and families. This team will address academic, behavioral, and social-emotional needs through data-driven decision-making. The Wellness Team also plays a key role in improving attendance, reducing chronic absenteeism, and coordinating services such as counseling, behavior intervention, and connections to community-based resources.		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.6	Improving Attendance and Reducing Chronic Absenteeism The California School Dashboard identifies chronic absenteeism as a critical area of need for Dingle Elementary, with 28% of students classified as chronically absent, resulting in a red performance indicator. This level of absenteeism presents a significant barrier to student achievement, as consistent attendance is essential for academic growth, engagement, and closing the achievement gaps. While previous efforts have focused on supporting students once they are on campus, a deeper analysis of needs assessment data indicates that improving attendance requires a more proactive and collaborative approach with families. Attendance challenges are often influenced by factors beyond the classroom, including family circumstances, access to resources, and communication barriers. As a result, a stronger partnership between the school and families is essential to effectively address chronic absenteeism. To improve attendance outcomes, Dingle will implement a comprehensive, family-centered strategy that emphasizes outreach, relationship-building, and consistent monitoring: Community Liaison Support: A full-time Community Liaison will be funded to serve as a key connector between the school and families. This role will focus on building trust, improving communication, and supporting families in addressing barriers to consistent attendance. The liaison will engage families using multiple modalities, ensuring communication is accessible, culturally responsive, and aligned to family needs. Targeted Monitoring and Outreach: The school will implement weekly monitoring of attendance, with a specific focus on the top 25 students identified as chronically absent. The principal and Community Liaison will work collaboratively to conduct targeted outreach, including ParentSquare messages, phone calls, and home visits when appropriate. This consistent and personalized approach will ensure timely intervention and support. Family Engagement and Education: Dingle will provide workshops and resources to families that highlight the importance of regular attendance and its impact on academic success. These sessions will also offer practical strategies and supports to help families overcome barriers such as transportation, health concerns, and scheduling challenges.	All students with a focus on English Language Learners, Hispanics, Socioeconomically Disadvantaged students and Students with disabilities.	1000 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Community Schools Approach: Through Community Schools funding, Dingle will expand parent engagement efforts to create meaningful opportunities for families to connect with the school. By meeting families where they are and valuing their input, the school aims to foster stronger partnerships that support improved attendance and overall student success. Incentives and Recognition: The school will continue to recognize and celebrate improved attendance through student and classroom incentives, reinforcing the importance of being present and engaged in learning. Through these coordinated efforts, Dingle Elementary aims to significantly reduce chronic absenteeism by strengthening family partnerships, addressing barriers proactively, and creating a culture where attendance is prioritized and supported by the entire school community.		
2.7	Parent Engagement Dingle Elementary will implement an intentional approach to increasing meaningful opportunities for parent involvement throughout the school year. A key component of this effort will be the development of a year-long Family Engagement Calendar, organized by trimester, to ensure consistent and varied opportunities for participation. The Family Engagement Calendar will include a range of activities designed to meet the diverse interests and needs of families. These opportunities will include community-building events, fundraising activities, and academic-focused workshops that provide families with tools and strategies to support their children's learning at home. By offering a balanced mix of engagement opportunities, the school aims to create inclusive spaces where all families feel welcomed, valued, and connected. Through Community Schools initiatives, Dingle will increase the number of workshops offered to families, with topics tailored to current school needs and parent interests. These workshops will include areas such as improving student attendance, addressing bullying, navigating cellphone use, and supporting academic learning at home. The goal is to equip families with practical strategies and knowledge that directly impact student success. Additionally, the school will continue to build on successful models such as the Latino Literacy Project, which has inspired strong participation and engagement from families. This model will be expanded to include additional parent book club	All students with a focus on English Language Learners, Hispanics, Socioeconomically Disadvantaged students and Students with disabilities.	633 Title I Part A: Parent Involvement Family engagement calendar, Latino Literacy and Book Clubs, Parent workshops

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	opportunities and literacy-focused gatherings that promote a culture of learning not only for students but for the entire family. Families will also continue to be invited to take an active leadership role in both during-school and after-school activities. Parent-led initiatives, such as cultural events, classroom support, and enrichment opportunities, will be encouraged and expanded, recognizing the valuable contributions families bring to the school community.		

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Dingle Elementary is committed to ensuring high-quality instruction in every classroom, grounded in the belief that all students can achieve at high levels when provided with rigorous, engaging, and responsive teaching. This commitment is especially critical given current data trends, including persistent achievement gaps, declining mathematics performance, and increased chronic absenteeism, all of which impact student learning outcomes.

Through collaborative Professional Learning Communities (PLCs), teachers will continue to identify and prioritize grade-level enduring standards that define the essential knowledge and skills students must master. These standards will serve as the foundation for aligned instruction, assessment, and intervention. PLCs will engage in ongoing cycles of inquiry, using frequent, standards-aligned formative assessments to monitor progress, inform instructional decisions, and adjust practices to better meet student needs.

To further strengthen Tier 1 instruction, Dingle will continue implementing research-based instructional frameworks, including dual immersion strategies and the expansion of GLAD (Guided Language Acquisition Design) practices. These approaches are designed to increase student engagement, promote academic discourse, and ensure meaningful access to content for all learners, particularly multilingual students in Dingle's dual immersion program. Instructional rounds and walkthroughs conducted by the Guiding Coalition Team will provide ongoing monitoring and feedback, ensuring consistent and high-level implementation across classrooms.

A key component of Dingle's strategy is the implementation of WIN ("What I Need") blocks across all grade levels. This dedicated instructional time allows for targeted small-group instruction, providing both intervention and enrichment opportunities based on student data. This structure directly addresses findings from site-level data, which indicate that without systematic intervention, students may progress through grade levels without mastering foundational skills, particularly in early literacy, leading to widening achievement gaps and disengagement in later grades.

To support early literacy development, Dingle will continue implementing structured practices aligned with the ABC/OLE framework, focusing on phonemic awareness, decoding, and biliteracy development in both English and Spanish. In addition, targeted intervention programs such as SIPPS in the primary grades and Phonics for Reading in upper grades will be utilized during WIN time to address specific skill gaps identified through assessments such as BPST, DRA, and EDL2.

In response to significant declines in mathematics performance, Dingle is also investing in building teacher capacity through participation in the UC Davis Math Project. This work focuses on strengthening conceptual understanding, number sense, and equitable instructional practices. Coaching support and collaborative planning will further ensure that teachers are equipped to deliver rigorous and engaging math instruction aligned to standards.

Dingle's focus on collaborative professional practice is grounded in the research of John Hattie, particularly the concept of Collective Teacher Efficacy, which identifies the shared belief of educators in their ability to positively impact student learning as one of the most powerful influences on student achievement. By fostering a culture of collaboration, shared accountability, and continuous improvement, Dingle aims to strengthen instructional coherence and effectiveness across all classrooms.

Through these integrated and intentional strategies, Dingle Elementary is working to close achievement gaps, improve academic outcomes in both literacy and mathematics, and ensure equitable access to high-quality instruction for all students.

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

Most of the strategies outlined in Goal 2 were successfully implemented during the 2025–2026 school year, with only minor adjustments made in response to emerging needs and changing site conditions. Overall, the plan remained aligned to its intended focus on improving academic outcomes, strengthening instruction, and increasing student engagement.

One area of adjustment involved professional development funding. The original budget allocated resources for five staff members to attend the CABE Conference; however, only four teachers were able to participate. As a result, a portion of the allocated funds remained unspent.

Additionally, site funds were used to create a short-term position to support increased supervision by hiring an additional noon duty staff member. While this position was successfully filled, the staff member required an extended medical leave and was absent for nearly one trimester. This resulted in a portion of those allocated funds also remaining unused.

These budgetary adjustments created an opportunity to reallocate resources in a way that directly supported student learning and engagement. As a result, the school was able to contract two local Latino authors to promote literacy during Read Across America activities. This initiative provided students with meaningful cultural and literacy experiences, and each student was given the opportunity to take a book home over Spring Break, further reinforcing the school's commitment to fostering a love of reading.

Overall, these modifications reflect Dingle's ability to remain flexible and responsive, ensuring that available resources are used strategically to support student achievement, engagement, and access to enriching educational experiences.

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

Dingle Elementary will continue implementing its improvement plan with an intensified focus on rigorous Tier 1 instruction, ensuring that all students receive high-quality, standards-based learning experiences. To support this work, the school recognizes the critical importance of providing teachers with dedicated time beyond the instructional day for collaboration, lesson planning, and data analysis. Structured opportunities for teachers to work together outside of daily classroom responsibilities enhance their ability to align instruction, design targeted supports, and continuously refine instructional practices.

In addition, Dingle will strengthen its Tier 2 interventions by refining the Student Support Team (SST) process. Enhancements will focus on the timely identification of student needs, the effective implementation of evidence-based interventions, and consistent progress monitoring.

Expanding parent engagement will be a key component of this work. Dingle will intentionally build stronger partnerships with families by increasing opportunities for meaningful involvement in their children's education. This will include offering workshops focused on academic expectations, strategies to support learning at home, attendance awareness, and social-emotional topics such as bullying and digital responsibility. The school will also continue to create structured opportunities for families to engage in school decision-making processes and participate in both academic and community-building events. By strengthening communication and collaboration with families, Dingle aims to create a more cohesive support system that reinforces student learning both at school and at home.

Together, these efforts will establish a more structured, data-informed system that empowers educators and families to meet the diverse academic and behavioral needs of all learners—ultimately driving improved outcomes across the school.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented comprehensive, inclusive, and culturally responsive approach and standard based instruction.

Identified Need

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

Upon reviewing the most recent California School Dashboard, data indicates a significant and concerning trend in the progress of English Learners (ELs) at Dingle Elementary. Currently, only 43% of English Learners are demonstrating progress toward English proficiency. This reflects a decline of 8.7% from the previous year, signaling a regression rather than growth in this critical area.

When looking at data over the past three years, a consistent downward trend of English Language Proficiency Indicator (ELPI) emerges in the percentage of students making adequate progress toward English proficiency. This pattern suggests that current systems, instructional practices, and support are not yet producing the desired outcomes for English Learners and it requires targeted improvement.

In addition to declining ELPI progress, reclassification data further highlights the urgency of this need. The percentage of students meeting criteria for reclassification has steadily decreased, dropping from 13% to 8% over recent years. This indicates that fewer students are reaching the level of English proficiency required to be redesignated as fluent English proficient, limiting their access to grade-level content and long-term academic success.

These trends are critical, as both ELPI progress toward proficiency and reclassification rates are key indicators of the effectiveness of instructional programs and supports for English Learners. Without strategic intervention, students may continue to experience barriers to academic achievement across content areas.

This goal is designed to directly address these identified needs by strengthening instructional practices, increasing targeted support for English Learners, improving progress monitoring systems, and ensuring alignment across programs such as Dual Immersion and English Language Development (ELD). The focus will be on accelerating language acquisition, increasing the percentage of students making measurable progress, and ultimately improving reclassification rates. By prioritizing this goal, Dingle Elementary is committing to reversing current trends and ensuring that all English Learners receive the instruction, support, and opportunities necessary to achieve English proficiency and long-term academic success.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	23-24: Reclassification rate 13.2% (16 students) 24-25: Reclassification rate 10% (12 students) 25-26: Reclassification rate 8.7% (10 students)	By the end of the 2026–2027 school year, Dingle Elementary aims to increase the reclassification rate of English Learners to at least 13%, demonstrating continued progress toward English language proficiency and academic success. This growth will be driven by an inclusive, asset-based, and standards-aligned instructional approach. To support this goal, the school will implement a comprehensive system of support that includes both designated and integrated English Language Development (ELD), ongoing formative assessments, and culturally responsive instructional practices. Progress toward reclassification will be closely monitored using multiple measures, including ELPAC results, academic benchmarks, and teacher input.
Reclassification of LTEL students	New Metric: 25-26:	By the end of the 2026-2027 school year, Dingle Elementary will reclassify 100% of LTELs students who have an ELPAC score level 4.
English Learner Progress Indicator (ELPI)	22-23: The dashboard reflects 53.3% making progress towards English proficiency. (Green) 23-24: 51.1% making progress towards proficiency, this was a 2.3% decline. (orange) 24-25: 43% making progress towards proficiency, this reflects a 8.7% decline. (orange)	By the end of the 2026–2027 school year, Dingle Elementary will increase the percentage of English Learners making progress toward English language proficiency to at least 53%, positioning the school within the Green performance level on the California School Dashboard. To achieve this goal, the school will strengthen both designated and integrated English Language Development (ELD) instruction across all grade levels. Teachers will implement targeted instructional strategies that support language acquisition within content areas while also providing focused, explicit language instruction during designated ELD time through the use of dual immersion and GLAD strategies. Designated ELD instruction will be intentionally planned in alignment with unit plans, ensuring that lessons are connected to ongoing classroom instruction. The focus of designated ELD will be on explicitly teaching and reinforcing language forms and functions, providing students with structured opportunities to develop

		academic language, engage in meaningful discourse, and apply language skills across content areas.
Improve the school's rating in EL Roadmap Principle 1 (self-assessment with staff and ELAC and averaged)	23-24: 3.0: Language and cultures are assets 2.5: No Single EL Profile 2.5: School climate is affirming, inclusive, safe 2.5 -Strong family and school partnerships 2.5: Supporting English Learners with disabilities 24-25: 3.0: Language and cultures are assets 3.0: No Single EL Profile 3.0: School climate is affirming, inclusive, safe 2.5: Strong family and school partnerships 2.5: Supporting English Learners with disabilities 25-26: 3.5: Language and cultures are assets 3.0: No Single EL Profile 2.0: School climate is affirming, inclusive, safe 2.5: Strong family and school partnerships 2.0: Supporting English Learners with disabilities	For the 2026–2027 school year, Dingle Elementary will maintain a score of 3.0 or higher in the following key areas: School Climate as Affirming, Inclusive, and Safe; Strong Family and School Partnerships; and Supporting English Learners with Disabilities. The school will also continue to maintain a score of 3.0 or higher in the areas of Language and Culture as Assets and No Single English Learner Profile.
Improve the school's rating in EL Roadmap Principle 2 (self-assessment with staff and ELAC and averaged)	New Metric 25-26: 2: Integrated and Designated English Language Development 2: Intellectually Rich, Standard-based Curriculum 3: High Expectations 3: Access to the Full Curriculum 4: Use of Students Home Languages 3: Rigorous Instructional Materials 3: Programatic	By the end of the 2026–2027 school year, Dingle Elementary will increase each sub-component by .5
Percentage of English Learner students who reach growth targets on iReady in Reading and Math (elementary only)	23-24: Reading- 36% Math- 20% 24-25: Reading- 50% met the typical growth and 56% improved placement. Math- 34% met their typical growth and 55% improved placement. 25-26: Reading- 37% met the typical growth and 22% of students are at grade level Math- 29% met their typical growth and 12% of students are at grade level	By the end of the 2026–2027 school year, Dingle Elementary aims to increase the percentage of English Learners meeting their typical growth targets on the i-Ready Diagnostic to at least 50% in reading and 40% in math. Additionally, at least 30% of English Learners will demonstrate grade level placement for reading and 20% grade level placement for math from the beginning-of-year baseline. To support these outcomes, the school will continue regular progress monitoring through tools such as i-Ready and will provide targeted interventions and enrichment opportunities designed to accelerate

academic growth and close achievement gaps for English Learners.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	To effectively meet the diverse academic and linguistic needs of English Learners at Dingle Elementary, teachers will collaboratively design and implement units of study that intentionally integrate the four language domains: listening, speaking, reading, and writing. These units will be specifically developed for designated English Language Development (ELD) time and will emphasize frequent and meaningful practice of language functions and forms aligned to the content students are learning during core instruction. This alignment will ensure that students are able to apply and transfer their developing language skills across content areas. Dingle Elementary will ensure that all teachers trained in Guided Language Acquisition Design (GLAD) consistently implement these research-based strategies to support language development and content access. Teachers will engage in collaborative planning and preparation of ELD units that are responsive to the diverse proficiency levels and learning profiles of students. In addition, staff will engage in ongoing professional learning through mini-trainings during early-release Wednesdays, where teachers will share effective strategies, model best practices, and reflect on instructional impact. To further strengthen instructional coherence and build collective efficacy, additional release time will be provided for peer observations, lesson study, and collaborative reflection. To sustain this work, Dingle will continue implementing the dual immersion framework and the Key Strategies, which provide a structured and equity-centered approach to instruction. These strategies will guide teachers in delivering rigorous, standards-based instruction that is both accessible and inclusive for all learners, with a particular focus on multilingual students. Consistent classroom implementation of the dual immersion strategies will remain a priority, ensuring that Tier 1 instruction includes appropriate scaffolds, intentional language development opportunities, and culturally and linguistically responsive practices that support student success.	All students with a focus on students who are English Learners and Hispanics	1000 Title I Part A: Basic Grants Low-Income and Neglected
3.2	Dingle Elementary will continue to prioritize the writing development and overall academic progress of English Learners, recognizing that writing proficiency is a critical component of the reclassification process. The school is committed to	All students with a focus on English Learners and Hispanics	1000 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	strengthening writing outcomes through a systematic and intentional approach that includes ongoing monitoring, targeted instruction, and collaborative professional practices. In addition, students' ELPI and writing progress will be closely monitored to identify those who are demonstrating areas of need or who are approaching reclassification criteria. Targeted after-school writing support will be provided to these students, focusing on skill development, structured practice, and individualized feedback to accelerate progress and move students closer to meeting reclassification benchmarks. To support this work, student writing samples will be regularly collected, analyzed, and tracked over time to monitor growth in key areas such as organization, language use, grammar, and content understanding. This data will be used to inform instruction, identify trends, and provide timely feedback to both students and teachers. Teachers will engage in ongoing collaboration through Professional Learning Communities (PLCs), with a specific focus on writing cycles for English Learners. During these cycles, teachers will analyze student work, co-plan lessons, implement research-based writing strategies, and reflect on instructional effectiveness. This collaborative process will ensure consistency in expectations and strengthen instructional practices across grade levels.		
3.3	Dingle Elementary will strengthen and expand parent engagement efforts by moving beyond the required English Learner Advisory Committee (ELAC) meetings and creating more meaningful, ongoing opportunities for family involvement. Based on identified needs and parent input, the school will offer a series of workshops focused on practical strategies families can use at home, including supporting reading development, strengthening writing skills, and building language proficiency. Workshops will also include opportunities for families to better understand student data, including assessment results and progress toward reclassification, empowering them to actively participate in their child's educational journey. In addition, Dingle Elementary will continue to build on its existing multicultural school festival by intentionally centering the voices and experiences of its diverse community. The event will be expanded to provide families with meaningful opportunities to showcase their heritage, traditions, food, and culture. This celebration will foster a stronger sense of belonging, honor the cultural assets of the school community, and promote	English Learners new comers (emerging bilinguals)	1000 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	cross-cultural understanding among students, staff, and families.		
3.5			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

During the 2025–2026 school year, Dingle Elementary focused on improving student outcomes by strengthening its Professional Learning Community (PLC) structures and implementing a more intentional data monitoring process. Teachers engaged in collaborative data analysis with a specific focus on English Learners, examining student performance through an English Learner lens to better understand language development needs alongside academic progress. This shift marked an important step toward more targeted and responsive instruction.

A key component of the previous year's goal included providing additional support to students through after-school tutoring programs. While this approach offered some benefits, it also presented significant challenges, particularly related to consistent teacher availability and student participation. As a result, the school recognized that after-school programs alone are not a sustainable or sufficient primary support strategy. This experience highlighted the need to prioritize and strengthen core instructional practices during the school day, particularly designated English Language Development (ELD), to ensure all students receive consistent, high-quality language instruction.

Reflection on student outcome data further underscores the need for a more cohesive and intentional approach. English Language Proficiency data indicates that students are not progressing at the expected rate, and reclassification rates have declined compared to previous years. At the same time, it is important to acknowledge a significant shift in the English Learner population at Dingle. In recent years, the school has experienced an increase in newcomer students, many of whom enter with lower levels of English proficiency. While this impacts the timeline for reclassification—given the time required to acquire academic language—students should still demonstrate measurable growth on the English Language Proficiency Indicators (ELPI). This data suggests a need to intensify instructional supports and ensure that all students are making adequate annual progress, regardless of their entry point.

Over the past three years, teachers have deepened their understanding of the PLC process, with the most recent year emphasizing unit development and alignment. The EL Specialist has played a critical role in strengthening this work by introducing an EL Monitoring Tool that supports data tracking from an English Learner perspective. This tool requires teachers to disaggregate data by English Learner proficiency levels, as well as by other student groups such as students receiving Special Education services. This practice has improved teachers' ability to identify specific student needs and tailor instruction accordingly. Moving forward, the continued refinement and consistent use of this tool will be essential to ensuring data-driven decision-making remains focused and effective.

In addition to instructional efforts, family engagement remained of high importance. English Learner Advisory Committee (ELAC) meetings provided a consistent platform for collaboration, communication, and shared decision-making with families. During these meetings, members reviewed key components such as the School Plan for Student Achievement (SPSA), reclassification criteria, ELPAC results, and ELPI progress. ELAC continues to support the principles of the California English Learner Roadmap by strengthening family-school partnerships, increasing transparency around student progress, and empowering families to actively contribute to their children's educational success.

Overall, while important foundational systems have been established, this year's data and reflections make clear that greater coherence, intentionality, and alignment across instructional practices are needed. Moving forward, Dingle Elementary will focus on strengthening Tier 1 instruction, deepening the implementation of designated ELD, and enhancing collaborative practices to ensure that all English Learners make consistent and accelerated progress toward language proficiency and reclassification.

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

Despite intentional planning and the allocation of funds to support after-school intervention and coaching aligned with our English Learner (EL) goals, the primary challenge we faced was limited teacher availability to staff these efforts. The success of our after-school tutoring depended heavily on teacher participation; however, we were not able to secure sufficient staffing. As a result, we were unable to implement the full scope of interventions that were originally planned for our English Learners.

While efforts were made to encourage participation and provide compensation for work beyond contract hours, the lack of consistent teacher availability significantly limited the reach and impact of these after-school supports. This created gaps in service, particularly for students who would have benefited most from targeted intervention, including those with low or no English Language Proficiency Indicator (ELPI) scores and those needing additional writing support to move toward reclassification.

This experience highlighted an important lesson: relying primarily on after-school programming as a core intervention model is not sustainable without a stable and committed staffing structure. Moving forward, Dingle Elementary will shift its focus toward strengthening systems that can be implemented within the instructional day. This includes embedding intervention and language support into Tier 1 instruction, maximizing designated and integrated English Language Development (ELD), and leveraging collaborative structures such as PLCs to ensure timely, data-driven support for students.

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 the analysis and observations from the 2025–2026 school year, several key refinements will be made to Goal 3 as reflected in the 2026–2027 School Plan for Student Achievement (SPSA).

A primary shift will be an increased level of intentionality in the design and delivery of designated English Language Development (ELD) instruction. Teachers will develop and implement ELD lessons that explicitly target language functions and forms, closely aligned to grade-level content and responsive to students' proficiency levels. In addition, there will be a stronger emphasis on the consistent use of rigorous, research-based instructional strategies, including those from PROMESA and GLAD. These strategies will be systematically implemented across classrooms and monitored through the English Learner (EL) monitoring process embedded within PLC cycles. This will ensure that language development remains a central focus of Tier 1 instruction.

Another significant area of growth will be parent engagement and students' sense of belonging. The SPSA will place greater emphasis on building authentic partnerships with families of English Learners by expanding opportunities for engagement beyond compliance-based structures. Efforts will focus on creating inclusive spaces, increasing access to resources, and fostering meaningful connections that empower families as active participants in their children's education.

Dingle Elementary will continue to utilize cycles of inquiry within PLCs to monitor student progress and ensure consistent growth for all English Learners. Teachers will regularly analyze multiple data sources, including ELPI, ELPAC, and classroom-based formative assessments, to inform instruction and identify students in need of additional support.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Students' sense of belonging continues to be a high priority and an area of focus for Dingle Elementary. Feedback collected over recent years through student climate surveys, including the California Healthy Kids Survey (CHKS), indicates a consistent need to strengthen students' connections with peers and adults on campus.

Survey results show that many students are seeking stronger, healthier relationships with their peers and express a desire for more inclusive and supportive social environments. In addition, students have indicated a need to clearly identify trusted adults on campus, individuals they feel comfortable approaching to report unsafe incidents, including bullying, with the confidence that their concerns will be taken seriously and addressed appropriately.

Students have also expressed a strong interest in expanding opportunities for involvement through student clubs and activities that reflect their interests, cultures, and identities. In particular, there is a desire for increased student choice during unstructured times, such as recess, including access to organized clubs or alternative recess spaces with structured activities that promote engagement, inclusion, and positive peer interaction.

Another consistent theme across student feedback is the need for increased active supervision and adult support during recess and other less structured times. Students have shared that they would benefit from more visible adults who can support conflict resolution, model positive interactions, and proactively address challenges as they arise.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of extracurricular and co-curricular programs offered	23-24: YAC Soccer Club Chess Club Folklorico Club 24-25: YAC Cross Country Soccer Club Crochet Club Folklorico Club Yearbook Club	By the end of the 2026–27 school year, Dingle Elementary School will provide a minimum of three clubs each trimester, with a continued focus on offering a broad and inclusive range of enrichment opportunities. These activities will support student voice, foster social-emotional development, and strengthen students' connection to the school community. Dingle Elementary will additionally train a group of youth leaders to

	Missoula Children's Theatre 25-26 YAC (School Events, Spirit Week, Weekly Announcements, Media) Cross Country Sports Club Crochet Club Folklorico Club Legos/Robotic Club Garden Club Book Club Missoula Children's Theatre	become safe campus monitors during recess.
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	23-24: Students Surveyed = 104 3rd-6th grade students; 69% 24-25: Students surveyed = 122 students in grades 3-6; 65% of student population in these grades 25-26 Spring Survey = 135 students in grades 3rd-6th; 47% males and 51 females this represent 70% of the student population in these grades.	During the 2026–27 school year, Dingle Elementary School will increase student survey participation to at least 70%. This continuous feedback loop will support the development of a more inclusive, engaging, and student-centered school environment.
Number and percent of students by representative demographic providing input to the SPSA through focus groups	23-24: 15 students in focus groups 4th-6th grade 46% males 54% females 26% white 60% Hispanic 7% Black 7% Asian 24-25: The YAC met twice monthly. Students developed group norms, reviewed data, surveys, and survey results twice a year, and engaged in focus group discussions. The following represented the focus groups. 28 total students 15% males 85% females 0% SPED 25% ELs 60% Hispanic 35% White 03% Black 25-26 30 Students total participated in Focus Groups The YAC met twice monthly. Students developed group norms, reviewed data, surveys, and survey results twice a year, and engaged in focus group	During the 2026–27 school year, Dingle Elementary will ensure that the Youth Advisory Committee (YAC) member selection is intentionally inclusive, reflecting the diversity of all student groups. The number of males participating will also increase by being more intentional with the recruitment process.

	discussions. The following represented the focus groups. 80% Females 20% Males 16% SPED 40% ELs 66% Hispanic 26% White 3% Black 5% Asian	
Student perception of Meaningful Participation (CHKS)	25-26 46% of 5th grade students reported that they have meaningful participation opportunities either “most of the time” or “all of the time”	By the end of 2026–27 school year, 5th graders at Dingle Elementary School will increase their perception of meaningful participation to at least 50%.
Number of students participating in the Conflict Managers Program	New Metric 25-26 8 Students applied to be part of the program	By the end of 2026–27 school year, Dingle Elementary School will increase student interest and participation in the Conflict Managers program to at least 10 students.
Number of student led clubs offered	New Metric 26-27 Sports, Crochet, Legos, Media	During the 2026–27 school year, Dingle Elementary School will ensure that at least one student-led club is offered each trimester to provide students with opportunities to develop leadership skills, collaborate with peers, explore their interests, and strengthen their sense of belonging within the school community.
Number of student led initiatives	New Metric 26-27 Blacktop renovation project to promote student physical activity, and social skills. Establishment of Youth Advisory subcommittees	During the 2026–27 school year, Dingle Elementary students will identify and lead at least two initiatives focused on improving school safety and increasing student engagement. Initiatives may include campus beautification projects, kindness campaigns, peer support activities, safety awareness efforts, or school spirit events designed to strengthen student connection and promote a safe, welcoming school community.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Student Leadership Opportunities The Youth Advisory Committee will continue to serve as a central structure for student leadership, with an intentional shift toward a subcommittee model. This approach allows students to participate in areas that align with their interests, strengths, and passions, while also developing specific leadership and collaboration skills. The following subcommittees will continue to be implemented and strengthened:	All Students with a focus on English Learners, Hispanics and Socioeconomically Disadvantaged students.	197 Supplemental/Concentration YAC school projects 303 Site Discretionary Alternative Recess Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Media Team: Students will collaborate to create monthly communication videos for families and the broader school community. These videos will highlight school events, share important updates, and celebrate student achievements, helping to strengthen home-school connections. Weekly Announcements Committee: This group will ensure the consistency and quality of student-led announcements, which will take place every Monday and Wednesday. Announcements will be delivered in both languages of instruction at Dingle—English and Spanish—reinforcing inclusivity and honoring our bilingual community. School Events Committee: Students will work in collaboration with parent partner groups such as PTA and ELAC to help plan and support schoolwide events. This provides students with authentic leadership experiences and a voice in shaping school culture and community engagement. Spirit Week Committee: Building on the success of this year, students will continue to design and organize high-interest Spirit Weeks aimed at increasing school pride, participation, and overall student engagement. In addition, students in the Youth Advisory Committee will play a key role in launching and promoting the “Find Your Three” initiative. Through this effort, all students will be encouraged to identify at least three trusted adults on campus whom they can turn to for support with problem-solving, conflict resolution, and reporting concerns such as bullying. This initiative strengthens student safety, trust, and connectedness. To further support student engagement during unstructured times, Dingle will implement an Alternative Recess Program designed around student interests. This program will offer a variety of organized games and activities that promote social skills, communication, teamwork, and inclusion. By providing students with choice during recess, we aim to create a more positive and engaging environment where all students can feel connected and successful.		
4.2	Conflict Managers Program Dingle Elementary will implement and strengthen a Conflict Managers Program designed to build student leadership while promoting a positive, safe, and restorative school environment. This program will train selected students to serve as peer mediators who support their classmates in resolving conflicts using structured, respectful communication strategies.	All Students with a focus on English Learners, Hispanics and Socioeconomically Disadvantaged students.	300 Site Discretionary Conflict Managers Peace Path

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	At the core of this program is the use of the Peace Path, a structured communication process that guides students through conflict resolution in a constructive and restorative way. Through the Peace Path, students are supported in expressing their feelings, actively listening to one another, and working collaboratively toward solutions. This approach not only helps resolve immediate conflicts but also builds long-term social-emotional skills such as empathy, accountability, and effective communication. Conflict Managers will receive ongoing training and support to effectively facilitate peer mediation. They will serve as role models for positive behavior and will help foster a culture where students feel empowered to resolve conflicts respectfully and independently, while still knowing that adult support is available when needed. To ensure continuous growth and responsiveness, Conflict Managers will participate in monthly meetings with the school counselor and principal. These meetings will provide an opportunity to reflect on trends, discuss ongoing concerns, and collaboratively develop solutions to improve the program and overall student experience. Student feedback, gathered through surveys, has also highlighted the need for increased adult supervision and support during recess and conflict resolution processes. In response, Dingle will continue to allocate funding for an additional noon duty supervisor. This added support will ensure that adults are available to guide and supervise the Peace Path process when needed, reinforce positive interactions, and help maintain a safe and supportive environment during unstructured times. Through the implementation of the Conflict Managers Program, Dingle Elementary aims to empower students with the skills and confidence to navigate conflicts constructively, strengthen peer relationships, and contribute to a more inclusive and respectful school community.		
4.3	After-School Enrichment Dingle Elementary is committed to expanding access to engaging, high-interest enrichment opportunities that support the whole child and strengthen students' connection to school. Different student clubs will continue to be offered, providing meaningful opportunities for students to explore their interests, develop new skills, and build positive relationships with peers and staff. To increase access and student participation, some clubs will also be offered during recess as part of an alternative structured play model. This approach	All Students with a focus on English Learners, Hispanics and Socioeconomically Disadvantaged students.	2182 Title I Part A: Basic Grants Low-Income and Neglected After School clubs

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	allows students greater choice during unstructured times while promoting inclusion, engagement, and positive social interaction. Student voice will play a critical role in shaping the after-school program. Students will have regular opportunities to share their interests and provide input on the types of clubs they would like to see offered. This feedback will directly inform the development of club offerings, ensuring they are relevant, engaging, and reflective of the diverse interests of our student body. Club offerings will include a wide range of options such as sports, visual and performing arts, LEGO building, and robotics, among others. These opportunities are designed not only to build skills but also to foster creativity, teamwork, problem-solving, and confidence.		

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Dingle Elementary's Youth Advisory Committee (YAC) remained active and consistent throughout the school year, serving as a critical structure for elevating student voice and fostering leadership development. A key improvement this year was the intentional shift to a subcommittee model, in which students were divided into four smaller groups based on their interests. This change allowed for more focused collaboration, increased student ownership, and the opportunity for students to build and strengthen specific leadership skills. Students responded very positively to this structure. The smaller group setting supported stronger relationships across grade levels and fostered a greater sense of belonging among participants. The established subcommittees included: a Media Team, a School Events Planning Committee, a Weekly Announcements/Communications Team, and a Spirit Week Planning Committee. Each group played an active role in contributing to the overall school culture and improving student engagement.

In addition, YAC students played an important role in supporting schoolwide data collection efforts. They assisted in implementing a student climate survey in the fall and a follow-up survey in the spring, helping to gather valuable feedback and reflect on progress over time. Student voice was also central to the development of after-school enrichment opportunities. At the beginning of the year, students were surveyed to identify their interests in clubs and activities. The School Events Committee took a leadership role in recruiting teachers to facilitate these clubs, with students personally inviting staff members to lead activities. This approach proved highly effective, as teachers reported feeling appreciated and valued by students, which increased staff participation and commitment.

As a result, Dingle successfully offered a variety of after-school clubs throughout the year, including sports, crochet, cooking, gardening, folklórico, LEGO building, and robotics. These opportunities provided students with increased choice and engagement beyond the instructional day. One challenge identified, however, was scheduling conflicts, as many students expressed interest in participating in multiple clubs that were offered at the same time. This highlights a need for future planning around scheduling and expansion of offerings to maximize student access.

Through ongoing data analysis with students, an important area of need emerged around school climate and student safety. While students value the opportunities for engagement, many reported that their sense of safety could be improved. Specifically, students shared that they do not always feel heard or supported when attempting to resolve

conflicts, and that unresolved issues can sometimes escalate into bullying situations. In response, students collaboratively developed potential solutions, including the launch of the “Find Your Three” initiative. Through this effort, students identified key behaviors they expect from adults when reporting unsafe situations, emphasizing the importance of being listened to, taken seriously, and supported in problem-solving. This student-driven solution highlights the importance of continuing to build strong, trusting relationships between students and staff.

Overall, Youth Advisory Committee and expanded student leadership opportunities has had a positive impact on student engagement and school connectedness. Moving forward, Dingle will continue to refine these structures, address identified areas of need related to safety and support, and ensure that student voice remains central in shaping a positive and inclusive school environment.

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

All planned strategies were partially implemented. While several actions were carried out successfully, after-school clubs were not launched during the first trimester, resulting in a portion of the allocated funds remaining unspent.

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.

To increase student leadership opportunities, Dingle will continue to prioritize the development of strong, positive relationships among students and between students and staff. Intentional structures will be put in place to foster meaningful connections that support a sense of belonging and student engagement across campus.

In the coming year, the “Find Your Three” initiative will be fully implemented to ensure that every student can identify at least three trusted adults they can turn to for support, guidance, and problem-solving. In addition, the Conflict Managers Program will be fully launched, empowering students to take an active role in supporting their peers through structured conflict resolution strategies. Staff will be included in the implementation of these efforts to ensure consistency, sustainability, and alignment with schoolwide expectations.

To strengthen student engagement through extracurricular opportunities, staff collaboration will be expanded in the implementation of student clubs. This will help ensure that clubs are consistently offered and sustained, preventing cancellations and maintaining the strong sense of belonging students have developed through these activities. A year-long calendar of events will also be co-created with students, providing them with authentic leadership opportunities to plan and organize activities throughout the school year. This proactive planning will create a clearer structure and increase student ownership of school culture. Additionally, student voice will be further elevated by expanding Youth Advisory Committee representation. A student representative will be invited to participate in parent committees, extending involvement beyond ELAC to include PTA and SSC. This will strengthen the connection between student leadership and schoolwide decision-making processes.

As part of Strategy 2, the Peace Path will be visibly posted in common areas across campus to reinforce that conflict resolution is a shared, schoolwide expectation. While Conflict Managers will support their peers, the goal is to build a culture where all students are equipped with the tools to resolve conflicts in a respectful and restorative manner.

For Strategy 3, after-school enrichment opportunities will be communicated and promoted earlier in the school year. Building on this year’s success, particularly the effectiveness of students helping recruit staff advisors, this process will be implemented at the beginning of the year to ensure all trimesters are fully supported. The goal is to offer a minimum of three clubs per trimester, providing consistent opportunities for student participation, choice, and engagement throughout the year.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$71687
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$172,140.28
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$60,706.00
Title I Part A: Parent Involvement	\$633.00

Subtotal of additional federal funds included for this school: \$61,339.00

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 (\$)
Arts and Music in Schools	\$57,954.00
Site Discretionary	\$3,364.28
Supplemental/Concentration	\$49,483.00

Subtotal of state or local funds included for this school: \$110,801.28

Total of federal, state, and/or local funds for this school: \$172,140.28

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Arts and Music in Schools	57,954.00
Site Discretionary	3,364.28
Supplemental/Concentration	49,483.00
Title I Part A: Basic Grants Low-Income and Neglected	60,706.00
Title I Part A: Parent Involvement	633.00

Expenditures by Budget Reference

Budget Reference	Amount
	105,204.28

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	57,954.00
	Site Discretionary	3,364.28
	Supplemental/Concentration	49,483.00
	Title I Part A: Basic Grants Low-Income and Neglected	60,706.00
	Title I Part A: Parent Involvement	633.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	62,454.00
Goal 2	103,704.28
Goal 3	3,000.00
Goal 4	2,982.00

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
Daniela Lozano	Classroom Teacher
Natalia Cortes	Classroom Teacher
Brenda Rojas	Classroom Teacher
Irene Difuntorum	Other School Staff
Ramona Cortes Toro	Parent or Community Member
Jesus Esquivel	Parent or Community Member
Sarah Monley	Parent or Community Member
Michael Read	Parent or Community Member
Amanda Lord	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



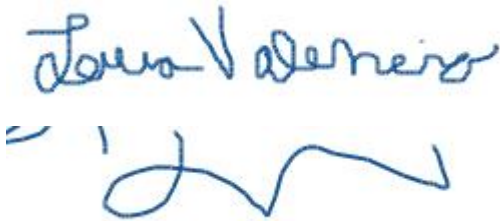
English Learner Advisory Committee

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 05/04/26.

Attested:



Principal, Laura Valencia on 05/04/26

SSC Chairperson, Sarah Monley on 05/04/26