

School Year:

2025-26



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
- Additional Targeted Support and Improvement
- 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
- Additional Targeted Support and Improvement
- English Language Learners and Socioeconomically Disadvantaged Students

Dingle's School-Wide Plan is designed to meet the requirements of the Every Student Succeeds Act (ESSA) through a comprehensive, data-driven approach that addresses the academic and social-emotional needs of all students.

This School Plan for Student Achievement (SPSA) aligns with ESSA's planning requirements, the Local Control and Accountability Plan (LCAP), and other federal, state, and local initiatives. By integrating these frameworks, Dingle ensures a strategic, cohesive, and equity-focused approach to promoting student success.

Through collaborative data analysis, all stakeholder groups—including educators, families, and community members—examine multiple measures of student performance to identify needs and set measurable goals. ESSA Title funds are thoughtfully allocated to support LCAP priorities, including:

- Preparing every student to be college- and career-ready
- Addressing students' social-emotional and academic needs
- Accelerating English learner achievement
- Promoting student engagement and leadership opportunities

An annual comprehensive needs assessment is conducted, emphasizing the disaggregation of student data to identify and support underperforming subgroups. This process informs the development of targeted strategies aimed at improving outcomes for all students, especially those most at risk.

To foster meaningful parent and family engagement, the plan incorporates:

- A clear School and Family Engagement Policy
- A School-Parent Compact that outlines shared responsibilities for high academic achievement and empowers families to support their children's learning
- Ongoing parent feedback collected through tools such as the Healthy Kids Survey and the PBIS Parent Survey

Dingle's plan follows a Multi-Tiered System of Supports (MTSS) framework and emphasizes evidence-based, high-quality instruction tailored to meet diverse learner needs. Investment in Professional Learning Communities (PLCs) fosters continuous improvement through collaborative inquiry and data analysis, building educator capacity to enhance teaching and learning.

Ongoing parent engagement, continuous monitoring of student progress, and regular plan evaluation ensure the SPSA remains effective, responsive, and compliant with federal and state requirements—ultimately supporting sustained student achievement and growth.

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 is a collaborative process that engages staff, the School Site Council (SSC), English Learner Advisory Committee (ELAC), Youth Advisory Committee (YAC), and families throughout the year. To ensure equity, we intentionally involve families from underrepresented groups, reflecting the diversity of our community. By valuing the community's linguistic, cultural, and economic assets, we strengthen school-family partnerships. Input is collected through meetings, surveys, data analysis, and discussions focused on student achievement, instructional priorities, and resource allocation.

Staff participate in leadership team meetings to analyze data, identify student needs, and guide instructional strategies aligned with SPSA goals. The PBIS team meets monthly to review behavior data and support Tier 1 interventions. The PLC Guiding Coalition collaborates with the principal on data reviews and implementation of PLC practices. The PROMESA Leadership Team supports Tier 1 instruction through instructional rounds and data analysis aligned with site-wide strategies.

The SSC plays a key role in reviewing the SPSA Monitoring Tool monthly, identifying effective strategies and areas for improvement. ELAC focuses on the needs of English learners, offering recommendations to the SSC and supporting family engagement efforts. Regular SSC and ELAC meetings ensure ongoing input and alignment with student needs.

Student voice is included through the YAC, which meets regularly with the principal to discuss school climate. Students in grades 3–6 complete surveys in the fall and spring, and participate in focus groups to analyze the results. Their feedback informs SSC decisions and helps ensure SPSA strategies are student-centered and effective.

Resource Inequities

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

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

Dingle evaluated resources available. Teacher turnover has been an issue at this site, and some staff members lack full credentials. Others are beginner teachers. Dingle is partnering with human resources to address these issues.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The 2025 School Plan for Student Achievement (SPSA) was developed through a comprehensive needs assessment involving teachers, staff, families, and students. Stakeholders analyzed California Dashboard data and conducted regular reviews of the current plan to evaluate effective practices, identify areas for refinement, and reconsider strategies as needed.

According to the California Accountability System, the following areas are identified in red or orange on the Dashboard: English Language Arts (ELA), Mathematics, and the English Learner Progress Indicator (ELPI). Each area will be further examined to identify student subgroups with the highest needs, ensuring targeted support for the most academically vulnerable students.

English Language Arts is rated orange, with an overall performance of 80.7 points below standard—an improvement of 7.4 points from the prior year. Lowest-performing subgroups include:

English Learners: 111.7 points below standard (+3.6)

Hispanic Students: 92.7 points below standard (+4.7)

Socioeconomically Disadvantaged Students: 89.5 points below standard (+8.4)

Mathematics is rated red, with a score of 104.3 points below standard, reflecting a 3.4-point decline. Lowest-performing subgroups include:

English Learners: 123.7 points below standard (-14.6)

Hispanic Students: 112 points below standard (no change)

Socioeconomically Disadvantaged Students: 109.8 points below standard (no change)

English Learner Progress Indicator (ELPI) is rated orange, with 51% of English learners making progress—a 2.3% decline from the previous year.

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

The following student groups were identified as focus groups in each academic area due to their continued placement at the Very Low performance level:

English Language Arts: English Learners, Hispanic students, Socioeconomically Disadvantaged students

Mathematics: English Learners, Hispanic students, Socioeconomically Disadvantaged students

Additional high-risk student groups, based on school conditions and climate indicators, include:

Chronic Absenteeism: Students with Disabilities, White students

Suspensions: English Learners, Hispanic students, Socioeconomically Disadvantaged students

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 | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| American Indian | 0.29% | % | % | 1 | | |
| African American | 1.45% | 2.03% | 0.89% | 5 | 7 | 3 |
| Asian | 3.47% | 2.91% | 3.55% | 12 | 10 | 12 |
| Filipino | 0.29% | % | % | 1 | | |
| Hispanic/Latino | 75.43% | 79.36% | 79.29% | 261 | 273 | 268 |
| Pacific Islander | 0.87% | 2.03% | 1.78% | 3 | 7 | 6 |
| White | 13.01% | 9.88% | 10.36% | 45 | 34 | 35 |
| Two or More Races | 2.89% | 2.62% | 3.25% | 10 | 9 | 11 |
| Not Reported | 2.31% | 1.16% | 0.89% | 8 | 4 | 3 |
| Total Enrollment | | | | 346 | 344 | 338 |

Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 22-23 | 23-24 | 24-25 |
| Transitional Kindergarten | | | 20 |
| Kindergarten | 69 | 47 | |
| Grade 1 | 41 | 51 | |
| Grade 2 | 52 | 38 | |
| Grade3 | 46 | 46 | |
| Grade 4 | 48 | 50 | |
| Grade 5 | 43 | 52 | |
| Grade 6 | 47 | 43 | |
| Total Enrollment | 346 | 344 | |

Conclusions based on this data:

- Over the past three years, Dingle's enrollment has remained steady at approximately 340 students, following the full implementation of the Dual Immersion program across all grade levels beginning in 2021–22. The school is now at full capacity with two classrooms per grade level from Kindergarten through sixth grade. Transitional

Kindergarten is currently offered only as part of the Dual Immersion program. Dual Immersion classrooms remain fully enrolled, with waitlists in the primary grades, while enrollment in English-only classrooms is declining.

2. Student subgroup enrollment has shifted over the past three years. Hispanic/Latino and Pacific Islander students have shown the most significant increases, while enrollment among White students has steadily declined each year.

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 | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| English Learners | 135 | 143 | 125 | 39.0% | 41.6% | 37.0% |
| Fluent English Proficient (FEP) | 38 | 41 | 43 | 11.0% | 11.9% | 12.7% |
| Reclassified Fluent English Proficient (RFEP) | 12 | 12 | | 9.9% | 10% | |

Conclusions based on this data:

1. In the 2023–24 school year, English learner enrollment at Dingle saw the largest increase, rising by 8 students. This represents a growth from 39% to 41% of the total student population.
2. In 2023–24, Dingle recorded the highest number of students reclassified as Fluent English Proficient (FEP) in the past three years. This improvement is attributed to consistent implementation of designated ELD minutes and increased teacher accountability. Additionally, two years of PROMESA work have strengthened first-best instructional practices aligned to the needs of English learners.
3. Reclassification data shows that 10% of students are now eligible for reclassification—the highest rate in the past three years. This progress is largely due to targeted writing support for English learners. ELPAC results identified writing as the lowest-performing language domain, prompting Dingle to offer intensive after-school writing tutoring for students identified through data analysis.

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. In 2023–24, Dingle had the highest number of students enrolled in grades 3–6, with 195 eligible for state assessments. Of those, 180 students participated, resulting in a 92% participation rate—the lowest in the past three years. The lowest testing rates were in 5th and 6th grades. Contributing factors included parent opt-outs, two 6th-grade students on independent study, and ongoing challenges with chronic absenteeism.

2. English Language Arts achievement showed overall improvement from the previous year. Six percent of students exceeded standards (a slight decrease), 11% met standards (up nearly 2%), 13% nearly met standards (up over 3%), and 58% did not meet standards (a decrease of nearly 4%). This progress suggests that targeted interventions in foundational reading and increased writing opportunities across content areas are having a positive impact. The site will continue to strengthen its school-wide intervention plan to support Tier 1 instruction. Through ongoing PROMESA work, teachers will receive continued training in implementing high-quality, research-based instructional practices.
3. Both reading and writing showed increases in the percentage of students performing at or near standard, along with a decrease in those below standard. Reading performance remains slightly stronger than writing. This progress highlights that the school is moving in the right direction, and we remain committed to continuing and strengthening this work.

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:

1. In 2023–24, 195 students were enrolled in grades 3–6, an increase of 11 from the previous year. Of those, 188 students participated in state assessments, resulting in a 96% participation rate. However, compared to the previous year, there was a 2.6% decline in the percentage of students tested in Mathematics—marking the lowest participation rate in three years for that subject.
2. Mathematics performance declined overall, with the Dashboard indicator shifting from orange to red. While mean scores improved in 3rd and 4th grades compared to the previous year, both 5th and 6th grades saw declines. Notably, 5th-grade scores have declined each year since 2021–22, and 6th-grade scores reached their lowest point since that year. These declines coincide with ongoing teacher turnover and retention challenges in the upper grades. Improving teacher retention is critical to providing the stability, consistency, and clear expectations needed for student success at Dingle.
3. The data reveals a significant foundational gap in math skills across all grade levels, highlighting the urgent need for a Tier 1 math intervention plan to ensure access to grade-level standards for all students. It also underscores the importance of math-focused professional development, coaching, and ongoing teacher collaboration schoolwide.

School and Student Performance Data

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

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

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 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 taking the English Language Proficiency Assessments for California (ELPAC) at Dingle has increased over the past three years, with 136 English learners tested last year. Overall performance data, including oral and written language, shows varied trends by grade level:

Kindergarten: Decrease in mean scale score

1st Grade: Steady increase over three years

2nd Grade: Highest score in 2022–23

3rd Grade: Decrease in score

4th Grade: Highest score in 2022–23

5th and 6th Grades: Continued improvement over three years

Last year, ELPAC scores improved notably after schedules were revised to ensure appropriate designated ELD minutes. Continued growth will depend on sustained professional development focused on effective instructional strategies for English learners.
2. Analysis of the four ELPAC language domains—speaking, listening, reading, and writing—shows that listening is the only domain with a consistent increase in students scoring "Well Developed" over the past three years. The other domains followed a low–high–low pattern, with the strongest performance in 2022–23. This trend highlights the need to strengthen Tier 1 instructional strategies across all language domains to restore momentum and ensure consistent language development for English learners.
3. Writing remains the most concerning domain, with only 5.88% of students scoring Level 4 ("Well Developed")—a sharp decline from 18.8% the previous year. To address this, each grade level will develop writing unit studies through collaborative planning, with an emphasis on vertical articulation to ensure alignment and progression across grades.

School and Student Performance Data

Student Population

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.

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 serves 344 students, with 83% identified as socioeconomically disadvantaged, 41% as English learners, and 15% as students with disabilities.

2. Based on race/ethnicity, 79% of Dingle's student population is Hispanic, representing the predominant demographic group served.
3. Dingle has seen an increase in students identified as homeless, with 2% currently classified as such due to doubled-up living situations. This highlights the need for additional support from the district's homeless liaison program to assist affected students and families.

School and Student Performance Data

Overall Performance

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.”



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 most recent California Dashboard data highlights both progress and areas for improvement at Dingle Elementary.

In English Language Arts (ELA), students scored 80.7 points below standard—a 7.4-point improvement from the previous year. While still below grade level, this growth suggests that current literacy strategies are showing positive impact, warranting continued focus on foundational reading and writing skills.

Mathematics remains a critical area of concern, with students scoring 104.3 points below standard—a 3.4-point decline. This trend underscores the need for targeted math intervention, stronger Tier 1 instruction, and professional development in math content and pedagogy.

The English Learner Progress Indicator (ELPI) shows that 51% of English learners made progress toward proficiency, a 2.3% decrease from the prior year. This points to a need for improved designated and integrated ELD instruction, especially in writing—the lowest-performing domain.

Overall, while gains in ELA and attendance are encouraging, focused efforts are needed in math achievement, English learner progress, and student discipline to ensure all students are supported academically and socially.

2. On a positive note, chronic absenteeism has significantly improved, dropping to 24.6%—a 13.5% decrease from the previous year. This suggests that efforts such as outreach, family support, and expanded learning opportunities are making a positive impact. Students with disabilities remain a key focus group, requiring enhanced resources and support to address social-emotional needs, including high anxiety and low engagement, that contribute to absences.
3. Suspension rates at Dingle remain high at 4.6%, reflecting a 0.7% increase from the previous year. The most impacted subgroups are English Learners, Hispanic students, and those who are socioeconomically disadvantaged. This increase highlights the need to strengthen Dingle's Multi-Tiered System of Supports (MTSS), ensuring clear behavioral expectations and equipping teachers with the tools to deliver engaging, inclusive instruction. A deeper review of behavior intervention systems is necessary, along with continued focus on Tier 1 PBIS practices and restorative approaches to support student engagement and school connectedness.

School and Student Performance Data

Academic Performance English Language Arts

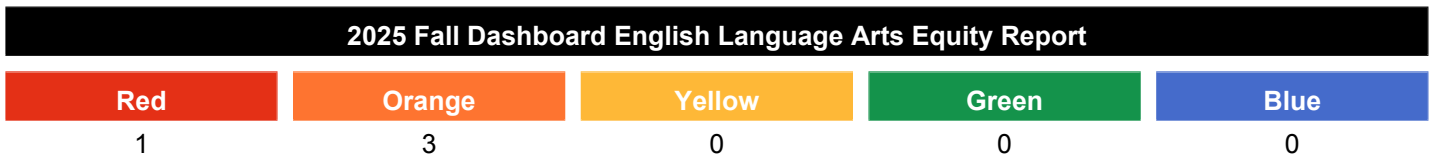
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Conclusions based on this data:

- English Language Arts remains an underperforming area at Dingle, with an overall score of 80.7 points below standard—an improvement of 7.4 points that moved the indicator to orange. The most impacted subgroups are English Learners, Socioeconomically Disadvantaged students, and Hispanic students:

English Learners: 111 points below standard (+3.6); lowest-performing subgroup

Socioeconomically Disadvantaged: 89 points below standard (+8.4)

Hispanic Students: 92 points below standard (+4.7)

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.

3. 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

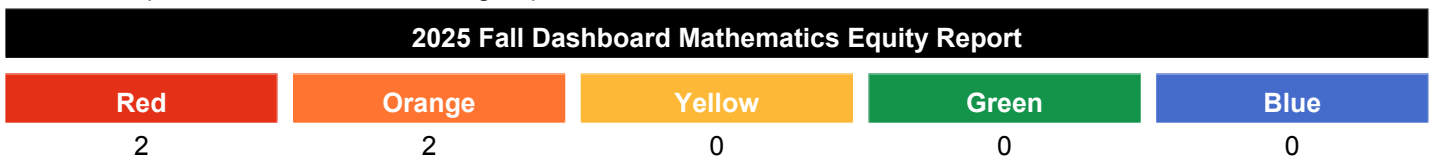
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This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- Dingle scored 104 points below the standard in Math, reflecting a 3.4-point decline and shifting the performance level from orange back to red. Underperforming subgroups include:

English Learners: 123 points below standard (-3.4)

Socioeconomically Disadvantaged Students: 109 points below standard (-14.6)

Hispanic Students: 112 points below standard (no change)

These results highlight the need for targeted support and intervention in mathematics.
- 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. A site-based math coach will support lesson planning and co-teaching in data-identified grades. The focus will be on strengthening Tier 1 instruction through consistent use of high-quality, standards-aligned curriculum and evidence-based math practices.
- 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

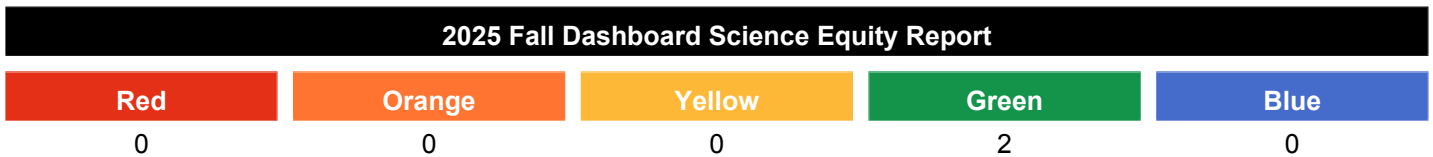
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This section provides number of student groups in each level.



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 | | |
|--|---|---|
| <p>All Students</p> <p>Green</p> <p>51.9 science points</p> <p>Increased 20.2 points</p> <p>39 Students</p> | <p>English Learners</p> <p>No Performance Color</p> <p>45.9 science points</p> <p>Increased 19.5 points</p> <p>19 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>48.8 science points</p> <p>Increased 17.2 points</p> <p>35 Students</p> |

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

Conclusions based on this data:

1.

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  Orange 43 making progress. Number Students: 100 Students | Long-Term English Learner Progress  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:

1. Dingle's overall English Learner Progress Indicator (ELPI) is 51.1%, reflecting a 2.2% decrease from the previous year. Data shows 21% of students decreased one ELPI level, 28% maintained levels 1–3, 4% maintained level 4, and 47% 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.
2. While over half of English learners are progressing in language development, the downward trend is concerning and highlights the need for renewed focus and consistency in ELD instruction. ELPAC data shows writing remains the lowest-performing domain, with only 5.88% of students scoring at the highest level. Speaking and listening, which had shown growth in prior years, are now plateauing or declining, with all four language domains following a “down-up-down” pattern. This suggests that early gains from improved ELD alignment and PROMESA-supported strategies were not sustained, indicating the need for continued instructional refinement.
3. Data indicate that ongoing intervention and enrichment are essential to support and engage English learners. In response, the school will strengthen integrated and designated ELD training, provide coaching support for teachers, and implement targeted writing interventions. Key strategies include stronger vertical articulation, consistent use of scaffolds, and a renewed focus on progress monitoring. Additionally, the current Writing PLC model will continue to address writing—the domain showing the most significant decline.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

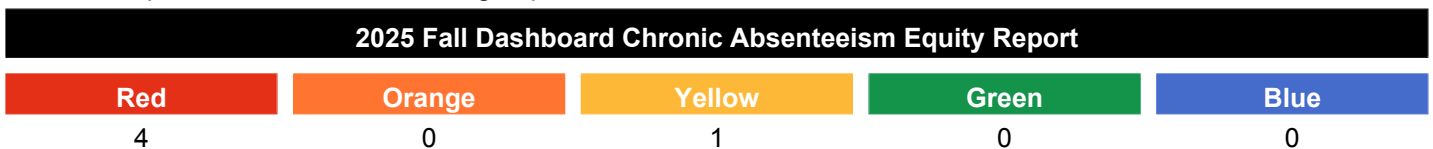
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This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group | | |
|--|--|--|
| <p>All Students</p> <p>Red</p> <p>28.2% Chronically Absent</p> <p>Increased 3.6</p> <p>362 Students</p> | <p>English Learners</p> <p>Red</p> <p>29.1% Chronically Absent</p> <p>Increased 7.6</p> <p>141 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>70.6% Chronically Absent</p> <p>Declined 29.4</p> <p>17 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>31.9% Chronically Absent</p> <p>Increased 4</p> <p>301 Students</p> |

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

Conclusions based on this data:

1. Dingle saw a significant improvement in chronic absenteeism, with a 13.5% reduction. The current rate is 24.6%, which reflects progress, but chronic absenteeism remains a key challenge. Efforts will continue to focus on the most at-risk groups—students with disabilities and White students—both of which are in the orange performance band. To further reduce absences, the school will emphasize the importance of attendance through parent advisory meetings, phone calls, one-on-one conferences, and student incentive programs.
2. Data shows that students with disabilities (25%) and White students (22%) have the highest rates of chronic absenteeism, placing both subgroups in the orange performance band. While both groups have shown a decline, they remain the most impacted and in need of targeted support.
3. 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

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

| 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

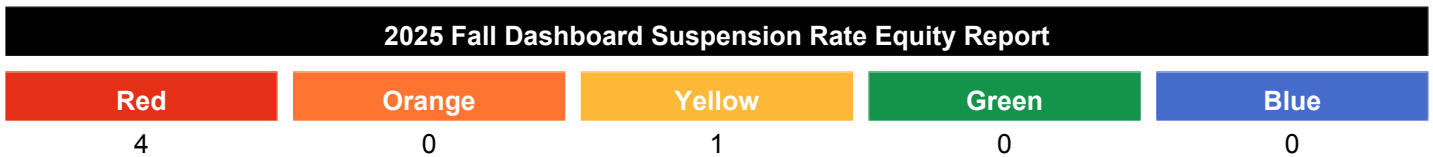
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This section provides number of student groups in each level.



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

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

Conclusions based on this data:

1. Dingle's overall suspension rate increased by 0.7%, with 4.6% of students suspended at least once—placing the school in the orange performance band. While this remains an area for improvement, data suggests that enhancements to the 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 orange performance band, each showing a 1–2% 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 PBIS, restorative practices, and social-emotional learning (SEL) to promote positive behavior and conflict resolution. Staff will receive training in de-escalation and trauma-informed care, 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.

After reviewing our academic and school climate data as part of the needs assessment process—and in alignment with our district's Graduate Profile—the Dingle community identified a need to strengthen students' sense of connectedness and cultural relevance within the Dual Immersion program. Additionally, there is a shared commitment to focusing on the Graduate Profile competencies that support college and career readiness, with the understanding that this preparation begins in the elementary years.

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| <p>Number of students who participate in VAPA (Visual and Performing Arts).</p> | <p>21-22 7 students in band (4th-6th) 45 students in Yolo Arts 60 students Woodland Opera House</p> <p>22-23 43 students in band (5th and 6th) 48 students in strings (4th) 19 students in Folklorico (4th-6th)</p> <p>23-24 45 students in band (5th and 6th) 47 students in strings (4th and 5th) 25 students in Folklorico with Calidanza (1st-6th)</p> <p>24-25 39 students in band (5th-6th) 51 students in strings (4th) 54 Students participated in theatre with the Missoula Children's Theatre (1st-6th) 40 students in Folklorico with Calidanza (1st-6th)</p> | <p>By the end of the 2025–2026 school year, Dingle Elementary aims to increase student engagement in Visual and Performing Arts (VAPA) by expanding participation across multiple disciplines.</p> <p>Band: Enrollment in grades 5 and 6 will be maintained or increased to at least 45 students, sustaining strong interest in instrumental music.</p> <p>Strings: Participation in the grades 4 and 5 strings program will grow to 55 students, supporting multi-year musical development.</p> <p>Folklorico: In partnership with Calidanza, the Folklorico program will expand to include at least 45 students in grades 1–6, promoting cultural appreciation and inclusive opportunities.</p> <p>Theatre Arts: Through continued collaboration with organizations such as Missoula Children's Theatre, participation in theatre arts will be maintained at 60 or more students, ensuring broad access for grades 1–6.</p> <p>Overall, the school is committed to increasing total VAPA participation by at least 10% compared to the previous year, with a goal of engaging a minimum of 200 students in arts education by June 2026.</p> |
| <p>Number of Pathway awards for Biliteracy (Dual Immersion schools only).</p> | <p>21-22 No data available</p> <p>22-23 9 students identified on the Pathway to Biliteracy</p> <p>23-24 11 students identified on the Pathway to Biliteracy</p> <p>24-25 11 students identified on the Pathway to Biliteracy</p> | <p>By the end of the 2025–2026 school year, Dingle Elementary will increase the number of students recognized on the Pathway to Biliteracy by strengthening language development supports and enhancing recognition systems for bilingual learners.</p> <p>Building on previous years—where 9 students were recognized in 2022–2023 and 11 students in both 2023–2024 and 2024–2025—the school will implement targeted strategies to promote biliteracy and increase awareness among students and families.</p> <p>These efforts aim to increase the number of recognized students to at least 15 by June 2026, reflecting the school's ongoing commitment to</p> |

| | | |
|--|--|---|
| | | valuing bilingualism and biliteracy as critical assets in academic success and cultural identity. |
|--|--|---|

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 | <p>Dingle will continue to follow a yearlong calendar that includes events and opportunities for students to showcase their talents across various artistic disciplines to both peers and the broader community.</p> <p>Music Instruction: Music lessons will be provided during the school day for students in grades 4–6.</p> <p>After-School VAPA Clubs: Dingle will offer after-school Folklórico and ceramics clubs for students in grades 1–6, expanding access to cultural and creative expression.</p> <p>Theatre and Drama: In partnership with Missoula Children’s Theatre, students in grades 1–6 will have opportunities to participate in theatre arts and drama performances.</p> <p>Integrated Arts Instruction: Students will receive lessons in visual arts, music, and theater as part of the regular instructional program.</p> | All students with a focus on English Learners, Hispanics, and Economically disadvantaged students. | <p>6000 Supplemental/Concentration</p> <p>60664 Arts and Music in Schools</p> |
| 1.2 | <p>Dingle will develop and share clear pathways to the Seal of Biliteracy with teachers and community partners to promote understanding and alignment.</p> <p>Collaborative Planning: Dedicated collaboration time will be provided for Dual Immersion (DI) staff to deepen their understanding of the three pillars of Dual Language Education:</p> <p>Bilingualism and Biliteracy</p> <p>High Academic Achievement</p> <p>Sociocultural Competence</p> <p>Pathway Criteria Review: The DI team will also engage in focused sessions to review and understand the criteria for the Pathway to Biliteracy. These criteria will include performance on the SBAC ELA, CSA, ELPAC levels, and i-Ready proficiency scores for all Dual Immersion scholars.</p> | All students with a focus on English Learners, Hispanics, and Economically disadvantaged students. | <p>1700 Title I Part A: Basic Grants Low-Income and Neglected</p> |

Annual Review

SPSA Year Reviewed: 2024-25

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 continues to make intentional progress toward ensuring that every student develops the competencies outlined in the district's Graduate Profile. This work is supported by a rigorous, intellectually rich, and culturally affirming learning environment that prepares students for college and career readiness.

Our approach is rooted in the three guiding principles of Dual Language Education:

Bilingualism and Biliteracy

High Academic Achievement

Sociocultural Competence

Research consistently shows that well-implemented Dual Immersion programs lead to improved academic outcomes for all students, particularly English Learners, by helping to close achievement gaps and increasing high school graduation rates.

To further support these goals, Dingle has expanded its Visual and Performing Arts (VAPA) offerings as a way to foster essential skills such as discipline, character development, creativity, and self-advocacy, key attributes aligned with post-secondary success.

Highlights from this school year include:

Strings Program: All students in grades 4–6 received music instruction through a school-day strings class.

Folklorico Program: An after-school Folklorico class was launched in partnership with Calidanza, serving students in grades 1–6 and promoting cultural pride and artistic expression.

Theater Arts: With generous support from our PTA, Dingle hosted a drama residency with Missoula Children's Theatre, offering students in grades K–6 the opportunity to participate in a full theatrical production of Pinocchio.

Extended learning through the arts was also a key component of the student experience. Each grade level participated in at least one arts-related field trip, including:

TK–1st and 6th-grade students attending live performances at the Mondavi Center at UC Davis

3rd and 5th-grade students enjoying theatrical productions at the Woodland Opera House

Newcomer English Learners engaging in arts lessons at TANA (Taller Arte del Nuevo Amanecer), using creative expression to support language development and cultural integration

Through these diverse experiences, Dingle Elementary remains committed to developing well-rounded, confident, and capable students prepared to thrive in a global society.

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.

While our goal was to fully implement a rigorous, culturally relevant instructional program aligned with the Graduate Profile—supporting biliteracy, academic achievement, and sociocultural competence—there were notable discrepancies between the planned implementation and actual expenditures during the year.

One of the highlights of the year was the Missoula Children's Theatre residency, sponsored by the PTA. This first-time experience proved to be a great success, with the school recording one of its highest attendance rates during performance week. Although this initiative was not included in the original site plan, its impact was significant and warrants consideration for inclusion in future programming.

The \$5,000 originally allocated for the Folklórico program through the site plan was not expended as anticipated. Instead, funding for Folklórico was provided through the Expanded Learning Opportunities Program (ELOP), which covered after-school clubs and activities.

Additionally, the PROMESA team recommended adjustments to the assessment calendar for Dual Immersion classrooms. This included the adoption of additional assessments designed to better monitor students' progress toward biliteracy. These changes were made in response to instructional needs and were not reflected in the original School Plan for Student Achievement (SPSA).

These shifts illustrate the importance of maintaining flexibility in planning to meet emerging needs while continuing to align efforts with our core vision of academic excellence, equity, and bilingualism.

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 implement a revised Visual and Performing Arts (VAPA) plan designed to ensure that all students, across all grade levels, have access to a diverse and enriching array of artistic disciplines throughout the school year. This plan includes the return of Missoula Children's Theatre to provide high-quality drama and theater experiences, the addition of a credentialed art teacher to deliver structured visual arts instruction in the primary grades, and the launch of an after-school ceramics program to extend creative opportunities beyond the regular school day.

The Dual Immersion team will develop a systematic tracking system to monitor student progress within the program and identify those who are not currently on track to achieve biliteracy recognition. Additionally, staff will implement the Foreign Language Oral Skills Evaluation Matrix (FLOSEM) as a consistent tool to assess oral language development in Spanish. Students will be assessed twice annually—at the beginning of the year (BOY) and at the end of the year (EOY)—to monitor growth and inform instruction.

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.

Through a comprehensive needs assessment and root cause analysis, Dingle Elementary identified a need to increase academic rigor and, more critically, to support teachers in delivering high-quality, standards-based Tier 1 instruction that effectively serves multilingual learners across all subject areas. These findings were informed by an in-depth review of data from the California School Dashboard, i-Ready benchmark assessments, and teacher focus groups held during Professional Learning Communities (PLCs). Additionally, parent feedback gathered through discussion groups highlighted the importance of understanding grade-level expectations as a key factor in fostering stronger partnerships between families and teachers.

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| Performance level on English Language Arts (ELA) and Math Academic Indicator. | <p>21-22: Dingle is in orange in ELA and orange in math</p> <p>22-23: Dingle is in orange in ELA and orange in math</p> <p>23-24: 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</p> | <p>By the end of the 2025–2026 school year, Dingle Elementary will improve academic performance as measured by the California School Dashboard through the following targets:</p> <p>English Language Arts: Reduce the Distance from Standard (DFS) by at least 5%, improving from -80.7 to approximately -76.7.</p> <p>Mathematics: Reduce the DFS by at least 5%, improving from -104.0 to approximately -98.8, progressing toward Orange-level performance.</p> <p>These gains will be driven by a sustained focus on professional development to strengthen rigorous Tier 1 instruction, the strategic implementation of WIN (What I Need) intervention blocks, and regular data-informed instructional planning through Professional Learning Communities (PLCs).</p> |
| Performance Level on CSA | <p>21-22: No data available</p> <p>22-23: No data available</p> <p>2023: Baseline: Mean Scale Scores 3rd: 342.6 4th: 442.4 5th: 543.2 6th: 644.7</p> <p>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%)</p> | <p>By the end of the 2025–2026 school year, Dingle Elementary aims to improve student performance on the California Summative Assessments for grades 3 through 6 by achieving the following goals:</p> <p>Increase mean scale scores by at least 10 points per grade level compared to 2024 results.</p> <p>Reduce the percentage of students performing at Level 1 by 10 percentage points per grade level, while proportionally increasing the percentages of students performing at Levels 2 and 3.</p> <p>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.</p> |
| Percentage and number of students who are chronically absent | 21-22: 50% of students are chronically absent | By the end of the 2025–2026 school year, Dingle Elementary will reduce its |

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| | <p>22-23: 38.60% of students are chronically absent</p> <p>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.</p> | <p>overall chronic absenteeism rate to below 20%, reflecting a minimum decrease of 4.6 percentage points from the current rate of 24.6%.</p> <p>In addition, the school will demonstrate measurable reductions in chronic absenteeism among identified student groups, specifically Students with Disabilities and White students.</p> <p>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.</p> |
| <p>Student sense of safety and school connectedness</p> | <p>21-22: CHKS: 70% school connectedness; 83% feel safe at school SAEBRS: 90% Low Risk Student Survey: No Data Available</p> <p>22-23: CHKS: 50% school connectedness; 35% feel safe at school SAEBRS: 83% Low Risk Student Survey: 94% very safe or safe</p> <p>23-24 CHKS: 64% school connectedness; 65% feel safe at school SAEBRS: 86% Low Risk Student Survey: 71% very safe or safe</p> <p>At least two metrics (CHKS, SAEBRS, and School Site Student Survey) reflect 80% of students feeling safe, supported, and low risk.</p> <p>24-25: CHKS: 71% school connectedness; 68% feel safe at school SAEBRS: 88% Low Risk, which reflects a 4% increase when compared to Fall Student Climate Survey: 75% always and most of the time combined</p> | <p>By the end of the 2025–2026 school year, Dingle Elementary will enhance students' sense of safety, connectedness, and social-emotional well-being, as measured by multiple school climate instruments. Specifically:</p> <p>At least two out of the three student measures—California Healthy Kids Survey (CHKS), SAEBRS, and the School Site Student Survey—will indicate that 80% or more of students report feeling safe, supported, and at low risk.</p> <p>CHKS results will show that at least 75% of students report strong school connectedness and feeling safe at school.</p> <p>SAEBRS results will reflect the maintenance or improvement of “Low Risk” status, with at least 88% of students identified as low risk.</p> <p>Student Climate Survey results will show that at least 80% of students report feeling safe “always” or “most of the time.”</p> <p>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.</p> |

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| <p>Suspension rate</p> | <p>Suspension rate 21-22: 5.3% (Red) 22-23: 3.9% (Yellow) 23-24: 4.6% (Orange)</p> | <p>By the end of the 2025–2026 school year, Dingle Elementary will reduce its overall suspension rate to below 3%, achieving progress from Orange to Yellow or Green on the California School Dashboard.</p> <p>This goal includes a targeted effort to reduce suspension rates among key student groups, including Hispanic students, English Learners (ELs), and Socioeconomically Disadvantaged students.</p> <p>Progress will be supported through the 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.</p> |
| <p>Parent/family satisfaction on Healthy Kids Survey, on key indicators or Site Data</p> | <p>In collaboration with PTA, a survey was conducted 21-22: Data not collected due to lack of responses</p> <p>22-23: 89% school satisfaction on PTA survey; 37% Parental involvement at school according to the CHKS</p> <p>23-24: 82% school satisfaction on PTA survey; 67% parental involvement at school according to CHKS</p> <p>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</p> | <p>By the end of the 2025–2026 school year, Dingle Elementary will strengthen family engagement and improve parent perceptions of school climate and student motivation by achieving the following goals:</p> <p>Increase the parent survey response rate to at least 50% of the total parent population to ensure more representative and actionable feedback.</p> <p>On the California Healthy Kids Survey (CHKS) or an equivalent school-administered survey:</p> <p>At least 75% of parents will report that parent involvement at the school is strong.</p> <p>At least 60% of parents will report that the school is a safe environment for their children.</p> <p>At least 60% of parents will report that students are motivated to learn.</p> <p>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</p> |

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| | | strengthen partnerships between families and the school. |
| <p>Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)</p> | <p>In utilizing the End-Year Diagnostic Assessment:</p> <p>21-22: iReady Reading, 36% of students met their Typical Growth Target, a computerized improvement projection based on student performance. 20% were at grade level.</p> <p>iReady Math, 33% of students met their Typical Growth Target, a computerized improvement projection based on student performance. 8% were at grade level.</p> <p>22-23: iReady Reading, 45% of students met their Typical Growth Target, a computerized improvement projection based on student performance. 26% were at grade level.</p> <p>iReady Math, 28% of students met their Typical Growth Target, a computerized improvement projection based on student performance. 7% were at grade level.</p> <p>23-24: iReady Reading, 64% of students met their Typical Growth Target, a computerized improvement projection based on student performance. 24% were at grade level.</p> <p>iReady Math, 38% of students met their Typical Growth Target, a computerized improvement projection based on student performance. 12% were at grade level.</p> <p>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.</p> <p>I-Ready Math: 33% of students met their Typical Growth Target, a computerized improvement projection based on student performance. By the</p> | <p>By the end of the 2025–2026 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:</p> <p>At least 65% of students will meet their Typical Growth Target in both Reading and Math.</p> <p>At least 50% of students will perform at or above grade level in both subject areas.</p> <p>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.</p> <p>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.</p> |

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| | third diagnostic, 26% were on grade level. | |
| 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 | By the end of the 2025–2026 school year, Dingle Elementary will improve teachers’ perceptions of Professional Learning Community (PLC) effectiveness, as measured by a newly established 1–10 scale. The goal is to achieve an average rating of 9 out of 10 by June 2026, reflecting strengthened collaborative practices and a direct positive impact on student learning experiences and outcomes, in alignment with the PLC effectiveness metric. |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|--|---|
| 2.1 | <p>Dingle Elementary is committed to strengthening first-quality instruction by providing teachers with the tools, resources, and collaborative structures necessary to deliver rigorous, standards-based instruction across all grade levels. Grounded in a Multi-Tiered System of Supports (MTSS) framework, the school will establish a comprehensive early intervention system focused on foundational literacy in grades K–2, ensuring students develop strong phonological awareness and early reading skills.</p> <p>In parallel, the Student Study Team (SST) process will be refined to more effectively identify both academic and behavioral needs, develop targeted intervention plans, and monitor student progress to promote academic success for all learners.</p> <p>To achieve these goals, Dingle will implement the following strategic actions:</p> <p>Structured PLC Time: Continue investing in dedicated Professional Learning Community (PLC) time to support collaborative planning around essential standards, the development of SMART goals, and engagement in cycles of inquiry. Teachers will use formative assessment data to inform instruction and interventions. Research demonstrates that when teachers collaborate regularly around student data and outcomes, they are better positioned to meet student needs, close achievement gaps, and drive sustained school improvement. High-functioning PLCs that focus on essential standards and continuous assessment are particularly effective in improving teaching practices and student achievement.</p> | All students with a focus on English Language Learners, Hispanics, and Socioeconomically Disadvantaged students. | <p>22513 Supplemental/Concentration</p> <p>12589 Site Discretionary</p> |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|--|---|---|
| | <p>Targeted Intervention – WIN Time: Implement a schoolwide WIN ("What I Need") block within the instructional day. This dedicated time will allow for differentiated small-group instruction based on ongoing data analysis, with an emphasis on accelerating learning and addressing achievement gaps.</p> <p>Instructional Rounds and Fidelity Monitoring: Provide teacher release time to engage in instructional rounds focused on the implementation of the six High-Leverage Instructional Strategies identified by the PROMESA team. These peer observations will support professional learning, promote instructional consistency, and encourage the refinement of best practices across classrooms.</p> | | |
| <p>2.2</p> | <p>As part of its ongoing commitment to whole-child development, Dingle Elementary will implement schoolwide Positive Behavioral Interventions and Supports (PBIS), including an incentives program and student store. This system is designed to reinforce positive behaviors, recognize student growth, and foster a strong sense of belonging and motivation among all students.</p> <p>A full-time school counselor will continue to provide comprehensive support through whole-class life skills instruction, targeted small-group sessions, and individual counseling. These services—guided by student data and identified needs—are essential for helping students build emotional regulation, conflict resolution skills, and responsible decision-making.</p> <p>To further enhance student engagement and connection to school, Dingle will offer a variety of student clubs during and after school hours. These enrichment opportunities will reflect student interests, promote peer relationships, and support identity development, ensuring every student has a space to thrive.</p> <p>Additionally, the school will continue implementing its Wellness Team, a multi-disciplinary group that provides tiered support to address the academic, behavioral, and emotional needs of students and families. This team plays a critical role in improving attendance, reducing chronic absenteeism, and coordinating services such as counseling, behavior intervention, and referrals to community-based supports—all driven by data and student needs.</p> <p>Through these layered supports and proactive strategies, Dingle Elementary will continue to prioritize student social-emotional well-being as a</p> | <p>All students with a focus on English Language Learners, Hispanics, and Socioeconomically Disadvantaged students.</p> | <p>13500 Supplemental/Concentration</p> |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|---|--|--|
| | foundation for academic achievement and lifelong success. | | |
| 2.3 | <p>To strengthen foundational reading skills, Dingle Elementary will continue implementing the ABC Olé Early Literacy Project, supported by the Wonders Phonics Survey as a diagnostic tool to assess grade-level proficiency. Instruction will be further informed by the i-Ready Magnetic Reading program and DRA2 assessments, which provide benchmark data through running records in both English and Spanish.</p> <p>Research shows that students who are not proficient readers by the end of third grade are four times more likely to drop out of high school. Therefore, early intervention in kindergarten through second grade is critical, as these are the foundational years when students shift from learning to read to reading to learn. Systematic phonics instruction, ongoing formative assessment, and targeted intervention have been shown to significantly improve outcomes—particularly for English learners and students from socioeconomically disadvantaged backgrounds.</p> <p>By identifying learning gaps early and delivering appropriate, data-driven support, schools can dramatically improve students' long-term academic success.</p> | K-2 students with a focus on English Language Learners, Hispanic, and Socioeconomically Disadvantaged students. | 29,190 Title I Part A: Basic Grants Low-Income and Neglected |
| 2.4 | Ongoing professional development and conference participation will be aligned to support the initiatives outlined above. These opportunities will enhance staff capacity in areas such as data-driven instruction, literacy and math interventions, social-emotional learning, and family engagement—ensuring consistent implementation and continuous improvement across all focus areas. | All students with a focus on English Language Learners, Hispanics, and Socioeconomically Disadvantaged students. | 34000 Title I Part A: Basic Grants Low-Income and Neglected |
| 2.5 | Dingle Elementary will launch a comprehensive family engagement plan designed to strengthen the home–school partnership and extend student learning beyond the classroom. The plan will include an attendance improvement initiative, a calendar of schoolwide events, and family coaching sessions tailored to needs identified through parent surveys. These efforts aim to foster meaningful collaboration with families and enhance overall student success. | All students with a focus on English Language Learners, Hispanics, and Socioeconomically Disadvantaged students. | 797 Title I Part A: Parent Involvement |

Annual Review

SPSA Year Reviewed: 2024-25

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 first-quality instruction in every classroom, rooted in the belief that all students can achieve at high levels. Through collaborative Professional Learning Communities (PLCs), teachers will identify grade-level enduring standards that define the essential knowledge and skills students must master. These standards will serve as the foundation for instruction, assessment, and intervention. Teachers will engage in ongoing cycles of inquiry supported by frequent, standards-aligned formative assessments that inform instructional planning and adjustments.

To further strengthen the instructional program, Dingle will implement WIN (What I Need) blocks across all grade levels. This dedicated time for small-group instruction will provide targeted interventions and enrichment opportunities tailored to individual student needs. Site-level data has shown that, without structured academic support systems, students may advance through grade levels without mastering foundational literacy skills—leading to widening achievement gaps and increased disengagement in later grades.

Dingle's focus on collaborative professional practice is grounded in John Hattie's research on Collective Teacher Efficacy, identified as the single most significant factor influencing student achievement. By fostering a shared belief in the collective ability of educators to impact student learning, the school aims to build a culture of high expectations, shared accountability, and continuous improvement.

This work is guided by the PROMESA Strategic Plan and anchored in high-functioning PLCs that emphasize data-driven, student-centered practices designed to close learning gaps and promote educational equity across all grade levels.

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

Significant funds were initially allocated to the intervention strategy, including an over-allocation to the current Variable Service Agreements (VSAs) with the two intervention teachers. To ensure more balanced and strategic use of resources, a portion of these funds was reallocated to support professional development under the same goal area. This adjustment enabled the site to partner with the UC Davis Math Project—an area identified during initial data analysis as having a high need for targeted support.

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.

Together, these efforts will establish a more structured, data-informed system that empowers educators 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.

Following a thorough analysis of our school's California Dashboard and i-Ready diagnostic data during the needs assessment process, our community partners identified a critical need to improve reading, writing, and math performance among English Learners. Chronic absenteeism within this group was highlighted as a significant contributing factor to the existing achievement gaps.

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 |
|--|--|---|
| <p>Reclassification rate for English Learners (EL)</p> | <p>21-22: Reclassification rate 8.5% (10 students)</p> <p>22-23: Reclassification rate 9.9% (12 students)</p> <p>23-24: Reclassification rate 13.2% (16 students)</p> <p>24-25: Reclassification rate 10% (12 students)</p> | <p>By the end of the 2025–2026 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.</p> <p>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.</p> |
| <p>English Learner Progress Indicator (ELPI)</p> | <p>18-19 49.4% making progress towards English proficiency (Yellow)</p> <p>21-22: 39% making progress toward English proficiency (no color indicator)</p> <p>22-23: The dashboard reflects 53.3% making progress towards English proficiency. (Green)</p> <p>23-24: 51.1% making progress towards proficiency, this was a 2.3% decline. (orange)</p> | <p>By the end of the 2025–2026 school year, Dingle Elementary will increase the percentage of English Learners making progress toward English language proficiency to at least 55%, positioning the school within the Green performance level on the California Dashboard.</p> <p>To support this goal, the school will enhance both designated and integrated English Language Development (ELD) instruction, regularly monitor student progress using ELPAC and formative language assessments, and implement targeted PROMESA strategies.</p> <p>This work will continue to be guided by the California English Learner Roadmap Principles:</p> <ul style="list-style-type: none"> Asset-Oriented and Needs-Responsive Schools Intellectual Quality of Instruction and Meaningful Access System Conditions that Support Effectiveness Alignment and Articulation Within and Across Systems |

| | | |
|--|---|--|
| | | <p>These principles will ensure that English Learners receive high-quality, responsive instruction that accelerates language development and supports academic achievement.</p> |
| <p>Improve the school's rating of the English Learner Roadmap Principle 1</p> | <p>21-22: 3.0: Language and cultures are assets 2.0: No Single EL Profile 2.5: School climate is affirming, inclusive, safe 2.5 -Strong family and school partnerships 2.0: Supporting English Learners with disabilities</p> <p>22-23: 3.0: Language and cultures are assets 2.0: No Single EL Profile 3.0: School climate is affirming, inclusive, safe 2.0 -Strong family and school partnerships 2.5: Supporting English Learners with disabilities</p> <p>23-24: 3.0: Language and cultures are assets 2.5: No Single EL Profile 2.5: School climate is affirming, inclusive, safe 2.5 -Strong family and school partnerships 2.5: Supporting English Learners with disabilities</p> <p>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</p> | <p>For the 2025–2026 school year, Dingle Elementary will maintain a score of 3.0 or higher in the following key areas: “Language and Cultures as Assets,” “No Single English Learner Profile,” and “School Climate as Affirming, Inclusive, and Safe”—all of which have shown steady growth over the past four years.</p> <p>In addition, the school will aim to increase its scores to at least 3.0 in the areas of “Strong Family and School Partnerships” and “Supporting English Learners with Disabilities,” reflecting a stronger integration of inclusive practices and more targeted strategies for engaging families.</p> <p>These outcomes will be supported by:</p> <p>Strengthened collaboration between staff and families of English Learners,</p> <p>More intentional and coordinated support for dually identified students (English Learners with IEPs), and</p> <p>The use of culturally responsive and accessible communication strategies.</p> |
| <p>Percentage of English Learner students who reach growth targets on iReady in Reading and Math (elementary only)</p> | <p>21-22: Reading- 27% Math- 21%</p> <p>22-23: Reading- 25% Math- 12%</p> <p>23-24: Reading- 36% Math- 20%</p> <p>24-25: Reading- 50% met the typical growth and 56% improved a placement.</p> | <p>By the end of the 2025–2026 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 55% in reading and 45% in math. Additionally, at least 60% of English Learners will demonstrate improved placement levels in both subjects compared to their beginning-of-year baseline.</p> <p>To support these outcomes, the school will continue regular progress monitoring through tools such as i-</p> |

| | | |
|--|--|---|
| | Math- 34% met their typical growth and 55% improved placement. | Ready and will provide targeted interventions and enrichment opportunities designed to accelerate academic growth and close achievement gaps for English Learners. |
| Number of students identified as Long Term English Learners LTEL | New Metric 17 students identified as LTELs 28 students at Risk of becoming LTELs | By the end of the 2025–2026 school year, Dingle Elementary will reduce the number of identified Long-Term English Learners (LTELs) from 17 to 12 students. Additionally, the number of students at risk of becoming LTELs will decrease from 28 to no more than 20. This progress will be supported through early identification, the development of individualized academic language support plans, strategic use of formative assessments (including ELPAC and classroom-based data), and ongoing progress monitoring to ensure timely and responsive interventions. |

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 | <p>To effectively meet the diverse needs of English Learners at Dingle Elementary, the school will continue to strengthen Tier 1 instruction through the lens of the California English Learner Roadmap and its four core principles. Central to this approach is the recognition that there is no single English Learner profile—each student brings unique linguistic assets, cultural backgrounds, and varying levels of English proficiency. As such, instruction must be differentiated and responsive, providing appropriate support based on each student’s stage of language development, from emerging to advanced.</p> <p>To support this work, Dingle will continue implementing the PROMESA framework and its Six Key Strategies, which offer a structured approach to delivering equitable, standards-based instruction for all students—particularly multilingual learners. Classroom implementation of these strategies will remain a priority, ensuring that Tier 1 instruction is inclusive, scaffolded, and aligned to the academic and linguistic needs of our diverse student population.</p> | All students with a focus on students who are English Learners and Hispanics | None Specified |
| 3.2 | Dingle Elementary will continue to strengthen the use of data analysis to support English Learners through ongoing collaboration in Professional | All students with a focus on English Learners and Hispanics | 4000 Title I Part A: Basic Grants Low-Income and Neglected |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|---|---|--|
| | <p>Learning Communities (PLCs). With guidance from the EL Specialist, teachers will develop SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound) to monitor English Learner achievement and growth. The school remains committed to a data-driven, responsive PLC model, using multiple measures—writing samples, i-Ready diagnostics, and ELPAC results—to inform instructional planning and track student progress.</p> <p>To further support English Learners, Dingle will offer extra-duty compensation for teachers, paraprofessionals, or contracted providers to lead after-school intervention sessions twice per year. These sessions will focus on academic writing, ELPI progress monitoring, and support for students at risk of becoming Long-Term English Learners (LTELs).</p> <p>In addition, the school will invest in instructional materials and resources specifically designed to support differentiated instruction, scaffolded intervention, and enrichment opportunities—ensuring that all English Learners have equitable access to rigorous, engaging learning experiences.</p> | | |
| 3.3 | <p>Dingle Elementary is committed to supporting the success of English Learners, with a particular focus on newcomers and recent arrivals to the United States who have limited or no English proficiency. These students face distinct challenges as they adjust to a new language, educational system, and cultural environment. Without targeted support, they may experience academic struggles, social isolation, and disengagement from learning.</p> <p>To address these needs, Dingle will implement a structured language development program that provides explicit instruction across all language domains: reading, writing, speaking, and listening. This will be complemented by social-emotional support, culturally responsive teaching practices, and family engagement initiatives designed to foster an inclusive, welcoming school community where all students feel valued and supported.</p> | English Learners new comers (emerging bilinguals) | 2000 Title I Part A: Basic Grants Low-Income and Neglected |
| 3.5 | | | |

Annual Review

SPSA Year Reviewed: 2024-25

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.

Throughout the year, Dingle Elementary's EL Specialist provided ongoing support by monitoring the English language development of all English Learners (ELs) and collaborating with classroom teachers to guide targeted language instruction. All teachers participated in three scheduled PLC data chats, utilizing the EL Monitoring Tool to analyze ELPAC, i-Ready, and other formative assessments to inform differentiated instruction and timely interventions. This approach reflects research in second language acquisition, which highlights the importance of continuous formative assessment and collaborative planning in advancing academic language proficiency.

Dingle maintained its commitment to providing 30 minutes of daily designated English Language Development (ELD) instruction that is rigorous, standards-based, and tailored to students' language proficiency levels. This practice aligns with Principle Two of the California English Learner Roadmap, which emphasizes the importance of intellectually rich and developmentally appropriate instruction for English Learners. Additionally, the EL Specialist closely monitored student writing progress using grade-level writing rubrics to ensure instruction supported both language development and content mastery, consistent with research advocating for integrated language and content learning.

To further support students, Dingle implemented after-school tutoring for those with low or no scores on the English Learner Progress Indicator (ELPI). These sessions focused on academic writing, including written expression, organization, and grammar—critical components of the reclassification process. This targeted instruction addresses the research-based need for explicit academic language instruction to support long-term success for English Learners.

To build staff capacity, teachers engaged in multiple professional development sessions centered on the Six PROMESA Key Strategies, which align with Principles One and Three of the California English Learner Roadmap. These sessions promote asset-based mindsets and ensure access, engagement, and equity for multilingual learners. To reinforce implementation and foster shared accountability, Dingle will continue conducting instructional rounds, offering structured opportunities for peer observation, feedback, and reflective practice.

Additionally, ELAC (English Learner Advisory Committee) meetings served as a platform for family engagement and shared decision-making. Members regularly reviewed and discussed key topics such as the School Plan for Student Achievement (SPSA), reclassification criteria, ELPAC data, and ELPI progress. ELAC supports Principle Four of the English Learner Roadmap by strengthening family-school partnerships, building collective understanding of student progress, and empowering families to play an active role in shaping their children's educational experience.

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

Despite our efforts to provide robust professional learning and instructional coaching aligned with our English Learner (EL) goals, we faced challenges in staff participation for after-school coaching and tutoring. Although funds were initially allocated to support teacher coaching and extended professional development beyond contract hours, many teachers expressed hesitancy or were unable to stay after school due to workload, burnout, or scheduling conflicts. Consequently, a portion of these funds was reallocated to offer direct student support through after-school tutoring programs, particularly targeting English Learners with low or no ELPI scores and those needing focused writing support for reclassification.

Moving forward, we will explore alternative models for coaching and intervention, such as embedding support during the school day, increasing the use of paraprofessionals or external providers, and offering differentiated professional development formats tailored to teachers' needs. Strategic planning will also be essential to build internal capacity and enhance staff retention and engagement in extended learning initiatives.

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

Dingle will continue to monitor data through cycles of inquiry to ensure consistent growth for all English Learners. We will implement a mid-year tutoring session focused on writing support for students identified through the ELPI and other formative assessments conducted by teachers. In the spring, we will initiate a second cycle of intervention prior to the

ELPAC administration. Additionally, Dingle will offer after-school clubs designed for newcomers, providing enrichment opportunities to practice language and expand vocabulary. Progress will be measured using the metrics referenced above and tracked within Strategies 3.2 and 3.3.

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.

A total of 122 students in grades 3–6, representing 65% of the student population in those grades, completed a school engagement survey. The purpose of the survey was to assess student perceptions and identify areas of need at Dingle. Results from the Student Climate Survey indicate that students would benefit from increased opportunities to develop self-advocacy and leadership skills, as well as greater involvement in classroom and school-wide decision-making.

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 |
|---|--|---|
| <p>Number of partnerships with the community and other programs that provide students with opportunities to get engaged</p> | <p>21-22: No data available</p> <p>22-23: Douglass Middle School Mentorship Program Sami's Circuit</p> <p>23-24 Douglass Middle School Mentorship Program Sami's Circuit Boy Scouts of America Lions and Elks Reading Program</p> <p>24-25: Douglass Middle School Mentorship Program Boy Scouts of America The Lions and Elks Reading Program provided prizes for a reading challenge. Mondavi Center Performances for TK-1st Grade and 6th Grade Cool School Project, in which students helped design school campus renovation plans. PTA supports Yolo Farm to Fork programs for various grades and a unique science project for 5th grade with the wheat project. TANA</p> | <p>By the end of the 2025–26 school year, Dingle Elementary School will maintain a minimum of seven active community partnerships to support student engagement and well-being. Expanding from two partnerships in 2022–23 to seven in 2024–25, the school will continue to strengthen community collaboration to offer students meaningful opportunities for mentorship, academic incentives, cultural enrichment, leadership development, and hands-on learning experiences.</p> <p>These partnerships will be implemented through various formats, including academic support sessions, school-wide assemblies, and targeted presentations to the Youth Advisory Committee, all aimed at promoting students' socioemotional growth and academic success.</p> |
| <p>Number of extracurricular and co-curricular programs offered</p> | <p>21-22: No data available</p> <p>22-23: YAC Yearbook Club Soccer Club Yoga Club Folklorico Club</p> <p>23-24: YAC Soccer Club Chess Club Folklorico Club</p> <p>24-25: YAC Cross Country Soccer Club Crochet Club Folklorico Club Yearbook Club Missoula Children's Theatre</p> | <p>By the end of the 2025–26 school year, Dingle Elementary School will offer at least nine student-led or staff-supported extracurricular clubs or activities, building on the growth and diversity of student engagement opportunities established in previous years.</p> <p>The school aims to 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—ensuring all students have access to meaningful engagement beyond the classroom.</p> |

| | | |
|---|--|--|
| <p>Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys</p> | <p>21-22: No data available</p> <p>22-23: 135 survey responses students 3rd-6th grade 20 students in focus groups 4th-6th 50% females 50% males 55% English Learners 1% SPED 70% Hispanic 20% white 5% asian/indian 5% black</p> <p>23-24: Students Surveyed = 104 3rd-6th grade students; 69%</p> <p>24-25: Students surveyed = 122 students in grades 3-6; 65% of student population in these grades</p> | <p>During the 2025–26 school year, Dingle Elementary School will increase student survey participation to at least 70%.</p> <p>With over 65% of students in grades 3–6 participating consistently over the past two years, increasing this rate will further amplify student voice, strengthen students’ sense of belonging, and enhance data-informed decision-making. This continuous feedback loop will support the development of a more inclusive, engaging, and student-centered school environment.</p> |
| <p>Number and percent of students by representative demographic providing input to the SPSA through focus groups</p> | <p>21-22: 17 students (grades 3-6) = 11% English Learner = 5 (29%) English Learner/Special Education = 2 (11.7%) Special Education= 3 (17.6%) Reclassified Fluent English Proficient = 2 (11.7%) English Only = 4 (23%) EL/GATE = 1 (5.8%)</p> <p>22-23: 20 students from grades 4-6 Participated in Focus Groups 50% Females; 50% males 55% English Learners; 1% SPED 70% Hispanic, 20% White, 5% Asian Indian, 5% Black</p> <p>23-24: 15 students in focus groups 4th-6th grade 46% males 54% females 26% white 60% Hispanic 7% Black 7% Asian</p> <p>24-25:</p> | <p>During the 2025–26 school year, Dingle Elementary will ensure that Youth Advisory Committee (YAC) member selection is intentionally inclusive, reflecting the diversity of all student groups.</p> <p>In recent years, student participation in focus groups and leadership opportunities such as YAC has grown in both size and structure. By the 2024–25 school year, YAC expanded to include 28 students who met twice a month. The group was predominantly female (85%) and continued to reflect the school’s racial and linguistic diversity, with 60% Hispanic, 35% White, 3% Black students, and 25% identified as English Learners.</p> |

| | | |
|--|---|--|
| | <p>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.</p> <p>28 total students 15% males 85% females 0% SPED 25% ELs 60% Hispanic 35% White 03% Black</p> | |
|--|---|--|

Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|---|--|------------------------------------|
| 4.1 | <p>Dingle Elementary will expand student leadership opportunities and foster a culturally relevant, inclusive environment where students can exercise autonomy, strengthen decision-making skills, and improve attendance. Teachers will maintain high expectations and hold students accountable, supporting both academic and behavioral growth.</p> <p>To promote student choice and engagement, staff will offer structured recess activities such as an alternative recess room, arts, and chess.</p> <p>The Youth Advisory Committee (YAC) will design and distribute an interest survey to gather student input on after-school offerings. Based on the results, three student-interest-driven clubs will be implemented, with at least one led by students. These efforts will promote leadership development, conflict resolution, and peer collaboration through engaging after-school opportunities.</p> | All Students with a focus on English Learners, Hispanics and Socioeconomically Disadvantaged students. | 3013 Supplemental/Concentration |

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Dingle’s Youth Advisory Committee (YAC) remained active and consistent throughout the school year, serving as a vital platform for student voice and leadership. A meeting calendar was established at the beginning of the year to ensure regular, structured, and purposeful gatherings. Each session focused on discussing school climate and developing actionable plans to support a more inclusive and engaging environment.

YAC members played a central role in planning and organizing spirit weeks, contributing to a positive and connected school culture. They also supported the promotion of school-wide events by creating posters, signage, and visual materials. In addition, students formed and led the morning announcements team, delivering school news every Monday and Wednesday. This initiative provided students with an authentic leadership opportunity while enhancing communication and building a stronger sense of community across campus.

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 successfully implemented; however, funding for the after-school clubs was provided through the Expanded Learning Opportunities Program (ELOP). This funding source played a critical role in supporting the development and sustainability of enrichment activities beyond the regular school day, ensuring students had continued access to engaging, inclusive, and meaningful extracurricular opportunities.

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, we will foster positive peer relationships by encouraging meaningful teacher-student and student-student connections. This will be achieved through team-building activities, peer mentoring programs, and buddy systems designed to support social-emotional growth and collaboration.

We will implement weekly class meetings to provide students with regular opportunities to share feedback, voice concerns, and participate in open, respectful discussions.

To promote a culture of respect and kindness, we will introduce a student-led "Kindness Week," celebrating respect, appreciation, and positive behavior throughout the school community. Additionally, staff will model and actively teach skills such as active listening, empathy, and conflict resolution to equip students with essential interpersonal tools for personal and social success.

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 | \$189,966.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$0 |

Other Federal, State, and Local Funds

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

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

| Federal Programs | Allocation (\$) |
|---|-----------------|
| Title I Part A: Basic Grants Low-Income and Neglected | \$70,890.00 |
| Title I Part A: Parent Involvement | \$797.00 |

Subtotal of additional federal funds included for this school: \$71,687.00

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 | \$60,664.00 |
| Site Discretionary | \$12,589.00 |
| Supplemental/Concentration | \$45,026.00 |

Subtotal of state or local funds included for this school: \$118,279.00

Total of federal, state, and/or local funds for this school: \$189,966.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

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

Expenditures by Funding Source

| Funding Source | Amount |
|---|-----------|
| Arts and Music in Schools | 60,664.00 |
| Site Discretionary | 12,589.00 |
| Supplemental/Concentration | 45,026.00 |
| Title I Part A: Basic Grants Low-Income and Neglected | 70,890.00 |
| Title I Part A: Parent Involvement | 797.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|------------------|-----------|
| | 36,802.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|------------------|---|-----------|
| | Arts and Music in Schools | 60,664.00 |
| | Site Discretionary | 12,589.00 |
| | Supplemental/Concentration | 45,026.00 |
| | Title I Part A: Basic Grants Low-Income and Neglected | 70,890.00 |
| | Title I Part A: Parent Involvement | 797.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 68,364.00 |
| Goal 2 | 112,589.00 |
| Goal 3 | 6,000.00 |
| Goal 4 | 3,013.00 |

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 |
| Mayra Cortes | Classroom Teacher |
| Natalia Cortes | Classroom Teacher |
| Brenda Rojas | Classroom Teacher |
| Irene Difuntorum | Other School Staff |
| Elisa Nevarez | Parent or Community Member |
| Andrea Nolasco | Parent or Community Member |
| Sarah Monley | Parent or Community Member |
| Michael Read | Parent or Community Member |
| Gilberto De La Torre | Parent or Community Member |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 04/30/25.

Attested:



Principal, Laura Valencia on 04/30/2025



SSC Chairperson, Andrea Nolasco on 04/30/2025

Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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