

# Dingle Elementary School

2021-2022 School Accountability Report Card  
(Published During the 2022-2023 School Year)



# General Information about the School Accountability Report Card (SARC)

## SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	Dingle Elementary School
<b>Street</b>	625 Elm St.
<b>City, State, Zip</b>	Woodland, CA 95695-3921
<b>Phone Number</b>	(530) 662-7084
<b>Principal</b>	Laura Valencia
<b>Email Address</b>	<a href="mailto:laura.valencia@wjusd.org">laura.valencia@wjusd.org</a>
<b>School Website</b>	<a href="http://dingle.wjusd.org">dingle.wjusd.org</a>
<b>County-District-School (CDS) Code</b>	57727100000000

## 2022-23 District Contact Information

<b>District Name</b>	Woodland Joint Unified School District
<b>Phone Number</b>	(530) 662-0201
<b>Superintendent</b>	Elodia Ortega-Lampkin, Interim
<b>Email Address</b>	elodia.lampkin@wjusd.org
<b>District Website Address</b>	www.wjusd.org

## 2022-23 School Overview

### Principal's Message

Welcome to C. E. Dingle Elementary School. We are a school rich in cultural and linguistic diversity. We promote and celebrate our students' success and are fully invested in continuing to improve the academics and sociocultural awareness of each of our scholars. Dingle Elementary is a school committed to collaborate with all stakeholders to make collective and informed decisions to help each student succeed.

As one of the three dual language immersion schools in our district, we value the language and culture of our school community and promote bilingualism, biliteracy, and sociocultural competence schoolwide. We are committed to support the program and to continue to improve the pathway to biliteracy in high school to ensure students receive the seal of biliteracy.

Our teachers, parents, staff, students, and community members work together to provide every learner with the education to enable them to be successful in middle school, high school and beyond. We value and recognize the importance of communication and the need to engage all stakeholders, provide time and space to hear their voices, and to collaborate often to make decisions that will positively impact our students' achievement and their social emotional development. This includes valuing student voice and making students an active group among all stakeholders.

In unity,  
Laura Valencia, Principal

### Vision Statement

The vision for C.E. Dingle Elementary School staff is to educate students to become productive and contributing members of our democratic society.

### Mission Statement

The C.E. Dingle Elementary School staff believes that all students can learn and are entitled to a positive educational experience that celebrates student effort and achievement. The staff, in conjunction with the school community, is committed to providing quality programs that meet the educational needs of our diverse student population and prepare them to successfully meet future challenges.

### Community and District Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 60,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes seven preschools, eleven elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served approximately 9,658 students in the 2020-21 school year. C.E. Dingle Elementary School had 346 students enrolled in grades TK-6 during the 2022-23 school year.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	42
Grade 1	57
Grade 2	57
Grade 3	46
Grade 4	45
Grade 5	52
Grade 6	33
<b>Total Enrollment</b>	<b>332</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	0.3
Asian	3.0
Black or African American	2.1
Filipino	0.0
Hispanic or Latino	76.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	2.4
White	15.1
English Learners	41.3
Foster Youth	0.0
Homeless	2.7
Migrant	5.4
Socioeconomically Disadvantaged	84.3
Students with Disabilities	13.6

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.60	73.73	422.70	87.04	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.50	2.92	16.70	3.44	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	8.30	1.72	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	5.84	8.70	1.80	12115.80	4.41
<b>Unknown</b>	3.00	17.51	29.10	5.99	18854.30	6.86
<b>Total Teaching Positions</b>	17.10	100.00	485.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 9, 2021 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams versus the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2021, regarding textbooks in use during the 2021-2022 school year.

<b>Year and month in which the data were collected</b>	August 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017	Yes	0.0%
<b>Mathematics</b>	Houghton Mifflin Harcourt –Math Expressions Adopted 2014	Yes	0.0%
<b>Science</b>	Pearson Scott Foresman Adopted 2008	No	0.0%
<b>History-Social Science</b>	Prentice Hall Adopted 2006  Scott Foresman Adopted 2006	No	0.0%
<b>Health</b>	Health Connected: Puberty Talks Adopted 2020	Yes	0.0

## School Facility Conditions and Planned Improvements

Dingle Elementary School, originally constructed in the 1940s, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of nine classrooms, thirteen portable classrooms, one Resource Specialist Program classroom, one library, one multipurpose room, one computer lab, one staff room, and two playgrounds. In 2009, all asphalt on campus was resurfaced. Facility information is current as of October 20, 2021.

### Cleaning Process:

The Principal works daily with the custodial staff to ensure regular and continual maintenance of the school's physical environment. Providing a safe and clean learning environment for students is a top priority for all staff.

### Maintenance and Repair:

District maintenance staff ensure that all maintenance requests are completed in a timely manner. A work order process provides efficient service and maintenance of our campus. At the time of publication, 100% of restrooms on campus were in working order.

### Year and month of the most recent FIT report

11/21/2022 - 11/21/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Dingle Room 3: 2: (D) Vents are obstructed, and vents and grills are excessively dusty or dirty. Return vent blocked to the right hand side walking into the classroom. 4: (D) Ceiling tiles have holes or stains.  Wall repair needs to be finished directly walking in the class to the right.



## School Facility Conditions and Planned Improvements

<p><b>Interior:</b> Interior Surfaces</p>			<p>X Dingle Office: 4: (D) Ceiling tiles have holes or stains in reception area, hallway, and principals office.</p> <p>Sheet vinyl seams in staff restroom are wearing down. 11: (D) Paint is peeling, chipping, or cracking on front door, paint is worn down to the metal. Dingle original building restrooms: 4: (D) Hazard(s) appear in the flooring. (Torn carpeting, missing floor tiles, or holes appear), the vinyl flooring in the boys restroom on the first floor has a bad tear in it walking into the restroom. 8: (D) A leak is evident, toilet in the second stall in the boys first floor restroom is continually running. The flapper may need adjustment. Dingle P 03: 4: (D) Ceiling tiles have holes or stains. Dingle Room 3: 2: (D) Vents are obstructed, and vents and grills are excessively dusty or dirty. Return vent blocked to the right hand side walking into the classroom. 4: (D) Ceiling tiles have holes or stains.</p> <p>Wall repair needs to be finished directly walking in the class to the right. Dingle Room 4: 4: (D) Ceiling tiles have holes or stains. 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights, one fixture needs a diffuser. Dingle Room 5: 4: (D) Ceiling tiles have holes or stains. 11: (D) Paint is peeling, chipping, or cracking on wall beneath the windows. Dingle Room 6: 4: (D) Walls appear to have hazards from tears and holes, wall directly to the left of sink needs repair, plaster is showing. Dingle Room 7: 4: (D) Ceiling tiles have holes or stains.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		
<p><b>Electrical</b></p>	X		<p>Dingle P 07: 7: (D) Outlets, access panels, switch plates, junction boxes and fixtures are NOT properly covered and secured from pupil access. Low voltage box to the right walking in needs to be reattached. 9: Aerator needs to be replaced Dingle Room 4: 4: (D) Ceiling tiles have holes or stains. 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights, one fixture needs a diffuser.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	X		<p>Dingle original building restrooms: 4: (D) Hazard(s) appear in the flooring. (Torn carpeting, missing floor tiles, or holes appear), the</p>

## School Facility Conditions and Planned Improvements

				<p>vinyl flooring in the boys restroom on the first floor has a bad tear in it walking into the restroom.</p> <p>8: (D) A leak is evident, toilet in the second stall in the boys first floor restroom is continually running. The flapper may need adjustment.</p> <p>Dingle P-11:</p> <p>9: (D) Water pressure is inadequate, drinking fountain pressure needs to be decreased.</p> <p>Dingle Portable Girls Restroom:</p> <p>8: (D) A leak is evident, 3rd stall toilet sounds like the flapper needs adjustments. Its constantly leaking water.</p> <p>Dingle Room 2:</p> <p>8: (D) A leak is evident, tailpiece on small toilet in kids restroom is leaking.</p> <p>Library:</p> <p>9: (D) A Leak is evident, in the custodians closet in the library, the water faucet is continuously leaking.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X			<p>Dingle Office:</p> <p>4: (D) Ceiling tiles have holes or stains in reception area, hallway, and principals office.</p> <p>Sheet vinyl seams in staff restroom are wearing down.</p> <p>11: (D) Paint is peeling, chipping, or cracking on front door, paint is worn down to the metal.</p> <p>Dingle Room 5:</p> <p>4: (D) Ceiling tiles have holes or stains.</p> <p>11: (D) Paint is peeling, chipping, or cracking on wall beneath the windows.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X			
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X			<p>Dingle Portable Boys Restroom:</p> <p>4: Sheet vinyl floor needs refurbishing soon.</p> <p>15: (D) Doors are NOT intact. Stall door to the large stall needs to be repaired. The door was popped out of the stop and you cannot open it.</p>

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	21	N/A	37	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	10	N/A	24	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	172	169	98.26	1.74	20.71
<b>Female</b>	77	75	97.40	2.60	28.00
<b>Male</b>	95	94	98.95	1.05	14.89
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	140	138	98.57	1.43	16.67
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	21	21	100.00	0.00	42.86
<b>English Learners</b>	66	66	100.00	0.00	6.06
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	17	17	100.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	140	139	99.29	0.71	18.71
<b>Students Receiving Migrant Education Services</b>	11	11	100.00	0.00	18.18
<b>Students with Disabilities</b>	21	20	95.24	4.76	0.00

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	172	168	97.67	2.33	9.52
<b>Female</b>	77	74	96.10	3.90	12.16
<b>Male</b>	95	94	98.95	1.05	7.45
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	140	137	97.86	2.14	8.76
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	21	21	100.00	0.00	9.52
<b>English Learners</b>	66	65	98.48	1.52	3.08
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	17	17	100.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	140	138	98.57	1.43	6.52
<b>Students Receiving Migrant Education Services</b>	11	11	100.00	0.00	9.09
<b>Students with Disabilities</b>	21	20	95.24	4.76	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	20	NT	19.88	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	50	50	100	0	20
<b>Female</b>	19	19	100	0	36.84
<b>Male</b>	31	31	100	0	9.68
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	35	35	100	0	17.14
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	11	11	100	0	27.27
<b>English Learners</b>	12	12	100	0	8.33
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	37	37	100	0	13.51
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.90%	95.80%	97.90%	95.80%	97.90%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

At C.E. Dingle, we recognize that when parents are engaged in their child's education, this partnership will lead to positive outcomes in student achievement, behavior, and improve social competencies. We strive to ensure that all families receive communications from school and from their child's teacher via weekly school newsletters, weekly "all calls," text alerts, and phone calls. Additionally, we survey our families and students for their input and ideas to strengthen our instructional program and to improve our family engagement activities.

Parents have a variety of ways to be involved throughout their child's time at Dingle and help develop a stronger partnership between home and school. Families may join us through our Parent Teacher Association (PTA) sponsored events such as Family Day, Jog-a-Thon, Fall Festival, and Spring Festival. We encourage our families to be a part of our parent groups e.g. PTA, School Site Council, and English Learner Advisory Council (ELAC), which meet monthly. Parents are invited to attend our monthly Coffee with the Principal chats to share any relevant information and feedback.

Student's voice at Dingle is essential and encouraged in a variety of ways. Students routinely share their input regarding their safety and wellbeing by using a request for assistance form. This input is reviewed daily by the principal and support groups are formed according to needs. Counseling classes are also tailored to the needs of the students. Our Dingle Youth Advisory Committee, which meets by-weekly on Thursdays after school, represents student voice and leads the school's community outreach efforts. Additionally, the Youth Advisory Committee reviews surveys and data to make recommendations that are later incorporated into School Plans for Student Achievement and the school safety plan.

C.E. Dingle Elementary is proud of our continued commitment to build and strengthen our partnerships among families, students, and staff.

#### Contact Information

Parents who wish to participate in C.E. Dingle Elementary School's committees, or become a volunteer may contact the school office at (530) 662-7084. The district's website ([www.wjUSD.org](http://www.wjUSD.org)) provides a variety of resources for parents, students and community members. Parents are also encouraged to participate in community forums at the district level and are able to attend Community and Family Engagement (CAFE).



## 2022-23 Opportunities for Parental Involvement

### 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	358	339	175	51.6
Female	169	162	83	51.2
Male	189	177	92	52.0
American Indian or Alaska Native	1	1	1	100.0
Asian	11	10	1	10.0
Black or African American	7	7	7	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	275	262	134	51.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	8	5	62.5
White	50	49	27	55.1
English Learners	147	142	69	48.6
Foster Youth	3	3	0	0.0
Homeless	11	10	7	70.0
Socioeconomically Disadvantaged	301	288	156	54.2
Students Receiving Migrant Education Services	20	20	10	50.0
Students with Disabilities	61	58	32	55.2

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.20	4.16	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	5.31	0.21	5.89	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.31	0.00
Female	2.37	0.00
Male	7.94	0.00
American Indian or Alaska Native	0.00	0.00
Asian	9.09	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.09	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.00	0.00
English Learners	2.04	0.00
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	4.98	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.56	0.00

## 2022-23 School Safety Plan

Safety of all students and staff is a priority at C.E. Dingle Elementary. We ensure that students are supervised throughout the day by teachers and noon duty supervisors. There is a designated area for student drop-off and pick-up at the school. Our well trained staff and noon duty supervise students during early morning drop off, all recesses, and after school pick up. Our safety committee routinely reviews stakeholder input to improve safety protocols as well as to ensure the physical campus is a safe place to learn, play, and to work.

C.E. Dingle's Elementary School's Site Safety Plan is revised annually by the School Safety Committee and School Site Council, which consists of administrators, teachers, counselors, classified staff, and parents. Key elements of the Safety Plan include student safety, school climate, and emergency preparedness. The school uses data from the California Healthy Kids Survey as well as the Dingle School Climate survey administered to students twice each year. The School Safety Plan was developed with input from stakeholders (staff/parent/student/teacher) on October 28, 2022, and approved by School Site Council on November 3, 2022.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted on a regular basis throughout the school year, including monthly fire evacuations and annual disaster and intruder drills. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	26		2	
2	25		2	
3	24		2	
4	18	1	1	
5	23	1	1	1
6	14	4	1	
Other	70			1

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	2	
1	18	2	2	
2	17	2	2	
3	17	2	2	
4	20	1	3	
5	14	4	2	
6	15	3	2	
Other	14	3	2	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	1	
1	17	1	2	
2	27		2	
3	23	1	1	
4	15	2	1	
5	17	1	2	
6	17	1	1	
Other	5	3		

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,244	\$1,884	\$5,360	\$68,381
District	N/A	N/A	\$5,707	\$73,100
Percent Difference - School Site and District	N/A	N/A	-6.3	-6.7
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-20.6	-19.4

## 2021-22 Types of Services Funded

Woodland Joint Unified School District spent an average of \$5,707 to educate each student (based on 2020-21 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2020-2021 school year, the District received State and federal funding for the following categorical, special education, and support programs: After School Education and Safety, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$47,505	\$52,478
<b>Mid-Range Teacher Salary</b>	\$67,644	\$80,810
<b>Highest Teacher Salary</b>	\$96,876	\$101,276
<b>Average Principal Salary (Elementary)</b>	\$110,190	\$127,080
<b>Average Principal Salary (Middle)</b>	\$115,533	\$134,264
<b>Average Principal Salary (High)</b>	\$127,448	\$147,200
<b>Superintendent Salary</b>	\$246,598	\$242,351
<b>Percent of Budget for Teacher Salaries</b>	33%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

Woodland Joint Unified School District provides time and resources for collaboration, planning, and professional development for all staff. 5 professional development days take place annually prior to the school year commencing. Teachers at each school receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. The development of a common district-wide instructional focus is allowing entry point for everyone to learn and stretch their practice. The focus of professional development has shifted to provide job-embedded coaching across multiple content areas to build capacity and focus on strengthening application of instructional strategies.

Woodland Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. During the school year and summer, staff have opportunities to complete professional development learning episodes and time to implement best practices learned. The professional growth occurring in Woodland Joint Unified School District has a heavy emphasis on collaboration with time reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Examples of recent Woodland Joint Unified School District professional learning include:

- Universal Design for Learning, TK-12
- Ethnic Studies, Preschool-12
- English Learner Roadmap, TK-12
- Social Emotional Learning TK-12
- Early Literacy TK-3

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	0	0	0