

Dingle Elementary School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Dingle Elementary School
Street	625 Elm St.
City, State, Zip	Woodland, CA 95695-3921
Phone Number	(530) 662-7084
Principal	Laura Valencia
Email Address	laura.valencia@wjusd.org
School Website	dingle.wjUSD.org
County-District-School (CDS) Code	57727100000000

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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 9,288 students in the 2022-23 school year. C.E. Dingle Elementary School had 332 students enrolled in grades TK-6 during the 2022-23 school year.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	41
Grade 2	52
Grade 3	46
Grade 4	48
Grade 5	43
Grade 6	47
Total Enrollment	346

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4%
Male	50.6%
American Indian or Alaska Native	0.3%
Asian	3.5%
Black or African American	1.4%
Filipino	0.3%
Hispanic or Latino	75.4%
Native Hawaiian or Pacific Islander	0.9%
Two or More Races	2.9%
White	13%
English Learners	39%
Foster Youth	2%
Homeless	2%
Migrant	4.3%
Socioeconomically Disadvantaged	83.8%
Students with Disabilities	13.9%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.60	73.73	422.70	87.04	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	2.92	16.70	3.44	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.30	1.72	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	5.84	8.70	1.80	12115.80	4.41
Unknown	3.00	17.51	29.10	5.99	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.70	76.59	431.60	88.36	234405.20	84.00
Intern Credential Holders Properly Assigned	0.20	1.17	15.60	3.21	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.00	22.25	14.80	3.05	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.20	1.68	11953.10	4.28
Unknown	0.00	0.00	18.00	3.70	15831.90	5.67
Total Teaching Positions	17.90	100.00	488.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.00
Misassignments	0.00	3.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	4.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	13.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.8	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 14, 2023 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 2023, regarding textbooks in use during the 2023-2024 school year.

Year and month in which the data were collected		August 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption ?	Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017	Yes	0.0%
Mathematics	Houghton Mifflin Harcourt –Math Expressions Adopted 2014	Yes	0.0%
Science	Pearson Scott Foresman Adopted 2008	No	0.0%
History-Social Science	Adopted 2023: TCI Social Studies Alive! for grades K - 6 McGraw-Hill IMPACT for grade 7, 8, and 10 McGraw-Hill Principles of Economics and Principles of American Democracy for grade 12 McGraw-Hill Understanding Psychology McGraw-Hill Sociology: A Brief Introduction	Yes	0.0%
Health	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 December 15, 2023.

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

12/14/2023 - 12/15/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Dingle Office: Ceiling tiles have holes or stains. Walls appear to have hazards from tears and holes. The small closet behind the front desk has holes in the walls. #1515 Dingle original building restrooms: Holes appear in the flooring. Walls appear to have hazards from tears and holes. #1516

School Facility Conditions and Planned Improvements

Dingle P 01:
Walls appear to have hazards from tears and holes.
#1517

Dingle P 02:
Walls appear to have hazards from tears and holes.
The trim at the back window missing.

Dingle P 06:
Loose ceiling tiles.
T- bar missing. #1518

Dingle P 07:
Wall covering torn.
Ceiling tiles are not installed properly. #1519

Dingle P 12:
Ceiling tiles have holes or stains.
Wall covering appears to have hazards from tears and holes.
Wall covering damage. #1521

Dingle P 8:
Walls appear to have hazards from tears and holes.
#1522

Dingle P-11:
Ceiling tiles improperly installed. #1523

Dingle Portable Boys Restroom:
Holes and cracks appear in the flooring. #1525

Dingle Portable Girls Restroom:
Holes and cracks appear in the flooring.
Missing ADA door hardware. #1525

Dingle Room 3:
4: (D) Ceiling tiles have holes or stains.#1528

Dingle Room 4:
Ceiling tiles have holes or stains.
Plywood patch in closet ceiling. #1529

Dingle Room 5:
Ceiling tiles have holes or stains.
Walls appear to have hazards from tears and holes.
Base has gaps
The closet door handle is missing. #1530

Dingle Room 6:
Ceiling tiles have holes or stains
Walls appear to have hazards from tears and holes
#1531

Dingle Room 7:
Ceiling tiles have holes or stains
Missing trim above sink cabinet. #1532

Dingle Room 8:

School Facility Conditions and Planned Improvements

			<p>Ceiling tiles have holes or stains. Walls appear to have hazards from tears and holes. #1533</p> <p>Dingle Room 9: 4: Ceiling tile in closet. Laminate trim missing on face at sink counter. Walls appear to have hazards from tears and holes. #1534</p> <p>Dingle Room P 04: Carpet is torn. Ceiling tiles have holes or stains. Walls appear to have hazards from tears and holes. Laminate trim face of countertop is damaged. #1535</p> <p>Dingle Room P 09: The ceiling tile is damaged. The wall covering is damaged. #1536</p> <p>Dingle Room P5: Walls appear to have hazards from tears and holes. The corner wall next to the white board is damaged. #1537</p> <p>Dingle staff lounge: 4: (D) Ceiling tiles have holes or stains. Exhaust vent hole in the ceiling. #1538</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>		X	<p>Dingle P 10: Area appears to be unclean with more than minimal dirt, dust, or buildup. Ceiling tiles around diffusers. #1520</p> <p>Dingle P 12: Sink needs cleaning #1521</p> <p>Dingle P-13: Area appears to be unclean with more than minimal dirt, dust, or buildup. The ceiling tiles next to the diffusers are dirty. #1523</p> <p>Dingle Room 7: The area appears to be unclean with more than minimal dirt, dust, or buildup around diffusers. #1532</p> <p>Dingle Room 8: The area appears to be unclean with more than minimal dirt, dust, or buildup surrounding the diffuser area. #1533</p>
<p>Electrical</p>		X	<p>Dingle Office: The plug cover plate on the north side of the entrance is loose. #1514</p> <p>Dingle P 02: Lighting does not appear to be adequate. One ceiling light not working. #1517</p> <p>Dingle P 12: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p>

School Facility Conditions and Planned Improvements

			<p>Loose outlet on east wall. #1521</p> <p>Dingle P-11: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access; Loose outlet South wall.#1523</p> <p>Dingle P-13: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access Outlet loose on west wall. #1523</p> <p>Dingle Room 2: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access. The electrical closet main switch gear breaker can be accessed. School items are stored in the closet. #1527</p> <p>Dingle Room 7: The power strip is loose on the south wall. Ceiling light bulbs out #1532</p> <p>Dingle Room P 09: Exposed data cable. #1536</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>Dingle P 06: The sink drains improperly. #1518</p> <p>Dingle P-13: Faucet loose. #1523</p> <p>Dingle Portable Boys Restroom: A Leak is evident. P-trap leaks. #1525</p> <p>Dingle Room 1: Water pressure is inadequate. Drinking fountain has low pressure and needs to be secured. A Leak is evident in center faucet. #1526</p> <p>Dingle Room 3: A Leak is evident. The faucet leaks at the base. #1528</p> <p>Dingle Room 5: Gooseneck on fountain loose. #1530</p> <p>Dingle Room 7: Loose faucet. #1532</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>Dingle P 10: Aerosols found (no aerosols are allowed) Can of raid under sink. #1520</p> <p>Dingle P-11: Fire extinguishers are NOT current and/or NOT placed in all required areas. Fire extinguisher is installed too close to door and nozzle interferes with door use. #1523</p> <p>Dingle Room 3: Fire extinguishers are NOT current and/or NOT placed in all required areas. Relocate the fire extinguisher. #1528</p> <p>Dingle Room 4: The fire extinguisher is not accessible. #1529</p>

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Dingle P 10: Window screens damaged #1520 Dingle Room P 04: The exterior screen is damaged. #1535 Dingle staff lounge: The exterior door weather damaged. #1538

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	21	17	37	38	47	46
Mathematics (grades 3-8 and 11)	10	14	24	25	33	34

2022-23 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
All Students	184	182	98.91	1.09	17.03
Female	85	85	100.00	0.00	18.82
Male	99	97	97.98	2.02	15.46
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	146	145	99.32	0.68	14.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	18	94.74	5.26	33.33
English Learners	68	68	100.00	0.00	1.47
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	21	21	100.00	0.00	9.52
Socioeconomically Disadvantaged	158	156	98.73	1.27	12.18
Students Receiving Migrant Education Services	11	11	100.00	0.00	9.09
Students with Disabilities	28	28	100.00	0.00	0.00

2022-23 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
All Students	184	182	98.91	1.09	14.44
Female	85	85	100.00	0.00	10.59
Male	99	97	97.98	2.02	17.89
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	146	144	98.63	1.37	10.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	36.84
English Learners	68	67	98.53	1.47	2.99
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	21	21	100.00	0.00	10.00
Socioeconomically Disadvantaged	158	156	98.73	1.27	10.39
Students Receiving Migrant Education Services	11	11	100.00	0.00	0.00
Students with Disabilities	28	27	96.43	3.57	3.70

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.00	4.55	19.88	19.95	29.47	30.29

2022-23 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
All Students	44	44	100.00	0.00	4.55
Female	18	18	100.00	0.00	5.56
Male	26	26	100.00	0.00	3.85
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	40	40	100.00	0.00	5.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	21	21	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	39	39	100.00	0.00	5.13
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	93.80%	95.40%	92.90%	95.10%	97.30%

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.

2023-24 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) 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).

2023-24 Opportunities for Parental Involvement

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	360	357	136	38.1
Female	178	175	63	36.0
Male	182	182	73	40.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	12	12	2	16.7
Black or African American	7	7	6	85.7
Filipino	1	1	1	100.0
Hispanic or Latino	268	266	100	37.6
Native Hawaiian or Pacific Islander	5	5	3	60.0
Two or More Races	10	10	5	50.0
White	48	47	18	38.3
English Learners	140	140	58	41.4
Foster Youth	8	8	2	25.0
Homeless	10	10	8	80.0
Socioeconomically Disadvantaged	303	300	123	41.0
Students Receiving Migrant Education Services	15	15	11	73.3
Students with Disabilities	64	63	37	58.7

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	5.31	3.89	0.21	5.89	6.50	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.02	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.89	0
Female	1.12	0
Male	6.59	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.36	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	6.25	0
English Learners	2.14	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.63	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.25	0

2023-24 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, 2023, and approved by School Site Council on November 7, 2023.

2023-24 School Safety Plan

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.

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		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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
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2022-23 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	346

2022-23 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$7,479	\$1,846	\$5,633	\$69,264
District	N/A	N/A	\$6,454	\$74,070
Percent Difference - School Site and District	N/A	N/A	-13.6	-5.4
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-20.6	-18.2

Fiscal Year 2022-23 Types of Services Funded

Woodland Joint Unified School District spent an average of \$6,545 to educate each student (based on 2021-22 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2021-2022 school year, the District received State and federal funding for the following categorical, special education, and support programs: Expanded Learning Opportunity Grant, 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, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
Beginning Teacher Salary	\$48,218	\$54,190
Mid-Range Teacher Salary	\$68,659	\$85,111
Highest Teacher Salary	\$98,329	\$104,999
Average Principal Salary (Elementary)	\$111,843	\$132,492
Average Principal Salary (Middle)	\$117,266	\$140,987
Average Principal Salary (High)	\$129,360	\$153,884
Superintendent Salary	\$260,000	\$255,503
Percent of Budget for Teacher Salaries	32.28%	32.09%
Percent of Budget for Administrative Salaries	4.96%	5.25%

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
- Differentiation

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0